

# CAREER AND MOBILITY



**National Centre of the Euroguidance Network,  
Bulletin No 6**

**2018/2019**

New Initiatives, News and Events Related to  
Career Guidance in Serbia and Europe



## A Word from the Editor

Dear colleagues,

This is the sixth issue of the Career and Mobility Bulletin, containing new relevant information on the development of career guidance and counselling in Serbia and Europe.

As the national Euroguidance Centre, which is a part of the Euroguidance Network, we strive to support the development of the CG&C system in the Republic of Serbia and Europe, by organising different activities and producing materials. During the 2018/2019 school year, our main focus was on providing support for the development of career practitioners' skills for carrying out CG&C activities in the form of seminars, webinars, conferences, the traditional National Career Guidance Awards as well as through cooperation and exchange of experiences with our colleagues throughout Europe, primarily by taking part in the network's cross-border seminars and organising study visits, along with colleagues from the Czech Republic and Bulgaria. In addition to those and other activities of our centre, the bulletin contains information on other important events that took place during the previous year, as well as a European initiative for connecting practitioners and researchers within the CG&C – NICE network. The part of the Bulletin on mobility contains information on current activities and Eurodesk, a European initiative Serbia has joined this year, aimed at creating new opportunities for young people.

We hope you find the following pages useful and informative as we strive to encourage you to further develop and improve career guidance and counselling activities in your work. We would like to take this opportunity to thank you for keeping up with our work and for being dedicated to the improvement of career guidance, counselling and mobility in the Republic of Serbia.

*Euroguidance Centre Team*

Foundation Tempus  
Euroguidance Centre  
[www.euroguidance.rs](http://www.euroguidance.rs)  
[euroguidance@tempus.ac.rs](mailto:euroguidance@tempus.ac.rs)  
+381113342430, option 7

Foundation Tempus  
Ruže Jovanović 27a  
11000 Belgrade  
[www.tempus.ac.rs](http://www.tempus.ac.rs)

Foundation Tempus  
Information Centre  
  
(working days  
10:00 am – 6:00 pm)  
Terazije 39, 1st floor  
Belgrade



euro | guidance

## Impresum

### Impressum

**Career Guidance and Mobility Bulletin No 6**

**September 2019**

**Bulletin of the National Centre of the Euroguidance Network in Serbia**

### Editorial Board:

Ivana Vulić, Sofija Petrović, Ružica Madžarević, Goran Bogunović, Marko Banković, Marija Filipović-Ožegović, Milena Jovanović, Sofija Mašić

**Design and layout:** Olivera Zogović

**Translation:** Halifax Consulting doo

**Proofreading:** Tamara Đorđević

**Pictures:** Foundation Tempus / AVE media, NICE, Euroguidance Slovenia, Euroguidance Romania, depositphotos.com, stockunlimited.com

**Printed by:** Simbol štamparija

**Circulation:** 500

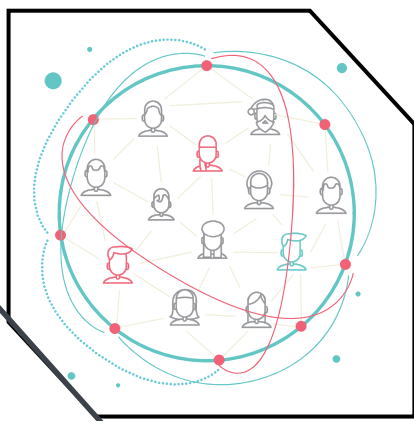


Co-funded by the  
Erasmus+ Programme  
of the European Union

An electronic copy of the bulletin is available on the Euroguidance Centre website: [www.euroguidance.rs](http://www.euroguidance.rs)



## The Euroguidance Centre's Support for the Development of Career Practitioners' Competencies | 14



## Improvement of CG&C Services and Career Practitioners' Skills through cooperation:

*Interview with Johannes Katsarov* | 8



## Presentation of Competencies Acquired During Mobility – Europass Mobility | 26

CAREER GUIDANCE AND COUNSELLING FOR ADULTS .....	4
EUROGUIDANCE NETWORK CROSS-BORDER SEMINARS .....	12
THIRD AND FOURTH NATIONAL CAREER GUIDANCE AWARDS .....	19
NEWS AND EVENTS IN THE CG&C FIELD .....	23
NEWS AND EVENTS RELATED TO MOBILITY .....	28
INFORMATION ON YOUTH MOBILITY OPPORTUNITIES .....	29
INTERNATIONALISATION OF EDUCATION: 'STUDY IN SERBIA' INITIATIVE .....	30

## CAREER GUIDANCE AND COUNSELLING FOR ADULTS

*Adult users of career guidance and counselling services (CG&C) are a very heterogeneous group. Their needs and starting points, as well as available options, can be quite different. Consequently, career guidance and counselling services should cover a wide range of different needs: from supporting members of vulnerable groups in finding a job or adequate education in order to secure basic living conditions, to supporting talented and successful individuals in expressing their talents and achieving a greater level of job-satisfaction and establishing boundaries between work and private life.*



Due to the diversity of adult users' needs, there is a necessity for a large number of different services, as well as institutions and professionals in charge of providing those services. Further, the institutions and professionals must be interconnected in order to be able to direct the users to relevant services. In Serbia, career guidance and counselling services for adults are closely related to the education system, social protection and work, in which various activities are offered to different target groups.

When it comes to the education of adults, the importance of career guidance and counselling has been recognised, and services of interest to adults (e.g. retraining, recognition of prior learning and provision of adequate information on training goals and job requirements) have been regulated by relevant acts.

Different institutions have been given the freedom to develop various CG&C services, along

with existing educational activities. Adult education institutions work on the development of activities similar to those of CG&C teams in primary and secondary schools, such as career information services, career counselling, and career education. In secondary schools that offer retraining and further training programmes, CG&C activities are closely linked to regular activities.

Adult users are also offered career guidance and counselling services through the National Employment Service, which carries out activities such as employment mediation, career counselling and training for the development of career-management skills (such as training on how to actively search for a job or how to introduce oneself to potential employers). The contemporary job market, which requires interdisciplinary knowledge and diverse skills, has encouraged employers to focus on employees'



career development, so some companies offer career guidance and counselling services within their human resources departments. Those services include training and career development plans within the company.

Due to the diversity of this area, institutions, organisations, and career practitioners have the task of proactively and independently collecting information on ways to improve the quality of their own services, as well as the services of other related entities. The importance of CG&C service quality has been confirmed by the

recently-adopted Bylaw on Standards of Career Guidance and Counselling Services (Official Gazette RS, 43/2019), which aims to provide institutions and individuals with guidelines for service improvement and development of practitioners' competences. Continuous improvement of services and practitioners' competences for the provision of such services is vital for the development of the system as a whole. This will support career development for people of various ages, education levels and work experience, in accordance with their needs and personal and professional aspirations.





## FOUNDATION TEMPUS' SUPPORT FOR PROFESSIONAL TRAINING AND NETWORKING OF PRACTITIONERS WORKING IN THE FIELD OF ADULT EDUCATION



### Conferences on Career Guidance for Adults in Cooperation with the EPALE Network

In 2018, the Foundation Tempus organised two conferences aiming to improve the competences of practitioners working with adults, as part of the activities of the Euroguidance Centre and the EPALE Support Service. During the two-day conference entitled 'Overcoming Helplessness: How to Use Career Guidance and Counselling to Empower Vulnerable

Adults', which took place in October 2018, the participants had an opportunity to become familiar with the basics of motivational interviewing, narrative therapy techniques and working with beneficiaries of psychiatric services. The second conference took place in December of the same year. It focused on the development of practitioners' competencies in

the area of planning and carrying out group or online activities on the topic of career guidance and counselling through specific techniques that can be used for CG&C activities.

