



Ministry of
Education, Science
and Innovation



MODEL FOR CAREER GUIDANCE AND COUNSELLING IN PRIMARY, SECONDARY (GENERAL AND VOCATIONAL) AND HIGHER EDUCATION

IN MONTENEGRO





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This document presents a new model for establishing and strengthening career guidance and counselling (CGC) in schools/at universities and higher education institutions in Montenegro. The model reflects the priorities and commitments defined in the Career Guidance and Counselling Strategy 2025–2030, which positions CGC as a key component of quality education and lifelong learning. It is also aligned with the recently adopted Career Management Skills Framework (CMS), together with the Competency Profile for Career Guidance Practitioners and the Code of Ethics for Career Guidance Practitioners, which jointly form a coherent foundation for professional practice in this field. This model ensures that pupils and students receive continuous support in developing self-awareness, motivation, and realistic career aspirations, based on unified professional and ethical standards.

As a general, systemic document, it defines the key principles, structures, and processes necessary for an effective career guidance and counselling system. It serves as a basis for the development of more detailed manuals and guidelines. These documents will provide practical instructions for implementing CGC in primary and secondary schools, as well as in higher education, ensuring consistent quality and support for practitioners in fulfilling strategic commitments through daily practice. Particular importance is given to ensuring that the guidelines include practical mechanisms for working with pupils and students with diverse needs and backgrounds, so that career choices are considered from multiple perspectives: educational, psychological, family-related, economic, and labour market-related.

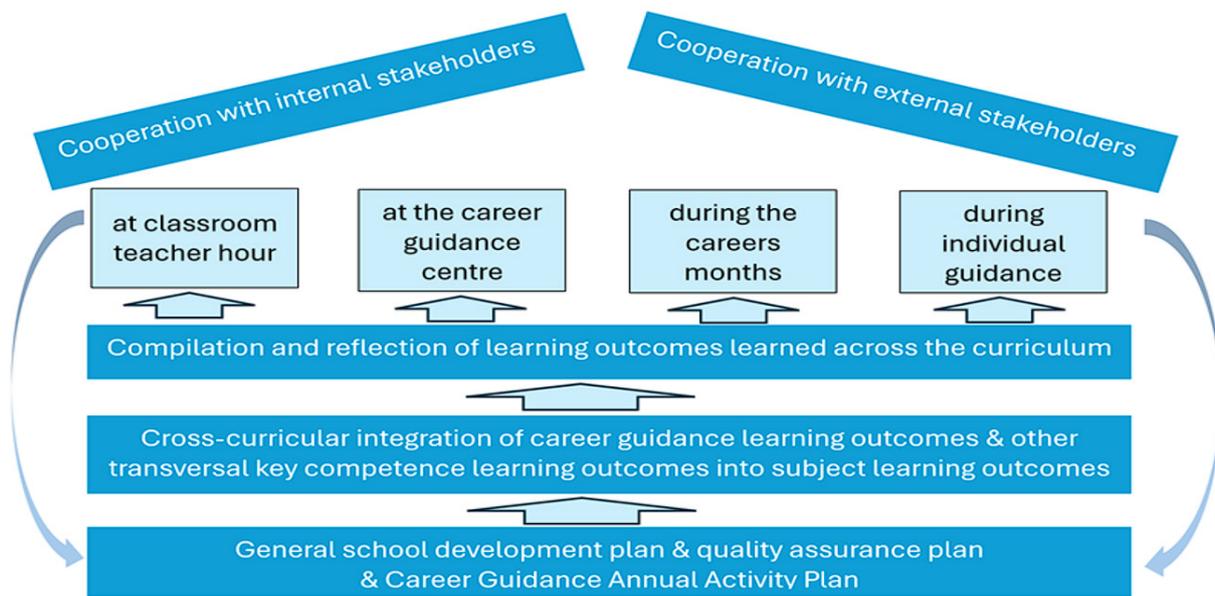
The proposed model aims to support schools in building sustainable and well-coordinated CGC structures that clearly define the roles, responsibilities, and required competences of all stakeholders. It emphasises a systemic approach to service provision in order to ensure that pupils receive timely, relevant, and impartial support in developing career management skills (CMS) and in making well-informed education and career decisions. By integrating strategic guidelines, professional standards, and ethical principles, the model seeks to contribute to a more accessible, equitable, and effective CGC system in schools in Montenegro. The model highlights that a career pathway is a process rather than a one-time decision. Pupils and students should be empowered to plan, reflect, and manage transitions, while developing resilience, self-confidence, and the ability to make evidence-based and informed decisions.



MODEL FOR CAREER GUIDANCE AND COUNSELLING IN PRIMARY, SECONDARY (GENERAL AND VOCATIONAL) AND HIGHER EDUCATION IN MONTENEGRO

Career guidance and counselling (CGC) represents an activity aimed at developing career management skills in accordance with national standards of career orientation (see Annex). The CGC model in primary, secondary (general and vocational), and higher education in Montenegro defines the modalities for the implementation of career orientation, as well as the functions, roles, and tasks of all relevant stakeholders, with the aim of ensuring well-coordinated and high-quality provision of CGC services. The key expected outcome for pupils and students is functional career literacy: the ability to know where to find reliable information, how to critically assess it, and how to apply it in decisions related to further education, training, or employment.

The graphical presentation below provides a brief overview of the model for primary and secondary (general and vocational) education.



DETAILED DESCRIPTION OF THE MODEL FOR PRIMARY AND SECONDARY (GENERAL AND VOCATIONAL) SCHOOLS

The model is based on the integration of the annual CGC activity plan into the broader school development plan and quality assurance activities. School management plays an active role in incorporating CGC into overall school governance. In this way, CGC is shifted from the level of individual goodwill to the level of systemic responsibility, which directly benefits pupils through continuity of services, clear procedures, and uniform quality standards.

In order to ensure applicability in the Montenegrin context, the model is implemented in a way that takes into account school size. The adaptability of the model makes it possible to maintain the same core CGC standards in all schools, regardless of their size, location, or available capacities. The

essence of adaptability does not lie in reducing the scope or quality of services, but in adjusting organisational arrangements, roles, and resources so that every pupil has equal access to key elements of support: reliable information, counselling, and experiential learning. This approach prevents systemic inequalities between urban and rural areas, enables rational use of resources, and ensures the long-term sustainability of the model in different educational and local contexts.

a) Small Schools

(branch or rural schools with up to 100 pupils)

- apply a simplified version of the model, in which one teacher acts as a focal point, with support from a psychologist or school counsellor working across several schools, or with support from a larger “mentor” school¹;

b) Medium-Sized Schools

(approximately 100–600 pupils)

- implement the full school team model with a formally appointed CGC coordinator².

c) Large Schools

(over 600 pupils)

- establish an extended team and, where possible, a dedicated school body for CGC with specialised roles³.

INTEGRATION OF LEARNING OUTCOMES INTO THE CURRICULUM (CROSS-CURRICULAR THEME)⁴

Learning outcomes related to life and career skills are integrated into subject-specific learning outcomes in line with national CGC standards and the Council of Europe Recommendation of 22 May 2018 on Key Competences for Lifelong Learning. By linking teaching content with real-life and professional situations, pupils develop an understanding of the purpose of learning and strengthen their intrinsic motivation. This directly affects the quality of career decisions and reduces the risk of inappropriate or misaligned choices.

