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Pursuant to Article 10, §2. of the Law on the National Qualifications Framework of the Republic of Serbia (RS Official Gazette No. 27/18),

The Minister of Education, Science and Technological Development hereby adopts this

## **BYLAW**

on standards of career guidance and counselling services

RS Official Gazette No. 43 of 19 June 2019

### Article 1

This Bylaw establishes the standards of career guidance and counselling services. The standards referred to in paragraph 1 of this Article are printed with this Bylaw and form an integral part thereof.

### Article 2

This Bylaw shall enter into force on the eighth day after its publication in the Official Gazette of the Republic of Serbia.

No. 110-00-00745/2018-18/6

Belgrade, 7 June 2019

Minister,

**Mladen Šarčević**

## **STANDARDS OF CAREER GUIDANCE AND COUNSELLING SERVICES**

### **1. INTRODUCTION**

Career guidance and counselling (hereinafter: CGC) involves the process, services and activities aimed at supporting individuals, at any age and in any part of their life, to take decisions about education, training and profession and to manage their career.

Career guidance and counselling service standards (hereinafter: CGC standards) are important for establishing a unified quality system for career guidance and counselling and for applying standards for recognising previous learning, providing support to individuals regardless of age, level or field (education, employment or youth policy) in which CGC services are managed or implemented, for developing career management skills and ensuring progress through the levels of the National

Qualifications Framework of the Republic of Serbia, applying the concept of lifelong learning and facilitating workforce mobility.

The CGC standards form part of the public policies implemented by state organisations and bodies, and other organisations in the fields of education, employment, social protection and youth policy.

The CGC standards are based on:

1. policies and practices developed at national and European levels;
2. orientation towards quality indicators and measurable outcomes;
3. evidence-based policies for measuring the effects of CGC;
4. an approach that encourages and empowers individuals to take responsibility for their own career development;
5. the concept of lifelong learning.

## **2. OBJECTIVE AND PURPOSE OF THE CGC STANDARDS**

The overall objective of the CGC service standards is to serve as a basis for planning, developing, evaluating or enhancing career guidance services for different target groups and sectors, so that:

1. they are accessible to all beneficiaries from specific target groups;
2. they contribute to the development of the beneficiaries' career management skills;
3. their providers (organisations, practitioners) ensure the quality of activities, methods and approaches to work.

The CGC standards are described in four areas that are methodologically aligned and related in their content:

1. career management skills;
2. competencies of career practitioners;
3. organisation of services;
4. programme.

**2.1. The standards of career management skills** define key areas of personal and professional development and, within them, the competencies of individuals for discovering and understanding themselves, identifying possibilities in the world of work, education and career development, and the outcomes of these competencies.

Each area contains outcomes – descriptions of knowledge, skills and attitudes.

These standards are the central part of the CGC standards and are based on existing CGC programmes and services at the national level, and on similar standards in other European countries. The standards of Career management skills provide guidance to employees and organisations<sup>1</sup> carrying out career guidance programmes and services for:

- 1) developing services and programmes so that their goals and outcomes focus on developing career management skills;
- 2) evaluation, self-evaluation and improvement of existing programmes and services;
- 3) presenting and clarifying goals and outcomes of programmes and services to beneficiaries;
- 4) recognising examples of good practice of services and programmes in this field;
- 5) describing the level of acquisition of career management skills depending on age.

The standards of career management skills allow individuals to:

- 1) understand and take responsibility for their career development, maintaining a positive image of their identity;
- 2) successfully integrate into new environments and roles;
- 3) manage information, changes, make decisions and actively participate in the labour market.

**2.2. Standards of career practitioners' competencies** provide basic guidelines to employees and organisations carrying out career guidance programmes and services concerning ethical principles as conditions for practitioners in the fields of career counselling, information and education.

The standards of career practitioners' competencies define general and specific competencies of practitioners.

General competencies that all career practitioners should possess permeate all areas of work (career counselling, information and education).

Specific competencies are important for practitioners, depending on the service they provide, and refer to specific professional knowledge, skills and attitudes within particular areas of work.

The standards are based on similar documents produced within previous projects and initiatives, and on European policies in this area.

