

**MINISTRY OF YOUTH AND SPORT**

**REPORT ON THE IMPLEMENTATION OF THE  
STRATEGY OF CAREER GUIDANCE AND COUNSELLING IN  
THE REPUBLIC OF SERBIA**

FOR THE PERIOD FROM MARCH 2010 TO MARCH 2012



Belgrade, August 2012

## TABLE OF CONTENTS

<b>1. Summary .....</b>	<b>3</b>
<b>2. Report on the implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia .....</b>	<b>6</b>
2.1. Introduction .....	6
2.2. Methodology.....	7
<b>3. Strategy of Career Guidance and Counselling in the Republic of Serbia.....</b>	<b>8</b>
3.1. Legal basis and purview .....	8
3.2. Concept and definition of career guidance and counselling.....	10
3.3. Observing strategic principles of career guidance and counselling.....	12
<b>4. Results of the Strategy of Career Guidance and Counselling by strategic areas .....</b>	<b>13</b>
4.1. Establishing the CGC system .....	13
4.2. Developing the CGC system in education and capacity building .....	14
4.3. Developing the CGC system in employment .....	20
4.4. Continuing promotion of CGC .....	26
<b>5. Status of activities against the Action Plan, progress towards CGC goals and recommendations for further work .....</b>	<b>28</b>
5.1. Recommendations for further work in line with SCGC goals.....	29
<b>6. Appendices .....</b>	<b>31</b>
6.1. Acronyms.....	31
6.2. SCGC Action Plan – status by indicators for the period from March 2010 to March 2012 .....	32

# 1. SUMMARY

The Ministry of Youth and Sport (hereinafter: MYS) herewith submits to the Government of the Republic of Serbia the Report on the Implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia for the period from March 2010 to March 2012 (hereinafter: Report) with a view to informing decision makers and other interested stakeholders of the joint achievements of institutions and organisations from the public, private and non-governmental sectors in collaboration with international development partners in the sphere of career guidance and counselling in conformity with the adopted national strategy. The data serving as the basis for this report were provided by the key stakeholders, members of the Working Group for the Implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia (hereinafter: WGSCGC), composed of representatives of the state and the non-governmental sector.

The Government of the Republic of Serbia adopted the Strategy of Career Guidance and Counselling in the Republic of Serbia<sup>1</sup> (hereinafter: SCGC) on 4 March 2010 at the proposal of the MYS, which had developed the proposal in response to an initiative launched by the civil society. The accompanying action plan clearly defines the activities, implementation time frame, stakeholders, expected results and performance indicators for each of the strategic priorities. Halfway through the strategic period, the Report presents an overview of the results achieved compared to the baseline conditions.

The Report contains the legal basis and purview of the SCGC, explains the concept and definition of career guidance and counselling (hereinafter: CGC) and establishes the relation of the SCGC towards the key strategic and technical documents with which it interacts. Also, the Report reflects on the adopted strategic principles in the context of implemented activities. The results of SCGC implementation are analysed by strategic areas for all four objectives: 1. establishing the System of CGC, 2. developing the CGC system in education, 3. developing the CGC system in employment, 4. continuing promotion of CGC, and the objectives should facilitate the achievement of the desired results.

The Report offers a clear overview of the current status of activities against the Action Plan accompanying the SCGC and stresses the importance of the remaining activities, foreseen to be implemented by the expiry of the strategic period. The Report enables a clear insight into the degree of progress towards the strategic goals, both from the indicators at the activity level and in comparison to indicators at the strategic level.

The SCGC contributed to building strategic links among key stakeholders in the field of CGC and assisted broader reform processes in the spheres of employment, modernisation, vocational education and training and stimulating youth to join the labour market efficiently and take an active approach to managing their own careers in the face of numerous challenges of the modern labour market.

Already in the first two years, the SCGC implementation results confirm that the foundations for the development of a CGC system were laid successfully and that needs were identified properly. The gap between the world of education and the world of work began to decrease. A consensus was reached among the key stakeholders concerning the desirable characteristics of a more comprehensive, adequate, efficient and consistent CGC system in the Republic of Serbia (hereinafter: RS) which meets the actual needs of various groups in the labour market. Much was done with respect to building the basic infrastructure, and the emerging system is well linked to the overall social goals. Halfway through the strategic period, it became even clearer how much work remained to be done to complete the development of, standardise and constantly advance the CGC system in the RS.

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<sup>1</sup> Official Gazette of RS No 16/10.

Among the main findings of the Report at the strategic goal level is that the SCGC is successful in linking the existing initiatives, identifying needs and establishing new mechanisms for cooperation among the stakeholders, whereby the area in which major deficiencies of the previous system were identified is brought into focus. Today, in addition to eleven more<sup>2</sup> career guidance and development centres at state and privately-owned universities and faculties, the Centre for Career Guidance and Counselling of Young Talents (hereinafter: Centre for CGC of Young Talents) also operates in Serbia, serving the needs of the Fund for Young Talents scholarship beneficiaries. The significance of these centres, the benefit of the services provided by the centres and the benefit felt as a result of the professional support received are rated very highly by tens of thousands of students – clients.

Youth offices (hereinafter: LYO) also represent an important pillar of support in the CGC system in the RS. Of the 133 LYOs in total, as many as 98 are involved in training, preparatory activities and provision of specific CGC services. Owing to the LYOs' work, one third of all youth in Serbia were already covered by an activity, which constitutes a qualitative improvement.

Centres for information and professional counselling (hereinafter: CIPC) operate within the National Employment Service (hereinafter: NES) in Belgrade, Niš and Novi Sad. In addition, new centres for vocational rehabilitation and employment of persons with disabilities (hereinafter: PWD) are becoming operational in Kragujevac, Niš and Novi Sad.

During the first half of the strategic period, a visible step forward was made in building capacities for CGC system development in education. Preparatory activities for the introduction of quality standards in non-formal education are under way, as is the development of the National Qualifications Framework, which is one of the key instruments for linking educational outcomes with labour market needs.

As a result of consistent and clear prioritising, whereby SCGC goals were brought into focus in competitions through which the MYS distributed funds for financing associations throughout Serbia, about 6,000 young people were involved in projects for strengthening both stimulating environment and personal capacities, entrepreneurial and other practical skills required in the labour market, and decreasing unemployment.

Transfer of knowledge, including international experiences and good practices, also occurred at the institutional level. Experts and service providers at all levels were sensitised for work with talents, persons with disabilities and members of other marginalised groups.

Through the European Training Foundation's projects and also through the TEMPUS programme and with the support of the USAID, GIZ and British Council (hereinafter: BC), new opportunities for cooperation arose and new services were piloted and implemented. Republic of Serbia delegations participated in several important conferences in the country, region and European Union, where experiences were exchanged and directions for further development of the CGC system were set. Integration of the strategy and practice in this area into the broader and contemporary European framework was thus ensured.

The development of the CGC system in employment, which is perceived as the most urgent goal in social terms, also yielded concrete results. In conformity with the SCGC and the National Employment Action Plan (hereinafter: NEAP), the NES focused in particular on the development and implementation of specific measures for the hard-to-employ and marginalised groups in the labour market, such as persons with disabilities, internally displaced persons and returnees under readmission agreements, as well as persons without qualifications, the Roma, youth belonging to marginalised groups, persons seeking employment for a long time. During 2010 and 2011, counselling services concerning career development opportunities were used by 20,417 persons. Almost 10,000 people completed employment-oriented training, and another

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<sup>2</sup> The Bujanovac centre was established towards the end of May 2012.

5,458 were covered by further education and training programmes. More than 4,000 people completed self-efficiency training, and active job search training was organised for 66,000. Nearly 100,000 people attended job fairs, and 7,000 joined job clubs. Individual employment plans were developed for 200,000 young people aged 15–29. At this stage, therefore, prominent activities were enhancing employability and mobilising members of various target groups, in particular those who are hard to employ according to labour market data, to assume an active role in seeking employment and managing their own careers.

The quality of information on the labour market, measures and incentives was improved, as was the access to that information for different groups. Dozens of information materials, brochures, guides and manuals enabling further dissemination of good practices were prepared, published and distributed, as a result of which the number of clients will increase faster in the coming period.

At the initiative of the Chamber of Commerce and Industry of Serbia (hereinafter: CCIS), sector-specific councils of professional and advisory bodies were established, and their task is to determine the qualifications required to discharge tasks in the relevant sectors. A council of eleven partners with a long-term interest in developing the CGC system in the RS was also established.

All of the abovementioned activities were realised in conformity with the relevant action plan, although, owing to a lack of funds, the planned mobile centres for rural areas remote from the NES centres were not established. For this reason, in addition to these activities, priorities for the coming period are: establishment of a national resource centre and a protocol on cooperation among the key stakeholders with a view to consistent SCGC implementation at the national and local levels, continued cooperation with domestic and international partners, reporting to the Government on the achievements and obstacles in SCGC implementation, continued provision of information to all interested parties and raising public awareness of the importance of ongoing individual career planning, as well as development and expansion of the CGC service network. In the realisation of SCGC activities, financial assistance within IPA and TEMPUS programmes may be counted on, as well as technical assistance of international development partners and institutions in the region, in the European Union and globally.

In considering this Report and planning future activities, it is important that the Government take account of the importance and contribution of SCGC in attaining the goals of social equality and inclusion, active participation of youth in career development, linking education, training and the world of work, life-long learning that advances overall economic environment in the country and the importance of reintegration of marginalised groups for overall national stability.

## **2. REPORT ON THE IMPLEMENTATION OF THE STRATEGY OF CAREER GUIDANCE AND COUNSELLING IN THE REPUBLIC OF SERBIA**

### **2.1. INTRODUCTION**

The Report has been prepared by the MYS in collaboration with all key implementers of activities, in the form of an overview of overall achievements in the period from March 2010 to March 2012.

The key stakeholders were gathered in the WGSCGC after the adoption of this document<sup>3</sup>, with a term until 2014. The main tasks of the Working Group concern: proposing measures for aligning SCGC implementation activities according to the timetable set by its Action Plan, monitoring SCGC implementation, participating in the evaluation and preparation of annual SCGC implementation reports the Government, and participating in the promotion and popularisation of CGC system establishment in the RS.

By Government Decision 05 No 02-3148/2011 dated 28 April 2011<sup>4</sup>, the following members were nominated to the Working Group:

- Ivana Kovačević, Ministry of Youth and Sport (chair);
- Snežana Klašnja, Ministry of Youth and Sport;
- Bogoljub Lazarević, Ministry of Education and Science<sup>5</sup>;
- Ružica Stojiljković, Ministry of Finance;
- Ljiljana Džuver, Ministry of Economy and Regional Development;
- Radmila Bukumirić Katić, Ministry of Labour and Social Policy;
- Dragan Đukić, National Employment Service;
- Slobodan Samardžić, Chamber of Commerce and Industry of Serbia;
- Neda Bokan, Conference of Universities of Serbia;
- Jasmina Tanasić, Standing Conference of Towns and Municipalities, and
- Vesna Đukić, Belgrade Open School.

Four meetings of the WGSCGC were held in the reporting period: on 29 August, 26 October and 26 December 2011 and 9 March 2012. At these meetings, regular communication among the members was established and their activities were discussed, while two periodic reports were submitted to the Government of the RS.

The present Report, after two years of SCGC implementation, is submitted to the Government with a view to informing all relevant and interested stakeholders of the effects and results of the SCGC and indicating the tremendous potential for further success in areas that significantly contribute to solving one of the greatest problems faced by the Serbian society – that of unemployment. The submission of this Report is not required by law.

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<sup>3</sup> The Strategy was adopted on 4 March 2010.

<sup>4</sup> In conformity with the Law on Ministries (Official Gazette of the RS No 72/12), the composition of the WGSCGC will be changed as appropriate.

<sup>5</sup> As a result of personnel changes occurring in the MES after the establishment of the WGSCGC, Zoran Kostić participated in the work of WGSCGC instead of Bogoljub Lazarević.

The Report specifies the realised strategic activities contributing to reform processes in the spheres of employment, modernisation and advancement of vocational education and training, adult education and stimulating youth to join the labour market efficiently and remain active participants who manage their careers in the face of all challenges of the modern labour market, which differs vastly from the market supported by institutions before the adoption of the SCGC.

The results of the first two years of implementation witness to the fact that the SCGC has successfully laid the foundations for CGC system development in the RS. Before the adoption of the SCGC, the system was incomplete, inconsistent, inadequate and, therefore, non-functional with respect to labour market requirements. Its characteristics in the sphere of employment differed from what was realised in the sphere of education. Halfway through the first strategic period, much work remains to be done as regards the completion, advancement and standardisation of the CGC system in the RS. In the reporting period, the key results are: the beginning of designing the system and its positioning within the country's overall social system.