This cross-curricular approach can be effective only if sufficient time and space are provided for the collection and processing of information in schools, as well as for reflection on learning outcomes achieved across different subjects.

Such learning spaces are created through:

- Classroom teacher hours — at least four hours per year. Four mandatory annual classroom teacher hours should be supported by a unified manual with clearly defined objectives, exercises, and expected outcomes. This ensures that CGC does not depend on the individual approach of the classroom teacher, but represents a standardised, measurable, and verifiable component of the teaching process;
- Explicit integration of career learning within regular subject teaching;
- Establishment of an extracurricular space — a “Career Guidance Centre”, which serves as an accessible and visible venue for individual and group activities. The space is adequately equipped and enables experiential learning (career interviews, interview simulations,

¹ The involvement of representatives of the business sector as guest career partners enables pupils from smaller and rural communities to have direct contact with the world of work, which is often geographically and informationally distant from them. Such experiences have a strong motivational effect and contribute to a more realistic understanding of career opportunities.

² A clearly defined role of the coordinator and mandatory annual staff training are key to the quality of CGC, as career counselling relies on practical skills: conducting career interviews, working on motivation, and explaining realistic career pathways. A formal practitioner role without continuous competence development cannot adequately respond to the complex needs of pupils.

³ The career centre reaches its full potential when it systematically connects pupils with real professional environments through internships, mentoring, and cooperation with employers. These experiences help pupils test their interests in practice and develop the ability to make and implement career decisions.

⁴ Ensured through the revision of curricula in line with the objectives of the Reform Agenda of Montenegro 2024–2027: 2,000 teachers trained to implement new/revised curricula in accordance with the Education Reform Strategy 2025–2035 by June 2027.

meetings with peers/mentors, etc.);

- Organisation of two-month events entitled “Career Month”, held twice a year (once per semester), which enable experiential learning through job shadowing, company visits, establishing student companies, projects, internships, and other forms of work-based learning. In order to strengthen the practical dimension of CGC, the involvement of practitioners as mentors and guest speakers from the real sector is recommended, particularly in the fields of human resource management, work organisation, and entrepreneurship. Their role is not to provide individual counselling to pupils, but to offer experiential insight into career pathways, professional choices, success factors within organisations, and the development of career literacy. Guest lectures and mentoring meetings within the Career Guidance Centre and “Career Month” activities enable pupils to understand how knowledge, skills, and personal characteristics are applied in real work environments, as well as how professional development, leadership, and entrepreneurial pathways function in practice. This approach is fully complementary to the work of school psychologists and school counsellors and contributes to stronger links between education and the world of work, without encroaching upon legally regulated areas of CGC.
- All of the above aims to facilitate reflection on learning and experiences, provide support in overcoming gender and socio-economic stereotypes in career decision-making, and broaden pupils’ career aspirations. Structured reflection enables pupils to transform experiences into insights, and insights into plans and decisions. Without reflection, activities remain isolated and lose their developmental impact, whereas reflection builds responsibility and the capacity to manage one’s own development.

Participation of pupils in CGC activities is mandatory, while participation in individual support is voluntary.

CGC activities begin in the first grade of primary school and continue until the completion of secondary education (all forms). In the lower grades of primary school, the emphasis is placed on awareness-raising and exploration rather than decision-making: pupils discover their interests, strengths, and values, become familiar with different roles within the family and community, and begin to understand how learning is connected to life and work. The main objective is to broaden career aspirations, support the overcoming of gender and socio-economic stereotypes in aspirations, and foster the development of interests, visions, and dreams.

In the upper grades of primary school, as well as throughout secondary education, the focus gradually shifts towards the development of practical career management skills and the acquisition of knowledge and critical understanding of the world of work and learning, including:

- understanding of rights and obligations in the labour market;
- knowledge of the need for and benefits of lifelong learning;
- seeking and using information;
- decision-making;
- planning and managing transitions between levels of education and entry into the labour market.

Within this approach, the introduction of a dedicated career guidance and counselling class is proposed in the ninth grade of primary school and the fourth grade of secondary school (third grade of three-year vocational schools), in order to ensure sufficient time and continuity for career orientation and to enable pupils to further develop their career management skills.

The class would focus on theoretical foundations of CGC, information literacy, and self-reflection, including the analysis of interests and strengths, an overview of educational pathways and occupational fields, as well as reflection on working conditions and occupational requirements.

Career orientation in higher education logically builds on previous activities while also complementing them (see the dedicated chapter below for further details).

SCHOOL CAREER GUIDANCE AND COUNSELLING TEAM

The team consists of:

- the school principal;
- a school counsellor;
- a psychologist;
- a social worker;
- a special education teacher.

In addition, the following staff members play an active role in the team:

- the classroom teacher;
- subject teachers;
- the school librarian.

In practice, the composition of the team and the allocation of time are adapted to the size of the school:

Small schools:

- the team consists of the school principal and one professional associate (a school counsellor or psychologist), together with one teacher/classroom teacher acting as a focal point;
- these schools receive continuous support from psychologists or school counsellors working across several schools or in the nearest school, and employed by a larger partner school, a municipal service, or a centre.

Medium-Sized Schools:

- the team includes the school principal, school counsellor, psychologist, social worker, and special education teacher, and, where possible, a specially trained person performing the role of CGC coordinator (career counsellor).

Large schools:

- in large schools, the team may be expanded into a dedicated CGC unit ("Career Centre"), which, in addition to the school principal, school counsellor, and psychologist, may include one or more career counsellors.

EXTERNAL STAKEHOLDERS⁵:

External stakeholders play a crucial role in implementing activities, while internal stakeholders coordinate these activities and ensure the involvement of external partners. Larger schools act as mentor/partner schools for smaller and rural schools in their area. When a small school does not have a complete internal CGC team, a formal cooperation agreement is established with a nearby mentor/partner school to ensure:

- regular visits by a psychologist, school counsellor, social worker, special education teacher, or career counsellor;

⁵ The establishment of an advisory function or an external board within the career centre further strengthens the quality of career orientation through the synergy of pedagogical and psychological expertise and experience from real organisational and labour market environments. The role of external practitioners, particularly those with expertise in management, work organisation, and human resource development, contributes to the planning and evaluation of activities from the perspective of real professional requirements and the dynamics of contemporary organisations. Such cooperation enriches career learning with real examples of professional pathways, decision-making, and career development in practice, while school counsellors and psychologists retain their central role in working with pupils. In this way, pupils are provided with a comprehensive and balanced insight into career development, linking personal potential, educational choices, and labour market expectations, and strengthening their ability to implement planned decisions consistently and successfully.

- joint activities, such as career days, visits to employers, or vocational schools;
- access for pupils and parents to the mentor school's Career Guidance Centre, including online services.

The involvement of external stakeholders is essential in enabling pupils to engage in career learning connected to real-life contexts. In the Montenegrin context, cooperation includes not only the Employment Agency and employers, but also municipalities (including smaller ones), local youth clubs, civil society organisations, and community groups. Small rural municipalities and branch schools often have limited resources, and cooperation is therefore frequently organised at the regional level: a larger “mentor school” or a municipal centre coordinates joint activities, while visiting experts from the Employment Agency and other institutions provide support to multiple schools. This network-based approach ensures that all pupils, regardless of school size or location, have access to relevant and up-to-date labour market information, role models, and opportunities for experiential learning.

