



Work Package2: Mapping of existing practices, best practices and Needs' Assessment (D2.2. Mapping of CMS good and best practices)

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Introduction

This deliverable presents the results of a research on mapping strategies, policies, European programmes and curricula regarding Career Management Skills (CMS) in European countries. In particular, there are several countries such as Denmark, Scotland, Italy, Spain, United Kingdom, Romania, Austria, Czech Republic, Germany, Hungary, Lithuania, Malta, Portugal, Iceland, Finland, Norway, Sweden, Luxembourg, and France, which implement systems and policies to both secondary and tertiary education as well as to adults.

We compiled the practices below, mainly from the literature review and from suggestions that derived from the specialists' questionnaire.

This collection is not intended to be a comprehensive review of the multiplicity of relevant CMS practices already applied.

It is rather a result of the process we sought to collect a snapshot of interesting initiatives identified during the research phase of the tech CMS project including the literature review.

Our criteria for the collection of examples include:

- Relevant organizations that have successfully developed frameworks, tools and curricula on CMS.
- Innovative educational processes (eg. training curricula) across Europe. they cover policy/educational processes schemes across Europe, policies and strategies for training (innovative pedagogy, training practices)
- Relevant National and EU Projects with great impact.

We should mention that this deliverable practically complements deliverable 2.1. "Mapping of existing CMS practices in participating countries" at which we review specific CMS policies at EU and national level. In this respect, the aforementioned policies should be also considered as practices.

1. Practices of Introducing CMS in school education

In this section, we review selected cases of introduction of Career Management Skills in the educational system mostly focusing in secondary education.

Austria -Talent/career portfolio in schools

Teachers encourage students to collect proof of their abilities and interests, including any certificates they have received, and documents from in and outside the school, which are then presented in a talent portfolio based on the school-wide enrichment model (SEM). The portfolio is a tool used to systematically gather and record information about abilities and interests. Students develop it autonomously, while teachers serve as counsellors/facilitators in the portfolio review process. Students alone decide what they want to include. The portfolio contains proof of abilities such as crafts, sports, history, mathematics/logic, languages, physical sciences, computers, business, musical performances, musical composition, course grades, and product evaluations. Students can also include degrees, feedback papers from interactions with others, samples of completed assignments, and other performance-based observations and assessments (Gravina & Lovsin, 2012).

Cyprus -Career counselling and educational Services (CCES)

The CCES of the Ministry of Education, Culture, Sport & Youth provide counselling and careers guidance to all students in Secondary Education and to other young people.

School Counsellors offer their services in all the gymnasiums in the career counselling offices. Counsellors meet with students and parents for Career Counselling or/and personal issues and work closely with the school's Principal, teachers and other services in order to improve and ensure students' well-being. The School Counsellors are positioned in one or more schools.

Additionally, School Counsellors in Lyceums and Technical and Vocational Education and Training Schools, provide their students with updated information, related to their options and choices. They also inform the students about the entry requirements for the Public Higher Education Institutions in Cyprus, Greece. CCES also upload on their website the information provided by embassies and institutions regarding studies in Higher Institutions abroad.

Iceland – Activities and exercises

Iceland exhibits two interesting practices which demonstrate that career competences can be developed through specific and appropriate learning activities and exercises.

Treasure Hunt. The course - which is particularly popular with both sexes - aims to increase the sense of self-esteem for children aged 7-10. Hunting - as its name suggests - concerns the inner treasure of every child and is carried out with specially designed exercises that promote self-esteem and mental health. The program, while designed by a guidance counselor within a public school, is now provided in the private sector. Due to the great

impact on teachers and guidance professionals, a handbook and a course have been designed and elaborated in order to apply this method nationally.

Kvennaskólinn in Reykjavík. It is a college for young people aged 16-20 and includes two courses that promote career competences. The purpose of the **first course** is to help students adjust to the college's learning environment and requirements and develop time management skills, stress management skills and effective study techniques. The **second course** aims to increase the feeling of self-knowledge and supports students after the end of their studies. Students should be able to make decisions that will lead to the achievement of their goals and to take full responsibility for those decisions. Moreover, it provides information for further studies in Iceland and abroad. In 2008 through an education reform, the second course -which was positively evaluated by students for 8 years - became mandatory (Thomsen, 2014).

Denmark - A practice of education and work in secondary education.

Denmark attaches great importance to the link between education and work by making it compulsory in primary and lower secondary education. More specifically, the curriculum is divided into three parts,

- curriculum for preschool to grade 3,
- curriculum for grades 4-6,
- curriculum for grades 7-9

Each curriculum includes three themes: the theme of personal choice, the theme from education to work and the theme of work life which specialize in specific skills and knowledge areas:

Theme	Knowledge area
Personal choice	My goals
	My opportunities
	My choices
From education to work	From education to work
	Information
	Education and work knowledge
Work life	Working conditions
	The labour market
	Work life

Teaching includes all kinds of activities that promote the connection between education and work such as educational visits to companies and organizations, internship, apprenticeship and introductory preparation lessons for upper secondary education (Danish Ministry for Children, Education and Gender Equality, 2015).

Denmark - Pilot actions for the development of entrepreneurship in schools

The Danish pilot actions focused on innovation and entrepreneurship. The projects were organized by UU Copenhagen in cooperation with Young Enterprise in Denmark. One of the projects, entitled «*The best school*», dedicated a week of classes to working on concepts and skills related to innovation and entrepreneurship. The project involved 6 schools in Copenhagen. Pupils were asked to reflect on their school and how they would ideally like them to be. Students had to work in groups and as a class to develop their ideas into a presentation. They created a prototype of what their ideal school would look like and presented it at City Hall.

The *Café project* involved 13 class groups of pupils from different schools around Copenhagen, and included a visit to a local café where students could analyze the activities and job profiles of this type of business. Students were then asked to develop a café at their own school to serve other students. Through this activity, the students learned about entrepreneurship and were able to develop other new skills that could be applied to careers. Source: Widening the future – Lifelong Learning programme (Nelson, 2014, p.56).

Germany - career choice passport

In Germany, career orientation plays an important role in secondary school curricula, with a long tradition. In all the Länder (federal states), systematic vocational preparation and orientation are taught in a special subject which may be named differently (e.g. lessons in working, work-economy-technology) or embedded in other subjects. Here, career orientation and CMS are key contents.

In order to facilitate, support and document learning processes in this area, the portfolio Berufswahlpass (career choice passport) is used in 12 of the 16 Länder, integrated in lessons. The tool not only includes various offers, partners and information for career orientation, but also helps to assess and evaluate personal strengths and interests through self- and external assessment. Building on this, the tool also includes checklists on various topics such as matching career orientations and personal strengths. Thus, it seeks to assess career learning and encourages critical reflection and exchange with other learners. Through the resource-oriented portfolio approach of the Berufswahlpass, self-consciousness, self-esteem and self-efficacy are also strengthened.

The career orientation process and planning and the acquisition of CMS are supported and assessed through career guidance, also through co-operation with the guidance service of the PES. Furthermore, the passport helps the pupils with the documentation of the steps in the career choice process and with managing and valuing their documents (Gravina & Lovsin, 2012).