The standards make visible the required competencies, and they guide activities and processes for:

- 1) professionalisation of personnel in this field;

- 2) defining job requirements and criteria for selecting and hiring career practitioners by individual organisations;
- 3) assessment, self-assessment and planning of professional development of career practitioners within individual organisations;
- 4) evaluation, self-evaluation and improvement of existing professional training programmes for career practitioners;
- 5) the creation of professional development programmes for career practitioners in such a way that their goals and outcomes are the development of competencies defined by the standards.

**2.3. The standards of organisation of career guidance services** cover conditions, requirements and principles essential for quality provision of services from an organisation's perspective.

They contain indicators and evidence that enable measuring the achievement of standards. The starting points for developing these standards were similar standards in other European countries.

The purpose of the standards is to provide the basis for:

- 1) development and improvement of organisations<sup>1</sup> policies in the sense of ensuring the availability of services, monitoring and documenting work, and approach to information;
- 2) defining procedures for planning, documenting, monitoring and self-assessment of programmes and services;
- 3) provision of all resources – material, technical and human – for high-quality implementation of services and programmes.

**2.4. The standards of career guidance programme** provide a structural framework for developing and delivering services and activities in an organisation.

They contain key elements and indicators of programmes. They are designed on the basis of national needs and similar standards in Europe.

The standards offer guidelines to organisations providing career guidance services and should enable:

- 1) designing programmes and services considering and harmonising all important aspects such as the needs of the target group, goals and outcomes of services;

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<sup>1</sup> The term "organisation" in this context has the broadest meaning and covers institutions, offices, associations and other types of organisations whose activities involve CGC.

- 2) structuring programmes and services in accordance with programme elements defined by the standards to achieve outcomes and efficiency of services;
- 3) evaluation, self-evaluation, promotion and development of career guidance programmes and services.

### **3. DESCRIPTION OF INDIVIDUAL STANDARDS BY AREA**

#### **Standards of career management skills**

<b>Area</b>	<b>Competencies</b>	<b>Outcomes</b>
<b>1. Discovering and understanding yourself</b>	1.1. Exploring yourself in the context of personal and professional development	<p>1.1.1. Understand the importance of self-assessment* for professional development</p> <p>1.1.2. Identify knowledge and skills acquired through education and work experience</p> <p>1.1.3. Identify their own previous educational, work and life experience to understand motives for and barriers to personal and professional development</p> <p>1.1.4. Analyse their own characteristic behaviours in different environments to understand values, interests, learning styles</p> <p><i>* knowledge, skills, attitudes and abilities, values, interests, personality traits</i></p>
	1.2. Forming a self-image in relation to educational and career opportunities	<p>1.2.1. Understand the importance of continuous learning and improvement of their own characteristics for personal and professional development</p> <p>1.2.2. Assess the level of development of their own characteristics in relation to requirements of educational and career options</p>

		<p>1.2.3. Recognise their strengths and priority areas for further personal and professional development</p> <p>1.2.4. Present their characteristics in different educational and career situations (e.g. presentation to employers, drafting a CV or a motivation letter)</p>
<b>2. Identifying possibilities of the worlds of education and work</b>	2.1. Selection of relevant sources of information on educational and career opportunities	<p>2.1.1. Know different sources of information about educational and career opportunities</p> <p>2.1.2. Understand the importance of up-to-date, accurate and reliable sources of information</p> <p>2.1.3. Critically assess various sources of information about educational and career opportunities</p>
	2.2. Active and continuous search for information on educational and career opportunities	<p>2.2.1. Recognise the importance of comprehensive information on changes in the world of education and on the labour market</p> <p>2.2.2. Collect information through meetings with representatives of the world of work and education as well as through direct involvement in the world of work (e.g. visits, networking, volunteering, internships, employment)</p> <p>2.2.3. Use information and communication technologies to collect and track information on the world of education and the labour market</p>
	2.3. Using relevant information to make decisions	<p>2.3.1. Recognise the importance of making timely decisions based on collected information</p> <p>2.3.2. Select information based on their own characteristics and priorities for further development</p>