The training material and other relevant news and resources can be found in the following EPALE group:

Career guidance and counselling for adults ([epale.ec.europa.eu/en/private-reer-guidance-and-counseling-adults](https://epale.ec.europa.eu/en/private-reer-guidance-and-counseling-adults)).




## Transnational Cooperation Activities for Individuals Active in the Sectors of Formal and Non-Formal Education

Since 2019, various events (including seminars, training courses, conferences and research projects) within Erasmus+ Transnational Cooperation Activities (TCA) have been available to teachers, pre-school teachers, school heads and professional associates in primary and secondary schools, pre-schools, adult education institutions, as well as

youth workers and trainers in the field of non-formal youth education, decision-makers in the field of formal and non-formal education, on national and regional levels. The aims of TCA are establishing contacts and partnerships for new projects and exchanging good practices regarding the impact of the Erasmus+ programme on the system of formal education, train-

ing and non-formal education of young people in all sectors. More information on TCA can be found at:

<https://erasmusplus.rs/transnational-cooperation-activities-tca/>.



Career guidance and counselling (CG&C) is a diverse field, both in Serbia and worldwide. There are many different services and interdisciplinary activities carried out by experts of various backgrounds. As a result, all of them are jointly referred to as career guidance practitioners. Therefore, teachers, school psychologists, youth workers and other experts involved in CG&C activities are considered career guidance practitioners.

In many countries, career guidance practitioners provide diverse activities and come from various educational backgrounds, there is a need for establishing associations of practitioners with a view to exchanging experience and improving competences and services. As a result, the International Association for Educational and Vocational Guidance (IAEVG) was founded in the 1950s. Nowadays, there are various initiatives and associations dealing with career guidance and counselling. Below you will find an interview with Johannes Katsarov, the coordinator of one such initiative – Network for Innovation in Career Guidance and Counselling in Europe (NICE)

## **IMPROVEMENT OF CG&C SERVICES AND CAREER PRACTITIONERS' SKILLS THROUGH COOPERATION**



## INTERVIEW WITH JOHANNES KATSAROV OF THE NICE NETWORK

### *What sets the NICE network apart from other networks of career practitioners?*

The issue of providing support for the improvement of career practitioners' skills is quite challenging. The person involved in career guidance, and even more in career counselling, should be able to identify challenges and needs of individuals in respect of their career (which those individuals are often unaware of), in order to be able to help. To achieve this aim, practitioners are required to work on their personal development and education. They need to possess a certain level of knowledge in the fields of economy, psychology, management and education, and they also need specific skills, such as communication, problem-solving and assessment skills. However, there are few academic programmes in Europe which enable individuals to acquire the necessary knowledge and skills.

Due to this discrepancy, during the IAEVG Conference in 2008, a decision was made to gather relevant authorities across Europe and establish a network in charge of fostering the development of career guidance and counselling as a profession, leading to the establishment of the NICE Network in 2009 and the NICE Foundation in 2017. Our focus on the issue of career practitioners' competencies and professional roles in career guidance and counselling is what sets us apart.

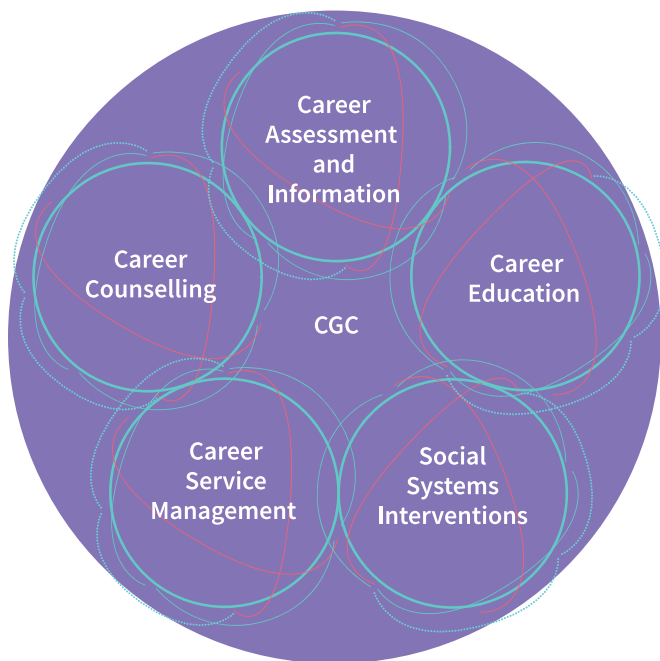


### *How does the NICE Network define the role of career guidance practitioners?*

The NICE Network gathers experts from various fields and countries, so we dedicated quite some time at the beginning to the exchange of ideas on what practitioners should do and what skills they should possess. Throughout this exchange of ideas, we focused on identifying practices and professional roles of career guidance practitioners and the issue of whether existing academic programmes can prepare professionals for those roles and practices. This resulted in the creation of a framework consisting of five professional roles: identifying users' needs and providing adequate information to them, career education, career guidance, supporting social systems and managing career services.

These roles have enabled us to further develop competency standards, which could serve as a common framework and an indicator of the quality of academic and other educational programmes for career guidance practitioners throughout Europe.





*NICE professional roles of career development practitioners. Taken from NICE (2016): European Competency Standards for Academic Training of Career Practitioners. NICE Handbook Vol. II. Barbara Budrich: Opladen, Berlin, Toronto, p. 38.*

***In addition to the valuable contribution of the NICE Network to the development of the competency framework for the above-mentioned roles, what activities are you currently involved in and how does cooperation between practitioners foster the development of competencies?***

Through mutual cooperation within the network, we realised the importance of learning about various practical approaches, so we decided to host events gathering practitioners from different areas, thus forming the so-called NICE Academy. The events we host focus on networking and learning. They include workshops, short training courses and presentation of theories, practices and research. We would also like to support research in this area, so we host special events for individuals working on a doctoral thesis on the topic of career guidance and counselling, in the form of ECADOC summer schools. During such activities, practitioners have

the opportunity to talk to one another and establish cooperation on various international projects, in addition to developing professional skills and getting new information.

Practitioners from Serbia can take part in the events and join other network activities which will be published on our website: [nice-network.eu](http://nice-network.eu).

***Various networks often focus on cooperation whose aims are not necessarily related to one's professional development, e.g. joint development of a service through a project, without focusing on competency development. In your opinion, what is important for practitioners in respect of their professional development, and how can they focus on this professional development?***

The development of career practitioners' skills requires learning while working and primarily focuses on the competencies we find missing when faced with a specific task, for example: how to identify the needs of high-school students

if they are not sure about their own interests. There are different ways of identifying what should be improved and implemented in our work, so having a clear picture of our competences and learning plans is very important. In the NICE Network, we consider competency frameworks and any other competency descriptions a good starting point for self-assessment and a useful guide for improvement. Every event and cooperation project is an opportunity to learn something new and stimulate self-assessment and improvement, show our good practice examples and improve our competency.

**IN OUR WORK, WE MAY ASK OURSELVES:  
HOW CAN I IDENTIFY THE NEEDS OF HIGH-SCHOOL STUDENTS IF THEY ARE NOT SURE WHAT THEIR OWN INTERESTS ARE?**

The International Association for Educational and Vocational Guidance (IAEVG) organises annual conferences, gathering leading experts in the area of career guidance and counselling research and practice. The 2018 conference took place in Sweden, whereas the 2019 one took place in Slovakia. Conference information and material can be accessed on the following websites:

[iaevgconference2018.se](http://iaevgconference2018.se) | [iaevgconference2019.sk](http://iaevgconference2019.sk).