Luxembourg - Stop & Go

The program is aimed at students aged 14-15 and seeks to develop transferable skills (self-esteem, decision-making ability, flexibility of thinking, self-confidence) and to connect the school with external stimuli. The program includes weekly "life stage workshops" aimed at developing social and individual skills as well as art workshops that promote creative activities (ELGPN, 2012).

Scotland – linking secondary education with the world of work

Throughout secondary school and particularly in the Senior Phase of Curriculum for Excellence, young people experience learning in a variety of settings, placing, learning in relevant, real life contexts that make links with the world of work and the wider community. The senior phase takes place from S4 to S6 in school and includes ages 16 to 18 in other learning settings such as college and training provision. It builds on the learning and skills developed within the broad general education and is intended to be a time when young people build up a portfolio of qualifications to better demonstrate their learning. Every young person is entitled to personal support in the senior phase. (Skills Development Scotland, 2012)

Finland – career counseling in schools

Finland attaches great importance in the development of career management skills and integrates them into the basic educational curriculum. More specifically,

- in grades 1-6 counseling and career guidance are evenly distributed within the other courses,
- in grades 7-9 the timetable includes 95 hours of counseling
- in upper secondary education there is a compulsory and an optional 38-hour course
- in vocational secondary education career management skills are diffused in all lessons

The main objective of the curriculum is to fully support all students and especially those who have learning difficulties and to guide them appropriately in matters of education and career choice. Utilization of new technologies and information on education and employment opportunities play an important role in the Finnish education system (ELGPN, 2012).

Italy – introducing CMS through activities

Within the Friuli Venezia Giulia region, 5 Istituti Comprensivi, which include preschool, primary and lower secondary level schools. Within these schools, activities were designed for 6 ages of study (ages 5 to 11), as well as a specific activity for students with special needs. For each age, activities were designed to cover three areas within the sphere of career management skills: personal choice, knowledge of the labour market, and knowledge of the educational and vocational system. Activities incorporated reflection, drawings, testimonies from parents and professionals and visits to local workplaces and peer guidance from older students.

In Siena, practitioners worked with students of various ages (5 to 12-years-old), carrying out a variety of activities. The activities proposed included talking about and drawing pictures regarding their family members' (parents and grandparents) jobs, in the case of the younger children, and interviewing family members and describing the jobs, in the case of older children. They also involved parents, who were interviewed about their jobs, and organized workplace visits so the youngsters could see how those jobs are carried out in a real-life situation. Finally, activities were developed to support self-knowledge, and the game of charades was used to broaden the students' perspective on the jobs and professions available to them. (Nelson, R. 2014, p.5).

Hungary – CMS as part of pedagogical development

An interesting example of CMS policy implementation regards schools in Hungary where the first National Core Curriculum (Hungarian abbreviation: NAT) issued in 1995 (restructured in 2003 and in 2007) specified pedagogical development in grades 1–10 in terms of ten cultural domains. One of the ten domains was the teaching of way-of-life and practical skills, including career orientation. The first NAT defined the percentage rate of way-of-life and practical skills to the total curriculum at 4–7% in grades 1–4, 5–9% in grades 5–6, 6–10% in grades 7–8 and finally 5–9% in grades 9–10.

In addition, teachers should help pupils/students choose a career. This included, more specifically, the following components: self-knowledge development based on the identification of the individual's abilities and skills' experiential familiarisation with the content, requirements and access pathways, possibilities and alternatives of the most important careers and occupational branches' and reconciliation of aspirations and possibilities with realities. Pupils were to be made aware of the prospect of repeated career changes during their working life (Gravina & Lovsin (2012)).

Malta - Job shadowing in schools

Another interesting example of CMS policy implementation regards Job shadowing experiences in the financial sector, health sector and IT sectors which are being implemented in schools at national level. These are organized by the entities concerned and by the Student Services Department within the Directorate for Educational Services. This involves students' spending one week on the job, shadowing employees.

Job exposure provide students with an opportunity to think concretely about their career path. Research suggests that students who have a career plan are more likely to remain in the school system. Another aim of this experience is to widen awareness of career paths. Often students are only aware of a small number of careers within a particular industry. Such reconsideration may mean a student needing a particular subject that s/he is not presently studying. For example, a student realised that having Accounts as an O-level would help her pursue her chosen career path: taking up this subject in her spare time, she was in time to sit for it at the end of Form 5. These job exposures are also aimed at motivating students who are in the secondary sector to study harder. Students often do so on becoming

aware of subject/educational relevance. This experience also helps students to realise that they need to master a number of soft skills. Such skills need time to be acquired.

The experience is spread over a period of time, during which a number of job-searching skills are mastered: writing a letter of application, filling in a CV, preparation for an interview (for which students are also encouraged to look up information), and sitting for an interview. Through pre-experience emails sent to students, and class/one-to-one sessions to students participating in the job expo, as well as through a reflective logbook, the students are encouraged to go through employers' websites, engage in self-reflection and seek feedback from employers.

The career education programme of career lessons in Form 4 also gives students a good foundation of the skills necessary for the world of work. Students can then link what they have learned throughout the career lessons to what they have observed while on placement. Form 4 is a good year to expose students to such a career package.

VET sector. MQF Level 1 programmes have been introduced, with a two-hour weekly slot dedicated to personal development. The career aspect is also included across the curricula both in key skills and in vocational subjects. In addition, personal development sessions have been introduced for students following the MQF Level 3 programmes, with particular emphasis on the soft skills which are a necessity for employment (Gravina & Lovsin (2012).

Romania – developing children skills through activities

12 schools were involved in an interesting pilot action in Romania. This action targeted age groups ranging from age 5 to 11. The initiative focused on developing personal skills, self-development and self-knowledge, communication and conflict negotiation, emotional intelligence, self-esteem, relationship building and interaction skills, diversity and acceptance, writing and math skills linked with entrepreneurial activities, personal and work-related wellbeing, career knowledge. Activities carried out with the students ranged from art and drama (drawing, poster creation, role-playing, storytelling, presentation and performance, creative writing, acting), to self-reflection, self-presentation and self-assessment, to team building, brainstorming, discussion and group reflection. Some pilot actions also included mapping information, planning and organizing activities, crafting and practical workshops.

The various activities aimed at developing self-knowledge, understanding emotions, developing career management skills and introducing students to the world of work. Many of the activities, especially with younger students, focused on familiarizing them with the world of work and increasing their understanding of different professions. These activities also had a self-knowledge-building element, with students encouraged to reflect on their personal characteristics, strengths and limitations, and to work on emotional identification, perception and expression. The initiative also introduced students to new situations and new vocabulary related to the world of work and the study of subjects like at school mathematics and economics. These activities helped students to develop self-knowledge and an understanding of the role of professions in society and the importance of living a balanced lifestyle, as well as skills related to business and entrepreneurship. In addition, other pilot actions focused on developing cooperation among students and improving conflict mitigation and teamwork skills. These activities focused on the role of communication in every aspect of life, as well as developing skills for building positive relationships. The Romanian pilot actions made use of a variety of resources and methodologies, including brainstorming, discussions, drawing of pictures, poster making,

presentations, role plays, working in groups, completing worksheets and guided activities, art-creative techniques, case studies, etc (Nelson, 2014, p.56-57).