Monitoring and evaluation support the continuous improvement of activities and planning. The monitoring system is simple and feasible and focuses on a limited number of indicators, such as: the number and types of career orientation activities, pupil participation (including vulnerable groups), the involvement of external partners, and feedback from pupils, parents, and teachers. Based on a combination of self-evaluation and external evaluation, progress in the development of career management skills is monitored formatively and recorded in the career portfolio, together with other learning outcomes. Each school prepares a short annual report on CGC activities, which becomes part of the broader school development and quality assurance process. In addition to monitoring the number of activities and participants, systematic monitoring of the quality of career decision implementation and the career development of career actors is recommended. Annual evaluation, with the participation of external partners from the business sector, enables continuous service improvement and a transition from a formal to a genuinely effective career orientation system.

SPECIFIC CONTEXT OF CAREER GUIDANCE AND COUNSELLING IN PRIMARY SCHOOLS IN MONTENEGRO

Career guidance and counselling in primary schools in Montenegro has several specific characteristics that influence the planning, implementation, and evaluation of activities. This context is important to ensure that activities are applicable, sustainable, and aligned with the developmental needs of pupils in early and later childhood.

1. ORGANISATION OF TEACHING (GRADES I-V)

In the first four or five grades of primary school, teaching (except for English in all grades, one skills-based subject in Grade IV, and one skills-based subject and ICT in Grade V) is most often delivered by a single classroom teacher. This has several implications for CGC:

- classroom teachers are key actors in CGC, as they have daily and direct insight into children's development;
- CGC activities can be more easily integrated into different subjects and thematic areas, since the classroom teacher delivers almost the entire curriculum;
- classroom teachers are most familiar with pupils' individual characteristics (interests, strengths, learning styles), which enables a natural and developmentally appropriate approach to career orientation;
- the emphasis is placed on exploration, self-awareness, and the learning of basic career management skills, mainly in the area of “self in context”, through play and experiential learning. The main objective is to broaden career aspirations, overcome gender and socio-

economic stereotypes, and foster the development of interests, visions, and dreams.

This model provides primary schools with a strong advantage — the early development of self-awareness, basic work habits, responsibility, and personal and social skills lays the foundation for career management skills. In order to make early career skills development visible, meaningful, and consistent, the introduction of a simple annual activity entitled “My Small Learning and Work Map” is recommended for pupils in Grades I–V. The activity is implemented through short, age-appropriate tasks throughout the school year (e.g. once per semester), in which pupils, with the support of their classroom teacher, explore questions such as: what I enjoy learning, what I am good at, how I help others, what it means to be responsible, and what work looks like in my family or community. The focus of the activity is not on occupations or choices, but on the development of self-awareness, a positive attitude towards learning, and an understanding of one’s role in the community. The results are recorded in a simple career portfolio (drawings, short sentences, symbols), which is carried forward to higher grades and becomes the basis for later, more complex forms of career learning.

2. CLASSROOM TEACHER HOURS ARE MANDATORY

Classroom teacher hours (CTH) in Montenegro are formally part of the curriculum and are delivered throughout the school year. This means that:

- there is a systemic space within the timetable for regular career guidance and counselling activities;
- CTH represent the most appropriate setting for:
 - the development of socio-emotional skills;
 - strengthening self-confidence;
 - discussions on interests, values, and goals;
 - identifying and questioning stereotypes;
 - familiarisation with the labour market and working life through visits, stories, presentations, projects, and similar activities;
- CGC activities can be integrated into existing practice without the need for additional teaching hours;
- in the upper grades of primary school, CTH becomes an important platform for the development of career management skills (e.g. communication, decision-making, problem-solving, and personal development).

In order to make the role of classroom teacher hours in CGC consistent and measurable, it is recommended that CGC activities within CTH be implemented through a predefined manual with four structured activities per year. This ensures that each classroom teacher has a clear working framework, while pupils progress through a logical developmental pathway of career learning. In the upper grades of primary school, and also applicable to secondary schools, one of the recommended CTH activities is “Real-Life Career Situation”, in which pupils analyse simple, age-appropriate scenarios (e.g. choosing between two educational options, coping with failure, teamwork, changing interests). Through guided discussion and reflection, pupils practise decision-making, communication, and the recognition of personal values, without pressure to make the “right” decision.

This approach strengthens critical thinking, connects socio-emotional learning with career development, and enables CTH to be used as a stable and developmentally appropriate platform for building career management skills.

3. EXPERIENCE WITH THE ELECTIVE SUBJECT “CAREER ORIENTATION”

Montenegro previously offered an elective subject entitled Career Orientation, which represents an important contextual foundation:

- knowledge, methodologies, and materials already exist within the system and can be modernised and integrated into the new model;
- a number of teachers, school counsellors, and psychologists have prior training and experience in this field;
- parents and pupils are already familiar with the concept of career orientation, which facilitates the acceptance of a systemic approach;
- although the subject is no longer part of the curriculum, its elements, with appropriate adaptation, can be integrated as a cross-curricular theme, within classroom teacher hours, and through extracurricular activities.

Within this framework, the introduction of a dedicated CGC class is proposed in the ninth grade of primary school and the fourth grade of secondary school (third grade of three-year vocational schools), in order to ensure sufficient time and enable pupils to further deepen their career management skills.

The class would directly build on the legacy of the former subject Career Orientation and would focus on theoretical foundations, information literacy, and self-reflection, including the analysis of interests and strengths, an overview of educational pathways and occupational fields, as well as reflection on working conditions and occupational requirements.

This legacy enables schools to adopt the modern CGC model relatively quickly, without the need to “start from scratch”.

4. DEVELOPMENTALLY APPROPRIATE APPROACH FOR PUPILS AGED 6 TO 15

The age of primary school pupils requires specific working methods:

- learning through play and exploration;
- linking school content with life, the community, and real-life experiences;
- using storytelling, role-play, dramatization, and project-based activities;
- familiarising pupils with occupations and the labour market through contact with parents, the local community, and visits;
- developing basic habits and work-related values: responsibility, cooperation, and perseverance;
- in Grades VI–IX: gradual introduction of practical career management skills (information seeking, decision-making, transitions between levels of education, etc.).

The focus is always on the process rather than on choosing an occupation or making career decisions at an early age.

5. ROLE OF SCHOOL COUNSELLORS, PSYCHOLOGISTS, SOCIAL WORKERS, SPECIAL EDUCATION TEACHERS, AND PARENTS

Due to the nature of early developmental stages:

- school counsellors and psychologists play an important role in identifying pupils who need additional support;
- parents are key partners — they provide behavioural models, work-related values, and professional experiences;

- cooperation with parents is particularly important for overcoming gender and socio-economic stereotypes and broadening children's aspirations;
- CGC activities often take the form of:
 - workshops with parents;
 - visits to parents' workplaces;
 - presentations of parents' occupations;
 - joint family-school projects.

6. ROLE OF THE COMMUNITY AND LOCAL PARTNERS

Primary schools:

- cooperate with employers, social partners, parents, and the local community in the immediate school environment;
- often rely on the local working and living context (health centres, firefighters, post offices, craftspeople, farmers, cultural institutions), while also going beyond it, for example, by engaging new stakeholders and using ICT.

This means that CGC in primary schools also depends on:

- the availability of local resources and partners;
- the community's willingness to participate;
- access to stakeholders beyond the local community and high-quality ICT solutions;
- the development of simple, age-appropriate activities with external stakeholders.

