

EJO4YOUTH

Project Nr. 2021-2-TR01-KA220-YOU-000051418

“EJO4YOUTH” Blended Learning Approach and Accreditation



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Project Partners	Consultoría de Innovación Social, Hafelekar, Rogers Személyközpontú Oktatásért Alapítván, Compass GmbH, Austria



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1. Introduction to the EJO4YOUTH Project

The EJO4YOUTH projects aims to improve job orientation aimed at young people in the project countries and at Europe level by providing youth workers and professionals with creative methods based on the Symbolwork approach. The project bringing 5 European project partners from 4 countries together to the identification of skills and competences that the young people possess through non-formal and informal learning.


The EJO4YOUTH Project partners.

- Düzce Provincial Special Administration, Turkey -The project coordinator
- Consultoría deInnovación Social, Spain
- Hafelekar, Austria
- Rogers Személyközpontú Oktatásért Alapítván, Hungary
- Compass GmbH, Austria

1.1. Objective of the document

This document presents the findings from project partners' studies that addressed two purposes:

 to review patterns in training provision for career guidance practitioners.

 to develop a prepare the Accreditation and Certification of Blended Learning Approach on .by using the Symbolwork approach for career guidance practitioners in the project countries, Austria, Hungary, Spain, and Turkey.

Moreover, the document provides content about Blended Learning Approach and Accreditation.

1.2. Objectives of the project

The main objective of the project is to enable young people having disadvantaged backgrounds to increase their vocational and professional skills through the methodology of career counselling based on symbol scenarios called planning road map and life road map or other scenarios. Project activities aim to all young people with disadvantaged background, especially those young people who are from rural areas or face geographical obstacles and are looking opportunities for building a roadmap for their career and education paths. Hence the project will provide vocational support to youngsters, but also support their social inclusion and active citizenship to decrease discrimination and obstacles they face in their life.

1.3. Background of the project

There is a clear consensus in Europe that high quality guidance and counselling services play a key role in supporting lifelong learning, career management and achievement of personal goals, as youth unemployment in Europe is rising alarmingly because of a deep economic crisis. This is especially the case if it is considered that methods are mainly based on advanced reading and writing skills, which are not always sufficient.

As the issues of improving the professional profile and standards of guidance practitioners, and promoting their competences and skills, appropriate initial and further training of guidance counsellors is crucial as they have a central position in guidance service delivery and development. Moreover, guidance practitioners should become well acquainted with European VET policy initiatives, especially with the European qualifications framework for lifelong learning (EQF), and the European credit system for vocational education and training (ECVET). All these new responsibilities will call for continuing professional development as well as continuous demonstration of relevant competences from individual guidance practitioners in the Member States.

1.4. Target group of the project

The main and secondary target group consist of:

- Young people (15-25 years) facing problems in job orientation and employability.
- Youth care professionals, trainer, teacher, social worker
- Decision maker in youth care providers, NGO, youth centres and schools

- Youth Care and education Policy makers in charge of recognition tools for skills and qualification

1.5. Numbers of target group to be reached

- Young people (15-25 years) facing problems in job orientation and employability.

They will benefit directly from project activities and results at the local level. Moreover, they will also be reached at regional and national levels by face-to-face activities and at European level, through online tools, such as the EJO4YOUTH distance training. The partnership expects to reach and involve at least 100 people in this target group in each participating country (total of 100 x 5 countries = 400 youngsters).

- Youth care professionals, trainer, teacher, social worker

This group involves professionals that are working for the social and educational inclusion of young people in the society and labour sector. These professionals will highly benefit from project results, at local, regional, national and EU levels.

The partnership expects to reach and involve at least 30 coaches/trainers in this target group in each participating country (total of 120 people).

- Decision maker in youth care providers, NGO, youth centres and schools

They will be supported to deliver a suitable framework for the guidance process with symbols.

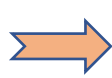
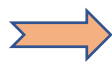

Therefore, project results, such as the “Profile of competencies for EJO4YOUTH” or the EJO4YOUTH methodology will also be addressed at increasing the skills of partner organisations. The partnership expects to reach at least 3 youth care Providers, Youth centres or NGOs in each participating country (total of 12 people).