Spain - a comprehensive guidance tool for primary students

The approach adopted by DEP Institut within their context was to use a comprehensive guidance tool for primary students. The innovative feature of this activity was that the tool used, *Paws in Jobland*, is in English. Thus, the pilot action combined a career education activity with language learning. DEP Institut involved 5 schools in Catalonia in the pilot actions. The schools selected had both English language learning and ICT tools as priorities within their pedagogical models.

The pilot actions aimed to allow students to explore careers and the world of work, to understand the link between school and the world of work, to develop vocabulary and concepts related to the world of work and to practice reading, listening and writing in English. More than 14 teachers, tutors and guidance practitioners were directly involved in the pilot action activities, most often working in teams including an English language teacher and a guidance practitioner or group tutor. Other teachers and tutors were also informed about the pilot action activity.

In each of the schools the pilot actions were structured in a similar way. Students had time to freely explore the *Paws in Jobland* program and read or listen to the testimonies about jobs included in the program. Another part of the activity was guided through worksheets, which permitted students to reflect on different types of jobs as well as on how the tasks, activities and studies they undertake in school can translate to the world of work. This activity served another aim of the Spanish pilot actions, which was for pupils to understand the link between the skills and knowledge they develop in school and the skills that they will need to be successful in the future.

Over 215 students between the ages of 7 and 11 participated in the pilot action activities, about which students and teachers completed surveys upon conclusion. Their feedback was positive, with the actions seen as enhancing both students' perspective on the jobs and professions available to them as well as their vocabulary in English (Nelson, 2014, p.55).

United Kingdom - identifying schools' needs and interests

In the United Kingdom, a survey is disseminated to primary school administrators about their current career education and guidance practices. The survey aimed to identify schools' needs and interests in terms of career education activities, resources and support. The pilot action in each school consisted of two sessions that combined presentations and discussions about the world of work with the completion of *Paws in Jobland* activities. The sessions presented the world of work and gave students a basic understanding of careers, and also encouraged students to look outside their immediate area, offering them the opportunity to reflect on professions in different environments, such as in coastal areas or the countryside. (Nelson, R. 2014, p.56).

2. Specific National and EU initiatives on CMS

This section examines policy initiatives related to the acquisition and development of career management skills.

A European Resource Kit by ELGPN

The European Lifelong Guidance Policy Network, ELGPN, was established in 2007. Its aim is to facilitate the development of cooperation between member countries on promoting lifelong counseling in the fields of education and employment. The purpose of the network is to focus on the four priorities identified in the EU 2020 strategies and the four priorities of the EU Lifelong Guidance Resolutions (2004, 2008): career management skills; access, including accreditation of previous learning; co-operation and co-ordination strategies and quality assurance. In 2015 the ELGPN consisted of 30 member countries and Switzerland as an observer.

The Network has developed tools, such as the ELGPN 2012 Resource Kit, to help policy makers study, review and evaluate the lifelong guidance provided in their country. The aim is to identify the weaknesses of their own strategy and to leverage the good practices and systems of other European countries. In this context, a joint NVL and ELGPN Concept Note was designed to promote lifelong career management skills (CMS) in the Nordic countries. More specifically, Norway tried to identify if it would be useful to emphasize on career competences by presenting Career Management Skills perspective at conferences and other events. The effort was successful as it received positive reviews. Career competencies were also included in a briefing note which was intended to support policymakers. Sweden also treats career management skills perspective as an integral part of the national guidelines for guidance practice. In addition, curriculum guidelines have been adopted by Denmark, Finland and Norway. More specifically, Denmark has introduced the compulsory course Education and Work, Finland has introduced educational and vocational guidance in secondary and vocational education and Norway has introduced the topic Educational Choices in secondary education. This variety of examples, ranging from lower secondary education to higher education, demonstrates the importance that Norwegian countries attach to the learning paradigm in developing career management skills (Thomsen, R. 2014).

The Career Counselling and Educational Services (CCES) of the Ministry of Education, Culture, Sports and Youth (M.E.C.S.Y) in Cyprus

The CCES operate under the administration of the Secondary General Education of the Republic of Cyprus Ministry of Education, Culture, Sports and Youth. There are Counselling and Career Guidance offices in all public Secondary General Education and Secondary Technical and Vocational Education and Training Schools as well as Central Career Guidance offices at the M.E.C.S.Y.

The CCES focuses on the personal, interpersonal, educational and career development of high school students and other young people. Through the counselling process and the

career guidance, the school counsellors help students in Secondary Education and other young people to:

- adjust to the school environment, set goals and grow personally and academically
- develop positive self-esteem and acquire the skills to deal effectively with personal, family and/or interpersonal issues.
- grow and accept themselves and others.
- learn and acquire decision making skills and techniques in order to make well informed decisions concerning educational, career and personal choices.
- identify their individual capabilities, interests and skills – reach self-awareness
- explore different types of careers and gain valuable knowledge about the modern socio-economic and cultural developments.

The ultimate aim is to enable them to make their own informed decisions. All of the above services are offered based on the uniqueness of each and every person. All counsellors comply to the code of ethics and laws governing the profession.

A Strategy for Careers Education and Guidance in Northern Ireland

The Department for Employment and Learning (DEL) and the Department of Education (DE) of Northern Ireland relied on the Careers strategy 2009- 2014 in order to re-improve careers system. The new strategy determines the direction of Careers education and guidance for the period 2015-2020 and presents the main goal, conditions, commitments and key points in order to confirm that the expected results will be achieved. The ultimate goal of the strategy and the action plan included is to help people realize their abilities and qualifications and pursue the profession that best suits their personality and character. In this way social and economic development can be achieved more effectively. The strategy includes the following policy commitments:

1 - Accountability and Quality Assurance Framework. The aim of the system is to provide impartial, mandatory, responsible and high quality career services.

2 - E-delivery and Labour Market Information. The system will use contemporary, innovative and user-friendly means of accessing career services that will allow clients to utilize the services according to their personal needs, thus improving the levels of satisfaction and cost.

3 - Work Experience. Particular attention will be paid to improving work experience for different categories of beneficiaries (young people, students, businesses) in order to achieve equal opportunities and more effective organization of work experience.

4 - Accessing Impartial Advice. Emphasis will be placed on the impartial provision of services to young people in transition stages and in particular to those who face obstacles and risk of resignation and to their parents.

5 – Recording Achievements and Experience (e-portfolio). Young people should take advantage of an electronic portfolio that includes their academic qualifications but also a detailed record of all extracurricular activities that bring them closer to the labor market and increase employability (volunteer work, internship, part-time work, athletic performance). (Northern Ireland Department for Employment and Learning & Northern Ireland Department of Education, 2016).