## 2.2. METHODOLOGY

The Report presents the current status in the sphere of CGC in the RS, but it is at the same time a publication on the purpose, significance and achievements of the SCGC, providing concrete data on the activities, results and stakeholders that participated in the implementation of the Strategy.

For reporting purposes, between March and June 2012, the MYS coordinated the gathering of data from all key stakeholders in SCGC implementation.

The Action Plan for SCGC implementation was taken as the starting point, and various information was then collected in relation to it: a) specific activities realised in conformity with the Action Plan and b) additional activities realised during the first two years of SCGC implementation. On the basis of that information, progress was assessed against indicators from the Action Plan. The degree of consistency with or divergence from the Action Plan was observed, as well as steps forward in the achievement of expected results. These results were predominantly formulated so as to cover the entire strategic period, but periods of intensive sub-activities were also highlighted, which was also taken into account.

Although the Report covers the core of the normative, infrastructural and programmatic framework governing further flow of activities in CGC development in the RS, some of the specific activities in it are presented in the aggregate or are omitted altogether, to ensure it is informative, straightforward and concise. The Report offers a status overview to decision makers with a view to developing CGC – in line with our society's need to progress towards an organised approach to CGC advancement.

In view of the fact that SCGC implementation will continue in the next two years, it is recommended that WGSCGC members and other stakeholders agree on the structure and elements of the final report and on data disaggregation levels. This will improve overall reporting as a basis for developing improved public policies firmly based on facts and evidence.

### **3. STRATEGY OF CAREER GUIDANCE AND COUNSELLING IN THE REPUBLIC OF SERBIA**

#### **3.1. LEGAL BASIS AND PURVIEW**

The initiative to develop the SCGC was launched by the civil sector, secondary vocational schools, employers and social partners. The first draft of the Strategy was prepared within a project implemented by the Belgrade Open School (hereinafter: BOS), which engaged a team of CGC experts. This draft was the subject of a wider public review conducted in late 2007 and early 2008.

Recognising the importance of this topic for human resources development, in particular for youth, and in conformity with the *Action Plan for the Implementation of the National Youth Strategy* (hereinafter: APNYS), in 2009, the MYS initiated the establishment of a coordination group for drafting the Strategy and its implementing Action Plan, composed of representatives of the MYS, Ministry of Economy and Regional Development (hereinafter: MERD), Ministry of Education and Science (hereinafter: MES), NES, CCIS and BOS.

At the proposal of the MYS, on 4 March 2010, pursuant to Article 45 paragraph 1 of the Law on the Government, the Government adopted the SCGC with its implementing Action Plan for the period from 2010 to 2014.

The SCGC flows from the National Employment Strategy of Serbia, Strategy for VET Development in the Republic of Serbia, Strategy for Adult Education, National Youth Strategy and APNYS for the period from 2009 to 2014. At the same time, it relies directly on specific strategic documents, action plans and legal instruments, and achieves its full effect in conjunction with them. These are the following documents, plans and instruments:

- National Youth Strategy (Official Gazette of the RS No 55/08), adopted on 9 May 2008, foreseeing the development and adoption of the SCGC;
- Labour Law (Official Gazette of the RS Nos 24/05, 61/05 and 54/09), foreseeing the exercise of rights to education, vocational training and development, as well as provision of adequate working conditions (CGC has an active role in the implementation of this Law);
- Law on Employment and Unemployment Insurance (Official Gazette of the RS Nos 36/09 and 88/10), specifying the role and activities of professional orientation and counselling in choosing an occupation through employment affairs, active employment policies as well as specific services provided to clients;
- National Employment Action Plan for 2009 (Official Gazette of the RS No 17/09), setting the active employment policy priorities in the Republic of Serbia;
- Youth Employment Policy and Action Plan for the period 2009–2011 (Official Gazette of the RS No 78/09), setting education, entrepreneurship development and labour market policy development as strategic goals, all with a view to advancing the productive employment of youth;
- National Employment Strategy 2011–2020 (Official Gazette of the RS No 37/11), highlighting the particular importance of CGC development (with the abovementioned strategic CGC development streams, which should – through structural regulation of this area – contribute to faster reform in the spheres of education and employment and thereby also to improvement in the labour market situation;



- National Employment Action Plan for 2012 (Official Gazette of the RS No 79/11), defining a separate goal concerning improvement of the quality of human capital and foreseeing specific measures and activities including development of a career guidance and counselling system.
- Law on Secondary Education (Official Gazette of the RS No 50/92, 53/93, 67/93, 48/94, 24/96, 23/02, 25/02, 62/03, 64/03, 101/05 and 72/09), providing the initial assumptions for a comprehensive career guidance and counselling system;
- Law on the Foundations of the Education System (Official Gazette of the RS Nos 72/09 and 52/11), stipulating that career guidance and development fall within the purview of the Vocational and Adult Education Council;
- Action Plan for the Implementation of the National Youth Strategy for the period from 2009 to 2014 (Official Gazette of the RS No 7/09), paving the way to structural solutions and establishment of a CGC system (developing centres for career guidance and counselling and professional information, developing their technical and staff capacities to assist young people in active and efficient career management, developing work standards and analysing needs);
- Law on Youth (Official Gazette of the RS No 50/11), stipulating that public interests in the sphere of youth include information, career guidance and counselling, youth self-employment and entrepreneurship.
- The SCGC supports broader reform goals defined by the strategic documents adopted by the Government. These are: National Strategy of Serbia for the Accession of Serbia and Montenegro to the European Union, Communication Strategy for the Accession of the Republic of Serbia to the European Union, Poverty Reduction Strategy, National Employment Strategy for the period 2005–2010, National Action Plan for Children, National Strategy on Economic Development of the Republic of Serbia 2006–2012, Strategy for the Development of Competitive and Innovative Small and Medium-sized Enterprises for the period 2008–2013, National Strategy on Aging, Republic of Serbia Regional Development Strategy for the period 2007–2012 and National Sustainable Development Strategy.

The SCGC represents a great initial step in the strategic and operational conceptualisation of human resources development in the RS. Consistent SCGC implementation provides prerequisites for the development of structural, institutional and development-oriented solutions to support various target groups of the employed and the unemployed in the sphere of career development. The Working Group's experience in monitoring the implementation of the SCGC and its Action Plan during the first two years verifies that the implementation activities are clear, determined and feasible, that the implementers' roles and responsibilities are well balanced and aligned and that the planned time frames are realistic.

Among the major results of the SCGC, as a strategy that exceeds the narrow boundaries of CGC, is the fact that it represents a successful example of a new generation of strategies that link sector-specific goals into intersectoral ones, thereby achieving visible breakthroughs that contribute to the welfare of target groups, and removing obstacles that cannot be addressed efficiently by sector-specific strategies. With its achievements in intersectoral and interdepartmental cooperation, the SCGC is a good example that can continue to be used and transferred within public administration. At the same time, the SCGC brings and provides the basis for conceptual development of the CGC system, foresees the streams of development and defines conditions for the pursuit of strategic priorities.

### 3.2. CONCEPT AND DEFINITION OF CAREER GUIDANCE AND COUNSELLING

The concept of career guidance has been widely used since the early 1970s, although the insistence on a comprehensive approach of life-long career monitoring has emerged only recently.

CGC, including professional orientation, represents an organised system of social and professional work on providing continuing assistance to an individual throughout his/her career development, in free choice of stream and orientation, in education and occupational activity, with the aim of achieving a professional identity, in line with personal traits and the labour market demand for specific occupations.

The concept of CGC surpasses the initial choice of school and occupation and includes the matching of an individual's professional and private roles, work and leisure, and mental health. It is more directly associated with the goals of this systematic activity, and emphasises not only benefit for the individual, but also its strong social component.

The SCGC recognises career guidance in the following ways:

- as training individuals to plan their education, training and work;
- as providing assistance to educational institutions in motivating individuals to take responsibility for their own education and work;
- as providing assistance to enterprises and organisations in motivating their employees for further education, flexible professional development, career management, training and finding adequate jobs, as well as professional promotion;
- as contribution to the development of local, regional and national economy through labour force development.

The EU Council of Ministers' Resolution on Lifelong Learning from 2004 defines career guidance as a series of activities that train individuals of any age, at any moment of their lives, to identify their own abilities, competencies and interests, to make decisions that affect their education, training and profession and to manage the developments in their learning, work and other areas where they may gain and apply abilities and competencies.

In the long term, CGC contributes to:

- the exercise of the fundamental right to work;
- more efficient investment in education and training;
- higher efficiency in the labour market, which is reflected in higher employability and mobility of the labour force;
- human capital and labour force development;
- social inclusion of each individual;
- social equality of each individual;
- active citizenship.

The problems of placement, employment and unemployment represent key issues of the development of any society and state, including ours. It is in this segment that education and the labour market meet most directly and most visibly. Education cannot solve the issue of employment or unemployment, nor is it its role, but it largely affects employment processes and the employment policy itself. For countries in transition, the employment issue takes on a much more dramatic form and connotation. However, it is as important to consider the labour market which, especially in societies in transition, has its limitations and hindrances, is complex and requires an adequate response on the part of the state.

Therefore, the area of CGC is nowadays particularly important and has a special function in the Serbian society. In conformity with the SCGC, the key social stakeholders dealing with the national human potential linked in strategic terms and aligned their actions through an action plan in the context of life-long education. In terms of values, all stakeholders share the idea that CGC is one of the main instruments of human resources development through which educational goals, as well as economic development, social equality and inclusion goals are achieved.

The main novelty introduced by the CGC system is the more pronounced orientation of education towards jobs that students should do once they become employed. This directly affects the development of education based on outcomes as the principal component of evaluation in the labour market and the economy. This, further, indicates great changes both within the system itself, and within its individual parts.

The novelties and changes in the educational system are the very issues of the improvement of this entire system, and society as a whole, as well as of including the younger generation in the economic developments. CGC is only one of the aspects of linking schools or higher education institutions to the world of work. It takes an analytical approach to the entire education process in Serbia and its introduction is therefore a tremendous step forward towards modernisation and reform of the entire education system and involvement of education in society's economic developments.

CGC management is an important component of overall regional development. Investing in one's career is not only an individual obligation, but also an investment in the local community, regional development and overall national economic prosperity.

Overall CGC development includes several principal elements that form its basis, namely:

- including career counselling as a comprehensive educational goal at each level of education;
- providing youth as well as adults with access to career information;
- linking of and close cooperation between the CGC system for adults and the career system for youth;
- providing high quality of individual career counselling services by introducing a single set of service standards;
- providing ongoing improvement of career counselling and guidance methods and informational materials for individuals;
- creating a system for professional development for pedagogues, psychologists and CGC counsellors in schools, career centres and services;
- raising public awareness of the importance of ongoing individual career planning, which would aid the employability of each individual in the conditions of continual changes in the labour market.

### 3.3. OBSERVING STRATEGIC PRINCIPLES OF CAREER GUIDANCE AND COUNSELLING

Activities that took place during the reporting period are fully in line with CGC principles proclaimed and presented in the strategic document. Through its implementation, the SCGC has already contributed in practice to more consistent enforcement of antidiscrimination legislation in Serbia and to creating equal opportunities for different groups whose access to the labour market, employment and career development is hampered.

The first effects of the SCGC were the most pronounced among groups such as: young talents, higher and secondary education students, persons with disabilities to an extent, the Roma and rural population. The ultimate impact of the SCGC on strengthening gender equality, support to equality in access to services and its potential for affirmative action targeting multiply marginalised and particularly vulnerable groups of citizens will be achieved if all activities from the Action Plan implementing the SCGC are realised.

CGC development in the RS rests on ten principles:

- equal opportunities for all;
- accessibility principle;
- freedom of choice of profession and occupation for each individual;
- trust and confidentiality – respect and consideration for every individual’s privacy;
- objectivity – unbiased approach in work with all clients;
- visibility and flexibility – the CGC process should be open, visible and flexible, and respond to individuals;
- accountability;
- innovation;
- permanent adequate access to information in the fields of education, employment, labour market;
- active networking and involvement of social partners.

## **4. RESULTS OF THE STRATEGY OF CAREER GUIDANCE AND COUNSELLING BY STRATEGIC AREAS**

The CGC system in the RS is developing gradually, in line with the priorities and modalities defined in the SCGC and the accompanying Action Plan. In relation to the four objectives listed in the SCGC by areas, the realised activities are presented as key elements for the establishment and development of the CGC system in the Republic of Serbia:

1. establishing the CGC system,
2. developing the CGC system in education,
3. developing the CGC system in employment, and
4. continuing promotion of CGC.