Regional cooperation and mentor schools can also play a significant role in this context. This form of learning must be clearly defined through learning objectives and pupils' reflection to link experiences with the development of career literacy and career management skills.

SPECIFIC ASPECTS OF CAREER GUIDANCE AND COUNSELLING IN SECONDARY GENERAL (GRAMMAR) SCHOOLS IN MONTENEGRO

Grammar schools represent a segment of secondary education in which pupils are primarily prepared for further education at higher levels. This specific characteristic directly influences the content and mode of implementation of CGC.

1. PRIMARY FOCUS ON TRANSITION TO HIGHER EDUCATION

Unlike vocational schools, where there is a strong emphasis on preparation for the labour market, the main objectives in grammar schools are:

- selection of a study programme;
- understanding of possible educational pathways;
- preparation for entrance examinations and enrolment procedures;
- provision of information on scholarships, mobility, and international programmes;
- development of academic skills that contribute to success in higher education.

Therefore, CGC in grammar schools must include activities that support academic orientation while also broadening perspectives on career opportunities. In grammar schools, "Career Month" represents a key framework for linking academic orientation with mentoring and experiential elements, with the school career centre playing a central role in coordinating cooperation with

universities, alumni, and employers. Due to their capacities, grammar schools and larger schools have a particular role in monitoring the effects of these activities and improving them on an annual basis, thereby ensuring that CGC is continuously aligned with pupils' developmental needs and changes in educational and career pathways.

2. PUPILS HAVE BROADER INTERESTS BUT OFTEN LESS CLEARLY DEFINED CAREER GOALS

A typical grammar school pupil:

- possesses well-developed general competences;
- is often involved in extracurricular activities;
- has a wide range of interests;
- often lacks a clearly defined CGC.

This requires:

- deeper self-assessment (e.g., interests, values, learning styles) and the development of self-knowledge and skills in context;
- more intensive individual counselling;
- development of knowledge and critical understanding of the labour market and learning environments;
- activities that support the formulation of realistic and well-informed career goals.

3. THE GRAMMAR SCHOOL CURRICULUM OFFERS NUMEROUS OPPORTUNITIES FOR INTEGRATING CAREER MANAGEMENT SKILLS

The humanities, social sciences, natural sciences, and mathematics offer numerous opportunities to:

- link specific fields of knowledge with future studies and careers;
- demonstrate real-life applications of knowledge;
- develop academic and research skills;
- encourage critical thinking, problem-solving, and creativity.

4. HIGH LEVEL OF PARTICIPATION IN COMPETITIONS, PROJECTS, AND EXTRACURRICULAR ACTIVITIES

A strong foundation for CGC is also provided by:

- preparation of pupils' CVs, portfolios, and records of achievements;
- identification of talents and specific interests;
- networking with alumni and mentors;
- development of academic, research, and presentation skills;
- models for recommendations and applications (e.g., for studies abroad).

School counsellors, psychologists, social workers, and special education teachers can use these activities as a resource in individual counselling.

5. GRAMMAR SCHOOLS USUALLY HAVE A MORE STABLE AND MOTIVATED PUPIL POPULATION

This implies:

- a lower risk of early school leaving;
- a higher average level of academic motivation;

- readiness to engage in more complex activities (projects, debates, interview simulations, university visits).

Therefore, CGC can be more ambitious, deeper, and academically more demanding.

6. MORE PRONOUNCED NEED FOR INFORMATION ON THE LABOUR MARKET AND EMERGING PROFESSIONS

Grammar schools often operate within a predominantly academic framework, and pupils:

- lack sufficient information and critical understanding of the labour market, trends, skills needs, and occupations;
- have narrower career aspirations and limited insight into real economic sectors;
- often maintain stereotypes about “prestigious” professions;
- frequently choose study programmes “by inertia”.

For these reasons, CGC in grammar schools must include:

- workshops on future skills and labour market trends;
- contact with professionals and alumni;
- career pathway simulations;
- visits to companies and institutions;
- analysis of career data (labour market information).

7. GENDER AND SOCIO-ECONOMIC STEREOTYPES REMAIN STRONGLY PRESENT

Examples include:

- girls who are less likely to choose STEM fields;
- boys who are less likely to choose social sciences and languages;
- pupils from lower-income families who often limit their aspirations.

CGC in grammar schools is essential for:

- challenging stereotypes;
- broadening perspectives;
- strengthening ambition and self-confidence.

8. NEED FOR COOPERATION WITH UNIVERSITIES AND RESEARCH CENTRES

For grammar schools, it is particularly important to:

- organise open days at universities;
- present alternative forms of education to traditional higher education;
- involve professors and students as guest lecturers;
- implement mini-projects, laboratory workshops, and debates;
- enable pupils to gain a realistic understanding of what awaits them in higher education.

This significantly increases pupils’ level of information and readiness for transition.

9. THE ROLE OF PSYCHOLOGISTS IS OF PARTICULAR IMPORTANCE

Due to adolescence and high academic expectations:

- psychologists often address developmental challenges (stress, identity, self-confidence);

- individual counselling is an important component of CGC;
- career choices are strongly linked to emotional and identity-related processes.

10. ALUMNI NETWORKS ARE PARTICULARLY VALUABLE IN THE CONTEXT OF GRAMMAR SCHOOLS

Grammar schools often have:

a large number of successful former pupils;

active alumni communities;

significant mentoring potential.

Alumni represent one of the most effective resources in CGC.

11. PARENTAL INVOLVEMENT IS OF KEY IMPORTANCE

Parents of grammar school pupils often have:

- high expectations;
- clear preferences;
- strong influence on decision-making.

Working with parents is important in order to:

- realistically assess pupils' abilities;
- avoid excessive pressure;
- support realistic and healthy career decisions aligned with labour market needs and trends.

SPECIFIC ASPECTS OF CAREER GUIDANCE AND COUNSELLING IN VOCATIONAL EDUCATION AND TRAINING (VET – SCHOOL-BASED AND DUAL EDUCATION)

The aim of CGC is not to help individuals choose a single occupation, but to develop career management skills that enable them to manage multiple transitions between work, learning, and unemployment throughout their lives.

Therefore, all pupils in vocational education programmes must receive support in acquiring these skills, and all programmes should include learning outcomes aligned with CGC standards.

Vocational education programmes offer rich opportunities for practical learning, which enables natural integration with career learning.

In order to fully utilise the potential of vocational education, the introduction of a structured career portfolio with mandatory guided reflection is recommended. This portfolio should be used by pupils throughout their education in cooperation with teachers, workplace instructors, and the school career centre. This approach enables pupils to systematically link practical experiences with the development of career skills, plan next steps, and more easily manage transitions to employment, further education, or entrepreneurship.

Key differences compared to general secondary education include:

1. GUIDED REFLECTION ON PRACTICAL LEARNING EXPERIENCES

Pupils' practical experiences in companies or school workshops should also include learning about life and career skills.

This can be implemented through:

a) In the workplace or workshop, where pupils and teachers/instructors, at the end of the

working week:

- reflect on the technical and transversal competences acquired by pupils;
- review entries in pupils' portfolios and prepare further learning plans.

b) In the school Career Guidance Centre or during classroom teacher hours, through:

- use of portfolios as tools for reflecting on experiences and initiating learning processes;
- reflection on information collected during previous weeks;
- review of practical learning outcomes and feedback from instructors.