		2.3.3. Make decisions considering collected information and their life circumstances
<b>3. Career development</b>	3.1. Planning career development	<p>3.1.1. Recognise the importance of setting goals and persisting in achieving them</p> <p>3.1.2. Determine long-term and short-term goals in personal and professional development</p> <p>3.1.3. Identify different ways to achieve the set goals and overcome obstacles</p> <p>3.1.4. Recognise different learning opportunities (formal, non-formal, informal) to pursue career goals</p>
	3.2. Monitoring and evaluation of career development	<p>3.2.1. Check the applicability of their skills in different roles, educational and work environments</p> <p>3.2.2. Use feedback from educational and work environments for further personal and professional development</p> <p>3.2.3. Analyse decisions, their realisation and their own responsibility for that</p> <p>3.2.4. Adjust and change goals based on new insights gained through learning and work experience</p>
	3.3. Managing career development in times of transition and unexpected changes	<p>3.3.1. Identify potential problems/risks in career development</p> <p>3.3.2. Understand and accept unexpected changes as an integral part of career development</p> <p>3.3.3. Select strategies and find possible solutions to problems with a view to adapting in conditions of transitional periods and unexpected changes</p>

		<p>3.3.4. Mobilise their cognitive and emotional capacities to make decisions in situations of transition and unexpected changes</p> <p>3.3.5. Recognise different types of social support and use them when needed</p>
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### **Standards of career practitioners' competencies**

Career practitioners base their work on:

- 1) respect for beneficiaries as persons (respect for beneficiaries' personal views, beliefs, wishes, needs);
- 2) commitment to the best interests of beneficiaries and the prevention of conflicts of interest;
- 3) continuous development of trust with beneficiaries;
- 4) empowering beneficiaries to manage their career independently and to develop personal responsibility.

<b>General competencies</b>		
<b>Area</b>	<b>Competencies</b>	<b>Outcomes</b>
<b>1. Work organisation</b>	1.1. Planning work and activities	<p>1.1.1. Plan activities in line with national and European policies on career planning, employability and lifelong learning</p> <p>1.1.2. Prepare work programmes and methodology to support the development of CAREER MANAGEMENT SKILLS</p> <p>1.1.3. Select different forms of work (individual or group) according to the type of service and needs of the target group</p> <p>1.1.4. Agree on goals and topics with beneficiaries</p> <p>1.1.5. Rationally plan available resources (providing information online/by telephone, counselling and training) taking into account beneficiaries' specific needs</p>



	1.2. Communication and collaboration with individuals and organisations	<p>1.2.1. Understand the importance of sharing experience and good practice, and networking with experts, colleagues, practitioners and other stakeholders in the process of implementing and/or developing services and programmes</p> <p>1.2.2. Apply communication and teamwork skills</p> <p>1.2.3. Develop a network of associates</p> <p>1.2.4. Initiate and encourage collaboration to develop services and programmes</p>
	1.3. Monitoring and improvement of work	<p>1.3.1. Analyse the effectiveness of activities and assess beneficiaries' satisfaction</p> <p>1.3.2. Revise activities based on analysis of professional experience and beneficiaries' feedback</p> <p>1.3.3. Maintain documentation using basic ICT<sup>2</sup> tools (Word, Excel, etc.) in accordance with standards of the organisation</p> <p>1.3.4. Develop their own competences and follow developments in career guidance and counselling, integrating them into their own practice</p>

<b>Specific competencies of practitioners</b>		
<b>Area</b>	<b>Competencies</b>	<b>Outcomes</b>
<b>1. Counselling work</b>	1.1. Assessing beneficiaries' characteristics	<p>1.1.1. Respect ethical principles regarding the selection of relevant assessment instruments, implementation, feedback process and storage of assessment results</p> <p>1.1.2. Select (self-)assessment instruments* according to the purpose of the assessment, beneficiaries' needs</p>

<sup>2</sup> Information and communication technology

		<p>and their characteristics (level of qualifications, socio-economic and cultural context, etc.).</p> <p>1.1.3. Use various instruments (including online ones) for (self-) evaluation of beneficiaries' characteristics (traits, skills, attitudes, abilities, interests and values)</p> <p>1.1.4. Interpret results according to beneficiaries' further development needs</p> <p><i>* according to their qualifications</i></p>
	<p>1.2. Assisting beneficiaries in planning and setting career development goals</p>	<p>1.2.1. Understand basic concepts of different personality development theories, ability and motivation</p> <p>1.2.2. Understand the cultural and socio-economic context, personal and family factors regarding beneficiaries development and behaviour</p> <p>1.2.3. Direct and support beneficiaries in exploring their own characteristics, motives and needs, and recording them</p> <p>1.2.4. Empower beneficiaries to take responsibility for managing their own career</p> <p>1.2.5. Apply different methods and techniques for setting and evaluating goals and strategies (e.g. SMART, SWOT, etc.)</p>
	<p>1.3. Supporting beneficiaries in making decisions relevant to career development</p>	<p>1.3.1. Understand the theories and models on which the decision-making process is based</p> <p>1.3.2. Encourage beneficiaries to think about criteria, outcomes and risks in the decision-making process</p> <p>1.3.3. Direct beneficiaries to look at developmental aspects of transition periods and unexpected changes</p>