### **4.1. ESTABLISHING THE CGC SYSTEM**

During the first two years of implementation, the SCGC linked the existing initiatives and established new mechanisms. Stakeholders recognised CGC centres as an important mechanism for SCGC implementation. The first CGC centres were established between 2004 and 2006 at the BOS, and subsequently also at the University of Belgrade and the Faculty of Economics, Finance and Administration (hereinafter: FEFA). On the basis of the existing experiences, during 2009, as part of a separate project, in collaboration between the MYS and the BOS, the Centre for Career Guidance and Counselling of Young Talents (hereinafter: Centre for CGC of Young Talents) was established. In its pilot stage, the centre developed until May 2010, and then continued operation within the MYS, serving the needs of the Fund for Young Talents scholarship beneficiaries with professional and technical support from the BOS. The Centre pursues four work streams: information, individual counselling sessions with a career counsellor, cooperation with employers and professional development workshops. Until March 2012, the activities of the Centre for CGC of Young Talents involved more than 2,100 individual clients – scholarship beneficiaries who used some of the services.

Today, eleven more career guidance and development centres at state and privately-owned universities and faculties operate in Serbia, more specifically at the universities of Belgrade, Kragujevac, Niš, Novi Sad, Novi Pazar, Singidunum University, and also at the Faculty of Organisational Sciences (hereinafter: FOS) and the Faculty of Economics within the University of Belgrade, the FEFA and Megatrend, and in Bujanovac (the centre was established in May 2012). The operation of these centres and the support they provide to students represent a qualitative breakthrough in comparison with the situation before the adoption of the SCGC.

The FEFA career centre, for example, provides the following services to students: career information, career counselling and career development planning. The Centre engages in significant cooperation with employers, in particular concerning the realisation of student internships, which are a mandatory part of instruction at the Faculty. During the academic year, an average of about 350 undergraduate and master's students take part in the Centre's activities.

In addition to the CGC centres, LYO's play an important role in SCGC implementation. These offices currently operate in 133 municipalities throughout Serbia. Another important player is a wider network of trained peer trainers, volunteers and teachers working with students in secondary and vocational schools, as well as higher education students. They play a key role in SCGC implementation at the local level, in informing youth and implementing various programmes and activities aimed at youth.

Centres for information and professional counselling (hereinafter: CIPC) operate regularly within the NES in Belgrade, Niš and Novi Sad. Centres for vocational rehabilitation and employment of persons with disabilities are being established in Kragujevac, Novi Sad and Niš (more details on CIPC activities are presented in chapter 4.3).

In the interest of overall coordination and development of the CGC system, the Action Plan accompanying the SCGC foresees the establishment of a national CGC resource centre by 2014, which would provide such coordination, attend to the development of the overall career guidance system and provide a permanent link between the spheres of education and employment in the area of CGC. At the same time, that centre would represent a link between career centres, the labour market, employers and ministries responsible for CGC and its functioning. The MYS identified the area of CGC, i.e. the establishment of a national CGC resource centre, as a service that could be supported as part of the EU pre-accession assistance and IPA 2013 financial instrument. Accordingly, on 1 March 2012, a project proposal titled *Development of Career Guidance and Counselling System in the Republic of Serbia* was entered into the ISDACON base.

SCGC implementation was supported by many international development partners and experts who had already faced the challenges of strengthening CGC. Therefore, international support and international experience represent another important pillar of support for the CGC system.

## 4.2. DEVELOPING THE CGC SYSTEM IN EDUCATION AND CAPACITY BUILDING

The MES coordinates the educational system advancement activities concerning the development of a national qualifications framework, modernisation of the secondary vocational education system and development of the adult education system. The MERD, NES, MYS and other ministries and institutions are actively involved in this reform effort. Illustrative projects in this area include, for example, *Modernisation of the VET System* and *Functional Adult Primary Education – Second Chance*.

Further, preparatory activities pertinent to the introduction of quality standards in non-formal education are in progress. The development and implementation of quality standards in non-formal education will considerably contribute to SCGC implementation and to the realisation of the life-long learning concept.

At various competitions related to the SCGC, the MYS funded civic associations' projects contributing to SCGC implementation. Initiatives aligned with local or specific priorities of specific groups of youth were thus included in the overall system. In 2011, for example, the MYS emphasised that it supported, as a matter of priority, projects dealing with strengthening youth through youth entrepreneurship, projects on self-employment, active job search, career information and acquisition of knowledge and skills for the labour market. More than 6,000 youth were directly involved in a total of 22 projects at the local, regional and national levels. These projects were, at the same time, successful in strengthening youth capacities for verbal and non-verbal communication and in interviews with employers, in building a stimulating environment and reducing unemployment, strengthening their entrepreneurial endeavours and their entrepreneurship training, and also in delivering practice-oriented seminars on active job search, disseminating information, developing and distributing materials adapted to the target group, obtaining licences and other concrete results contributing to youth employment or employability in Serbia.

There are numerous positive examples confirming the significance of non-formal education for the labour market, as well as the value of any opportunity to gain the first practical experiences for students. The MYS hence supported the following two initiatives:

- A comprehensive programme of support to young entrepreneurs in starting and developing their own businesses titled Youth Business Serbia, within the Entrepreneurship programme. This initiative by Smart kolektiv gathers partners such as: the NES, the USAID Sustainable Local Development Programme, Erste Bank and the Business Leaders' Forum.
- The Junior Achievement programme<sup>6</sup> supports the establishment of student companies in secondary schools and has been implemented in Serbia since 2002.

In cooperation with the MYS, the BC supported the organisation of many training events and seminars for key stakeholders in SCGC implementation, and enabled transfer of knowledge and experiences from renowned experts from the United Kingdom:

- Partnership in Career Guidance and Counselling of Youth in the Local Community, organised by the MYS in collaboration with the MERD, MES, NES, BOS and the GIZ7 BOSS project. The seminar was focused on establishing a model for partners' cooperation, planning and delivering resource-efficient CGC services. Representatives of the LYOs of Majdanpek, Bački Petrovac, Belgrade (Palilula municipality), Zrenjanin and Kruševac.
- Three training events with the topic Developing an Action Plan Implementing the SCGC at the Local Level were organised by the MYS, BC and GIZ. Training was delivered by a UK expert in Belgrade (Palilula municipality), Kruševac, Bor, Zrenjanin and Bački Petrovac.
- Specific features of CGC of talents and persons with disabilities, for counsellors in the NES, university CGC centres, MERD, MYS and MES representatives.
- Career guidance – theory versus practice, organised by the MYS in collaboration with the MES, MERD, NES and BOS.

GIZ support enabled the organisation of a conference on career guidance of youth titled *Go – Knowledge to a Career*, in collaboration between the MYS and Singidunum University, as part of the project *Professional Orientation during Transition into Secondary School*, implemented in the RS by GIZ with the MES, with support from the MYS. The project lasts for three years, from 2011 to 2013, and aims to establish an in-school and out-of-school professional orientation system for youth who are at the point of transition from primary into secondary school or into the world of work, and its various modalities will cover all primary schools and LYOs in the RS

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<sup>6</sup> The SCGC was published in the Official Gazette of the RS No 16/10 on 20 March 2010.

<sup>7</sup> This global non-governmental organisation (*Junior Achievement Worldwide – JAW*) is funded by local enterprises and other institutions. It was launched in 1919 in the USA. *Junior Achievement* operates in 123 countries worldwide. About 10 million secondary and higher education students take part in this NGO's programmes annually. In Europe, the programme operates in 38 countries and involves more than 2.9 million students. The programme has been present in Serbia since 2002, and since 2005, *Junior Achievement* has been a registered association.

The European Training Foundation<sup>8</sup> (hereinafter: ETF) organised a study visit to the National Career Guidance Resource Centre in Estonia for representatives of the MYS, MES, MERD and NES. The aim of the visit was to identify various possibilities for the establishment of a national resource centre in Serbia as one of the crucial mechanisms for SCGC implementation. With ETF assistance, the seminar *National Resource Centres for Career Guidance – Learning from European Experience* was organised. This seminar also gathered key stakeholders for SCGC implementation: the MYS, MES, MERD, Ministry of Labour and Social Policy (hereinafter: MLSP), NES, career centres, civic associations and experts.

During a period of four years, the USAID<sup>9</sup> supported LYOs in developing youth entrepreneurship. Activities contributing to SCGC implementation covered strengthening the capacities of LYO coordinators, accompanied by support to youth at the local level, through entrepreneurship training, development and implementation individual youth entrepreneurship development action plans. Through 98 LYOs, more than 7,500 youth directly benefited from this, and USAID support continues in 2013.

Eight domestic and foreign universities<sup>10</sup>, the MYS, MES, Students' Conference of Serbian Universities (hereinafter: SCSU), EPS, BOS and Infostud are partners on the TEMPUS project *Development of Career Guidance aimed at Improving Higher Education in Serbia – CAREERS*<sup>11</sup>. This three-year project is aimed at developing career guidance at universities as an integral part of the CGC system in Serbia. The project will enable the implementation of specific measures and activities in conformity with the SCGC, in particular those concerning students and/or youth aged 19–30. Direct project beneficiaries are students, universities, university staff, employers and decision makers.

The TEMPUS project *Improvement of Students' Internship in Serbia*<sup>12</sup> promotes cooperation between universities and enterprises in order for graduates to prepare better for the labour market. It develops the capacity of higher education institutions for international cooperation and a permanent modernisation process and assists these institutions in opening up towards society, strengthens networks among higher education institutions and science and research institutes in the EU member states and partner states, trains non-university teachers and develops partnerships with enterprises. The project works towards an essential improvement of the models that provide the basis for internships in humanities, management, science, applied science and technology. During the implementation of this project, the CGC centres at the universities of Novi Sad, Kragujevac, Niš and Belgrade will be strengthened and linked with similar centres at universities in the European Union.

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<sup>8</sup> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH – [www.giz.de](http://www.giz.de) and <http://www.zamislizivot.org/giz/index.html>. Cooperation between Germany and Serbia started in the autumn of 2000 when, at the instruction of the German Federal Government, German Technical Cooperation (GTZ) – or Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH from 1 January 2011 – opened a coordination office in Belgrade. As an enterprise with many years' experience in the countries undergoing transition, GIZ supports the Serbian government in the process of creating a democratic legal framework as well as modern market economy structures, in accordance with the EU standards. GIZ is specifically committed to the transfer of practical experiences from the EU accession processes of neighbouring countries, the support for partner organisations in the process of aligning Serbian laws with the European acquis, and use of its expertise collected during their practical implementation.

<sup>9</sup> European Training Foundation (ETF) – [http://www.etf.europa.eu/web.nsf/pages/Who\\_we\\_are](http://www.etf.europa.eu/web.nsf/pages/Who_we_are). The European Training Foundation is an EU agency established in Turin (Italy) in 1994. The ETF assists developing countries in making the best use of their human capital through education and market reform and through various training programmes.

<sup>10</sup> The United States Agency for International Development (USAID) – <http://serbia.usaid.gov/home.4.html>. The USAID is an independent agency of the American federal government. It is tasked with providing economic and humanitarian aid throughout the world. The strategy for Europe, and therefore also for Serbia, is focused on economic restructuring and development, democracy and local governance and challenges of transition.

<sup>11</sup> University of Niš, University of Kragujevac, University of Novi Sad, University of Belgrade, Singidunum University, University of Padova (Italy), Swansea University (United Kingdom) and University of Silesia (Poland).

<sup>12</sup> 517119-TEMPUS-1-2011-RS-TEMPUS-SMGR.



Participants in this project also include AIESEC Kragujevac, Serbian Association of Employers, Novi Sad District Heating Public Utility Enterprise, the companies NIIT d.o.o., UNIOR Komponente a.d., Energetika d.o.o., NISSAL d.o.o., Politecnico di Torino (Italy), Coventry University (United Kingdom), Aristotle University (Greece) and University of Ljubljana (Slovenia).

The TEMPUS project *SIGMUS* strengthens the role of students in governance and management at Serbian universities, in conformity with the Bologna Declaration. The project responds to one of the national priorities in the area of structural reforms in Serbia – improving the governance process at universities and developing student services. Students' representative bodies are strengthened and students' organisations' capacities are developed. The project partners are: the universities of Belgrade, Novi Sad, Niš and Novi Pazar, Conference of Serbian Higher Vocational Education College Directors, Singidunum University, Student Union of Serbia, MES, National Higher Education Council, Megatrend University, University of Kragujevac, Belgrade Students' Association, Technical University, Chania (Greece), University of Maribor (Slovenia), University of Udine (Italy), Middlesex University (United Kingdom) and BOKU Students' Union.

The NES significantly contributed to the success of SCGC implementation with its activities. This Service, for example, delivered a series of training events for primary and secondary school teachers, for peer career information service providers, and also organised staff training in the NES – training of trainers as part of the project *Platform for Career Guidance and Counseling of Vulnerable Youth*, implemented by the Youth with Disabilities Forum in collaboration with the Požarevac-based association *Šansa*, Institute for the improvement of Education (hereinafter: IIE) and the NES. NES staff were trained to provide counselling services within the *Youth Employment and Migration* (YEM) project<sup>13</sup>. Training in integrated service model of social work centres and the NES within the YEM project covered 27 participants from the NES, while training in the development of counselling skills in working with clients within an International Labour Office (hereinafter: ILO) project covered 32 participants. In its pilot stage, the YEM project covered 300 beneficiaries, of whom 250 were included in measures funded from the project budget.