*Participation of the Euroguidance Network in NICE Events and the IAEVG Initiative*

Centres of the Euroguidance Network from different countries take part in NICE and IAEVG conferences by presenting their activities and examples of good practice from their countries, and gathering information on international trends. During the NICE conference of September 2018, the Euroguidance centre of Serbia held a workshop entitled: 'Webinars and Online Courses as Tools for Career Guidance and Counselling'. The Euroguidance Network also had an opportunity to present examples of good practice from various European countries at its booth at the IAEVG conference of 2018, using network material, whereas colleagues from Nordic-Baltic Euroguidance centres organised a workshop entitled 'Guidance for 21st Century Skills through Learning Mobility'. In September 2019, the Euroguidance centres from the Czech Republic and Serbia presented their work and experiences at the IAEVG conference in Bratislava.





## EUROGUIDANCE CBS CROSS-BORDER SEMINARS

The importance of cooperation, networking and exchange of experiences among European practitioners, experts and decision-makers in the field of career guidance and counselling has been recognised within the Euroguidance Network, which organises traditional annual **Euroguidance Cross-Border Seminars**.

The initiative began in 2005. Eleven European countries take part in annual two-day seminars on current topics related to career guidance and counselling (each year in a different country). Each member of the initiative contributes to the seminar by sending one or more experts to hold interactive workshops on the agreed topic, presenting innovative and good practice examples, striving to encourage seminar participants to analyse them in the context of their own, specific needs.

### CBS 2018: GUIDANCE AND COUNSELLING IN THE SCHOOL CURRICULUM

The thirteenth Cross-Border Seminar of the Euroguidance Network, took place in Bucharest. The topic of the seminar was ‘Guidance and Counselling in the School Curriculum; Experiences, Practices, Innovations and Responses to Current Challenges’. Mladen Šljivović, a physics teacher and the coordinator of the CG&C team from Zaječar Grammar School, held a workshop entitled ‘Your Subject Is Important to Me’, presenting his activity that was awarded at the 2017 National Career Guidance Awards. He is one of the authors of the Career Guidance and Counselling Handbook for Teachers (*Priručnik za karijerno vođenje i savetovanje za nastavnike*), published by the Euroguidance Centre. ‘Your Subject Is Important to Me’ is one of the activities presented in the handbook. The publication, presenting national career guidance and counselling systems of the countries taking part in the initiative, related to the implementation of career guidance and counselling in curricular and extracurricular activities for students, with workshop descriptions available at [euroguidance.eu/resources/publications/other-publications](https://euroguidance.eu/resources/publications/other-publications).



# SEMINARS



## CBS 2019 – SKILLS FOR THE FUTURE

The topic of the Cross-Border Seminar that took place in Bled, Slovenia (May 2019), was ‘Skills for the Future’. Career practitioners, experts and decision-makers from more than 10 European countries gathered to take part in various interactive workshops and discuss competencies, including professional and other skills of great importance for the job market. Nataša Jankuloski, a teacher, and Svetlana Petrović, a professional associate, both from the Technical School of Knjaževac, held a workshop presenting their ways of helping students develop key competencies, such as problem-solving skills, cooperation, etc. Nataša Jankuloski and Svetlana Perišić were awarded at the Third National Career Guidance Awards in the CG&C field. They are also amongst the authors of the Career Guidance and Counselling Handbook for Teachers (*Priručnik za karijerno vođenje i savetovanje za nastavnike*). More information on the 2019 Cross-Border Seminar and presentations of the lecturers and workshop hosts are available on the event’s website:

[english.ess.gov.si/vicc\\_ncc/cbs-2019](http://english.ess.gov.si/vicc_ncc/cbs-2019).

## THE EUROGUIDANCE CENTRE'S SUPPORT FOR THE DEVELOPMENT OF CAREER PRACTITIONERS' COMPETENCIES

*Since its foundation in 2013, the Euroguidance Centre of Serbia has dedicated special attention to the development of career practitioners' competencies in respect of career guidance and counselling. Cooperating with teachers, professional associates, career counsellors, youth workers and other people involved in the fields of education, employment and youth work, the Euroguidance Centre has been developing and improving its activities so as to address current needs of people working in this field. Below, we present the activities and resources available to career practitioners aiming to improve their knowledge and skills in the field of career guidance and counselling.*



Accredited training courses for teachers and professional associates for 2018/19, 2019/20 and 2020/21 school years

In the last call of the Institute for the Improvement of Education, the Euroguidance and Europass Centres of the Foundation Tempus accredited five training courses:

- The **Career Guidance and Counselling in Secondary Schools** training course is intended for teachers, professional associates and other secondary school staff who do not have extensive experience in the area of CG&C but would like to become familiar with this area and teachers' roles in these activities. The training course was also accredited in the previous accreditation cycle, during which around 700 teachers and professional associates attended the course. The training course is listed in the Catalogue of the Institute for the Improvement of Education, under No 35, and it brings 8 professional development points.

- The **Improvement of the Quality of Career Guidance Activities through Efficient Work Planning of the School Career Guidance and Counselling (CG&C) Team / Professional Orientation (PO) Team** is a training course intended for experienced teachers and professional associates who are already involved in these activities and the work of the CG&C team / PO team. Since every school is different with regard to students and available resources, a significant part of the seminar deals with developing options for activities corresponding to the circumstances of individual schools. The training course is listed in the Catalogue of the Institute for the Improvement of Education, under No 87, and brings 8 professional development points.



- **The Improvement of Teachers' and Professional Associates' Competencies for Career Guidance and Counselling Activities** is a training course lasting 18 hours in total over 5 weeks. The course is predominately carried out on an online platform, with one session in person. The training course is listed in the Catalogue of the Institute for the Improvement of Education, under No 88, and it brings 18 professional development points.
- **The Preparation of Students for the Job Market: Skill Self-Assessment and Introducing Oneself to Employees** is listed in the Catalogue of the Institute for the Improvement



of Education under No 70, and it brings 8 professional development points. The training course aims to improve teachers' and professional associates' skills for preparing students for the job market through interactive work and exchange with other participants.

- An online course entitled **Career Information for Students and Europass Tools for Presenting Skills and Knowledge** lasts 5 weeks and brings 12 points. The training course is listed in the Catalogue of the Institute for the Improvement of Education under

No 36, and it covers the following topics: career information for students, presenting oneself to employers by means of a CV and other tools, and exploring career information resources.

During the 2018/19 school year, the Euroguidance and Europass centres within the Foundation Tempus organised 8 training courses on the topic of career guidance and counselling intended for teachers and professional associates working in primary and secondary schools. There was a total of 280 participants from across Serbia.





## ANNUAL CONFERENCES ON CAREER GUIDANCE AND COUNSELLING

*The Euroguidance Centre organises the traditional annual National Euroguidance Conference entitled Career Guidance and Counselling in the Republic of Serbia and Europe. The sixth conference took place on 9 October 2018 in Belgrade. It was organised in cooperation with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sport, with the support of the Embassy of the Republic of Bulgaria. Over 200 career practitioners took part in the conference, including teachers and professional associates working in primary and secondary schools, National Employment Service consellers, representatives of youth offices and associations, representatives of the academic community and career development centres, as well as decision-makers in Serbia.*

Like the previous conferences, this conference also focused at the exchange of information and improvement of cooperation among all stakeholders in the career guidance and counselling (CG&C) system in the Republic of Serbia and across the region. The conference participants had an opportunity to learn about career guidance and counselling of primary and secondary school students and the development and application of European Skills, Competences, Qualifications and Occupations (ESCO) in the national classification of occupations in the Republic of Croatia. Additionally, the National Traineeship Programme in Montenegro was presented, as well as new initiatives for fostering the development of career management skills of various target groups and the development of career practitioners' competencies in Serbia.