		1.3.4. Apply support techniques in overcoming stress and managing transitional periods and unexpected changes
<b>2. Providing information</b>	2.1. Using different sources of information on educational and career opportunities	2.1.1. Understand the qualifications system, as well as the needs, current situation and trends on the labour market 2.1.2. Know various sources of information on the job market and lifelong learning opportunities, including online resources 2.1.3. Critically assess various sources of information about educational and career opportunities
	2.2. Organising and storing information on educational and career opportunities	2.2.1. Collect information systematically and continuously 2.2.2. Can classify information by type, purpose and usefulness 2.2.3. Form and/or update databases according to beneficiaries' needs and organisations' internal information retention procedure
	2.3. Providing support to beneficiaries in using educational and career information	2.3.1. Direct beneficiaries to collect and use information in accordance with the law and policies in the field 2.3.2. Use information and communication technologies as support and a tool for informing beneficiaries 2.3.3. Direct beneficiaries' attention to various factors important for selecting and evaluating information 2.3.4. In line with beneficiaries' needs, recommend relevant information sources and information on the labour market and the world of education
<b>3. TRAINING FOR DEVELOPMENT</b>	3.1. Creating training programmes for	3.1.1. Understand the concepts of CAREER MANAGEMENT SKILLS and key

<b>OF CAREER MANAGEMENT SKILLS</b>	developing career management skills	<p>competencies in education policies at national and European levels.</p> <p>3.1.2. Assess educational needs of target groups to develop and adapt programmes</p> <p>3.1.3. Design and structure training programmes in accordance with the standards (goals, outcomes, activities, evaluation...)</p> <p>3.1.4. Select activities to be implemented within programmes that encourage the development of independent and active learning</p>
	3.2. Implementation of programmes for developing career management skills	<p>3.2.1. Apply a variety of methods to effectively develop career management skills</p> <p>3.2.2. Adapt activities to the specific needs of participants and group dynamics</p> <p>3.2.3. Use ICT in training (webinars, online courses...)</p> <p>3.2.4. Continuously review and reconsider their training practice and introduce innovations</p>

### Standards of organisation of services

<b>Standards</b>	<b>Indicators</b>	<b>Evidence</b>
<b>1. Programmes and services are available to different beneficiaries in the target group</b>	<p>1.1. Potential beneficiaries are given access to information about programmes and services in a manner tailored to their needs and characteristics.</p> <p>1.2. Goals, outcomes and forms of work have been clarified to beneficiaries</p>	<p>1.1.1. Description of information activities for potential beneficiaries</p> <p>1.2.1. Description of procedure for introducing beneficiaries to programmes and services</p> <p>1.3.1. Description of the actions creators and practitioners take to tailor</p>

	<p>before they start using the services.</p> <p>1.3. The mode, forms of work and working conditions are adapted to the individual needs of beneficiaries and to the social, socio-economic and cultural context, especially in the case of beneficiaries from vulnerable groups.</p> <p>1.4. The way ICT is integrated into services is in line with beneficiaries' characteristics.</p> <p>1.5. Information of importance to beneficiaries is highlighted, visible and placed at the venue where the services are provided.</p>	<p>their work to the individual needs of beneficiaries</p> <p>1.4.1. ICT services in use</p> <p>1.4.2. Explanation of ICT service compliance with beneficiaries' characteristics (an example to be added as illustration)</p> <p>1.5.1. Bulletin board, etc. in a place easily accessible to beneficiaries and/or a website.</p> <p>1.5.2. Shelves with materials (leaflets, brochures, etc.).</p>
<p><b>2. Monitoring and evaluation of the implementation of programmes and services are aimed at quality improvement</b></p>	<p>2.1. The provision of services is continuously monitored and documented.</p> <p>2.2. The quality and efficiency of services are periodically evaluated.</p> <p>2.3. Obtained results are used for continuous improvement of the quality of work.</p> <p>2.4. Achieved results are transparent to all beneficiaries and funders.</p>	<p>2.1.1. Documents on preparation and implementation of individual activities and services (agenda, evaluation questionnaire, list of participants, beneficiary portfolio...)</p> <p>2.1.2. Description of the procedure for receiving and acting on a service complaint</p> <p>2.2.1. Analysis of evaluation results</p> <p>2.3.1. Plan to improve the quality of programmes and services</p> <p>2.4.1. Publicly available report on results</p>
<p><b>3. Services are provided in the</b></p>	<p>3.1. The interests of the service providing</p>	<p>3.1.1. Organisation's code of ethics</p>