The NES provided psychological support to hard-to-employ persons through self-efficiency training. Basic and advanced level REBT<sup>14</sup> training was also delivered to a total of 21 staff members.

The NES also carried out an assessment of the impact and application of self-efficiency training to improve its offer further and adjust it to the target group of youth. Career planning counsellors now participate in PWD assessment committees as coordinators of multidisciplinary teams, which should lead to an increase in the employment of these persons and more appropriate support measures for enhancing the employability of this marginalised group in the labour market.

MERD and MYS representatives participated in the Social Affairs Committee of the Standing Conference of Towns and Municipalities when the agenda included the topic *Youth at the Local Level*. The importance of CGC development was highlighted through presentations and discussions. The Standing Conference of Towns and Municipalities, together with LYOs, plays a central role in disseminating good practices at the local level.

The MES organised training events owing to which some primary schools would become mentoring schools in the area of professional orientation. The same ministry is implementing the *Second Chance* project, for which curricula were prepared, and cooperation was established among primary and secondary schools, the NES and local governments. Finally, a teachers' and associates' manual for working with pupils and a portfolio for seventh and eighth grade students were developed.

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<sup>13</sup> TEMPUS JP 510985-2010.

<sup>14</sup> <http://rs.one.un.org/yem>

Through various projects, the BOS organised many training events, not only for secondary and higher education students, but also for representatives of LYOs throughout Serbia, for peer trainers, teachers and other stakeholders in SCGC implementation. Examples of training events organised by the BOS include:

- Professional development workshops of the Centre for CGC of Young Talents – at a total of 52 workshops, more than 830 students – scholarship beneficiaries exchanged their experiences in topics such as: career management, youth activism, decision making, time management, communication skills, public appearance skills, teamwork and the like.
- the international training course Easy Transit – Education to Work Transitions, held in Bečej. Representatives of EU and South-Eastern Europe countries – Serbia, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Italy, Spain and Turkey – attended this course delivered to 30 youth workers. The overall project goal is to contribute to enhancing the quality of youth support systems.
- Training in peer career counselling for activists – LYO volunteers within the project Career Informers, in cooperation with the UNICEF office (Youth Programme), YEM and PBILD projects.. The project aims to improve social inclusion and employability of youth in Serbia by building LYO's capacities to provide career information services. During the project, 39 career information disseminators were trained and 289 young people from 12 local communities were reached. During the project, the BOS trained LYO activists to approach Roma youth living in poverty and youth from rural environments.
- Training for 60 teachers from 15 secondary vocational schools (hospitality industry and tourism profiles), who proceeded to work with 4,221 students on establishing determinants for their career development, with financial assistance from the USAID Economic Security Programme. It was followed up by training for 22 more teachers and associates from rural and underdeveloped municipalities, as a result of support from the Fund for an Open Society, according to the programme CGC in Secondary Vocational Schools – Basic Training. This programme was accredited by the IIE.
- Three workshops on career planning and writing a CV for about 150 Belgrade secondary school students were delivered within the programme From Home to School, from School to Work, with support from the City of Belgrade Secretariat for Education. Future freshmen and secondary school leavers ready to join the labour market had an opportunity to contemplate their careers with appropriate information for the first time.

A RS delegation attended the Sixth International Symposium on Career Development and Public Policy, held in Budapest and organised by the International Centre for Career Development and Public Policy and the Hungarian Life-long Learning Council. The Serbian delegation included representatives of the MES, MYS and BOS. The objective of the symposium was to establish better communication and links among CGC policy implementers in the area of education, employment, economic development and social inclusion.

A RS delegation also attended the conference *Career Education for South-Eastern Europe – Investment in Youth for Sustainable Economic Growth*, held in Sofia, Bulgaria. The conference was organised by the Bulgarian Human Resource Development Centre, in cooperation with the ETF and the European Lifelong Guidance Policy Network<sup>15</sup>. The RS

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<sup>15</sup> Rational emotive behavior therapy.

delegation consisted of representatives of the MES, MERD, MYS, CCIS, NES and BOS. The conference facilitated exchange of experiences in career education and career management skills. Experts in the field of career guidance and other relevant stakeholders from South-Eastern Europe and the European Union also participated in the conference, which contributed to exchange of experiences and knowledge in career education and life-long learning.

As part of the *Community Connections* programme, implemented by World Learning<sup>16</sup>, a visit to the USA was organised and insight into student internship development programmes was facilitated during 2010.

The *Country in Focus* programme on the USA study programmes, students' life and culture was presented in the American Corner in Kragujevac.

A round-table discussion with the topic *Aligning the Education System with Labour Market Needs* was organised by SCSU. Representatives of the world of work and the world of education participated in the round table and jointly recognised the importance of CGC in education and employment.

During 2011, representatives of the University of Belgrade went on a study visit to career centres at Coventry University as part of the TEMPUS project ISIS (Improvement of Student Internships in Serbia).

The FEFA organised a round-table discussion with the topic *Competencies in Vocational Education*. The aim of the event was to establish links between employers and educational institutions in the area of career development and career counselling. It was attended by representatives of the CIPC, Vocational and Adult Education Centre within the IIE, BOS and various companies.

Basic and Advanced Careers Guidance & Counseling Training was held for staff at the University of Belgrade. The training was realised with USAID assistance and the trainer was Marlina Toppie from the United Kingdom. University of Belgrade staff were also trained in using social networks for professional purposes, also with USAID assistance. The objective of the training was to reach students more efficiently and to spread information not only in standard ways, but also through social networks. Finally, staff had training in using Microsoft Excel.

Since 2011, the Centre for CGC of Young Talents has provided daily information on various opportunities for academic, professional and personal development through its Facebook group with about 700 members – scholarship beneficiaries.

University CGC centres established and developed a range of activities during the reporting period. Some of these activities are presented below with the aim of illustrating their diversity, rather than listing absolutely all the work done by the CGC centres. (More activities of these centres are listed in chapter 4.3 under the heading *Developing the CGC System in Employment*.)

The University of Belgrade Career Development Centre's project *Barter Market – Preparation instead of Stage Fright* included a scan of LYO situation and activities, negotiations on cooperation, preparation and publication of educational brochures, posters and materials, as well as training of trainers for peer training and supervision.

The University of Priština Career Development Centre analysed the needs of youth and their expectations of the Centre. Training was also held at the Gračanica Students' Centre as part of the activity *Training for Success – an Opportunity and a Hit*. Training programmes for the development of business skills and managing students' clubs and associations were also organised. The University Career Development Centre's promotional material was also printed.

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<sup>16</sup> The European Lifelong Guidance Policy Network (ELPGN) – [www.elgpn.eu](http://www.elgpn.eu)

The Megatrend University Career Development and Student Counselling Centre supported activities within a TEMPUS project. The workshop *Development of Reading and Writing Skills of University Students in Serbia* was held as part of the eponymous project implemented with financial support from the Junior Faculty Development Programme. English language tests were administered and international language passports issued. A considerable number of internships was also realised.

### 4.3. DEVELOPING THE CGC SYSTEM IN EMPLOYMENT

During 2010, centres for information and professional counselling provided services to a total of 4,255 individuals. The number of clients by monitored categories is shown in the table below.

Category	Number (percentage)	Females	Males
Total persons	4,255 (100%)	2,473 (58%)	1,782 (42%)
Long-term unemployed	558 (13%)		
Youth up to 30 years of age	3,447 (81%)	up to 25 years of age 3,218 (93%)*	from 26 to 30 229 (7%)
Primary school pupils	2,467 (58%)		
Secondary school students	654 (15%)		
Higher education students	37 (0.6%)		
Persons from 31 to 50 years of age	635 (15%)		
Persons over 50 years of age	173 (4%)		

\* Percentage of the total number of youth up to 30 years of age

In line with the NEAPs for 2010 and 2011 and its Work Programme, the NES implemented the planned measures and programmes for the employment of PWD, refugees and internally displaced persons and returnees under readmission agreements. These measures and programmes included labour market training and training at employers' request, traineeships and internships programme, employment and self-employment promotion, job creation subsidies to employers, public works, active job search training and other activities. Many young people were included in CGC measures, active job search, self-efficiency training and job fairs.

The NES focused especially on youth belonging to marginalised groups, PWD, the young Roma, returnees in the process of readmission within the project *Support to National Efforts for the Promotion of Youth Employment and Management of Migration*. The project *Inclusion of Vulnerable Groups in the Labour Market* within the PROGRESS programme also targets youth and the unemployed.

During 2011, 2,446 youth up to 30 years of age were placed with subsidies to employers, and 919 persons in the same age bracket were awarded self-employment subsidies. The training programme *How to Become a Successful Entrepreneur* covered 3,064 youth up to 30 years of age. A total of 1,565 youth participated in public works.

Owing to the development of the existing CIPCs and creation of new ones, services are now more easily accessible to clients in Serbia. During 2010 and 2011, the Belgrade CIPC was improved, and those in Niš and Novi Sad were furnished and started operation. Also, centres for vocational rehabilitation and employment of PWD were opened in Belgrade, Kragujevac and Novi Sad.

CIPCs serve the following categories of clients: primary school pupils, secondary and higher education students, the unemployed, job seekers. During 2010, the CIPC provided a total of 4,255 direct services and in 2011 the number grew to 4,690.

The NES contributed to ensuring that measures for the inclusion of the unemployed in the further education process and in training organised for their easier and faster employment are defined and implemented better than had been the case previously.

Activity	2010	2011
Counselling on career development opportunities	10,211	10,206
Selection of candidates for inclusion in further education and training programmes	2,849	2,609
Employment-oriented training	4,697 (340 PWD)	5,246 (223 PWD)
Self-efficiency training	2,000	2,166
Active job search training	30,701 (310 PWD)	35,439 (1,150 PWD)
Job fairs	53,825 (1,773 PWD)	45,687 (2,569 PWD)
Job clubs	3,385 (54 PWD)	3,530 (169 PWD)

In addition, in 2011, information and motivation training was held for 1,545 unemployed Roma, as was training of trainers within the project *New Skills for PWD*.

CGC measures covered a high number of youth. These indicators are shown in the table below.

Measure	15-24	%	25-29	%
Individual employment plan	109,932	20.50	93,469	17.43
Active job search training	13,799	38.94	8,062	22.75
Job clubs	1,359	38.50	966	27.37
Self-efficiency training	1,359	38.50	966	27.37
CGC*	6,186	46.92	1,623	12.31
Job fairs	10,796	23.63	10,770	23.57

\* This service also covers secondary and higher education students, a total of 2,241, as well as 3,346 primary school pupils.

Owing to the CIPC, 2,076 unemployed youth up to 30 years of age received services at the NES.

The NES web site was innovated, and an electronic version of the guide for primary school pupils – *Guide for Occupational Choice and Career Planning after Primary School* – was prepared<sup>17</sup>. At the monthly level, the site was visited by about 5,500 users. As many as 90% of the users find the web site useful. Networking with university and other career centres, institutions and associations (reciprocal linking) is a continuous activity. Users of information can thus find out more with less effort.

<sup>17</sup> <http://www.worldlearning.org.rs/pages/world-learning-sr/world-learning-srbija.php>

The NES is also preparing a print version of the guide for adults, which will be distributed soon.

The *First Chance* programme helps youth without work experience try themselves at occupation-specific work and qualify for taking professional examinations. The programme is realised by the NES in cooperation with local government units. The traineeships programme covered 10,728 people up to 30 years of age, and internships covered 6,551 people up to 30 years of age.

Through youth employment-oriented incentives established by other enterprise development strategies in 2010 and 2011, the MERD achieved significant results. Through the RS Development Fund, on the basis of the Schedule of Funds for Start-up Loans, 1,373 loan applications were received, totalling RSD 2,261.9 million in 2010 and 227 loans were granted, totalling RSD 441,413,179.8, of which, by the third quarter of 2011, 181 loans were realised, totalling RSD 221,553,104.4.

The National Agency for Regional Development (hereinafter: NARD), with the national network of regional agencies and centres, delivered 171 training events for 2,794 participants in 2010 and 217 training events for 2,911 participants in 2011, including potential beneficiaries of start-up loans. Of the 746 trainees within the project *Youth Entrepreneurship Development in Serbia*, implemented jointly by the MERD and the NARD, about 160 started their own business in 2010. In the same year, 2010, the NARD successfully completed a project on entrepreneurship training in secondary schools, with support from local governments and the Norwegian organisation BIP. Fifteen schools with more than 300 students participated in the project. A total of 78 youth enterprises were established and three student entrepreneurship fairs were held.

The MERD provided support in the implementation of the projects *Youth Employment Promotion*, where a "case management system" was developed, and *Youth Employment and Migration*, targeting vulnerable categories of youth on the NES register, by motivating youth to engage in the further education and training process.