2. CAREER LEARNING AFTER ENROLMENT IN VOCATIONAL SCHOOLS

Although pupils have already chosen an educational profile, career learning must include:

- opportunities for further education and career development;
- familiarisation with different occupations accessible through the existing qualification;
- learning about careers available through additional training or requalification;
- information on access to various support services and networks (including self-employment and entrepreneurship);
- information on financial support and relevant data sources.

Special attention in vocational education should be given to continuous career monitoring of pupils after enrolment, bearing in mind that the choice of an educational profile is often not the result of stable career preferences, but rather a combination of academic performance, life circumstances, and environmental influences. Therefore, CGC in vocational education should enable regular assessment of the alignment between pupils' interests, abilities, and the requirements of the chosen profile, within a safe and supportive environment for considering alternative educational and career pathways. This approach empowers pupils to make realistic decisions, prevents early school leaving, and contributes to long-term employability and career satisfaction.

SPECIFIC ASPECTS OF CAREER GUIDANCE AND COUNSELLING IN HIGHER EDUCATION

For students in higher education, the same principle applies as for pupils in vocational education: CGC aims to develop the ability to manage multiple transitions between work, learning, and unemployment throughout life. At the university level, CGC makes a significant contribution to enabling individuals to develop their careers in highly responsible positions and to contribute to the development of society and the state. It represents an investment with long-term effects on key issues related to the economy, the labour market, security, and sustainable development.

At the same time, CGC serves as a form of prevention of professional difficulties and contributes to higher levels of satisfaction and quality of life among young people in the broader context of their personal and social development. Therefore, all students must receive support in acquiring career management skills, especially considering that high levels of mismatch between education and the labour market still exist and that decisions on study programmes are not always made on the basis of evidence and clear criteria. Efforts to increase the integration of work-based learning in higher education will further support career learning and facilitate transitions to employment.

Activities that are not yet covered by university budgets but are envisaged under this model should be systematically budgeted for in the future.

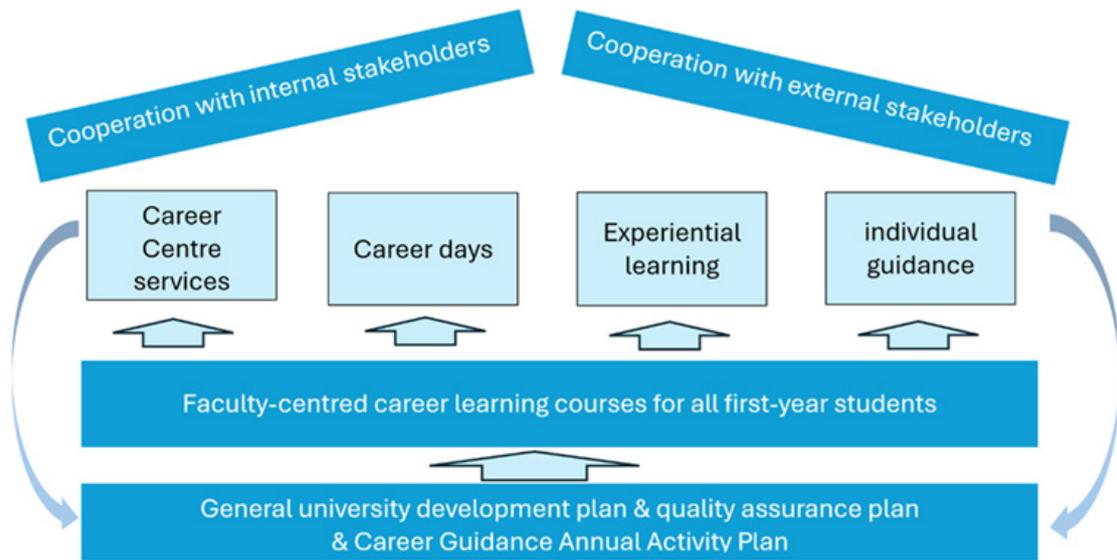
At the higher education level, the extracurricular career centre plays a central role, for example, through the provision of individual and group career counselling, psychological testing, workshops for students on career management skills, the organisation of open days in schools

and at universities, as well as facilitating access to information on employment opportunities and mobility programmes. Key differences compared to formal school programmes include:

- all first-year students are required to enrol in a semester-long CGC course offered within the faculty's course offering (e.g., at the Faculty of Science and Mathematics or the Faculty of Philosophy). This course enables students to become familiar with career centre services and to begin developing a personal portfolio and career development plan (the course is NOT part of the study programme curriculum – at undergraduate or master's level – but rather part of the faculty's offer). Career guidance and counselling is integrated as a cross-curricular theme in courses where this is possible;
- each academic year begins with career days for all students, during which all services are presented and promoted as continuous support;
- each university appoints a contact person for the career centre at each faculty, who may be a faculty member or administrative staff – career counsellor;
- the career centre regularly organises workshops covering various career management skills in line with national CGC standards, open to all students. In this way, students acquire competences that are not developed through formal education or gain access to information not available through study programmes, such as labour market data, emerging and modern occupations, and knowledge and skills for accessing various support services and networks;
- experiential learning activities are regularly offered and open to all students in order to support career learning, ranging from job shadowing and company visits to interview simulations, student companies, community-based learning, and projects;
- career counsellors are actively involved in CGC activities, for example, through lectures on labour market trends and changing skills requirements, as well as through support for social and emotional learning;
- close partnerships are established for the development of undergraduate, master's, and doctoral theses addressing concrete problems faced by companies, communities, and public institutions, creating mutual benefits - partners receive support from the academic community, while students connect with potential future employers or work-placement opportunities during their studies. At the same time, students may use career centre resources, which, although not primarily research-oriented, must have research capacities and activities that are accessible and beneficial to the entire university and the wider community;
- work-based learning in companies, public institutions, or civil society organisations is facilitated.

Within the activities of the career centre, the systematic development of employability and leadership skills, including an entrepreneurial mindset, is recommended through workshops and mentoring with external practitioners, enabling students to achieve a smoother and more successful transition from higher education to the labour market.

Model of Career Guidance and Counselling in Higher Education







CONCLUSION

In this CGC model, the career centre plays a special role as the “backbone” of the system. The career centre (at school/university) achieves its full impact when it is positioned as a coordination hub that connects stakeholders, ensures service consistency, and translates plans into implementation. The centre should not be viewed merely as a physical space or a group of individuals, but as a function that manages cooperation, quality standards, and the annual improvement cycle.

Effective CGC requires synergy between pedagogical and psychological expertise, teaching roles, and the contributions of external practitioners (organisations, HR professionals, and the business sector) in the areas of career literacy, the labour market, and organisational expectations. Such integration strengthens the relevance and applicability of career learning while ensuring clearly defined roles and respect for professional responsibilities.

The quality of CGC depends on the continuous competence development of all stakeholders. This implies regular capacity-building in the areas of career learning, communication, motivation, soft skills, career interviewing, understanding organisations, and contemporary labour market trends, based on European guidelines and standards.

In order to ensure that CGC implementation does not depend on individual capacities and enthusiasm, the model emphasises the need for short, clear, and practical manuals (e.g., structured activities for classroom teacher hours, a framework for “Career Month”, and tools for portfolios and reflection). This ensures consistent quality, reduces administrative burden, and increases the likelihood of consistent implementation.