<p><b>best interests of beneficiaries</b></p>	<p>organisation and the sources of funding are clearly presented to beneficiaries.</p> <p>3.2. The service provider refers beneficiaries to other services or organisations if it is in the beneficiaries' best interests.</p> <p>3.3. Privacy, personal data protection and related beneficiary rights are protected before, during and after service provision.</p> <p>3.4. The service provider does not discriminate beneficiaries on the basis of gender, ethnic or religious affiliation, social status, etc.</p>	<p>3.1.2. Description of the procedure for handling conflicts of interest</p> <p>3.1.3. Publicly available information about sources of funding (organisation's website, notice board, statement, document...)</p> <p>3.2.1. List of organisations providing other career guidance services in the local community and in general</p> <p>3.3.1. Procedure for recording, processing and storing beneficiary data</p> <p>3.4.1. Description of the discrimination complaint procedure</p>
<p><b>4. Service provision is based on reliable and relevant sources of information</b></p>	<p>4.1. The organisation encourages staff to keep up to date with the world of work and education and to improve their work accordingly.</p> <p>4.2. The organisation defines the criteria for evaluating various sources of information it collects.</p>	<p>4.1.1. List of information sources</p> <p>4.1.2. Dynamics of and deadlines for updating information used in working with beneficiaries</p> <p>4.2.1. List of criteria for assessing information</p>
<p><b>5. Services are provided by competent practitioners</b></p>	<p>5.1. Career practitioners hired by the organisation have general competencies in accordance with standards of practitioners' competencies.</p> <p>5.2. Career practitioners hired by the organisation have specific competencies for the service they</p>	<p>5.1.1., 5.2.1. Portfolio, diplomas, certificates, evidence, recommendations</p> <p>5.3.1. Professional development plan</p>

	<p>provide (career counselling, information provision and training for career management skills) in accordance with the standards of practitioners' competencies.</p> <p>5.3. Career practitioners hired by the organisation continuously improve their competences in the field of career guidance and counselling.</p>	
<p><b>6. Suitable material and technical conditions for individual services are provided</b></p>	<p>6.1. The provider is granted the right to use a designated space during the provision of services*.</p> <p>6.2. The space in which the service is provided has appropriate conditions in accordance with health and safety measures.</p> <p>6.3. Space for staff and beneficiaries is separated and tailored to the services being provided. Space for individual work (career education and counselling) is completely separated so as to enable confidential and unhindered communication between counsellors and beneficiaries.</p> <p>6.4. The quantity of technical and other equipment fits the number of staff.</p> <p>6.5. The beneficiary is provided with all work materials and equipment</p>	<p>6.1.1. Confirmation of or agreement on the right to use the space, or proof of ownership</p> <p>6.2.1. Hygienic and technical standards (natural lighting and ventilation, soundproofing, heating and cooling, water supply, electrical installations, IT installations and fire protection equipment)</p> <p>6.3.1. Desks/tables, chairs, telephone, storage cabinets to lock material and documentation, computer(s) with internet access, printer, scanner, etc.</p> <p>6.3.2. Separate and/or custom space (with sound insulation and equipment) for individual work</p> <p>6.4.1. Office supplies necessary for work</p> <p>6.5.1. Equipment that enables the implementation of the prescribed programme (table(s) and chairs</p>

	<p>in accordance with the service being provided.</p> <p>* Organisations providing online services have online space (leased domain/server) appropriate for the scope of service provision</p>	<p>corresponding to the number of participants, computers, projector and screen, flipchart, supplies that correspond to the number of participants – paper, pens, markers, etc.)</p>
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### Standards of programme