Bulgaria – Vocational rehabilitation for adults with mental health issues

People with mental health issues face enormous difficulties in finding and maintaining a job. They have limited employment opportunities and their integration to the labor market is a difficult and time-consuming process that requires constant and coordinated effort. The Centre for Mental Health Services was established by the Global Initiative on Psychiatry (GIP) with the support of the Sofia Municipality, NGOs and other organisations. Among other services, GIP provides a vocational rehabilitation program aimed at bringing people with intellectual disabilities into the world of work. Participants are encouraged to search for a job considering their qualifications and the available job offers that fit their profile. The program includes training on employment issues, job search technics and supported employment in a social enterprise. More specifically, there is a public laundry established in 2009 with the support of the MATRA – KAP programme. It is a well-supported work environment that helps people with intellectual disabilities acquire work skills. The development of work-related skills and the employment in the laundry helps these people to adapt to the professional environment, to integrate into the labor market and to increase their self-confidence (Prometheus Project,2014).

Czech Republic – the National Guidance Forum (NGF)

The NGF was originally established in 2007 as an initiative of the Educational and Psychological Counselling Institute of the Czech Republic. The main aims of NGF formulated through the Statute of NGF are co-ordination of the guidance policies at the national level as well as informing the policy-makers in the fields of guidance, education and employment. The NGF apart from the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs consisted of key members such as professional associations in the guidance and counselling sector and NGOs. In general, the NGF contribution to an integrated guidance policy can be identified mainly in a continuing dialogue between the two key ministries and other non-government members. This has led to a shared understanding of the key concepts and issues. (Gravina & Lovsin, 2012).

A concept note from the Nordic countries

In 2013, a cluster of Nordic countries (Iceland, Finland, Norway, Sweden and Denmark) was created within the European Lifelong Guidance Policy Network. In this context, those countries created a common concept note on career competences and guidance which is commissioned by the NVL in cooperation with ELGPN. The purpose of this note was to create a common ambitious framework from which every country can benefit in order to develop the field of guidance. It is addressed to all those involved in this field, for example, policymakers, guidance counselors, researchers, teachers and clients (ELGPN, 2012).

The Danish Agency for Higher Education

In Denmark, the guidance system includes also youth guidance centres which provide support to young people up to the age of 25 years. More specifically, according to Euroguidance Denmark, The Danish Agency for Higher Education there are some key elements of the Danish guidance:

- Youth guidance centres that provide guidance services for young people up to the age of 25 years, focusing on the transition from compulsory to youth education, or, alternatively, to the labour market.
- Regional guidance centres that provide guidance for students in youth education programmes and young people and adults outside the education system who wish to enter a higher education programme.
- Adult educational centres which provide guidance for adults in the field of further adult education

(Euroguidance Denmark, 2014)

The CMS framework in Scotland

In Scotland there is a framework regarding CMS which is based on 4 areas:

1. Self - competencies that enable individuals to develop their sense of self within society
2. Strengths – competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning, job and career opportunities
3. Horizons – competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life
4. Networks – competencies that enable individuals to work and live effectively with others in society.

According to Career Management Skills framework for Scotland there are some key elements of the Scottish guidance:

- An interactive web service ([My World of Work](#))
- GIRFEC (Getting it Right for Every Child), which is a national programme that aims to improve outcomes for all children and young people in Scotland. The Scottish framework aims at recognizing what a young person already has to offer and what a young person needs. GIRFEC programme applies to all those working with children, young people, parents. Professionals need to work together to support families, and where appropriate take early action at the first signs of any difficulty. This means working across organisational boundaries and putting children and their families at the heart of decision making.
- Curriculum for Excellence embeds skills development and progression throughout learning from ages 3 to 18. It is pertinent to all those involved in planning, delivering and promoting effective learning for children and young people to enable them to develop relevant skills which meet their individual needs. (Career Management Skills Framework for Scotland, 2012)

Austria – boosting unemployed for re-entering the labor market

The program is aimed at the unemployed and tries to help them re-enter the labor market. It uses a combination of learning scenarios with laboratory work. Workshops aim to help participants acquire or improve employment-related skills while guidance is provided on an individual level. Unemployed people are systematically supported through various tools, free choice workshops but also through networking. The program is implemented in Vienna and Lower Austria. The Austrian Employment Service provides technical assistance to improve the services of the program which is also funded by the Ministry of Economy and Social Affairs (<https://test.bitschulungszentrum.at/lernwelt/ams-job-werkstatt-sued/>).

France - the portfolio of experiences and skills

As part of a national program, 20 universities from France tried to develop their students' career management skills. The PEC program is an example of a policy in higher education that promotes student-centered learning, employability and effective vocational guidance for students. Since 2008 career management skills are at the heart of 20 French universities through the certification of students' qualifications and experiences. The universities work together to effectively integrate this approach into their faculty curricula. The process is implemented and supervised by appropriately trained professors and researchers. The portfolio prepares students for the smooth transition to the job market by introducing them to new working terms and concerns. The main goal of the approach is to help students to become autonomous in the long run and to transfer the acquired knowledge in a professional context (ELGPN, 2012).

Hungary - CMS development for the VET sector

An interesting example about CMS policy implementation constitutes the vet sector in Hungary. The first and second Vocational School Development Programmes (SZFP: Szakiskolai Fejlesztési Programme) were implemented by the National Institute of Vocational Education (Nemzeti Szakképzési Intézet). 90 trade schools were involved in the first SZFP, and 70 additional trade schools in the second phase. 100 trade school teachers were trained. At the 9th class in the trade schools, according to the current public education law, schools could make their own decision on whether or not to teach career orientation for two classes per week (74 classes per school year).

The administration wanted the project to boost the development of vocational schools brought into a highly disadvantageous position by the extension of compulsory schooling to age 18. Within the SZFP, the development of orientation at vocational schools was assigned to Module G. This was worked out with a reduced content *ab ovo*, given the fact that this type of school provides no maturity certificate for graduating pupils. Consequently, the further education and placement options of pupils are limited to jobs and further training requiring no General Certificate of Secondary Education (GCSE). Nevertheless, as a result of the development project, hundreds of vocational schools and their teaching staff were provided with further training in career orientation. This included, self-knowledge development based on the identification of the individual's abilities and skills, possibilities

and alternatives of the most important careers and occupational branches, and reconciliation of aspirations and possibilities with realities. The participating institutions and their teachers established a network. Furthermore, an electronic career guidance package was prepared, which is now accessible on DVD under the title SzakmaInfo (Gravina & Lovsin, 2012).

Lithuania - CMS in higher education

There is a Law on higher education and research (2009) which refers to the obligation of the higher education institution 'to provide career consultations to students'. An important role in the system of the career management services for students in higher education is given to the monitoring of the graduate's career and the career management services. The monitoring system complements the system of the career management services.

The career management services for students in HE include:

- Career education – developing students' career management competences (knowledge, skills and attitudes).
- Career evaluation – helping students acquire and apply knowledge about personal features relevant for career development.
- Career counselling – helping students to solve career problems.
- Career opportunities exploration – helping students acquire and apply knowledge about career opportunities in the career development process.
- Job search – helping students acquire job-search skills and seek employment which meets their personal needs. Career education is referred to as the core career management service for students in HE: the main objective of all of the career services is development of students' CMS (Gravina & Lovsin, 2012).