Strategic documents achieve their full value only when their implementation and effects are systematically monitored. The proposed enhancements introduce the logic of a simple yet robust cycle: planning → implementation → monitoring → reflection → annual improvement. The focus is placed on a limited number of meaningful indicators and concise tools (forms, records, feedback) in order to reduce bureaucracy and increase the managerial value of data.

For the long-term sustainability of CGC, it is essential to ensure the planned provision of resources and motivation mechanisms, including recognition of the additional efforts of staff responsible for career learning and coordination. Support, training, and (where possible) incentive mechanisms are viewed as investments in quality rather than costs.



ANNEX 1

FUNCTIONS OF KEY STAKEHOLDERS IN CAREER GUIDANCE AND COUNSELLING IN PRIMARY AND SECONDARY EDUCATION

The school principal, psychologist, school counsellor, social worker, and special education teacher (where employed at the school) together form the school CGC team. Other stakeholders listed below are essential for implementing the whole-school CGC approach and jointly deliver the annual CGC activity plan.

1. SCHOOL PRINCIPAL

The functions of the school principal and school management are to:

- ensure the development of an annual CGC activity plan defining objectives and activities and linked to the broader school development and operational plan and quality assurance processes, as well as to continuous professional development;
- perform the overall management function of the school, including responsibilities related to CGC, which involves ensuring the conditions for the smooth implementation of the annual plan and creating a supportive environment for all stakeholders, in line with the whole-school approach to CGC;
- ensure continuous collection of recommendations for further improvement of CGC activities and their integration into new plans.

The successful performance of the school principal's role, together with staff supporting school management, is characterised by the following outcomes:

- all teachers and subject teachers, workplace instructors, school management, school psychologists, classroom teachers, librarians, social workers, and special education teachers (where available) meet with the school counsellor at least once a year to review the annual CGC plan and the roles and responsibilities of all stakeholders, thereby creating the conditions for well-coordinated and high-quality activities in line with the whole-school approach;
- all teachers and subject teachers, instructors, school management, school psychologists, classroom teachers, social workers, special education teachers, and librarians (where available) recognise CGC as a whole-school responsibility to which both general and specific quality assurance measures apply.
- pupils have access to a welcoming physical space for extracurricular individual and/or group career counselling, with available materials and online resources for pupils, including adult learners and parents/guardians;
- pupils can also use remote online CGC services, enabling information exchange and communication between pupils and parents/guardians, as well as links to national career guidance portals.

School counsellors receive support from the CGC team and the wider school community in order to dedicate their working time fully to counselling and guidance activities, including:

- enabling school staff with administrative, managerial, or library skills to devote part of their time to providing support;
- involving senior pupils as volunteers to support the work of the school counsellor,

benefiting from informal acquisition of important work and life skills (e.g. planning, activity and people management, budgeting, responsible use of resources, managerial skills, training facilitation, social and emotional skills), certified through “certificates” signed by the school principal;

- involving parents/guardians as volunteers, who also benefit from informal acquisition of work and life skills, certified through “certificates” signed by the school principal.

External partners also contribute to monitoring and improvement by providing brief feedback after each activity (e.g. what worked well, what could be improved, and suggestions for future cooperation). In very small municipalities, municipalities or mentor schools may collect this feedback for multiple schools in order to support regional planning and ensure equal access to opportunities.

School counsellors act as reflective practitioners who continuously document what works, what needs improvement, and which new approaches should be considered.

All teachers and subject teachers/instructors, school management, school psychologists, classroom teachers, social workers, special education teachers, and librarians (where available) continuously document what works and what needs improvement in relation to CGC, including proposed solutions and new approaches, and submit this information to the CGC team. Social workers pay particular attention to CGC activities and documentation related to pupils from vulnerable groups, while special education teachers focus similarly on pupils with special educational needs.

Members of the CGC team, as well as teachers and subject teachers/instructors, classroom teachers, social workers, special education teachers, and librarians (where available), participate in continuous professional development (in line with legal requirements), including:

- peer learning activities with CGC teams from other educational institutions (communities of practice), for example, organised by the national Euroguidance Centre;
- visits to companies and/or job shadowing, as well as research and writing on labour market developments;
- training focused on strengthening skills and knowledge across all dimensions of CGC, including monitoring and evaluation.

The school collaborates with researchers, such as those from universities, who conduct studies, including longitudinal research, to assess the impact of CGC on pupils’ educational and career pathways.

The school reports to the competent ministry on resources invested in CGC services (staff working time, resources, budget, etc.) in relation to achieved outcomes (number of pupils reached, number of activities implemented, number of early school leavers, etc.). It also collects data on the characteristics of pupils using the services, particularly those requiring additional support, for continuous improvement (age, gender, employment status, academic performance, parents’/guardians’ education level, parents’/guardians’ employment status, ethnic background, disability, motivation, challenges, needs, etc.).

The school supports graduate (alumni) tracking carried out at the central level or by other stakeholders in order to:

- obtain information relevant to CGC (labour market status 1, 3, and 5 years after graduation, time to first employment, further education or career pathways, types of contracts, employment sectors, working conditions, gross earnings, etc.);
- assess the effects of CGC;
- gradually move away from a marketing-driven approach to pupil enrolment towards neutral, evidence-based CGC grounded in graduate tracking studies, labour market

analyses, and skills needs forecasts.

The school organises reflective sessions with various stakeholders for continuous service improvement.

The school collects feedback on services (from pupils, parents/guardians, partners, etc.) and uses the collected data in planning.

The organisation of CGC within the school is adapted to its size and context, while ensuring minimum core functions: coordination, integration into teaching, access to individual counselling for pupils who need it, cooperation with external partners, and activity monitoring.

2. SCHOOL PSYCHOLOGIST

The functions of the school psychologist include:

- administering career-related assessments, such as interest inventories and psychological tests, and conducting individual consultations on assessment results;
- providing personal career counselling, in addition to the school psychologist's regular duties related to supporting pupils' personal development.

The successful performance of the school psychologist's role is characterised by the following outcomes:

- pupils regularly have access to curricular (during classroom teacher hours) and extracurricular opportunities (e.g., in the CGC centre) for counselling with the psychologist, in line with their needs;
- pupils learn about themselves for personal and career development, in accordance with the Career Management Skills Framework defined in CGC standards.

3. SCHOOL COUNSELLOR

Functions of the School Counsellor

In line with the size and type of the school, the school counsellor primarily focuses on coordinating and supporting key CGC functions, including activity planning, ensuring the integration of career learning into teaching, facilitating individual and group counselling for pupils who need it, and maintaining cooperation with key external partners (e.g., the Employment Agency, vocational schools, and employers).

In larger schools, the school counsellor may share these responsibilities with a specially trained career guidance teacher or with an extended career guidance team.

A) The school counsellor coordinates and cooperates with all relevant internal and external stakeholders in the planning, implementation, monitoring, and evaluation of CGC activities, including:

teachers/instructors at the school;

- the school psychologist;
- other relevant school or centre staff, including librarians;
- the school principal/school management/school board members (where applicable);
- pupils;
- former pupils (alumni);
- parents/guardians;
- employer representatives (including professional and sectoral organisations), especially small and medium-sized enterprises;
- representatives of trade unions and other workers'/employees' organisations;

- other educational institutions (primary schools, vocational secondary schools, universities);
- local and regional school administration authorities;
- national institutions;
- research organisations and technology centres;
- international partners.