- Youth Care and education Policy makers in charge of recognition tools for skills and qualification

They will be involved at local, regional, national, and EU-wide levels to make room for accreditation or certification of the train-the-trainer curricula and the recognition of the learning outcomes for young people. Specific strategies will be adopted by each project partner to ensure contacts with this target group from the outset of the project.

1.6. Milestones of the project

At the end of the project, the project partners will be responsible for implementing the main tasks identified below to achieve the project goals identified by the EJO4YOUTH project consortium.

-  Creating content of the distance training course on youth professional orientation with interactive multimedia content.
-  Developing guidelines and a measure system will be developed as well as the complementary activities (practical cases, group work, videos of support, etc.)
-  Developing and testing the e-learning platform that enables the management and delivery of the online training course adapted to the EJO4YOUTH methodologies.

1.7. Methodology of the project

The methodology of the EJO4YOUTH project is based on a collection of innovative tools that have been successfully tested at the Symfos project. SymfoS work materials consist of a series of wooden boxes and other objects designed to more easily reach the unconscious than the word.

Developed from the significant experience of working with the symbols, the materials are organised in wooden boxes, such as the box of symbols and roads, that allow the application of various SymfoS techniques. The symbol box contains small understandable objects that have been designed to be a practical and valuable helper for career counsellors for their work with disadvantaged young people.

Moreover, it contains a selection of best practices that can be taken as reference points to improve schools' strategies, and case studies that have been gathered through interviews.

The main objective of the project consortium is to sustain successful results of SymfoS project in new project partner countries, and our intention is to ensure that more career counsellor and professional working with disadvantaged youngsters will use this toolkit to improve the communication for career orientation, having a real impact on disadvantaged youngsters' emotional resilience, also to decrease in social exclusion of the youngsters facing different obstacles.

2. Symbolwork Methodology

2.1. Background of the methodology

This section outlines the history of symbolwork and fully explains how to adapt the techniques to youngsters' different professional and educational settings during the EJO4YOUTH.

When we look at the history of the Symbolwork, symbol work can be defined as the methodology used in different fields for adapting the techniques to clients of all age groups and from educational and professional settings.

Interventions that are referred to specifically as “Symbolic work” (Geldard, 2016:147) within the counselling process with young people includes the use of metaphor, ritual, symbols, sand tray work and miniature animals enabling the exploration and representation of emotions.

Sandplay or Sand tray therapy developed by Dora Kalff in the late 1950s, from Dr Margaret Lowenfeld’s play therapy. Kalff, a colleague of the famous Swiss psychiatrist Carl Jung, created Sandplay based on Analytic Psychology. Sandplay is now taught and practised around the world, supported by the International Society for Sandplay Therapy.