Sweden – recognizing prior knowledge acquired outside the formal education system

The case of Sweden is an example of how prior knowledge acquired outside the formal education system can be recognized and certified through an adult education program. More specifically, the Swedish government supports and organizes with state resources a 10-week counseling program. By law, individuals wishing to attend a training program must have previously received counseling and vocational guidance services in order to develop an individual study plan. If prior learning can be recognized, counselors encourage the participant to attend a personalized counseling program. A workplace trainer, a vocational training instructor, a career counselor and the trainee are actively involved in the process. The results show that the program promotes career management skills enhancement as it allows participants to realize the value of their skills and strive to develop them (ELGPN, 2012).

Portugal - enhancing employability in companies under restruction

In Portugal the public employment service tries to help citizens meet the challenges of the modern changing work environment. More specifically, it has designed and developed a program for companies in restructuring procedure with the aim of enhancing employability

through the development of career management skills. Through the program, employees gain knowledge that can be transferred to other work environments. The process supports "skills balancing" which can help identify and evaluate skills acquired in different environments and conditions but also identify gaps. An action plan is developed with the aim of acquiring and developing career management skills such as positive attitude towards change, information management, team and business spirit, problem solving, job search techniques (ELGPN, 2012).

3. Flagship EU programmes on CMS

CMS LEADER (ERASMUS+ KA2)

The CMS LEADER project aimed to identify common areas of CMS development across a range of countries and to create resources for CMS practitioners. The countries involved in the CMS LEADER project were Greece, Italy, Romania, Spain, Turkey and United Kingdom. The research sought to establish an understanding of current awareness and practice in partner countries. One of the findings of the project regards the implementation of CMS. Career Management Skills (CMS) were promoted at a relatively high level in schools across all partner countries. However there was less evidence of their use in public employment services. CMS were developed in a variety of ways including one to one sessions and group sessions and less commonly through online learning and self-directed learning (Neary, Dodd and Hooley, 2015).

<http://www.leaderproject.eu/>

Prometheus (ERASMUS+ KA2)

PROMoting Management and Entrepreneurial THinking among the career counselors and guidance practitioners in the EU Societies“ project was funded under the Erasmus+ programme, KA2 - Strategic Partnerships for adult education. It is jointly developed by partners from 6 different European countries: BFE (BG), CIAPE (IT), BEST (AT), IED (GR), Aspire-igen (UK) and CIT (IR). The project seeks to harmonize the field of counseling with the modern needs and requirements of the participants. It also tries to help career counselors meet the new challenges in their scientific field and enhance the quality of their services. As a result, the team designed and maintained the Prometheus Platform, a One Stop Virtual Space for Career Counselling and Guidance Services with peer networking opportunities. In addition, the following five intellectual outputs have been developed and are available on the Platform.

- Career Pathways Research and Analysis Report,
- 100+ Enlightenment Best Practices e-Book,
- Peer Network and Empower Talk Movies,
- Online Career Counselling Guide and
- Toolkit with 5 career mobile apps.

Those outputs have been elaborated and finalized in five languages (English, Bulgarian, German, Greek and Italian) and will be available for free of charge use at least until the end of 2021.

<http://prometheus-eu.net/>

4. Good practices of organizations at national level

CYPRUS: Career Counselling Service by the Youth Board of Cyprus

The Youth Board of Cyprus (YBC) has launched the Career Counselling Service, aiming at providing reliable guidance to young people, so as to help them make informed decisions on their career choices and their further professional growth.

The YBC Career Counselling Service is a comprehensive program which provides guidance and opportunities for personal and professional development to young people of various ages. It is based on four action pillars:

- **Individual Guidance by Career Counselors:** These can be arranged by appointment. The career counseling meetings are held at all Youth Information Centers in Cyprus.
- **Career Aptitude Tests:** These are significantly helpful tools that enhance young people's self-awareness and help them make more informed and suitable decisions with regard to their studies and career paths. The tests are offered to high school students for free. The test results are analyzed and presented to them by our Career Counselors.
- **Soft Skills Development Workshops:** These are offered to young people who are seeking for employment, as well as to young professionals. The workshops take place at the Youth Information Centers around Cyprus. They enhance employability skills (CV building, preparation for a job interview, job hunting tips), as well as other soft skills that will assist the attendees' professional development (career awareness, self-awareness and self-confidence, 21st century professional skills, etc.).
- **Career Academies:** During the two-day or three-day career academies young people have the opportunity to attend intensive courses, lectures, workshops by high profile experts on career choice, job hunting, professional development, funding programs, professional skills development, innovation and entrepreneurship, etc.

<https://onek.org.cy/en/>

UK - University of Reading - Centre for Career Management Skills

The Centre for Career Management Skills at University of Reading strongly believes in un-built designs which have been very influential in the history of Architecture. For this reason, a generic career studies module was made available: Designing a Generic Career Studies Module: a Practical Example. This program includes 8 workshops that present the basic and modern concepts related to career management skills and allow students to identify, describe and apply them. It can last for a specific period or an academic year and requires about 150 hours of engagement. The educational method includes workshops activities and virtual learning environment.

The 8 workshops are the following:

- **Career and learning.** This workshop enables students understand that there are some features and aspects of career that can actually be learnt through the appropriate procedure.
- **Career development beliefs.** It helps students relate some basic scientific theories regarding career guidance to their own existing knowledge and perceptions.

- **Career and labour market intelligence.** This workshop is dedicated to labour market intelligence and encourages students to identify the various parameters and evaluate the labor market status and job requirements.
- **Career ethics.** The aim of the workshop is to encourage students exchange views on different aspects of career ethics.
- **Career management styles.** This workshop examines the different and conflicting views about career management that appear in both official documents and informal contexts.
- **Career types.** This workshop highlights an aspect of contemporary research that does not belong clearly to either career development theories or career management theories.
- **Career stories.** This session focuses on the different types of career narrative and encourages students to identify, analyze and apply them.
- **Career visions of the future.** The aim of the workshop is to critique and combat the prejudices and social stereotypes associated with the required career skills of today and tomorrow (McCash, 2011).

Bulgaria - Empatia career service

It is a counseling model that addresses to students, adolescents and young people. Since 2008 the service is provided by the Varna Municipality Center for Psychological Support of Young People and specifically by the department of Education, Youth and Sports. It follows the specifications and standards of the GCDF program and is funded by the municipality of Varna and the National Center of European Youth Programs and Initiatives. The aim of the model is to support young people during the transition stage from school to university and to the labor market. Career counseling seeks to develop skills such as goal setting, self-awareness and self-assessment. In addition, it promotes motivation, overcoming obstacles and matching business opportunities with personal preferences. It also provides specific sessions for some professions and for problems related to modern everyday life such as burnout and work – life balance. The service has helped many young people increase their confidence, develop their career management skills and design their career path. This practice has been honored with several awards including the National Best Career Practice Award (2012) (Prometheus Project,2014).