<b>Standards</b>	<b>Indicators</b>
<p><b>1. The objective of the programme is to develop CAREER MANAGEMENT SKILLS</b></p>	<p>1.1. The objective is clearly defined.</p> <p>1.2. The objective is relevant to the development of competencies of the target group for which it is intended.</p> <p>1.3. The objective is in line with the defined standards of CAREER MANAGEMENT SKILLS.</p>
<p><b>2. Expected programme outcomes are based on the standards of CAREER MANAGEMENT SKILLS</b></p>	<p>2.1. The expected outcomes of the programme and individual services are clear.</p> <p>2.2. The expected outcomes of the service are realistic (achievable for the relevant target group).</p> <p>2.3. The expected outcomes of the service are aligned with the standards of CAREER MANAGEMENT SKILLS.</p>
<p><b>3. The programme is based on the needs of the target group</b></p>	<p>3.1. The target group is specified.</p> <p>3.2. The way in which the needs of the target group were examined is described and explained.</p> <p>3.3. Relevant needs of the target group are defined.</p>
<p><b>4. The topics/content of the programme are relevant to the set objectives and outcomes</b></p>	<p>4.1. The topics/content are precisely defined for each service.</p> <p>4.2. Selected topics/content can lead to the achievement of the defined outcomes.</p>



<p><b>5. Programme activities/methods lead to expected outcomes</b></p>	<p>5.1. Planned activities, methods and techniques are diverse.</p> <p>5.2. Activities, methods and techniques are aligned with the defined objectives of the service.</p> <p>5.3. Activities, methods and techniques are relevant to the development of the intended competencies/learning outcomes of a given target group.</p>
<p><b>6. The planned duration of the programme is optimal for achieving the outcomes</b></p>	<p>6.1. The duration of each service is defined.</p> <p>6.2. The time allocated for each activity enables the achievement of expected outcomes.</p>
<p><b>7. There is a methodology for monitoring the implementation of the process and its effects</b></p>	<p>7.1. Beneficiaries assess the quality of service in a defined way.</p> <p>7.2. The method of monitoring the implementation of programmes and services (self-evaluation) is defined.</p> <p>7.3. There is a clearly defined way of measuring the effects.</p>

## **8. EXPLANATION OF KEY TERMS**

**Activity** – implementation of a service offered by an organisation; a description of actions that lead to outcomes in CAREER MANAGEMENT SKILLS under the service; a mandatory element of a career guidance and counselling programme aligned with the needs of its beneficiaries.

**Career management skills** – competencies that help an individual identify their existing skills, establish learning and development goals on personal and professional levels, and take action to advance their careers. The development of career management skills presupposes an active role of individuals in the continuous collection, analysis and organisation of information about themselves, educational and career opportunities, and a responsible approach to decision-making and career management in transitional periods and unexpected changes.

**Evidence** – information that supports a finding or a conclusion. The evidence should be exhaustive, reliable and relevant. This information should provide organisations, CGC practitioners, beneficiaries and external evaluators with an insight into the quality of the service and programme. It enables individuals to assess the level of their own competencies and are an integral part of their career development portfolios.

**Decision-making** – choosing a specific career option that results from a logical series of steps (identifying, analysing and evaluating opportunities, constructively considering possible consequences and effects, argumentation, rational and responsible decision-making) through which individuals identify and relate their own goals and labour market needs.

**Source of information** – the origin of information on educational and career opportunities. Resources from which individuals, organisations or CGC practitioners extract information (current, reliable, and relevant) about educational and career opportunities. Sources can be electronic databases, websites of various institutions, organisations, individuals, printed, video and audio materials (e.g. newspapers, brochures, television and radio shows, publications, leaflets), CGC experts and individuals (representatives of different professions, peers, colleagues...).

**Indicator** – a quantitative or a qualitative index that provides a simple and reliable measure of achievement and expected outcomes resulting from the provision and use of career guidance and counselling services. It refers to the requirements and conditions that organisations must meet concerning programmes, practitioner competencies and career guidance and counselling services, and the outcomes (knowledge, skills and attitudes) that beneficiaries need to achieve.

**Outcome** – the effect of a particular career guidance and counselling service, that is, the achieved result with respect to the development of an individual's competencies (knowledge, skills and attitudes).

**Characteristics of an individual** – the most general categories (knowledge, skills, attitudes and abilities, values, interests, personality traits and learning styles) that describe an individual in different education, training and work situations. In the context of acquiring career management skills, it is important for an individual to know their characteristics, to be able to understand, present and use them as a stimulus for further development.