During the conference, there was an award ceremony for good practice examples submitted for the National Career Guidance Awards.

The seventh Conference for Career Guidance and Counselling in the Republic of Serbia and Europe will take place on 3 October 2019, at the Metropol Hotel in Belgrade. The topics of this year's conference will be the importance of reflective practice in career guidance and counselling, youth employability skills relevant for the transition between education and the world of work, etc. At the conference, good practice examples will be presented and awarded as part of the Fourth National Career Guidance Awards.



### *Teacher's Handbook on Curricular and Extracurricular CG&C Activities for Students*

The Career Guidance and Counselling Handbook for primary and secondary school teachers is the continuation of activities of the National Euroguidance Centre. In 2014, the first issue of the handbook was published by the Foundation Tempus following an initiative of the Ministry of Education, Science and Technological Development and in cooperation with the Belgrade Open School. It contained CG&C activities teachers can implement with students at school. The aim of such activities is presenting good practices to aid teachers and professional associates in designing and implementing CG&C activities. The handbooks are to be as practical as possible, so they contain ideas for specific activities students can participate in, such as workshops, lectures, forums, organised visits, job shadowing and other activities that can be of use to students in terms of obtaining information and making decisions on their further education and career. The new issue contains 15 activities designed by teachers and professional associates working in Serbian schools. The integral document or individual activities can be browsed and downloaded from the **Activity Database** available on the website of the Euroguidance Centre.



### *Webinars for European Career Practitioners*

Since 2017, the Euroguidance Network has been organising webinars for career practitioners, including teachers, professional associates, career counsellors and other individuals working on different topics within the CG&C field. Webinars give participants an opportunity to become familiar with projects, initiatives, policies and practices in schools and other institutions and organisations across Europe. In addition to providing a possibility to obtain information, the webinars also enable participants to network with colleagues from other countries. Since webinars take place online, they are available to everyone with a computer and a stable internet connection, regardless of their physical location.



**'Guidance in school education for young migrant newcomers'**





### ***Activities to Support Students of Final Grades of Primary and Secondary Schools***

As part of the National Euroguidance Centre's and Information Centre's work, the Foundation Tempus regularly organises activities aiming to support students of final grades of primary and secondary schools who are to decide on their further education: secondary and post-secondary education respectively. The activities encompass workshops, webinars and presentations on topics such as information on career options, self-assessment of interests or personal characteristics, decision-making, as well as on other topics relevant to students who are about to transition to a higher level of education or to the job market. Teachers can organise the participation of their students as part of regular school activities, such as homeroom classes or activities of the career guidance and counselling team.

### ***Study Visits for Career Practitioners***

On 15 and 16 April 2019, the Foundation Tempus (the Euroguidance Centre of Serbia, in cooperation with the Euroguidance Centre of the Czech Republic), organised a study visit and a joint seminar in Belgrade. The event gathered 20 career practitioners, including teachers and professional associates working in primary and secondary schools in Serbia and the Czech Republic, with the aim of exchanging ideas and experiences for the improvement of career guidance and counselling activities at school.

The Euroguidance Centre of Serbia and the Euroguidance Centre of Bulgaria organised a study visit to Bulgaria, with the aim of exchanging information on their respective career guidance and counselling systems and activities. Around 20 career practitioners from the two countries participated in the two-day event in September 2018, during which they had an opportunity to present their work, meet their colleagues and discuss further development in the CG&C field.



*The above-mentioned activities and material are free for all participants, and further information on them can be found on the website of the Euroguidance Centre in [Activities](#) and [Resources](#) sections, as well as in the News section on the home page.*



## THIRD AND FOURTH NATIONAL CAREER GUIDANCE AWARDS



The traditional Career Guidance Awards is a part of common activities of the Euroguidance Network, in which the centres of the Czech Republic, Slovakia, Hungary and Serbia have been participating for years now. Recently, the Euroguidance centres of Portugal, Lithuania and Bulgaria have joined the initiative. The award-winners have so far had an opportunity to present their work through joint publications, as well as various conferences and seminars organised by the Euroguidance Network.

- The third National Career Guidance Awards was open for applications between 22 June and 10 September 2018. A total of 18 applications were received, out of which 3 were awarded and 6 received acknowledgements.
- The Fourth National Career Guidance Awards was open for applications between 15 March and 7 July 2019. A total of 23 applications were received, out of which 3 were awarded and another 3 received acknowledgements.



The selection committee for both competitions consisted of representatives of different sectors in charge of providing career guidance and counselling services as well as representatives of the Croatian and Montenegrin Euroguidance centres. The decisions on awards and acknowledgements were made by taking into consideration the contribution of proposed activities to the development of career guidance skills, their correspondence to target-group needs and defined aims, and applicability in other environments.

## THIRD NATIONAL CAREER GUIDANCE AWARDS



### First Prize

**University of Belgrade, Centre for Career Development and Student Counselling: Get Ready – Enrol at University**

Through the Get Ready – Enrol at University programme, career guidance and counselling is provided for students of final years of secondary schools who belong to social groups underrepresented in higher education (people from poor and / or rural areas, people with disabilities, Roma people, children without parental care, etc.). The programme is carried out in student dormitories in Belgrade. It encompasses educational workshops and information and counselling sessions, enabling students to gather information, discover their own potentials, prepare for university studies and plan their career.

According to the Selection Committee, the activity is a comprehensive support programme helping students from vulnerable groups prepare for the next level of education. The entire programme is appropriate to the needs of the target group and continuous support is offered through numerous resources available on the Centre's website. This programme stands out in that special attention is dedicated to evaluation and improvement based on experiences from the previous cycle.



### Second Prize

**Zaječar Grammar School: STEM Walking Tour**

STEM Walking Tour is a career information activity enabling high school students with an interest in STEM subjects (science, technology, engineering and mathematics) to become familiar with the diverse supply and demand of relevant jobs, education options in this field, and necessary hard and soft skills by visiting STEM professionals at their workplaces, in a single day. This way, students are able to obtain information on the options for further education in the STEM field.

According to the Selection Committee, the activity stands out owing to its creative concept. Additionally, it is a good practice example of a thoroughly planned and evaluated career information programme. Planning of further improvement of the activity based on its evaluation deserves extra praise.



### Third Prize

**Youth Council of Kruševac: Career Nook**

Career Nook is a career guidance and counselling service intended for young people aged between 14 and 30. It helps young people make the best decision on their further education and career and manage their career successfully. The activities encompass testing, individual and group counselling, training courses and practical work, providing information on employment options, connecting young people with employers and preparing them for job interviews.

According to the Selection Committee, the activity is an example of good practice because it is a comprehensive and continuous programme. In addition to providing career information, the organisation also provides career counselling and organises workshops intended for the youth, which is a good example for other organisations working in the same field.



## FOURTH NATIONAL CAREER GUIDANCE AWARDS



### First Prize

*Zaječar Grammar School,  
Treasure Hunt: GymZa Code*

Treasure Hunt: GymZa Code is a game involving career information, development of new skills and testing knowledge and skills already acquired. It enables high-school students to become familiar with different vocations, learn new things, use ICT and other tools for obtaining career information. It is an interactive game which also provides the CG&C Team with information on the areas requiring further improvement, resulting in the definition of target group needs and development of an adequate action plan.