The global labour force development company Manpower, in collaboration with the MYS and with support from the USAID Serbia Contingency Planning and Economic Security Programme (SCOPEs), realised a pilot project as part of which career development services were established within LYOs in Kruševac, Zrenjanin and Belgrade metropolitan municipality of Palilula. The project was implemented through a public-private partnership, which is, in Serbia, an innovative form of cooperation between the private and public sectors in the interest of more efficient resource mobilisation. Also, the MYS, in collaboration with Manpower, organised training regarding cooperation with employers for career development counsellors and coordinators from three LYOs – from Kruševac, Zrenjanin and Palilula municipality (Belgrade), titled *Job Search*.

The project *Forum of Students and Businessmen of Serbia 2011* is an international students' project organised by the SCSU and the CCIS. This is a project that gathered representatives of the business sector, academic community, civil sector, state and students, aiming to contribute to aligning the educational system with actual labour market needs. Also, this project was an effort to promote entrepreneurship among students – student representatives were trained in implementing projects in cooperation with the business sector. The ultimate goal was to reduce the youth unemployment rate. At the Forum, key problems in the higher education system were recognised and a more solid link was established between the academic community and the business sector. It was agreed that cooperation between the business and education sectors should be strengthened and continued through the organisation of ten round-table discussions on the topics previously identified as key problems<sup>18</sup>.

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<sup>18</sup> [www.vodiczaosnovce.nsz.gov.rs](http://www.vodiczaosnovce.nsz.gov.rs)

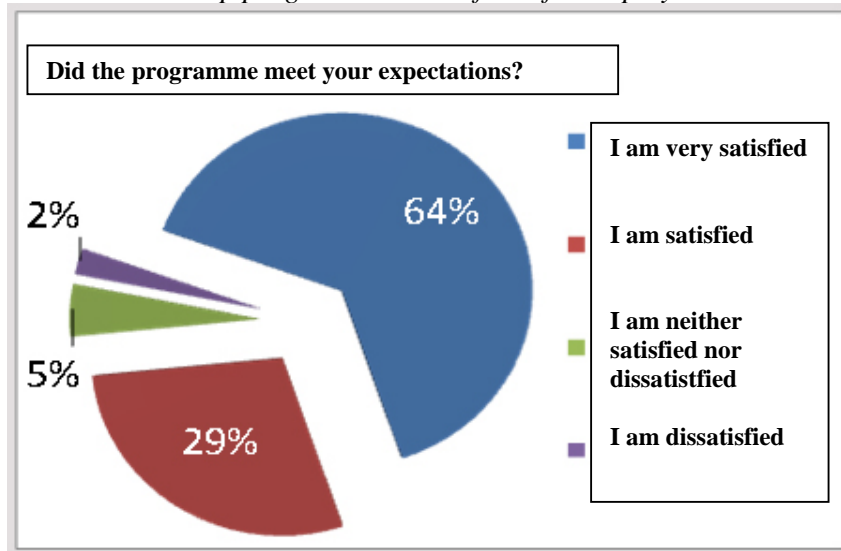
Further, the CCIS established sector-specific councils of professional and advisory bodies, whose main task is to determine the qualifications required to discharge tasks in the relevant sectors. A sector-specific council is a professional and advisory body operating according to the principle of social partnership. The task of sector-specific councils is to determine what qualifications are required to discharge tasks in the relevant sectors. They have 15 members delegated by leading companies, business associations, institutions and organisations. So far, four sector-specific councils formed: for agriculture, food production, IT activity and tourism and hospitality industry. The councils will work on promoting dialogue and direct cooperation between the worlds of work and education, promoting opportunities for employment and vocational education and training within the sectors, making proposals for required qualifications within the sectors, developing qualification standards within the sectors, identifying opportunities for adult training within the sectors, and other matters pertaining to qualifications within the sector and promoting life-long learning.

On the basis of the signed Protocol on Cooperation in Developing Life-long Entrepreneurship Education, a council of eleven partners from the following institutions and organisations was formed at the CCIS: MERD, MES, MYS, CCIS, NES, Union of Employers of Serbia, Conference of Universities of Serbia, NARD, IIE, Civic Initiatives and BOS.

In 2010 and 2011, the MYS participated in the international trade show *Business Base*, held at the Belgrade Fair and organised by the NARD. On that occasion, the MYS presented the activities implemented as part of the USAID Economic Security Programme, as well as the activities implemented with a view to achieving NYS goals concerning employment, self-employment and entrepreneurship.

University CGC centres organised student internships in public and private enterprises, recognised the necessity of accepting internships in the formal education system as a method of learning and regulating them legally. It is encouraging that the number of agreements with enterprises interested in offering student internships is on the increase, as is the number of students interested in taking up internships.

*The internship programme is beneficial for employers as well*



Source: Newsletter of the University of Belgrade Career Development Centre

In Novi Sad, the University CGC Centre prepared candidates for three-month internships at the University. Workshops were held on the following topics: professional orientation, assertiveness, creative decision making, virtual interview, self-presentation skills. In addition, intern psychologists provided students with individual advice on career development – such advice was provided by 22 clients. In collaboration with the Assembly of the Autonomous Province of Vojvodina (hereinafter: AP Vojvodina), a University internship programme in local government units in the territory of AP Vojvodina was launched in the academic year 2010/11. The Centre carried out a survey of students' views on the services offered by it. The academic year 2011/12 is the ninth consecutive year of the implementation of the University internship programme in the Assembly, provincial government, provincial authorities and funds established by the Autonomous Province of Vojvodina, through which, based on the declared needs of provincial institutions in terms of the number and profile of interns, 28 participants could be placed.

The importance of such internships may be observed on the example of the Petroleum Industry of Serbia, where student interns<sup>19</sup> come from different cities and universities:

- 47 interns;
  - two universities (University of Belgrade and University of Novi Sad);
  - three cities (Belgrade, Novi Sad and Pančevo);
  - eight interns in Belgrade;
- 15 interns in Pančevo;
- 23 interns in Novi Sad;
- 44 internships;
- 31 internship positions;
- 142 student applications for internships in Belgrade and Pančevo.

The University of Kragujevac Career Development and Student Counselling Centre focused on advancement of competences and skills and preparation for the labour market. The Centre presented a programme of internships in German companies, developed by the Dr Zoran Djindjić Foundation, Campus France, DAAD information centre and TEMPUS Office, as well as Fund for Young Talents scholarships. The scholarship fair titled *Pick a Scholarship Tailored to You* was held and foreign foundations and organisations awarding and administering student mobility programmes presented themselves. The Centre's activities were presented to first year students at the faculties of the University of Kragujevac. Workshops on CV and motivation letter writing, job interviews and interview simulations were held. Internships at the Career Development Centre were offered to students of the University of Kragujevac. The programme lasted four months, starting from December 2011.

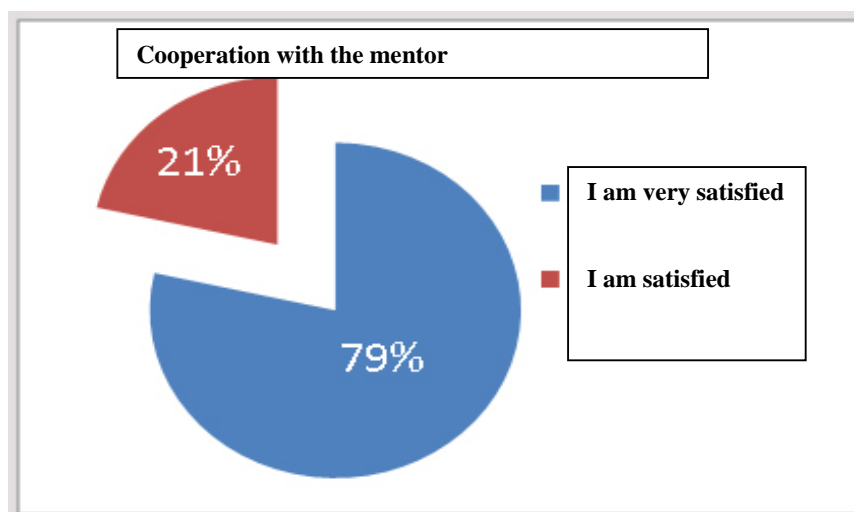
The University of Belgrade Career Development Centre regularly organises student internship programmes in the private and public sectors. During 2010 and 2011, students were formally awarded certificates within the University internships programme in public and utility enterprises and in the City of Belgrade Administration. In 2011 alone, 54 student internships were realised and 14 vacancies were advertised through the Centre.

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<sup>19</sup> <http://www.forum2011.rs/>



*Direct support means a lot to those entering the labour market*



Source: Newsletter of the University of Belgrade Career Development Centre

The University of Priština Career Development Centre regularly informs youth of job advertisements, internships and voluntary work in institutions, organisations and businesses that are available and relevant to the work in the community it covers. Training programmes in the area of business skills and managing students' clubs and associations were organised. These training programmes were delivered by professors and career development and student clubs experts of the University of Dublin.

The State University of Novi Pazar (hereinafter: SUNP) Career Development and Graduate Tracking Office was established in October 2011. In collaboration with the Student Parliament, the SUNP organised promotion of a job fair for students of technical and technology departments. The promotion attracted great interest on the part of students and more than 70 CVs were submitted. A contract for furnishing the Office was signed with the USAID. A representative of the Office attended the entrepreneurship training organised by the Regional Small and Medium-sized Enterprise Development Centre in late 2011.

The Singidunum University Student Career Development Centre realised student internships in enterprises and organisations with which it signed cooperation agreements, as well as internships in the Ministry of Agriculture, Forestry and Water Management. Four new cooperation agreements were signed with employers. Individual counselling helped 40 students obtain assistance in actively seeking jobs, scholarships and studies abroad. Consulting hours of peer trainers were organised. A conference for students and employers titled *IT Knowledge for Modern Business* was held. Students from all universities in Serbia attended the seminar *Internet Business and Internet Marketing*. A manual for secondary and higher education students titled *Knowledge to a Job* was printed.

The Megatrend University Career Development and Student Counselling Centre was established in 2010. The American Councils funded four thematic lectures on academic skills development. The workshop *Development of Reading and Writing Skills of University Students in Serbia* was held within a project implemented with financial support from the Junior Faculty Development Programme. English language tests were administered and international language passports issued (official documents promoted by the Council of Europe in our country). Finally, a high number of internships was also realised.

The BOS organised training events dealing solely with youth employment, namely:

- training within the Centre for CGC of Young Talents, where over 830 students – scholarship beneficiaries attended a total of 52 professional development workshops, of which a considerable number was dedicated to topics particularly relevant to employment, such as CV writing, preparation for a job interview, entrepreneurship and the labour market, project planning, work ethics, business communication, career management, start-up business plan etc.;
- training for more than 210 volunteers from 11 LYOs within the project *e-Career*, financially supported by the MYS wishing to contribute to solving the problem of youth unemployment and poor employability, as well as to the development of youth CGC services in Serbia; as a result, about 300 youth from the municipalities of Bela Palanka, Blace, Vrnjačka Banja, Zrenjanin, Kikinda, Kragujevac, Novi Pazar, Obrenovac, Palilula (Niš), Savski venac (Belgrade) and Ruma obtained the necessary information through the LYOs in this project.

#### 4.4. CONTINUING PROMOTION OF CGC

The NES web site<sup>20</sup> represents an invaluable source of information important for CGC development and for the specific services contributing to the implementation of its strategy. New knowledge and experiences acquired by the NES over the recent period are built into useful publications and materials. Thus, preparation and testing of the electronic version of the *Guide for Occupational Choice and Career Planning after Primary School* were completed. This publication is also available in the print form, and the print run is 25,000<sup>21</sup>. The importance of CGC was promoted through the media at professional orientation fairs organised by the NES. Posters and flyers in the Serbian and English languages were prepared, providing information on the occupational *Guide for Occupational Choice and Career Planning after Primary School*. Also, cooperation protocols were concluded between the NES Kruševac Branch Office and as many as 18 partners. Information and motivation training for the unemployed Roma were organised.

In 2011, the NARD prepared a business plan development workbook to be used in training for business start-ups. The print run of the workbook is 3,000.

In addition to training, the BOS Career Guidance and Counselling Centre launched a new online service for career planning assistance to youth – BOS Career.<sup>22</sup> The support is available quickly, easily, free of charge and anonymously, in the form of online tests, an occupational and educational data base, an online career action plan and a CV building service, as well as an online career counselling service. The online service is also improved and adjusted to users' needs on an ongoing basis. Web site services were used by 30,000 unique users per month. At the time of preparing this report, 10,500 users aged 15–30 are registered on the portal, but their number is constantly growing. The project is being implemented with support from the USA Embassy, and was also supported by the MYS and the Register of National Internet Domain Names of Serbia. The online career planning system within the portal recorded a significant rise in the number of registered users, from 3,000 in late 2010 to about 8,500 in late 2011.