In addition, the cooperation includes:

- representatives of the Employment Agency of Montenegro, especially counsellors working with young people or individuals at an early stage of their careers;
- officials responsible for youth, social services, or local development, particularly in smaller municipalities;
- local youth clubs, cultural centres, and community organisations that can provide spaces, volunteers, or youth-led activities;
- local micro and small enterprises typical of Montenegrin municipalities (tourism, agriculture, crafts, fisheries, construction, trade, etc.), including seasonal employers;
- local NGOs and civil society organisations working on youth development, inclusion, empowerment, and life skills.

B) The school counsellor implements the annual plan of career guidance and counselling activities. The successful performance of the school counsellor's functions is characterised by the following outcomes:

- the annual CGC plan is developed in close cooperation with all relevant internal and external stakeholders; it defines the objectives and activities of career guidance and is linked to the school development plan and quality assurance processes, and thus to continuous professional development;
- the smooth implementation of CGC activities is ensured;
- the implementation of CGC activities supports pupils' learning progress.

For secondary schools: the school provides CGC services to prospective future pupils and their parents/guardians.

4. SOCIAL WORKER

In schools where a social worker is employed, their role is particularly important in coordinating activities and providing support to pupils from vulnerable groups and pupils from different language backgrounds within CGC.

5. SPECIAL EDUCATION TEACHER

The special education teacher plays a particularly important role in CGC activities in resource centres, inclusive classrooms, and the regular teaching process in the field of inclusion.

6. CLASSROOM TEACHER

The functions of the classroom teacher include:

- ensuring time for CGC, at least four classroom teacher hours per year, in line with the annual CGC plan during classroom teacher hours.

The successful performance of the classroom teacher's role is characterised by the following outcomes:

- CGC activities from the annual plan can be implemented without disruption;

- pupils can access additional support and receive assistance in obtaining it;
- school psychologists, school counsellors, social workers, and special education teachers have information about pupils who need additional support and actively involve them in appropriate activities.

7. SUBJECT TEACHERS/WORKPLACE INSTRUCTORS (AT EMPLOYERS)

The functions of subject teachers/instructors include:

- supporting the development of career management skills integrated into their subject learning outcomes, in line with the Career Management Skills Framework defined in CGC standards;
- actively referring pupils to the school psychologist and/or school counsellor when pupils experience difficulties that may lead to reduced learning motivation, withdrawal, early school leaving, lower academic performance, etc.;
- actively and regularly sharing observations about pupils who require support with the psychologist and/or school counsellor, in order to ensure that support does not depend solely on pupils' own initiative.

The successful performance of subject teachers'/instructors' roles is characterised by the following outcomes:

- pupils gradually acquire career management skills;
- pupils can access additional support and receive assistance in obtaining it;
- school psychologists, school counsellors, social workers, and special education teachers have information about pupils who need additional support and actively involve them in support activities.

8. LIBRARIAN

The functions of the librarian include:

- supporting all other roles in accordance with the CGC plan;
- updating physical and online materials and resources for career learning.

The successful performance of the librarian's role is characterised by the following outcomes:

- CGC activities from the annual plan can be implemented without disruption;
- CGC teams receive support that enables them to focus on their core tasks.

9. THE SCHOOL

The school reaches out to prospective pupils and their parents/guardians, including those from rural and remote areas and potential adult learners (e.g., employed individuals, low-skilled workers, members of minorities, persons with disabilities, workers in the informal economy, and workers in non-standard forms of employment).

This is ensured through:

- regular participation in education fairs;
- use of ICT (social media, websites, simulations/VR/AR);
- regular visits to primary schools;
- reporting on the number of school visits, open days organised, number of participants, and meetings with employers and trade unions aimed at engaging adult learners;
- regular organisation of open days (including those for adults).

In smaller municipalities and rural areas, CGC mechanisms benefit from regional cooperation. Groups of neighbouring schools can share common partners, coordinate visits to employers and institutions, and jointly organise career fairs or workshops with the Employment Agency, youth clubs, or NGOs. This approach reduces the burden on very small schools and ensures that pupils receive consistent and high-quality career experiences, regardless of school size or location.

Secondary schools provide CGC to prospective pupils and their parents/guardians through:

- comprehensive use of labour market and skills information;
- use of research findings and graduate/alumni tracking results;
- organisation of trial sessions (theoretical and practical), such as days or weeks of practical and theoretical experience at school or VR/AR-based occupational presentations;
- involvement of partners (companies, professional/sectoral organisations, alumni, senior pupils, adult learners, the Employment Agency, etc.);
- personalised counselling based on the needs of pupils and parents/guardians;
- explicit challenging of career stereotypes related to gender, ethnicity, disability, and socio-economic status;
- provision of clear information on the role, value, and expected outcomes of CGC.

Primary and secondary schools provide CGC services to enrolled pupils and their parents/guardians. Schools strengthen the development of age-appropriate career management skills through:

- linking career learning with curricular content;
- experiential learning: job shadowing, company visits, interview simulations, student companies, community-based learning, projects, and internships;
- explicit addressing of career stereotypes;
- adaptation of career education to individual and group needs;
- use of formative assessment to monitor progress.

Cooperation with employers is planned gradually and realistically because:

- small local employers can offer short lectures, demonstrations, or half-day visits;
- larger employers and institutions can provide structured job shadowing or project-based learning;
- social partners, including through online activities, help bring the world of work closer to pupils.

The Employment Agency can support all schools through:

- up-to-date labour market information;
- short workshops on occupations and skills;
- individual or group counselling for pupils before key transitions.

Youth clubs and NGOs contribute through:

- soft skills workshops;
- volunteering opportunities;
- community-based activities.

The school ensures the provision of extracurricular CGC services for all pupils and groups in line with their needs, including:

- a welcoming physical space for individual and group counselling, with materials and online resources, including for adult learners and parents/guardians;
- introductory welcome information sessions for all new pupils and their parents/guardians to explain available services and their benefits;
- facilitation of pupil mentoring by alumni or experienced professionals, for example, through a mentor–mentee matching platform;
- reporting on the number of teacher referrals to extracurricular counselling, the number of individual and group sessions per quarter, the number of involved parents/guardians, the number of referrals to other services (social, health, psychological, etc.), and the number and duration of mentoring pairs;
- provision of online CGC spaces, such as school Facebook pages, for information sharing and linking to national portals/websites.

The school provides support for transitions from education to employment or further education, including:

- guiding pupils and parents/guardians on opportunities for further education;
- counselling pupils and parents/guardians on volunteering, internships, job tasting, job vacancies, youth employment programmes, and further education opportunities, as well as on working conditions, wages, and labour rights and obligations;
- reporting on the number of job vacancies collected from partner companies, employers' organisations, and the Employment Agency, as well as the number of pupils involved in work-based environments such as volunteering, internships, job tasting, traineeships, and apprenticeships;
- providing career counselling to alumni as a means of maintaining contact and engaging alumni as a source of support for current and future pupils.

The school carries out monitoring and supports evaluation, and collects data on inputs, pupils, and outputs of career guidance activities. It cooperates with companies, employers' organisations, professional/sectoral organisations, trade unions, alumni, parents/guardians, public employment services, and other educational institutions for the purposes of activity planning, obtaining up-to-date labour market data, information on job vacancies, internships, and working conditions, opportunities for further education, and involving partners in career guidance activities, for example through:

- formalising partnerships by establishing a School Career Guidance Advisory Board, involving all external partners and pupils;
- cooperation with educational institutions to support career guidance for prospective pupils and their parents/guardians and to support transitions from school to further education;
- cooperation with relevant services (social welfare, health services, psychologists) for referrals and improvement of extracurricular career counselling;
- cooperation with employers and professional/sectoral organisations to provide lifelong learning guidance for employees;
- cooperation with teachers/instructors to link schools with companies in order to enable experiential learning.