According to the Selection Committee, the activity is a good practice example because it is comprehensive and clearly directed at the development of career management skills, it contains clear evaluation, and it can be recreated in different contexts with slight adjustments.

### Second Prize

*Branko Radičević Grammar  
School*

**Involving visually impaired high school students in career guidance and counseling activities and preparing them for university studies** is a set of different actions designed for two visually-impaired students and their parents. The activity is adjusted to the students' specific needs.

According to the Selection Committee, the activity is a good practice example because it has clearly defined aims and is appropriate to the needs of the target group. The activity stands out for being comprehensive and dedicated to providing support to individual students, as well as information on how the needs of the students and their parents were met.

### Third Prize

*Inventiva Centre  
Programme VIZ&JA*

A three-month cycle and inclusive programme called VIZ&JA is a service aimed at providing continuous support to young people between 19 and 30. The programme systematically empowers young people for the world of work by combining individual activities and teamwork. It consists of a set of workshops, development tasks, meetings, team projects and peer mentoring. After the programme, the students claimed they felt empowered to take personal responsibility for and a proactive approach to their careers, in order to get to know themselves and the characteristics of teamwork better.

According to the Selection Committee, the activity is an example of good practice because it encompasses a set of different activities clearly connected to the development of career management skills. There is a clear connection between the described aims and activities, and students' needs are taken into account.

## ACKNOWLEDGEMENTS IN THE THIRD AND FOURTH NATIONAL EUROGUIDANCE COMPETITION OF GOOD PRACTICES IN CG&C

- Acknowledgment for the use of ICT in career guidance and European cooperation was given to Anica Tričković from the Toplički Heroji Primary School for the activity entitled '**Green Jobs and SDGs**';
- Acknowledgment for successful integration into the local community and stimulation of entrepreneurial competency development was given to the Technical School of Knjaževac for the activity entitled '**Selfie Entrepreneur**';
- Acknowledgment for a creative approach and active participation of students in the creation of career information material was given to the Rade Metalac Technical School for the activity entitled '**KVIK Game**';
- Acknowledgment for maintaining the continuity of activities and inter-sectoral cooperation was given to the School of Economy and Trade in Požarevac for the activity entitled '**SOS Workshops for Independent Decisions of the Super-Youth**';
- Acknowledgment for establishing cooperation with representatives of different vocations on the local level was given to the Technical School of Zaječar for the activity entitled '**If you Want to Succeed, You Must Not Quit**';
- Acknowledgment for promoting a peer approach and ensuring applicability in other environments was given to the 'Connecting' Organisation for Career Development and Youth Entrepreneurship for the activity entitled '**When I Grow up, I Will Be a...**';
- Acknowledgment for developing career information activities and gathering students' views on occupations was given to the Zaječar Grammar School for the activity entitled '**Let's Face IT**';
- Acknowledgment for affirmation of females in occupations traditionally perceived as male occupations was given to the Petro Kuzmjak Primary and Secondary School with a Dormitory for the activity entitled '**STEM Girls**';
- Acknowledgment for including the career guidance topic in regular school subjects was given to Zorica Subotić from the Bač School of Agriculture for the activity entitled '**Each Person is a Star of its Kind**'.
- In addition to awards and acknowledgments, the Committee of the Fourth Career Guidance Awards publicly commends the activity entitled '**From Interview to Job**' organised by the School of Economics and Trade in Požarevac.



## NEWS AND EVENTS IN THE CG&C FIELD

### Fifth fair of school CG&C teams of the Belgrade Open School

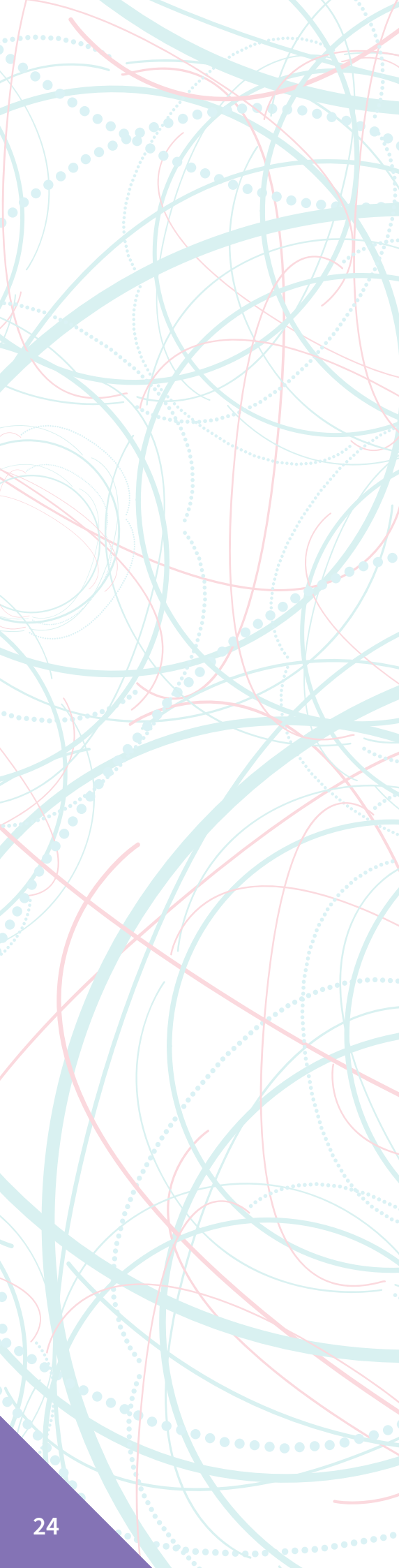
The Belgrade Open School held the traditional Fair of School Teams for Career Guidance and Information on 27 May 2019, in the Chamber of Commerce in Belgrade. Like in the previous years, teams whose applications met the basic requirements of the competition had the opportunity to present their activities at the Fair. Secondary schools of various profiles (grammar schools, technical, medical, agricultural and other schools) demonstrated diverse career guid-

ance and counselling activities, such as walking tours, treasure quests and making personalised perfumes and soaps. Following the criteria based on the Standards of Career Guidance and Counselling Services, the Committee selected the best schools, which were given monetary prizes and an opportunity to participate in professional training.

### Virtual internships in the field of vocational education and training – the VIVET project

In order to support young people transitioning from

education to employment and help them acquire and improve practical workplace related skills, the Belgrade Open School, Interprojects organisation from Bulgaria, Technical School of Užice and University of Padua have developed and carried out the project of Virtual Internships for Vocational Education and Training (VIVET). Vocational internships are considered an important part of the education process, and the project analysed the potential of information and communication technologies to be used for the internship. Internships organised in such a way enable students to improve their professional and online cooperation skills, and digital competencies. They



also enable young people to overcome geographic and financial obstacles to accessing vocational internships.

The project is funded as part of the Erasmus+ programme. Numerous project activities resulted in an overview and a proposal of a virtual internship model and a platform for virtual internships. More information is available at [vivet-project.eu](http://vivet-project.eu).