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<sup>20</sup> Source: Newsletter of the University of Belgrade Career Development Centre.

<sup>21</sup> <http://www.nsz.gov.rs/>

<sup>22</sup> With support from the PBILD project.

In 2011, the Facebook group *e-Career!* was created, as well as Career Informer, which, in combination, gathered over 200 youth. As part of a separate project, the Centre for CGC of Young Talents launched its own Facebook group, which soon gathered more than 550 Fund for Young Talents scholarship beneficiaries and which regularly publishes information on opportunities for academic, professional and personal development. More than 300 individual pieces of information were posted in 2011.

The brochure *Career Informer* on peer career information was prepared by the BOS as a career planning and information manual for all youth, in particular for those acting or planning to act as peer career information disseminators – peer career information counsellors at LYOs. The brochure contains 70 pages and its print run was 900.

The brochure *How to... Develop My Career*, prepared by the BOS for Fund for Young Talents scholarship beneficiaries within a project funded by the MYS, was released in mid-2011. It then started to be distributed to scholarship beneficiaries at workshops organised by the Centre for CGC of Young Talents. In late 2011 and early 2012, another brochure on CGC was designed; it was edited by the BOS and the MYS, intended for youth from 16 to 25 years of age and titled *Career Planning Guide*. The publication provides basic career management guidelines, accompanied by a more detailed explanation of the CGC concept and a list of existing and available services and further information sources of interest to youth.

In 2010 and 2011, the University of Belgrade recorded a significant rise in the number of visits to the web site of its Career Development Centre compared to the preceding year.

<b>University of Belgrade Career Development Centre</b>	<b>2010</b>	<b>2011</b>
Number of visits	131445	198534
Rise compared to the preceding year	46.37%	62.22%

Many more visitors used the information on the web site, which testifies to the need for such modality of informing students. On the basis of experience, web pages for different groups of users were redesigned<sup>23</sup>. A virtual counsellor on this web site offers extensive information on the world of work. A similar service – *e-Counsellor* – is offered by the University of Novi Sad<sup>24</sup>.

The University of Belgrade carried out a campaign titled *Careering 2010*. The campaign, with the slogan *Build Your Career in the Right Direction*, was designed jointly by the University of Belgrade Career Development Centre and the agency Konsultuj me, with a view to presenting the Centre's services in the best way and providing students with balanced information on its services and activities. Through various programmes, students and young graduates are informed of the opportunities and encouraged to contemplate their professional future, the need to develop the necessary skills and knowledge and thus improve the chances of employment after graduation. The campaign was realised under the auspices of the City of Belgrade with support from the following enterprises: Nikola Tesla Airport, Belgrade Public Transport Utility Company, ABS Minel, Coca-Cola Hellenic, Lampas, POSH&MEDIA, Plato Books and Plato Ilegala. The University of Belgrade Career Development Centre released various publications: *Career Book*, *Internship Manual for Youth and Employers* and posters: *Career Plan*, *Good CV*, *Job Interview* and *Put Yourself in an Employer's Shoes*. Since 2011, three new publications have been available to students: *Youth Guide – Career in Belgrade*, *Guide to Studying Abroad* and *Scholarships Fair*.

<sup>23</sup> [www. http://karijera.bos.rs/](http://karijera.bos.rs/)

<sup>24</sup> <http://www.razvojkarijere.bg.ac.rs>

The project *Career Triathlon* contributed to providing a uniform information level among youth on career options and to their strengthening to manage their careers actively and efficiently in the territory of the City of Belgrade. Youth met representatives of the City administration and local LYOs. Their several hours' meeting titled *Explore Career Opportunities* provided an opportunity for youth to ask about everything they wanted to know concerning career development. The event was conceived as a fair of LYOs, which then presented to the visitors their programmes and projects organised for youth in different municipalities throughout the year. By expanding the network of services accessible for all user groups, timely action is achieved, whereby the occurrence of chronic, hard-to-solve problems is prevented.

During SCGC implementation, 98 LYOs throughout Serbia received training in support and CGC services. This is an excellent start and, if activities continue at this pace, extensive and high-quality services in each municipality can be expected to contribute considerably to remedying important causes of long-term unemployment, such as the mismatch between skills and knowledge on the supply side and the needs on the demand side.

A total of 82 teachers from 37 schools throughout Serbia completed the BOS career guidance programme. This ensured that information would reach secondary school students throughout the country. In 2010, the BOS worked with 19 LYOs, where a network of about 25 peer career information counsellors was built. Through the trained teachers (60 teachers in 15 schools) and peer career counsellors, 4,521 youth throughout Serbia directly received a career information and education service during 2010. In 2011, the BOS strengthened the capacities of 28 more LYOs and expanded the peer career information counsellors by 70 additional counsellors. Peer career information activities directly reached 550 youth in 2011.

## **5. STATUS OF ACTIVITIES AGAINST THE ACTION PLAN, PROGRESS TOWARDS CGC GOALS AND RECOMMENDATIONS FOR FURTHER WORK**

In spite of the efforts of all partners in the SCGC implementation process, the establishment and operation of mobile centres for rural areas remote from NES centres was not achieved during the reporting period as a result of funding shortage.

A way to facilitate access to CGC services is to bring services closer to clients in the communities in which they live, pursue education and work. This is, at the same time, a prerequisite for better quality and higher efficiency of services. By building a network of service providers and taking into account the characteristics of each local community, the SCGC should offer national standards and local solutions. A common feature of all these parallel processes is that a portion of CGC services is provided by LYOs at the local level, as well as organisations, services and agencies engaging in employment and job matching, and also other organisations and services. SCGC implementation, therefore, took place through policy coordination and cooperation among stakeholders at the national level, and, in parallel, in a very intensive and practice-oriented way, at the local level.

In the following two years, the SCGC Action Plan foresees that the following key activities should be particularly topical:

- promoting partnership and cooperation in SCGC implementation – establishing cooperation protocols (partnership agreements and the like) among the key stakeholders involved in SCGC implementation, especially at the local level;
- establishing and institutionalising a national resource centre, possibly through an IPA project;

- continued work of the WGSCGC, coordinated by the MYS and in close cooperation with domestic and international partners in the implementation of joint programmes and projects;
- regular reporting to the Government on the achievements in SCGC implementation;
- raising the awareness of youth, vulnerable groups and the general public of the importance of permanent individual career planning;
- strengthening the capacities of and establishing links among service providers (LYOs, career development and counselling centres, CIPCs and other service providers in the public and private sectors and the civil society);
- developing new services, enhancing the quality and coverage of the existing services, providing the prerequisites for further operation of the Centre for CGC of Young Talents and expanding the existing offer to scholarship beneficiaries;
- involving more people in CGC measures (children, students, youth and adults) compared to the previous two years and promoting CGC, with facilitated access to CGC centres;
- developing the existing CIPCs and opening new ones at the NES – building a network of centres for information and professional counselling, introducing modern methodology in CGC, developing staff competences in centres providing services to clients belonging to the hard-to-employ and vulnerable groups of the unemployed;
- implementing activities foreseen by designated projects, in particular TEMPUS project, and working on other new projects.

## 5.1. RECOMMENDATIONS FOR FURTHER WORK IN LINE WITH SCGC GOALS

- The SCGC contributes significantly to a goal such as life-long learning, which essentially changes an individual's relationship towards his/her own education and career. Nowadays, parents and children understand better that they must combat early school leaving, in particular among youth belonging to vulnerable social groups defined in the NYS. Inclusive education, whose implementation has commenced in schools, provides strong support to the achievement of this goal. More attention needs to be paid to life-long learning to provide an appropriate knowledge and skills base required to face labour market challenges and create a knowledge-based society.
- The establishment of appropriate links between education, training and the world of work has also commenced and the SCGC plays an increasingly important role in that regard. Naturally, further efforts and activities on the part of all stakeholders are required to narrow the gap between labour market supply and demand, although communication among stakeholders has considerably intensified, deepened and improved over the two years of Strategy implementation. The WGSCGC could establish a reporting methodology that would provide for the most systematic collection of information required for the drafting of the final report on SCGC Action Plan implementation for the period covered by it – 2010–2014, and thereby enable a clearer insight into the results, as well as needs in the coming period. Addressing the problem of unemployment actively remains a priority for society as a whole and an increasing number of stakeholders is willing to take part in solving it.

- The goal of social equality and inclusion featured prominently in the previous SCGC implementation period, together with an awareness of the fact that its achievement requires an even more elaborate infrastructure of the CGC system, a richer offer of new services and stronger links with employers. Reintegration of youth and adults from vulnerable social groups into education, training and employment, coverage of excluded groups by general and designated training programmes and employment services are still the greatest challenge in SCGC implementation, in spite of encouraging pilot experiences.
- CGC is a service helping an individual assess his/her abilities, interests and values, but it should also strengthen and motivate him/her to make informed decisions in career planning in order to avoid wrong choices, educational streams or occupational choices – this is one of the fundamental goals of SCGC. All this should continue to be implemented through high-quality information on the educational institutions' network, on curricula, occupations and occupational prospects, etc. Information is currently a limited-range service that needs to be expanded and improved. Further, in the future, the counselling service provided by university and other career centres should be expanded as well.
- Appropriate selection, interviewing and assessment of job candidates or candidates for inclusion in education and training programmes, as well as classification and quality improvement of employers' work are also CGC services; the delivery of these services should continue in the future with assistance from the NES and some higher education institutions' career centres.
- From the experiences in SCGC implementation and the conclusions of the national workshop *European Dimension of Career Guidance in Serbia*, it is clear that the European dimension of CGC can be implemented in Serbia. As the first step, a national CGC resource centre and a national team should be established as soon as possible, to achieve the goal of linking Serbia to the European life-long guidance policy network.

## 6. APPENDICES

### 6.1. ACRONYMS

APNYS	Action Plan of the National Youth Strategy
BOS	Belgrade Open School
BC	British Council
GIZ	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
SUNP	State University of Novi Pazar
ETF	European Training Foundation
IIE	Institute for the Improvement of Education
CGC	Career guidance and counselling
LYO	Local youth office
MERD	Ministry of Economy and Regional Development
ILO	International Labour Office
MYS	Ministry of Youth and Sport
MES	Ministry of Education and Science
MLSP	Ministry of Labour and Social Policy
NEAP	National Employment Action Plan
NARD	National Agency for Regional Development
NRC	National resource centre
NES	National Employment Service
PWD	Person with disability
CCIS	Chamber of Commerce and Industry of Serbia
WGSCGC	Working Group for the Implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia
RS	Republic of Serbia
SCGC	Strategy of Career Guidance and Counselling
SCSU	Student Conference of Serbian Universities
USAID	United States Agency for International Development
FEFA	Faculty of Economics, Finance and Administration
FOS	Faculty of Organisational Sciences
CIPC	Centre for information and professional counseling

## 6.2. SCGC ACTION PLAN – STATUS BY INDICATORS FOR THE PERIOD FROM MARCH 2010 TO MARCH 2012

<b>OBJECTIVE: 1.1. ESTABLISHING THE SYSTEM OF CAREER GUIDANCE AND COUNSELLING</b>		<b>Indicator: A sustainable system of career guidance and counselling established</b>			
		<i>The status assessment halfway through the strategic period is favourable, given the fact that the commenced processes advanced considerably compared to the baseline conditions. Yet, there is still plenty of room for the development of services that would comprehensively and fully respond to the existing needs of society, and also to the new needs emerging as a result of the available services. The establishment of the system has been commenced, but much more coordinated, persistent and cooperative work is required to achieve the strategic goal – to reach a point when the established system is complete and sustainable.</i>			
<b>Activities</b>	<b>Time frame</b>	<b>Expected result</b>	<b>Indicator</b>	<b>Implementers and participants in the activity</b>	<b>STATUS OVERVIEW BY INDICATORS FOR ACTIVITIES</b>
1.1.1. Realisation of the pilot project <i>Establishing the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia</i>	2010	Pilot project realised and the Centre for Career Guidance and Counselling for the students who have been awarded a scholarship by the Fund for Young Talents of the RS established	Decision on the funding of the pilot project for the establishment of the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia adopted	- MYS; - NES; - associations (Belgrade Open School).	<i>The Centre for Career Guidance and Counselling of Young Talents, students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia, was established and is implementing its activities in cooperation with the BOS expert team. The expected result was achieved in the planned period in conformity with this action plan.</i>
1.1.2. Creating protocols on cooperation between key stakeholders in the development of the system of career guidance and counselling	2010–2011	Protocols on cooperation between key stakeholders in the development of the system of career guidance and counselling established	Extent of the implementation of the activities defined by the protocols	- MYS; - ME; - MERD; - MLSP; - NES; - CCIS; - LGUs; university and other career centres; - associations.	<i>In mid-March 2012, the NES Kruševac Branch Office Protocol on Cooperation was signed (18 partners). In 2012, the NES Bor Branch Office Protocol on Cooperation was signed (22 partners). New protocols on cooperation of NES Belgrade and Zrenjanin branch offices are planned to be signed. Pursuant to the Protocol on Cooperation in the Development of Life-long Entrepreneurship Education, the Council was formed within the CCIS, consisting of eleven partners listed in the Report. The expected result under this indicator was partly achieved. The key stakeholders and the existing initiatives were linked and new mechanisms were established. The Government established the WGSCGC, but the protocol on cooperation among the key stakeholders has yet to be signed.</i>