Greece - DASTA

The Employment and Career Structures (DASTA) of the Universities and Technological Educational Institutions, develop and coordinate the activities and services regarding the vocational rehabilitation of its students. In order to provide equal opportunities to all students, DASTA acts as a link between higher education and the labor market. DASTA provide guidance services in order to facilitate and encourage the transition of students from university to the labor market. One of the main priorities of these organizations is the provision of information and consulting support regarding career planning and possible employment opportunities. They include liaison units, internship units and innovation and entrepreneurship units and they usually organize consulting and entrepreneurship

workshops, career events and career days so as to help students claim a job in the competitive environment of the modern labor market.

<https://eoppep.gr/index.php/el/work-guidance-and-consulting/developing-careers-adult/public-services-syep>

Greece - EOPPEP

The National Organization for the Certification of Qualifications & Vocational Guidance (EOPPEP) is supervised by the Ministry of Education and is considered as the Euroguidance Centre of Greece. It is a national body that - among other things – provides the scientific support of the services of career guidance and counseling in Greece. It proposes, coordinates and controls the implementation of the appropriate interventions aimed at upgrading the field of counseling and guidance. Its actions strive to ensure high quality and professionalism in the provision of guidance services as well as in the production of valid tools. In addition, it seeks to promote constructive cooperation between the various counseling stakeholders but also to scientifically support professionals working in the field of career guidance. Moreover, properly designed services, applications and tools are provided for many different age groups. Two portals have been launched and operate within the organization:

EOPPEP’s Interactive Guidance Portal for adolescents and youngsters

The portal has been operating since 2012 and is addressed to young people, secondary and upper secondary students and professional guidance counselors. It includes innovative and user-friendly tools and applications such as career guidance test, individual skills portfolio, videos about professions, real games, digital self-help guide for prospective students, section “ask your counselor”, information about studying in Greece and Europe and information about mobility experiences. The purpose of all these tools is -through a playful way- to provide comprehensive information to young people so that they can envision their professional future and make the right decisions concerning their goals. In addition, the tools take into account each student’s interests and inclinations and attempt to help young people gain self-awareness and a better sense of their potential.

<https://www.eoppep.gr/teens/>

The EOPPEP Lifelong Career Development Portal

This service addresses to adults of all ages and aims to promote mobility as well as the acquisition and development of career management skills. The portal includes various tools and applications such as digitalized interest tests, e-portfolio, career management exercises, professional decision tests, self-help guide and mobility information resources.

<https://e-stadiodromia.eoppep.gr/>

Greece - Second Chance Schools

The Second Chance Schools are public schools that last 18 months and address to citizens above the age of 18 who have not completed lower secondary education. Those schools have 3 principles in order to ensure active participation:

- flexible curriculum which can adapt to the needs of the adult students
- provision of assistance not only at the educational level but in any area required
- appropriate teachers and counselors who can cope effectively with the complex task they have undertaken

Within this educational framework, counseling services are provided by a career counselor and a psychologist. The aim is to support trainees to fully develop their personality and to integrate in the labor market while avoiding social exclusion. Students are encouraged to increase basic knowledge and skills in order to develop their personal, professional and social level.

<http://www.gsae.edu.gr/en/geniki-ekpaidefsi-enilikon/deyteri-efkairia/s-d-e-sxoleia-deyteris-efkairias/mathe-gia-ta-sxoleia-deyteris-efkairias>

5. Selected tools and curricula

Prometheus Project - Toolkit

The Prometheus project has produced two very useful outputs.

The Prometheus Toolkit is one of the intellectual outputs of the Prometheus project. Its main aim is to help counseling professionals to better cope with their role and respond to the changing needs of each target group. It includes 26 innovative and flexible tools (such as role play, psychological tests, interview tools, exercises, questionnaires, skills evaluation tools) that can be elaborated and implemented in different time and stages of the career guidance process as well as in different conditions (face-to-face / online). Moreover there are tools appropriately designed for individual or group counseling. Tools 1 to 11 try to meet the needs of the unemployed and/or people looking for work or change of profession. Tools from 12 to 18 focus more on the career development process and the development of soft skills. Tools 19 to 26 are more flexible and can be applied effectively to any target group, as they relate to horizontal skills such as organization, planning, goal setting and work-life balance. The description of each tool provides information concerning five parameters: type of tool, objectives, target groups, description, learning outcomes.

http://prometheus-eu.net/wp/wp-content/uploads/2016/09/Toolkit_EN.pdf

Prometheus Project - 100+ Enlightenment Best Practices

The 100+ Enlightenment Best Practices E-book is a collection of selected best practices in the field of career counseling in Bulgaria, Italy, Austria, Greece and the UK. All practices mentioned have been successfully designed and applied within the country that presents them. The e-book includes a brief description of the practices (such as career services, training activities and products, assessment tools, career job days and events, networks and websites) while at the same time it refers to the respective target group and the creators. The main target groups referred are children, teenagers, university students, young adults, senior adults, employed and unemployed people, jobseekers, people at risk of social exclusion, people with disabilities, ethnic minorities and migrants.

<http://prometheus-eu.net/wp/wp-content/uploads/2016/05/eBook113-1.pdf>

Austria – A project for women's return to work

In Austria the Institute for Occupational Further Education and Personal training GmbH" - BEST for short - is a private institute that has been successfully supporting customers in the field of human resources for over 25 years, with a special focus on education and training as well as training and coaching.

Since April 2017 BEST has been running the project "Future with return to work - return to work with future" on behalf of AMS Vienna for women returning to work after a family-related career break with care obligations.

This educational activity is aimed at unemployed women and seeks to create the right conditions for their reintegration into the labor market after maternity leave. It tries to help them develop the necessary social and professional skills that will facilitate their access and stay in the labor market. Targeted counseling services and training actions are provided as well as an awareness event, a clearing process, vocational guidance actions and a modular course. Educational activities and workshops focus mainly on lifelong learning, information technology, commerce and sales, consulting, labor law and entrepreneurship. The service provides certified training programs and appropriately designed and configured educational materials. In addition, it seeks to raise public awareness and attract women and employers (<http://www.best.at/gefoerderte-personalentwicklung/zukunft-mit-wiedereinstieg---wiedereinstieg-mit-zukunft>).

Bulgaria – JobTiger TV

JobTiger.tv is an innovative online tool aimed at informing the public about personal and professional development and career management. It was founded in 2011 and belongs to JobTiger Ltd. which is a famous Bulgarian job searching website. It is aimed at a wide variety of target groups such as students, young adults, unemployed and employed, human resource experts and managers. The topics deal with the fields of higher and vocational education, the world of work, social policy but also current issues concerning professions and careers. The site contains the sections News, Events, Career Advisor, Professions, Human Resources and Entrepreneurship and those interested can find information about current news, career days, conferences, interviews with experts and entrepreneurs as well as funding opportunities. In 2012 JobTiger.tv won an award for the large presence of women on the site which hosted 50 interviews of women professionals. The award was given by European Parliament Information Office in Bulgaria (JobTiger.TV).