## **Participation of the Serbian delegation at the 9th Symposium of the ICCDPP Initiative**

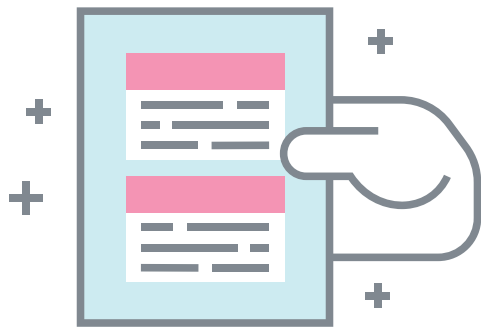
The national delegation presented the career guidance and counselling system and services in Serbia, at the 9th Symposium of The International Centre for Career Development and Public Policy (ICCDPP), which took place in June 2019. The ICCDPP was founded in 2004 as a key centre for the analysis and exchange of policies in the field of career guidance and counselling. In addition to regular activities of collecting and publishing research papers in this field, symposiums gathering par-

ticipants from various countries are also organised as part of the initiative. The aim of these symposiums is to deal with important issues in the field of career guidance and counselling. More details available at [iccdpp.org](http://iccdpp.org).

This year's symposium took place in Tromsø, Norway, gathering experts from over 30 countries worldwide. The Serbian delegation contributed to the symposium by presenting an overview of Serbian policies on this year's topics: context and challenges in career guidance policy development, aims of and access to career development programmes, integration of career guidance into the society and innovations altering the ways in which career guidance and counselling services are provided.

The translation of common recommendations for policy development in the fields of education, employment and social protection, which are to enable the development and higher efficiency of career guidance and counselling services can be found on the Euroguidance website in the Resources section.





The standards we wrote about in the previous issue of the Bulletin, which also contains a section on career management skills, were officially adopted by the Ministry of Education, Science and Technological Development in June 2019 ('Bylaw on Standards of Career Guidance and Counselling Services', Official Gazette RS, 43/2019). The purpose of the bylaw is to secure the quality of career guidance and counselling services in educational institutions at all levels of education and also to offer guidelines for the development of services to organisations in other sectors.

The standards contain important elements of service quality: descriptions of services and activity results, overviews of important competencies of practitioners providing the services, organisational requirements and principles, and key elements of the CG&C programme structure. The listed elements are described within the following areas of standards:

- The standards of career management skills define the key areas of personal and professional development and competencies in the areas of discovering and understanding oneself, analysing opportunities in the world of work, education and career development, as well as the outcomes of such competencies.
- The standards of career practitioners' competencies serve as basic guidelines to organisations implementing career guidance programmes, in respect of ethical principles necessary for practitioners in the areas of career counselling, information and education.
- The standards of career guidance services include conditions, requirements and principles upon which the quality of service provision is based, from organisational perspective.
- The standards of career guidance programmes provide a structural framework for the development and implementation of services and activities within an organisation.

## **BYLAW ON STANDARDS OF CAREER GUIDANCE AND COUNSELLING SERVICES HAS BEEN ADOPTED**

## PRESENTATION OF COMPETENCIES ACQUIRED DURING MOBILITY – EUROPASS MOBILITY

If you have spent a few days in a foreign country, doing a training course, an internship and/or job shadowing (observation of an experienced colleague at work), then you have had an opportunity to acquire and develop certain skills during the mobility. What we have learned and where can be recorded on a certificate or a diploma, but also in the **Europass Mobility** or Europass CV, which can help us remember what we have learned and what we are able to do, and present our competencies to others. Although we are all usually aware of the importance of presenting our skills and having evidence to support that, it can sometimes be challenging to clearly define competencies acquired during a learning experience because we are not sure how to describe them. We often just give too general or unprecise information and, after some time, it can prove hard to identify the competencies we were referring to.

A good description of the competencies acquired during mobility (or some other learning activity) is clear, simple and to the point, including the knowledge and skills the participant has acquired. For instance, if we write: 'Participation in a five-day course on the use of online tools in class', later we cannot be sure which tools were presented and which competencies were acquired and improved. Instead, we could say: 'A training course on different electronic and online tools that can be used in class: Mindomo, Socrative, Kahoot, Studystack, Edmodo, Google Drive, Google Docs, etc. In addition to the list of the exact things learned, we could add some of the following examples of the developed competencies: *the ability to creatively use social*

*networks for communication and organisation of class teams (Google Drive, Google Docs); advanced internet privacy management skills.*

If we are not sure how to formulate the competencies, description of the outcomes of a course, topics in the agenda and activity descriptions can serve as an inspiration. For instance, for an activity of class observation (job shadowing), when the mentor explains how they use a tool (such as Google Drive) to monitor students' homework, we could write: 'Training on the use of Google Drive as a tool for fostering online cooperation among students'.

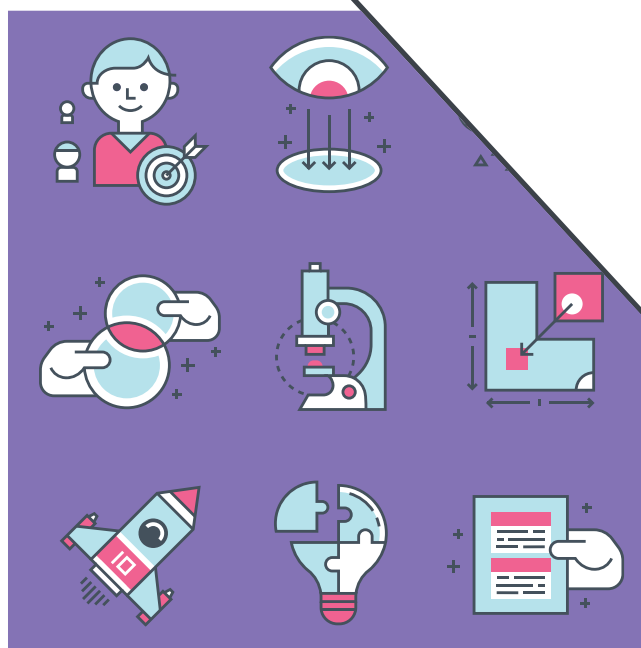
In addition to the skills that are directly connected to basic tasks, mobility participants develop other skills too, such as language or organisational skills.

When describing language and digital skills, existing skill descriptions, such as Europass grid for assessment of digital or language skills, can be very helpful. It is important to bear in mind that we want to show the progress achieved in the development of a skill, which should be clearly stated; for instance: improved understanding of the English language in everyday communication (I can talk about topics related to my job and interests more clearly and in more detail) or basic knowledge of Italian (understanding of basic phrases in oral communication).