<p>1.1.3. Creating conditions for the establishment and functioning of the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia and developing a model for the monitoring of career guidance and counselling of students who have been awarded that scholarship</p>	<p>2010 and onwards</p>	<p>Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia established</p>	<p>- Decision to establish the Centre adopted, on the basis of the pilot project results; - Number of users of the Centre's services.</p>	<p>- Government; - MYS; - ME; - MERD; - NES; - CCIS; - associations.</p>	<p><i>The Centre for CGC of Young Talents functioned from its establishment at the MYS to serve the needs of the Fund for Young Talents and its scholarship beneficiaries, on the basis of professional and technical support projects delivered by the BOS.</i> <i>The number of scholarship beneficiaries who used some of the services of the Centre for CGC of Young Talents in the period from 2010 to 2012 was higher than 2,100.</i> <i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>
<p>1.1.4. Including career information in info-points in LYOs</p>	<p>2010 and onwards</p>	<p>Youth informed on career development options, internships and employment options</p>	<p>- Number of LYOs with info-points; - Annual number of users of centres' services.</p>	<p>- MYS; - ME; - NES; - LGUs; - PSSY; universities; - associations.</p>	<p><i>The LYOs currently operate in a total of 133 municipalities throughout Serbia, and as many as 98 LYOs have been involved in SCGC implementation so far. Designated info-points operate in 43 LYOs. CGC centres were opened in 16 LYOs, and about 2,000 youth per year use them. In addition to LYOs, support is provided by a network of trained peer trainers, volunteers and teachers working with students in secondary and vocational schools, as well as higher education students.</i> <i>The expected result was achieved in the planned period in conformity with the action plan. Yet, it should be noted that this is only the beginning of network expansion and that it should be further expanded in a balanced manner and its services diversified, both in terms of supply and contents, and in terms of monitoring.</i></p>

<p>1.1.5. Building capacities and professional resources for the functioning of career guidance and counselling centres and improving the functioning of the existing centres and identifying the technically most suitable centre to be transformed into the national resource centre</p>	<p>2010 and onwards</p>	<p>Work of career centres is improved and of better quality</p>	<p>- Number of training events for the career centres' staff; - New equipment provided and working conditions improved.</p>	<p>- MYS; - MERD; - ME; - NES; - VAEC; - NHEC; - LGUs; universities; higher education institutions; - associations.</p>	<p><i>Currently, 12 career guidance and development centres operate in Serbia<sup>25</sup>. Overall data on training events for career centres' staff are missing, but the submitted data clearly show that building capacities and professional resources for the career guidance centres' operation was a priority in SCGC implementation. The most efforts were made in LYOs and university centres. Other stakeholders' potentials need to be mobilised. Also, data need to be compiled together in the coming period and gaps regarding training levels, as well as equipment and working conditions need to be clearly identified. Not all data are available regarding the number of youth and other target groups gravitating towards each of the career centres. In view of the number and diversity of training events, seminars and conferences in terms of contents, it may be stated that the expected result was achieved. Naturally, the work on enhancing quality, as well as expanding the network and service contents needs to be continued.</i></p>
<p>1.1.6. Creating conditions for the forming of the initial team for the establishment of the national resource centre for career counselling and guidance (identifying the technically most suitable centre that could be transformed into that centre)</p>	<p>2010–2012</p>	<p>Initial team formed</p>	<p>Decision on the forming of the initial team adopted</p>	<p>- Government; - MYS; - ME; - MERD; - NES; - VAEC; university and other career centres; - associations.</p>	<p><i>The initial team was identified informally and the stakeholders established cooperation in the process of applying for an IPA project; cooperation is in progress, but no decision establishing the initial team was formally adopted. This is one of the crucial points for the overall success of the SCGC. This expected result needs to be formalised and put into operation as soon as possible. It should also be noted that the Action Plan realistically identifies the difficulties in this regard and that it sets 2012 as the deadline for the completion of this task. Therefore, there are realistic chances of the expected result being achieved within the foreseen time frame.</i></p>

<sup>25</sup> <http://www.razvojkarijere.uns.ac.rs/esavetnik>

1.1.7. Creating conditions for the establishment and work of a national resource centre for career guidance and counselling and the establishment of an information base	2013 and onwards	National resource centre for carer guidance and counselling established by 2014	- Decision on the establishment of the centre adopted; - Application for the database defined.	- Government; - MYS; - MERD; - ME; - NES; university and other career centres; - associations.	<i>No national resource centre was established, and its establishment is foreseen for 2013 by the AP. The importance of NRS establishment as soon as possible should be stressed. This activity is the top priority in the implementation in the coming period. In that regard, on 1 March 2012, in response to an initiative and after completed preparations and planning, a project proposal titled Development of Career Guidance and Counselling System in the Republic of Serbia was entered into the ISDACON base.</i>
1.1.8. Creation of the National Programme for Career Guidance and Counselling pursuant to the Strategy	2013	- National Programme for Career Guidance and Counselling adopted; - Career guidance and counselling standards adopted	Decision on the adoption of the Programme adopted	- Government; - MYS; - MERD; - ME.	<i>No decision on the adoption of the National Programme for CGC was taken, given the fact that the Action Plan foresees it for 2013. Bearing in mind that this activity is among the priorities for implementation in the coming period, preparatory actions in that direction were already taken within the approved TEMPUS project Development of Career Guidance aimed at Improving Higher Education in Serbia – CAREERS. This is a project that is currently being implemented.</i>
1.1.9. Implementation of the Programme for Career Guidance and Counselling pursuant to the Strategy	2014 and onwards	Career guidance and counselling standards implemented	Number of provided standardised services	- MERD; - NES; - ME; - MYS; - VAEC; - LGUs; - university and other career centres; - associations.	<i>The indicator measuring progress in the implementation of standardised services pertains to a future period, starting in 2014.</i>

<b>OBJECTIVE: 1.2. DEVELOPMENT OF THE CAREER GUIDANCE AND COUNSELLING SYSTEM IN EDUCATION</b>		<b>Indicator: Career guidance and counselling system in education developed</b>			
		<i>Status assessment halfway through the strategic period is different for different education levels. The most was done in the modernisation of the secondary vocational education system, where the highest concentration of assistance from European funds for the education sector was recorded during the past decade. Considerable steps forward were made with respect to the establishment and development of adult education. However, the national qualifications framework was not completed, nor were quality standards introduced in non-formal education, although both processes are under way. The highest capacities in the educational sector currently exist in state and private universities and career guidance and development centres. Activities were launched in the selected primary schools and materials were prepared for the work of the trained teachers and/or associates. A major step was made in linking the worlds of work and education, and further investment is needed in mutual partnerships and links, as well as strengthening the CGC system in education</i>			
<b>Activities</b>	<b>Time frame</b>	<b>Expected result</b>	<b>Indicator</b>	<b>Implementers and participants in the activity</b>	<b>STATUS OVERVIEW BY INDICATORS FOR ACTIVITIES</b>
1.2.1. Assessing the needs of young people for professional information, career guidance and counselling	2010	Report on the needs of young people for information, career guidance and counselling created	Ratio of the number of expressed needs to the number of information, career guidance and counselling services provided	- ME; - MYS; - MERD; - NES; - science and research organizations; - associations.	<i>A report on the needs of young people for information, career guidance and counselling was prepared in conformity with the AP. All declared needs served as the basis for developing services, but not all services are accessible to all groups and in all areas. In analysing needs, particular attention should be paid to vulnerable groups, to putting into operation the concept of life-long education, and to primary school and preschool children and their needs for career guidance and counselling. Also, a monitoring system should be developed, whereby efficient oversight of the overall process would be facilitated, from the identification of needs to the outcome of the service provided.</i>
1.2.2. Opening of experimental career guidance and counselling centres in primary and secondary schools and higher education institutions where such centres do not exist	2010–2011 and onwards	Experimental career guidance and counselling centres in primary and secondary schools and higher education institutions opened (experiment)	Number of experimental centres opened	- ME; - MYS; - VAEC; - PSE; - CCIS; - associations.	<i>With respect to this indicator, there are not enough relevant numerical data to assess the status against the plan. At this point, it is certainly necessary to highlight the importance of the Junior Achievements programme, which supported the establishment of students' companies in secondary schools. Another relevant project is Partnership in Career Guidance and Counselling of Youth in the Local Community, which established a model for partner cooperation, planning and CGC service provision. Finally, in SCGC implementation, special care was taken of the specific features of career guidance and counselling of talents and persons with disabilities. The available data are presented in the Report.</i>

<p>1.2.3. Professional development and training of teachers, pedagogues and psychologists from primary and secondary schools in career guidance and counselling</p>	<p>2010 and onwards</p>	<p>Teachers, psychologists and pedagogues trained in career guidance and counselling</p>	<p>Number of training events held and number of participants</p>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- IIE;</li> <li>- NES;</li> <li>- university and other career centres;</li> <li>- associations.</li> </ul>	<p><i>The process of training teachers, pedagogues and psychologists in CGC made much progress compared to the baseline conditions, but, although a great step forward was made, plenty of opportunities for engagement in this field still remain.</i></p> <p><i>The MES organised training events after which some primary schools became mentoring schools in the area of professional orientation. This ministry is also implementing the Second Chance project, for which curricula were prepared, and cooperation was established among primary and secondary schools, the NES and local governments. A teachers' and associates' manual for working with pupils and a portfolio for seventh and eighth grade students were developed. The project Professional Orientation during Transition into Secondary School, implemented in the RS by GIZ and the MES with support from the MYS, lasts for three years (2011–2013) with a view to establishing an in-school and out-of-school professional orientation system for youth who are at the point of transition from primary into secondary school or into the world of work, and its various modalities will cover all primary schools and LYOs in the RS Finally, the City Council and the Secretariat for Education organised training for 227 associates in primary and secondary schools in Belgrade.</i></p> <p><i>Implementation partners should agree on the modality for identifying beneficiaries and participants of various training events involving different partners. At this point of status assessment, numerical data are not easily available and not always up-to-date. The available data are presented in the Report.</i></p>
<p>1.2.4. Professional development and training in career guidance and counselling for teaching staff at universities and higher education institutions</p>	<p>2010 and onwards</p>	<ul style="list-style-type: none"> <li>- Staff trained in providing career guidance and counselling services at the faculty level;</li> <li>- Successful dissemination of information at the faculty level.</li> </ul>	<p>Number of training events held and number of participants</p>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- NES;</li> <li>- universities and higher education institutions;</li> <li>- associations.</li> </ul>	<p><i>The process of training staff in career guidance and counselling at the faculty level made the most progress compared to the baseline conditions, and also compared to other education levels. As in other areas, the process is only beginning to tackle the actual needs, but the most difficult steps – the initial ones – were made. A TEMPUS project that will considerably contribute to the achievement of the expected result in this area is being implemented (pp. 13–14 of the Report).</i></p> <p><i>Implementation partners should agree on the modality for identifying beneficiaries and participants of various training events involving different partners. At this point of status assessment, numerical data are not easily available and not always up-to-date. The available data are presented in the Report.</i></p>

<p>1.2.5. Training secondary and higher education students in active and efficient career management</p>	<p>2010–2014 and onwards</p>	<p>Trainings events held for secondary and higher education students in active and efficient career management</p>	<p>Number of training events delivered and number of participants</p>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- MYS;</li> <li>- IIE;</li> <li>- CCIS;</li> <li>- career development centres;</li> <li>- associations.</li> </ul>	<p><i>As part of the Career Informers project, peer trainer-counsellors were trained. An international training course in transition from the world of education to the world of work covered youth workers from the region and European Union. Activists and volunteers at LYOs completed a series of training courses in support to youth CGC. The Centre for CGC of Young Talents included more than 830 scholarship beneficiaries in various workshops. More than 150 secondary school students participated in workshops within the programme From Home to School, from School to Work. University CGC centres have growing numbers of clients for each of the offered services. For the purpose of training secondary and higher education students, the manual Career Planning Guide (published in April 2012) was also prepared in cooperation between the MYS and the BOS.</i></p> <p><i>It is unfortunate that aggregate data are not easily available, because they would provide the best indication of the need for the expansion of services in this area. It is therefore necessary that implementation partners agree on the modality for identifying beneficiaries and participants of various training events involving different partners. At this point of status assessment, numerical data are not easily available and not always up-to-date. The available data are presented in the Report.</i></p>
<p>1.2.6. Strengthening the existing university career centres</p>	<p>2010 and onwards</p>	<p>Improved quality of services, development of new information and education programmes</p>	<ul style="list-style-type: none"> <li>- Number of new programmes;</li> <li>- Number of new team members;</li> <li>- Number of courses and training events attended by career centres' staff.</li> </ul>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- MYS;</li> <li>- NES;</li> <li>- CCIS;</li> <li>- universities;</li> <li>- associations.</li> </ul>	<p><i>The FEFA already realises all CGC activities for its students. Service quality is continuously upgraded in all university CGC centres. Unfortunately, no aggregate data are available on the number of new programmes, the number of new team members or the number of courses and training events attended by career centres' staff. Implementation partners should agree on the modality for identifying beneficiaries and participants of various training events involving different partners. At this point of status assessment, numerical data are not easily available and not always up-to-date. The available data are presented in the Report.</i></p>