Bulgaria – Journey through the Indian lands

It is an educational game addressed to young people aged 15-25 with the aim of cultivating their career management skills. It is like a hidden treasure game, it lasts 90-180 minutes and consists of two parts. In the first part, participants form teams and have to cope with various obstacles and challenges until they reach their final goal. During the game – which is characterized by emotional intensity and competition- the participants are pressured to make the right decisions in a short time, they cooperate, negotiate and exchange views. In the second part, the participants are encouraged, with the help of the counselor, to describe this inner journey and their feelings, to explain their strategy and to justify any decisions they made during the game. Through this playful simulation, learning becomes more interesting and effective. Participants activate career management skills such as flexibility, readiness, adaptability and decision-making ability. An important result of the technique is the fact that the participants learn how to manage unexpected situations, a skill they will find particularly useful in the labor market. The “Journey through the Indian lands” has won the national award for best practice in career counseling (Prometheus Project,2014).

Greece - Handbook for Vocational Guidance Counselors

EOPPEP -the organization responsible for strengthening counseling vocational guidance and career in Greece- has published a practical application manual for career counselors that deals with the development of lifelong career management skills, such as, readiness for transition, self-confidence and self-esteem, change management, switching between education-unemployment-employment, turning an unexpected situation into a career opportunity, self-efficacy, commitment to the goal. The manual aims to provide practical information and awareness to consultants so that they can respond effectively to the demanding work they have undertaken. It connects theory with practical application and includes exercises and creative activities that help people manage their careers and develop personal, social and professional skills. The majority of exercises is based on modern methods and can be used in different age groups of the population (EOPPEP, 2013).

Greece - "White and Black Belt in Entrepreneurship"

The Career Office of Aristoteleio University of Thessaloniki provided experiential business planning workshops that have two levels:

They are experiential business planning workshops that have two levels:

- The "white belt in entrepreneurship" level is addressed to students and graduates and aims to introduce them to business culture and help them develop business skills. In addition, it encourages them to set their own goals and use creativity tools and innovative business plans and models.
- The "black belt in entrepreneurship" level is a specialized laboratory implemented through business accelerators and incubators from foreign countries. Participants learn how to design their products and services and are trained in customer understanding and interaction.

(<https://dasta.auth.gr/cmsitem.aspx?sid=2&id=505>)

Portugal - CMS in higher education

A Career Self-Management Seminar (CSMS, forms A and B) has been developed and implemented by psychology teachers and researchers of the Career Guidance and Counselling Centre at the University of Minho in Portugal. CSMS-A is intended to support career self-management of undergraduate students (career exploration, goal setting, design and implementation of action plans, monitoring and feedback). It consists of eight sessions of 120 minutes each, developed weekly in a classroom environment or at the career centre, with small groups of students from different majors (n = 8–10). CSMS-B is intended to support PhD students and research grant-holders from the same institution, also in the acquisition or development of career strategic behaviours. It consists of seven sessions of 90 minutes each, developed weekly in the career centre, with small groups of participants from different scientific domains (n = 6–8). Both forms of the SCMS are structured into three main

blocks of sessions, in a tentative effort to address three components of the career construction process: vocational personality, career adaptability and life themes (Gravina & Lovsin, 2012).

Italy - personal training register

The *Libretto formativo del Cittadino* (personal training register) is a tool that summarizes and presents the qualifications and skills acquired from vocational training programs, the workplace and everyday life.

It promotes the understanding, transparency and recognition of skills and achievements of individuals in order to increase employability. The personal training register was designed by national bodies and piloted in some regions which took over its management taking into account the specific characteristics of each region (ELGPN, 2012).

Italy – a training program on traditional manufacturing techniques

In Italy the National Research Institute for Vocational Education and Training, Employment and Social Policies organized a training program aimed at 14 young people with the purpose to train them on traditional manufacturing techniques. The aim of the project is to create employment opportunities for young people and at the same time emphasize the importance of some traditional professions in the area. Career counseling plays a psychological, social and educational role trying to harmonize the skills, expectations and dreams of the individual with a future professional path. The program includes a training activity of 1,932 hours that lasts 13 months as well as career counseling services which have been developed in advance (recognition of skills acquired from previous experiences) but also during the program (conducting individual and group activities). The learning patterns are two, one theoretical and one practical on-the-job-training. The main result of the program is that 6 out of 10 participants found employment in the companies where the undertook their internship while the remaining 8 have some experience of self-employment or participated creatively in other employment contexts (<http://www.isfol.it/>).

Germany – Profilpass

The ProfilPASS is a portfolio instrument to systematically review one's own life. In this way it records and assesses competences and abilities. It supports people by making them aware of personal strengths and weaknesses. The ProfilPASS assesses and evaluates competences and abilities that have been gained in all aspects of life: vocational training, voluntary work, employment, leisure time, family work, etc. The tool particularly focuses on competences gained in informal and non-formal learning contexts. It supports CMS acquisition and development as well as self-assessment through intensive reflection and evaluation of personal strengths, competences and interests, as well as through goal-setting and an additional part concerning skills for the application process (Gravina & Lovsin, 2012).

The Gatsby benchmarks

The Gatsby career benchmarks were drafted from an international study examining best practices in career counseling. The Gatsby team collaborated with researchers from the University of Derby and visited some countries that are famous for their career guidance practices, namely Germany, Finland, The Netherlands, Ireland, Hong Kong and Ontario. The key points of effective career guidance were based on careful study of modern literature and on close monitoring of the good practices applied worldwide.

The 8 benchmarks are:

1 – **A stable careers programme.** The stability of the career program plays a key role in the success of the project. The career guidance program should be integrated into the curriculum and fully understood by stakeholders (teachers, students, parents, local businesses).

2 – **Learning from career and labour market information.** Access to valid, update and quality information regarding the choice of studies and the existing and future employment opportunities is a basic right of students and their parents and should be provided by renowned and experienced counselors.

3 – **Addressing the needs of each pupil.** Considering that each student is a different personality and has different needs and desires regarding studies and future career paths, all students need individualized and equal counseling support.

4 – **Linking curriculum learning to careers.** The curriculum should be relevant to the labor market and career pathways. Specifically, each teacher should link the contents of the course with possible professions.

5–**Encounters with employers and employees.** It is very important to transfer knowledge and experience from employers to students. Counseling, speaker visits and business plans could help to achieve this goal.

6- **Experiences of workplaces.** Students should be provided with many alternative opportunities (such as work visits, internship) in order to get to know the working environment, the current employment opportunities, the requirements of the employers but also the rights of the workforce.

7 – **Encounters with further and higher education.** All students should have access to and take full advantage of the learning opportunities provided. This can be achieved through vocational pathways and learning both within the educational environment (schools, universities, colleges) and outside (labor market).

8 – **Personal guidance.** Whenever students are asked to make an important decision regarding their studies and/or professional future, they should be systematically supported by an informed and appropriate career counselor. Career advice should be individualized and in accordance with the time frame and the special needs of each student.

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

Selected digital tools

SOPRENDO in Italy (career matching software) is the innovative technology platform for guidance, designed to help people make decisions about their future. Thanks to tools to explore their interests, preferences, skills and a database with detailed information on over 450 career paths, SOPRENDO allows people to identify study and work objectives and build action plans to achieve them <https://www.soprendo.it/il-software/>

KUDOS in United Kingdom is a software to identify existing skills from employment opportunities and Kudos Personal Statement writing tool:

KUDOS software provides the opportunity to explore subjects, work areas and careers after having taken a test about finding the perfect career. In the end, kudos features a central area called “My profile” where someone can review his activities and download his certificate.