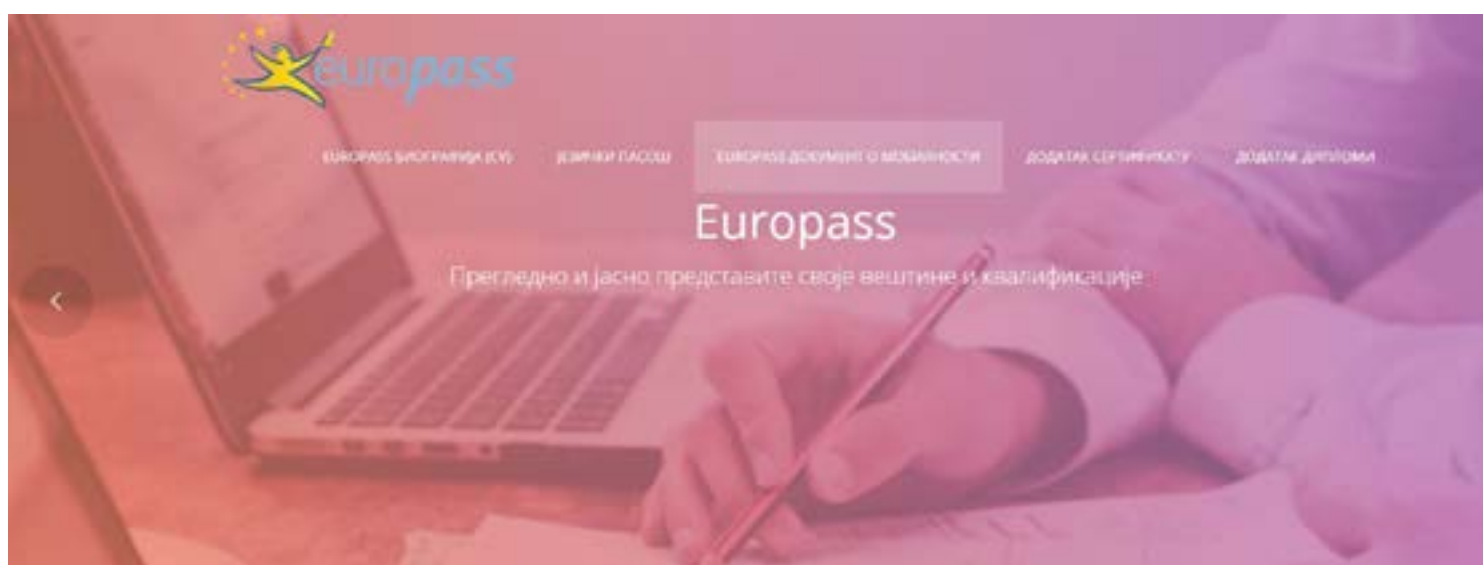
The main purpose of documents such as Europass Mobility, Europass CV and the like is to enable individuals to present what they have learned and to help other people become familiar with that person's skills and competencies. One of the ways to check if we have managed to provide a clear and understandable description of our skills is to ask someone to read it and tell us to what extent they have understood what we have so far learned and achieved.

Although writing about our skills in this way can be boring or tiring, we should bear in mind that such documents can make it easier for a person to present themselves or create a clearer picture of their own competencies.



**Europass Mobility** is issued to participants of organized periods of time abroad with the aim of working or learning. The document is filled out by a mentor from the organization visited during the mobility. It contains a description of the skills and knowledge acquired during the mobility, so it provides evidence of the acquired competencies. Detailed information is available at [europass.rs](http://europass.rs).

Numerous ideas for descriptions of skills in English are available at [disco-tools.eu/disco2\\_portal/phrases.php](http://disco-tools.eu/disco2_portal/phrases.php).

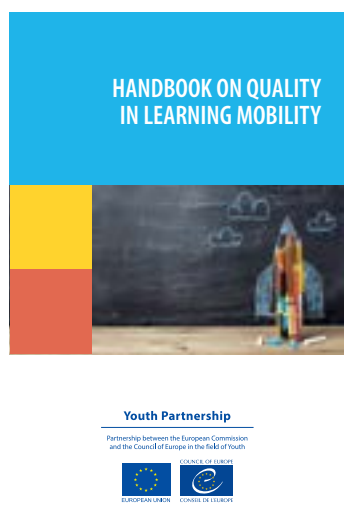




## NEWS AND EVENTS RELATED TO MOBILITY

At the conference entitled ‘The Power of Learning Mobility’, held between 1 and 4 April 2019 in Ostend (Belgium), a *Handbook on Quality in Learning Mobility* was presented. It is the final step in implemented Youth Partnership activities, involving consultations with young people, researchers and practitioners, with the aim of providing support and developing necessary tools for a better quality of mobility experiences.

*Youth Partnership* is a joint initiative of the Council of Europe and the European Union dealing with youth issues and organising consultations and other activities involving various stakeholders, with the idea of analysing mobility from different angles. Numerous expert seminars, consultations and established working groups led to the development of material supporting the preparation of quality youth mobility projects. The material is available to all youth and student organisations, youth offices, associations, educational institutions, individuals, educators and everyone involved in the development of youth programmes that include learning mobility.



### HANDBOOK ON QUALITY IN LEARNING MOBILITY

The handbook is based on 22 principles and 119 indicators of quality in mobility projects defined in the previous work phases. They are analysed in detail on over 150 pages, including additional explanations, specific resources (with links or bibliography) and recommendations for their implementation. There are clear and concrete suggestions on how to best organise youth mobility projects. They can be used at any stage of planning, and it is not necessary to use all the suggestions listed in the handbook. The handbook can be downloaded from the Youth Partnership website.

### APPLICATION Q!APP

The handbook is accompanied by a supporting application that can serve as a reminder when developing a project idea, offering 16 steps to a quality project. The application is available free of charge at [qualitymobility.app](https://qualitymobility.app).



## Information on Youth Mobility Options

In 2019, the National Eurodesk Centre was founded within the Foundation Tempus. It is located at the Information Centre of the Foundation Tempus in Belgrade.

Eurodesk promotes EU mobility programmes, such as Erasmus+ and European Solidarity Corps. It provides students, young people and youth workers with information on student and youth exchange programmes, volunteering, training programmes, seminars and other forms of formal and non-formal education and training available as part of these programmes. Organisations, associations and institutions working with young people and informal youth groups, can also get information on the possibilities of taking part in different projects within these programmes.

In addition to EU programmes, Eurodesk also provides verified information on other programmes, projects, events, platforms, calls and financial support offered by different organisations, institutions, foundations, networks and initiatives which are available to young people in Europe, including Serbia.

Interested parties can use the *Eurodesk Opportunity Finder* – a comprehensive and easily searchable online database of opportunities for education and training, volunteering, internships, competitions, grant schemes, as well as programmes involving project and initiative financing relevant to young people across Europe: [programmes.eurodesk.eu](https://programmes.eurodesk.eu).

Eurodesk manages the *European Youth Portal*, which provides useful practical information (news, testimonials, articles, tutorials, etc.) on topics of interest to young people, such as education, employment, volunteering, travelling, active participation in the society, culture, social inclusion, health and sports. Through the portal, people can also pose questions to the National Eurodesk Centre of Serbia or to another of the 37 centres across Europe: [europa.eu/youth/EU\\_en](https://europa.eu/youth/EU_en).

The National Eurodesk Centre of Serbia provides information to young people and those who works with young people through the Information Centre of the Foundation Tempus (Terazije 39/I, Belgrade), every workday from 10 am to 6 pm. Making an appointment is not necessary. Phone No: +381113342430; Email: [info@tempus.ac.rs](mailto:info@tempus.ac.rs).



# Internationalisation of Education:

## „Study in Serbia“ Initiative



### ***‘Study in Serbia’ Initiative***

The ‘Study in Serbia’ initiative, implemented by the Ministry of Education, Science and Technological Development in cooperation with the Foundation Tempus, was officially presented on 11 June 2019 to the academic community and the diplomatic corps with representatives from over 20 countries. For foreigners who would like to study in Serbia there are 136 study programmes accredited in English, which are listed in programme catalogues. On that occasion, it was also pointed out that, in addition to a good promotional strategy, it is necessary to ensure favourable conditions for the stay of foreign students in Serbia. Therefore, Serbia is working on increasing the number of student accommodation units and simplifying administrative procedures. The new ‘Study in Serbia’ brochure containing a list of accredited study programmes, information on life in Serbia, accommodation, costs of living and other information relevant to foreign students was also presented. The Ministry of Education, Science and Technological Development also announced a call for applications for those who want their accommodation to be included on the list of recommended units for foreign students during their stay in the Republic of Serbia. The final result of the call will be a list of recommended accommodation units which will make the search for accommodation easier and more reliable.



In addition to the above-mentioned activities, foreign candidates can learn more about the opportunities for studying in Serbia through webinars for foreign students, Facebook chat, by email, phone and through other communication channels. Prospective students can also get further information on studying in Serbia at the Information Centre located at Terazije 39, by email at [studyinserbia@tempus.ac.rs](mailto:studyinserbia@tempus.ac.rs) or on the website [www.studyinserbia.rs](http://www.studyinserbia.rs).