<p>1.2.7. Monitoring and evaluation of the work of experimental and existing career guidance and counselling centres</p>	<p>2011 and onwards</p>	<p>Achievement of the career guidance and counselling programme standards</p>	<p>Number of realised activities in the Programme</p>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- MYS;</li> <li>- MERD;</li> <li>- NES;</li> <li>- IEQE;</li> <li>- VAEC;</li> <li>- associations.</li> </ul>	<p><i>Aggregate data with respect to this indicator are not available at the time of submitting the Report.</i></p>
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<p align="center"><b>OBJECTIVE:</b> <b>1.3. DEVELOPING THE SYSTEM OF CAREER GUIDANCE AND COUNSELLING IN EMPLOYMENT</b></p>		<p align="center"><b>Indicator:</b> <b>- Number of new career guidance and counselling centres opened;</b> <b>- Improved quality of services (number of training events held for staff in career guidance and counselling jobs and number of training participants).</b></p>			
		<p><i>Status assessment halfway through the strategic period is favourable. By building infrastructure, modernising service methods and enhancing the supply, considerable benefit for users was achieved. Particular attention was paid to "vulnerable target groups". In the coming period, more attention needs to be paid to collecting evidence of the efficiency of the available measures in terms of enhancing employability and employing service users, with a view to improving the public policy framework in this area. Also, cooperation with employers in the public and private sectors and with the world of education should be continued.</i></p>			
Activities	Time frame	Expected result	Indicator	Implementers and participants in the activity	STATUS OVERVIEW BY INDICATORS FOR ACTIVITIES
1.3.1. Development of the existing and opening of new centres for information and professional counselling for all users of NES services	2010 and onwards	- New centres opened; - Network of the existing and new centres improved.	- Number of newly opened centres; - Number of client categories; - Number of services provided.	- NES; - MERD.	<i>Centres for information and professional counselling (CIPs) provided a total of 4,690 direct services to clients. Such centres operate in Belgrade, Novi Sad and Niš. Also, centres for vocational rehabilitation and employment of PWD were opened in Belgrade, Kragujevac and Novi Sad. The NES focused in particular on PWD, internally displaced persons, youth and marginalised groups (those without qualifications, PWD, Roma youth, returnees in the readmission process). A detailed overview by numbers of clients and by services is given on pp. 19 and 20 of the Report. The expected result was achieved in the planned period in conformity with the action plan.</i>



<p>1.3.2. Development of centres' staff competencies for providing services to vulnerable groups</p>	<p>2010–2011 and onwards</p>	<p>Enhanced quality of work of career guidance and counselling counsellors</p>	<p>- Number of successfully completed training events; - Number of participants.</p>	<p>- NES; - MERD; - ME; - MLSP; - associations.</p>	<p><i>The following was realised:</i> - training in work with youth from vulnerable groups, including work with talents in the area of CGC; - psychological support to the hard-to-employ; - self-efficiency training; - basic and advanced level REBT training for a total of 21 staff members; - training in the integrated service model of SWCs and the NES – Youth Employment and Migration (YEM) project (27 participants from the NES); - the training Development of Counselling Skills in Working with Clients (ILO project) (32 participants); - within the Youth Employment and Migration project, 300 beneficiaries were covered by the pilot activity (250 covered by measures funded from the project budget). <i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>
<p>1.3.3. Definition and implementation of measures for including the unemployed into the process of further education and training with the goal of finding employment</p>	<p>2010 and onwards</p>	<p>Defined and implemented measures for working with the unemployed with a view to including them into the process of further education and training with the goal of finding employment</p>	<p>- Number of persons included in the measures of further education and training; - Number of persons employed upon completion of training.</p>	<p>- NES; - MERD; - MYS; - MLSP; - CCIS; - associations.</p>	<p><i>The following measures were realised with the following numbers of beneficiaries or staff (where known and stated):</i> - counselling on career development opportunities – 10,206; - selection of candidates for inclusion in further education and training programmes – <b>2,609</b>; - employment-oriented training – <b>5,246</b> (of whom 223 PWDs); - self-efficiency training – <b>2,166</b>; - internships – <b>6,690</b> (of whom 51 PWDs); - information and motivation training for 1,545 unemployed Roma; - training of trainers within the project New Skills for PWD; - active job search training – <b>35,439</b> (of whom 1,150 persons with disabilities, 236 persons employed); - job fairs – <b>45,687</b> (of whom 2,569 PWDs, 615 persons employed); - job club – <b>3,530</b> (of whom 169 PWDs, 71 persons employed). <i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>

1.3.4. Following modern methodology in career guidance and its implementation in the NES system	2010–2012 and onwards	Implementation of modern methods of work in the field of career guidance and counselling	- Number of services provided in accordance with modern working methods; - Number of clients.	- NES; - MERD.	<p><i>The following was done:</i></p> <ul style="list-style-type: none"> <li>- monitoring and evaluation of the use of the electronic version of the <i>Guide for Primary School Pupils</i>;</li> <li>- monitoring and evaluation of the application of the self-efficiency training.</li> </ul> <p><i>The expected result was achieved in the planned period in conformity with the action plan.</i></p> <p><i>The available data are presented in the Report.</i></p>
1.3.5. Establishment and work of mobile centres for rural areas remote from NES centres	2011 and onwards	Mobile units formed	Number of mobile units	- NES; - MERD; - MAFWM; - regional rural development centres.	<p><i>Data are not available at the time of submitting the Report.</i></p>

<p align="center"><b>OBJECTIVE:</b> <b>1.4. CONTINUING PROMOTION OF CAREER GUIDANCE AND COUNSELLING</b></p>		<p align="center"><b>Indicators:</b>  - Number of clients that seek and use career guidance and counselling services;  - Number of information/promotional events;  - Number of published materials on youth career guidance and counselling.</p>			
		<p align="center"><i>Halfway through the strategic period, it was assessed that implementation partners had achieved tremendous success in the realisation of activities and achievement of results in this area. Awareness of the importance of CGC was enhanced, both among citizens and among current and potential service providers. It may be said that, in the first two years of SCGC implementation, a strategic breakthrough was already made compared to the conditions before SCGC adoption.</i></p>			
Activities	Time frame	Expected result	Indicator	Implementers and participants in the activity	STATUS OVERVIEW BY INDICATORS FOR ACTIVITIES
1.4.1. Innovation and modernisation of websites for career guidance and counselling	2009–2011 and onwards	Greater accessibility of information on further education and professional development options	- Number of website users; - Website users' evaluation.	- NES; - ME; - MERD; - MYS; - CCIS; - LGUs; - university and other career centres; - associations.	<i>A big step forward was made in the achievement of this expected result. Information on further education and professional development opportunities are nowadays much more easily accessible, more complete and up-to-date than at the beginning of implementation, in particular for secondary and higher education student population. For example, NES and BOS Career web sites have thousands and even tens of thousands unique users per month. However, there are still gaps in the coverage and contents of services. The services provided to clients by the Centre for CGC of Young Talents are presented in the report. According to web site users' assessment, the available information is accessible, useful, relevant and adapted to the target group. The coverage should expand further towards the target groups that are currently not reached by information and that need additional information. Finally, it is necessary to continue working on the personalisation of services. Implementation partners need to agree on collecting information and regularly informing one another of the number of clients. At this point of status assessment, numerical data are not easily available for all stakeholders and are not always up-to-date. The available data are presented in the Report.</i>

<p>1.4.2. Mutual promotion and support between university and other career centres' websites and the websites of ME, MERD, MYS, NES, CCIS, associations</p>	<p>2010 and onwards</p>	<ul style="list-style-type: none"> <li>- Better information on career guidance and counselling at all levels;</li> <li>- Better links among all participants in the career guidance and counselling system.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of websites visits;</li> <li>- Increased number of participants and applicants in different programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- ME;</li> <li>- MYS;</li> <li>- MERD;</li> <li>- NES;</li> <li>- universities of Belgrade, Niš, Kragujevac, Novi Sad;</li> <li>- higher education institutions;</li> <li>- associations.</li> </ul>	<p><i>The interest in all offered services exceeds the supply, although information activities have expanded to include online social networks (Facebook, Twitter etc.). This means that there is still a vast gap to be filled, but also that the developed services responded well to the needs of their target groups. For example, the University of Belgrade Career Development Centre recorded a rise in the number of visits to its web site by 46.37% (131,445 visits) in 2010 and as much as 62.22% (198,534 visits) in 2011.</i></p> <p><i>A network of service providers has been created, through which policies are coordinated and cooperation takes place among stakeholders at the national level, and in parallel, at the local level.</i></p> <p><i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>
<p>1.4.3. Initiating and launching media campaigns with the goal of raising awareness of young people of the importance of continuing individual career planning (television and radio appearances, promotional videos...)</p>	<p>2010 and onwards</p>	<p>Increased number of young people that are familiar with the concept of career guidance and counselling</p>	<ul style="list-style-type: none"> <li>- Number of television and radio appearances;</li> <li>- Number of promotional videos aired.</li> </ul>	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- MERD;</li> <li>- ME;</li> <li>- CCIS;</li> <li>- NES;</li> <li>- university and other career centres;</li> <li>- associations.</li> </ul>	<p><i>Unfortunately, no integrated analysis of media appearances by SCGC implementation stakeholders was done, but there are stakeholders' individual sets of data that testify to their lively and intensive activity with the aim of raising youth's awareness of the importance of ongoing individual career planning.</i></p> <p><i>For example, the NES alone participated in 32 professional orientation, education and job fairs and in other events attended by local media; it had about 150 media appearances and participated in 25 round-table discussions, conferences and other professional events.</i></p> <p><i>The expected result was achieved in the planned period in conformity with the action plan. In the coming period, the partners need to agree on the modality of systematically monitoring, recording and documenting the progress in this activity.</i></p>
<p>1.4.4. Organizing an international conference on career guidance and counselling</p>	<p>2010</p>	<p>Raising the importance of career guidance and counselling in Serbia</p>	<ul style="list-style-type: none"> <li>- Number of participants from the country and from abroad;</li> <li>- Number of submitted papers.</li> </ul>	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- ME;</li> <li>- MERD;</li> <li>- NES;</li> <li>- CCIS;</li> <li>- university and other career centres;</li> <li>- associations.</li> </ul>	<p><i>The conference European Perspective of Career Guidance Development in Serbia was held on 24 September 2010 in Belgrade, with 47 participants, of whom six were from abroad.</i></p> <p><i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>

<p>1.4.5. Supporting the creation of brochures, manuals, internet and other presentations, and information materials on career guidance and counselling services and distributing them through the network of centres and youth offices</p>	<p>2010–2011 and onwards</p>	<p>Brochures, presentations, information materials created and distributed</p>	<p>Number of published brochures, presentations and information materials</p>	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- ME;</li> <li>- MERD;</li> <li>- NES;</li> <li>- university and other career centres;</li> <li>- associations.</li> </ul>	<p><i>Projects such as Career Triathlon or Careering, the brochure How to... Develop My Career, Career Planning Guide, Career Informers, the Facebook group e-Career!, Guide for Occupational Choice and Career Planning after Primary School and the business plan development workbook used in training for start-up entrepreneurs are some of the examples of outstandingly live and focused activity of all stakeholders in designing brochures, manuals and other information materials. Cooperation among stakeholders enabled these materials to reach target groups quickly and efficiently.</i></p> <p><i>The NES (UN PBILD programme) issued a new and amended Guide for Occupational Choice and Career Planning after Primary School with a print run of 25,000.</i></p> <ul style="list-style-type: none"> <li>- Professional orientation and career planning services information flyers;</li> <li>- What Next, print run: 15,000;</li> <li>- Professional Orientation and Career Planning, 10,000 pcs;</li> <li>- posters on the Guide for Primary School Pupils, print run: 100;</li> <li>- about 30 promotional presentations of the Guide for Primary School Pupils held so far;</li> <li>- distribution of the print version and interactive CD to primary schools, LYOs and other interested partners.</li> </ul> <p><i>The expected result was achieved in the planned period in conformity with the action plan.</i></p>
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