The school supports a whole-school approach to CGC. Teachers apply modern methodologies and tools for career guidance and counselling. They regularly participate in training, at least once every two years, for professional development and updating their knowledge and skills across all dimensions of CGC, including monitoring and evaluation.

10. SPECIALLY TRAINED TEACHER WITH EXPERTISE IN CAREER GUIDANCE AND COUNSELLING (CAREER ADVISERS)

In medium-sized and large schools, it is recommended that at least one subject teacher, school counsellor, or psychologist undergo additional training in CGC and provide support to the school counsellor as CGC coordinator or as a member of the CGC body.

a) Functions of the specially trained subject teacher:

- provides support to the school counsellor in coordinating and cooperating with all relevant internal and external stakeholders in the planning, implementation, monitoring, and evaluation of CGC activities.

The successful performance of the specially trained teacher's role is characterised by the following outcomes:

- the annual CGC activity plan is developed in close cooperation and coordination with all relevant internal and external stakeholders; the plan defines CGC objectives and activities and is linked to the school development plan and quality assurance processes, and thus to continuous professional development;
- the implementation of CGC activities supports pupils' learning progress;
- the CGC team ensures the smooth and well-coordinated implementation of career guidance activities.





ANNEX 2

SPECIFIC FUNCTIONS OF CAREER GUIDANCE AND COUNSELLING IN HIGHER EDUCATION

RECTOR AND UNIVERSITY MANAGEMENT

The functions of the university rector and university management are to:

- ensure the development of an annual CGC activity plan for the career centre, defining CGC objectives and activities, and is linked to the broader university development plan and quality assurance processes, and thus to continuous professional development;
- ensure that career-related courses at each faculty are developed or regularly updated to provide faculty-specific support;
- perform the overall management function of the university, including responsibilities related to CGC, which involves ensuring the smooth implementation of the annual plan and creating a supportive working environment for all stakeholders, in line with the whole-institution approach to career guidance;
- ensure that recommendations for further improvement of CGC activities are continuously collected and integrated into new plans;
- encourage and facilitate cooperation between the university and other universities in Montenegro and beyond in the field of CGC.

The successful fulfilment of these functions is characterised by the following achievements:

- career counsellors and librarians meet with the career centre at least once a year to review the annual CGC plan and the roles and responsibilities of all stakeholders, thereby creating the conditions for well-coordinated and high-quality activities in line with the whole-institution approach;
- students have access to a welcoming physical space for extracurricular individual and/or group career counselling, with access to materials and online resources for students, including adult learners and parents/guardians.

Students can also use remote online career CGC services, enabling information exchange and communication with and among students and parents/guardians, as well as links to national online career guidance portals.

University career centres provide career orientation to prospective students and develop cooperation with secondary schools.

Staff in university career centres act as reflective practitioners who continuously document what works and what needs improvement, including related solutions and new approaches, and monitor and collect data from other stakeholders involved in supporting career learning.

Staff in career centres participate in continuous professional development, including:

- a) peer learning activities with CGC teams from other educational institutions (communities of practice), for example, organised by the national Euroguidance Centre;
- b) visits to companies and/or job shadowing, as well as research and writing on labour market developments;
- c) training to enhance skills and knowledge across all dimensions of CGC, including monitoring

and evaluation.

Staff in career centres cooperate with researchers who conduct studies, including longitudinal research, to measure the effects of CGC on students' career pathways.

- a. Career centre staff support graduate tracking (tracer studies) in order to: (a) inform CGC practice (labour market status 1, 3, 5 years after graduation, time to first employment, career pathways, types of contracts, employment sectors, etc., working conditions, gross monthly earnings, etc.); and (b) assess the effects of counselling;
- b. Universities move from a marketing-driven approach to student enrolment towards neutral, evidence-based career guidance supported by tracer studies, labour market information (LMI), and skills forecasts.

Staff in career centres report on input resources invested in counselling services (staff time, resources, budget, etc.) in relation to outputs achieved (number of students reached, number of activities implemented, student dropout rate, etc.). They also collect information on the characteristics of students using the services, particularly those with greater needs, for continuous improvement (age, gender, employment status, academic performance, parents'/guardians' highest level of education, parents'/guardians' employment status, ethnic background, disability, motivation for learning, challenges, and needs).

Staff in career centres conduct reflective sessions with various stakeholders for continuous service improvement.

Staff in career centres collect feedback on services (from students, parents/guardians, partners, etc.) and use the collected data for planning. Career guidance and counselling for students also represents a practical investment in their future roles as parents.

FACULTY DEAN

The functions of the faculty dean are to:

- a. support the development of the annual CGC activity plan for the career centre/quality assurance centre, clearly defining the role of the faculty;
- b. appoint a contact person for the central career centre at the faculty to organise the implementation of the activity plan at the faculty – a career counsellor;
- c. ensure the continuous collection of recommendations for further improvement of CGC activities and their integration into new plans;

The successful performance of the dean's functions is characterised by the following achievements:

- the annual CGC activity plan is implemented smoothly;
- a faculty career counsellor understands the value of career guidance activities, their role in them, and actively participates on the basis of this understanding.

CAREER COUNSELLOR

The functions of a career counsellor are to:

- a. where relevant, support the delivery of career courses;
- b. actively guide students towards the career centre and related services when they identify students who seek support or are facing difficulties that may lead to reduced learning motivation, withdrawal, dropping out, or lower academic performance;
- c. where relevant, provide research support related to student/graduate tracking or the evaluation of service effectiveness.

The successful performance of academic staff functions is characterised by the following achievements:

- students gradually acquire career management skills;
- students can access additional support and receive assistance in obtaining it;
- career centre services benefit from professional research.

CAREER CENTRE STAFF

The functions of career centre staff are the same as those of school counsellors, with additional responsibilities.

They cooperate and coordinate with internal and external stakeholders in planning, developing, implementing, and monitoring:

- a. faculty-oriented career courses;
- b. extracurricular services open to all students from all faculties;
- c. research on the effectiveness of counselling services and the tracking of graduates' career pathways.

The successful performance of career centre staff functions is characterised by the following achievements:

All first-year students participate in a career course that, among other things, helps them to:

- review their study choices, avoid dropping out, and, where necessary, facilitate changes of study programme;
- become familiar with the range of career centre services and have access to an appropriate online platform providing information on resources, availability, and schedules of regular and ad hoc services;
- learn how to use a career learning portfolio and a career development plan that will accompany them throughout their studies and work-based learning experiences and support CV development.
- all students can access extracurricular career guidance services through individual (mentoring-based) and group counselling;
- all students have access to work-based learning opportunities.

LIBRARY STAFF

The functions of librarians are to:

- a. keep physical and online materials and resources for career learning up to date.

The successful performance of librarians' functions is characterised by the following achievements:

- CGC activities in line with the annual plan can be implemented smoothly;
- career centre staff receive support that enables them to focus on their core tasks.

ANNEX 3: National Career Guidance Standards

(Text to follow.)



Ministry of
Education, Science
and Innovation