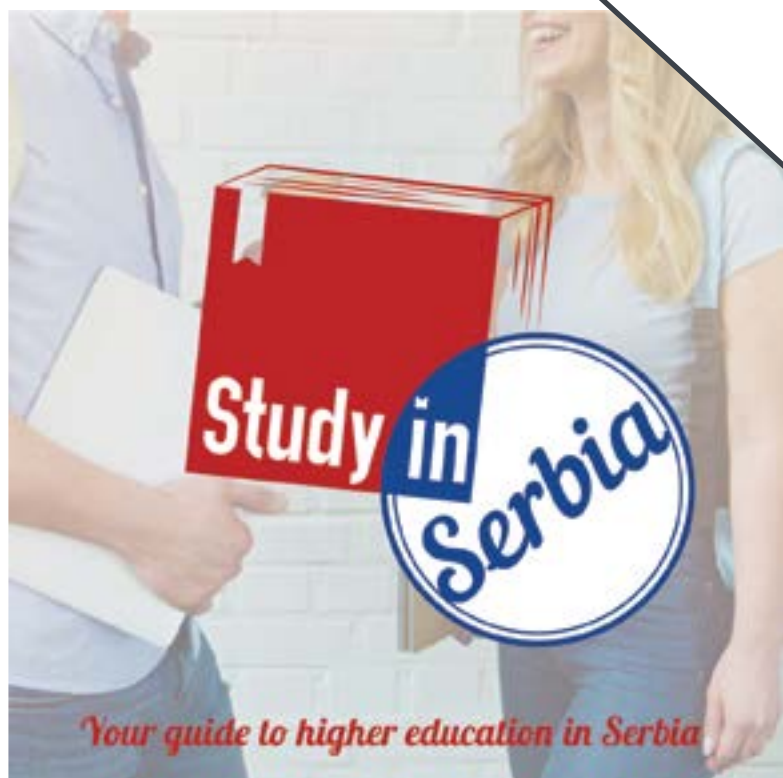
*Within the framework of internationalisation of education and improvement of recognisability of quality in tertiary education, numerous events and activities have been organised as part of the 'Study in Serbia' initiative, aiming to increase the number of foreign students in Serbia.*

Following good practices and initiatives of the previous years, possibilities for cooperation with higher education institutions in Serbia were discussed at the **30th higher education conference and fair of the European Association for International Education (EAIE)**, which took place in Geneva, between 11 and 14 September 2018. On that occasion, Serbian institutions made many new contacts with representatives of universities worldwide, enabling them to establish even more partnerships, take part in various types of exchanges and improve their practices.

### ***Serbia Visible on the 'Study in Europe' Map***

At the beginning of 2019, Serbia became part of the 'Study in Europe' initiative, which promotes education in Europe and provides information on study opportunities. **The Study in Europe Fair Ukraine**, which took place on 2 March 2019 in Kyiv, was the first opportunity to present the possibilities of studying in Serbia. Interested parties could get information on study programmes accredited in English and other foreign languages, available grant schemes and other relevant information on different aspects of living in Serbia, through direct contact, 'Study in Serbia' catalogues and brochures, as well as promotional material of various universities.

In addition to the Kyiv fair, the possibilities of studying in Serbia were also presented to visitors of the **Education and Career 2019** fair that took place in Almaty (Kazakhstan), from 4 to 6 April 2019. Over 250 participants visited the 'Study in Serbia' booth, mainly future students and their parents. They were particularly interested in the possibilities of IT, medicine, international relations and language studies. Furthermore, many higher education institutions from Kazakhstan and Russia expressed their interest in cooperation with partner institutions from Serbia.

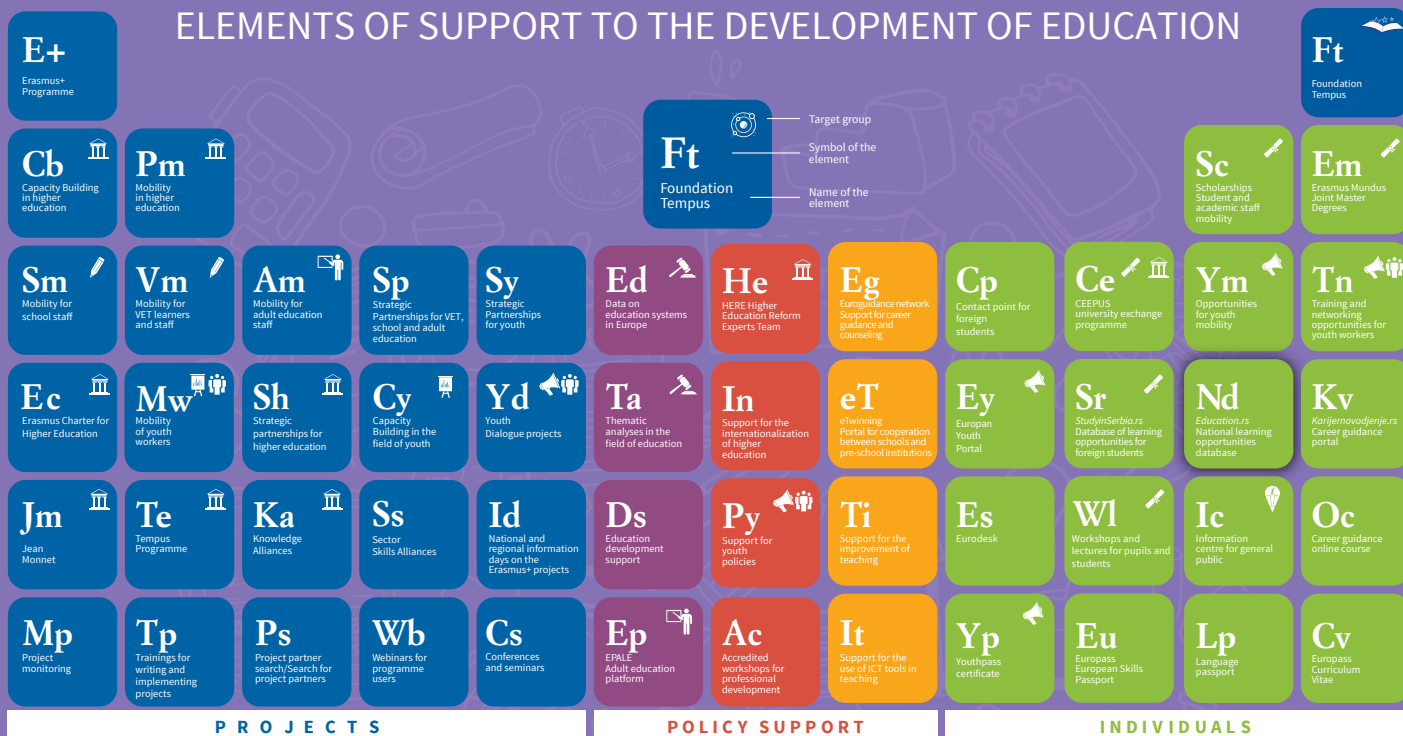




Erasmus+

## FOUNDATION TEMPUS EUROGUIDANCE CENTRE

### ELEMENTS OF SUPPORT TO THE DEVELOPMENT OF EDUCATION



[www.euroguidance.rs](http://www.euroguidance.rs)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The publication has been funded by the European Union. The publication reflects only the attitudes of the author, and the European Union and its institutions are not responsible for the content of the document.