<https://kudos.cascaid.co.uk>

e-Guidance in Denmark was launched in January 2011 and provides individual and personal guidance to all citizens via various virtual communication channels: chat, telephone, text message, e-mail, webinars and Facebook. eGuidance is for everyone who wants information about education and employment and may also refer users to other guidance tools (www.ug.dk) and institutions for further guidance. eGuidance is especially targeted at resourceful young persons and their parents to give them easy access to independent information and guidance and hereby motivate them to continue the search and clarification process on their own. Furthermore, Facebook was first taken in use in January 2012 and gives eGuidance the chance to provide guidance in a common forum and to work with guidance on social media (www.facebook.com/eVejledning). They use Facebook, because Denmark has a high percentage of Facebook users. The activity on Facebook generally happens on the wall, where it is public for everybody to see. The interaction can be between the counsellor and the counselees, or between several people taking part in the debate. They have seen several times that people try to help each other, which is precisely one of their main purposes of being on Facebook.

The national guidance portal: www.ug.dk in Denmark: The portal provides comprehensive and up-to-date information on: youth education and training programmes, higher education programmes, occupations/professions, labour market issues, study programmes taught in English at Danish colleges and universities. It is an ICT-based careers information and guidance portal. The portal helps people to find information that enables them to make qualified decisions about education, training and careers.

6. Extra- EU Initiatives

Australia – A framework on CMS

In Australia there is a framework regarding CMS which is based on 3 areas: The area A refers to *personal management* and more specifically regards three competences such as 1) Build and maintain a positive self-concept 2) Interact positively and effectively with others 3) Change and grow throughout life. The area B refers to *learning and work exploration* and regards the competences 4) Participate in lifelong learning supportive of career goals 5) Locate and effectively use career information 6) Understand the relationship between work, society and the economy. The area C refers to *career building* and concerns five competences such as: 7) Secure/create and maintain work 8) Make career-enhancing decisions 9) Maintain balanced life and work roles 10) Understand the changing nature of life and work roles and 11) Understand, engage in and manage the career-building process ([MCEECDYA,2010](#))

Canada - Creating Pathways to Success

An interesting programme entitled Creating Pathways to Success was implemented in Canada and more specifically for Ontario schools. The main aim was to make students the focus of their own learning, viewing them as the architects of their own lives. The mission of teachers was to influence students' success, keeping in mind some basic assumptions: all students can be successful; success comes in many forms; there are many pathways to success; for each student, success is influenced by many factors (e.g., cognitive, emotional, social, physical).

The program was based on several general areas for exploration:

- Who I am? Knowing yourself
- What are my opportunities? Exploring opportunities
- Who do I want to become? Making decisions and setting goals
- What is my plan for achieving my goals? Achieving goals and making transitions

Students conclude the program with a document concerning their evidence of learning, a portfolio that contains materials, worksheets, information, comments, impressions, letters, articles, personal reflections, pictures, photos, drawings and graphics. Seven features describe the complexity of the program: knowledge- and skills-based, inquiry-based, developmentally appropriate, holistic, inclusive and differentiated (Călineci, 2014)

Canada – Self Managed Career Portfolio

The *Self-Managed Career Portfolio Guide* (Winnipeg Chamber of Commerce, St. James-Assiniboia School Division & Manitoba Education and Youth (2003)) was the result of a partnership in Canada between Winnipeg Chamber of Commerce, St. James-Assiniboia School Division and Manitoba Education and Youth. This portfolio offers a framework for individuals to guide and capture all aspects of their career development, including self-

assessment, goal-setting, skill identification, career and educational transition, getting and keeping work, and lifelong personal development. As an ongoing developmental process, the career portfolio provides documentation of the past and offers a guide to the future. A portfolio is a collection of documents, such as reference letters, certificates, photographs and report cards. It offers proof of what you know, what you can do, how you conduct yourself, your skills, attitudes and other qualities. This self-managed career portfolio includes 4 areas: personal development, job search skills and tools, career exploration, further studies and training. The name self-managed guide came up because everyone is in charge of himself. The main aim is the empowerment and the support of individuals in order to use portfolio to both personal development and job search as well as to career exploration and further studies/training.

7. Conclusions

On our research on selected cases of CMS, we came upon many interesting cases of relevant organizations that have successfully developed frameworks, tools and curricula on CMS, innovative educational processes and tools on CMS and relevant EU projects with great impact.

It seems that regarding the introduction of CMS in school education most interesting practices come from the most developed European countries that also have developed educational systems such as the Nordic countries Germany and the UK but we also came upon interesting cases from southern European countries such as Italy and Spain and central European countries such as Hungary and Romania.

We subsequently reviewed selected CMS initiatives. It seems that the European Lifelong Guidance Policy Network (ELGPN) is the most notable practice in terms of inclusion and impact.

We also reviewed two very interesting cases of Erasmus + funded practices that are focused on CMS namely CMS Leader and Prometheus. We think that especially project Prometheus produced a variety of interesting intellectual outputs with great added value and in this respect, we used extendedly its outputs as input to ours. We think that our project highly complements the two aforementioned projects which after all is the desired effect in Erasmus + projects.

Our study is followed by the reviewing of good practices of organizations at national level. In this section Greece's EOPPEP's approach is found to be the most holistic since it incorporates a variety of CMS elements in its services.

On our next section we presented some interesting cases of tools and curricula which we selected under the criterion of innovational approach. Apart from the Prometheus project which as mentioned above we used extendedly the Gatsby benchmarks is probably the most integrated case. We also present some interesting digital or digitally adjusted CMS tools. Finally our study concludes with the presentation of extra EU initiatives in Australia and Canada. It seems that especially Canada as a country with a highly developed educational system has introduced CMS in its policy frameworks.

On our research on selected cases of CMS, we came upon many interesting cases of relevant organizations who have successfully developed frameworks, tools and curricula on CMS, innovative educational processes and tools on CMS and relevant EU projects with great impact.

This deliverable presents the results of a research on mapping strategies, policies, European programmes and curricula regarding Career Management Skills (CMS) in European countries. In particular, there are several countries such as Denmark, Scotland, Italy, Spain, United Kingdom, Romania, Austria, Czech Republic, Germany, Hungary, Lithuania, Malta, Portugal Iceland, Finland, Norway, Sweden, Luxembourg, and France which implement systems and policies to both secondary and tertiary education as well as to adults.

We compiled the practices below mainly from the literature review and from suggestions derived from the specialists' questionnaire.

This collection is not intended to be a comprehensive review of the multiplicity of relevant CMS practices already applied.

It is rather a result of the process we sought to collect a snapshot of interesting initiatives identified during the research phase of the tech CMS project including the literature review.

Our criteria for the collection of examples included:

- Relevant organizations who have successfully developed frameworks, tools and curricula on CMS.
- Innovative educational processes (eg. training curricula) across Europe. It covers policy/educational processes schemes across Europe, policies and strategies for training (innovative pedagogy, training practices)
- Relevant National and EU Projects with great impact.

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