**Career practitioners** – competent providers of career guidance and counselling activities, with different qualifications, in different sectors (education, employment, industry, youth policies), working with individuals or groups of different ages, helping them to manage learning and work processes, career change and other aspects of personal development.

**Career development** – a lifelong process of managing learning, work, leisure time and career change in order to progress towards chosen objectives.

**Career guidance and counselling** – a process, services and activities aimed at supporting an individual of any age and at any point in their life to make decisions regarding their education, training and occupation and to manage their career.

**Provision of career information** – the process of informing individuals about educational and career opportunities. It is realised directly (in person) or indirectly

(through printed and electronic media). It may include information necessary for the planning, achievement and maintenance of employment and other forms of working engagement or continuing education (e.g. information on occupations, necessary competencies and qualifications, state and trends in the labour market, employment prospects, job and training opportunities, accredited educational institutions and training programmes, skills needed for career development, etc.).

**Career counselling** – a process aimed at supporting an individual in discovering and understanding their own characteristics, considering educational and career opportunities, making decisions and planning their career. Through this process, an individual is empowered to independently and effectively manage their career in transitional periods and changing work and educational environments. This may be done through individual or group work. Traditionally, career counselling involved personal contact between counsellors and beneficiaries, while the development of ICT enabled online counselling too.

**Qualification** – formal recognition of acquired competencies. An individual acquires a qualification when the responsible authority determines that he or she has achieved learning outcomes to a certain level and according to a given standard of qualification, which is confirmed by an official document (diploma or certificate).

**An individual's cognitive and emotional capacities** – internal resources that an individual develops and uses for career changes. Attention management, developed strategies for coping with stress, self-regulation of emotions and motivation are some of the capacities that can be activated in situations of unexpected change and transitional periods.

**Competency** – an integrated set of knowledge, skills, abilities and attitudes that enables an individual to act effectively in accordance with standards of qualification.

**Unexpected changes** – sudden events in an individual's private and/or working environment that affect their further education, training or work. This type of career change is different from change in transition periods because it requires a rapid response to a new situation (illness, job loss, relocation...).

**Career education** – education that is delivered through programmes, activities and learning experiences and is designed to foster career development of individuals. It can be formal or informal, with an aim to develop career management skills.

**Educational and career opportunities** – Formal, non-formal and informal education, learning, training and work available to individuals.

**Organisations** – various institutions, associations, offices, agencies, centres or companies providing career guidance and counselling services. They also include organisations that, through the accreditation process, have acquired the status of a publicly recognised provider of adult education activities.

**Beneficiary's portfolio** – systematically guided collection of evidence that demonstrates continuous acquisition of knowledge, skills, attitudes, work and other important experiences of an individual and an understanding of their achievements. It reflects career progression by looking at an individual's current level of competencies and activities, while enabling further planning.

**Transition periods** – The process of transitioning from one stage of education, work or training to another. It involves the transition of an individual from the labour market to unemployment or childcare, or return to the world of work, education or training after a NEET period (in which a person is not in education, employment or training). These are career changes that involve not only a formal transition (e.g. the act of enrolling in college or the moment of signing an employment contract), but also the entire period of overcoming changes resulting from the transition. The term transition period is synonymous with transition in the context of European lifelong guidance and counselling policies.

**Professional orientation** – involves activities (assessment, self-assessment) to support an individual in career planning, most often when choosing their first occupation. There are different definitions of this term depending on the particular policy and context in which it is implemented, and sometimes it is equated with the phrase career guidance and counselling. In this case, in addition to assessment, career guidance refers to a set of services and activities that help an individual of any age to make decisions and develop their full potential in a personal and professional sense.

**Working experience** – knowledge, skills and competencies acquired by an individual during a working period. This term also covers shorter periods of work-based learning (for example, within an educational or training programme) as well as periods of volunteering or internships to gain experience in a variety of fields or specific occupations or jobs.

**Roles** – A set of behavioural patterns that are expected from, assigned to, or undertaken by an individual in accordance with his or her professional and personal situation. Career management skills should, among other things, enable an individual to master tasks in different roles.

**Service** – offer of various activities of an organisation in the areas of career counselling, career information and career education. Organisations provide services that meet the quality standards of service delivery (programme, practitioner competencies, beneficiary interests, material and technical conditions...).