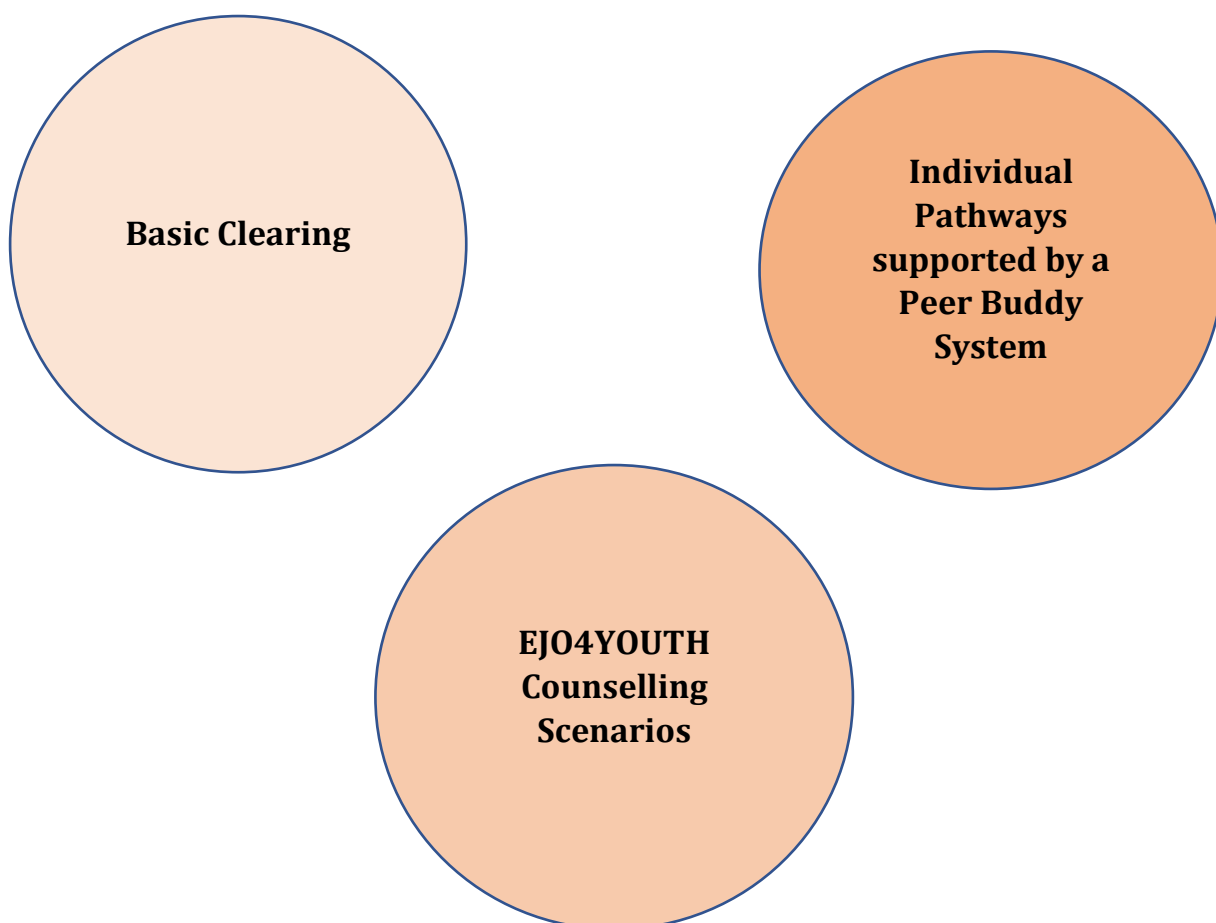
Symbolic work offers therapeutic intervention that makes use of a sandbox, toy figures, and sometimes water, to create scenes of miniature worlds that reflect a person's inner thoughts, struggles, and concerns. Symbolwork approach has been used for the therapy by training counsellors, psychologists, and psychotherapists by including powerful tools that offer a hands-on approach to expressive counselling to support insight into emotional problems -helping with the release of emotional stress that can drive acting out and supporting clients with limited access to verbal skills.

It is also used in the education field to stimulate emotional intelligence/resilience of students, by making them available to use storytelling and narrative pedagogy (narrative pedagogy helps students interpret situations they encounter from multiple perspectives). It helps them to learn different coping mechanisms, as well as values and it enhances their imagination.

Following the original approach of Wilfried Schneider, therapist, creator of the methodology and Symbol work trainer (www.psychologische-symbolarbeit.de) and on the base of the previous project “Perspektiven BildungÖsterreich”, Hafelekar, developed this methodology where Symbol work is seen as an additional language for young people to express themselves.

2.2. Youth Counselling and symbolwork methodology

On the Ejo4Yout project, 3 different kinds of counselling tools to be used:




- Basic Clearing is a tool to orient clients quickly from basic counselling interventions gradually towards different levels of work with symbols, selected according to their needs.
- Symbol counselling scenarios like “Life Road Map”, “Planning Map”, “Exploration of inner images” and “Islands of Emotions”.
- Individual pathways & Peer buddy System In terms of the client and the Peer Buddy group, the participants’ personalities and attitude is seen as being important as there would be a higher chance of it working with the “right group” – this was defined as being both open-minded and like-minded and sure of each other.


2.3. Using and Challenges of the Symbolwork methodology

EJO4YOUTH method is based on producing solutions instead of problem-solving and can ensure to maintain engagement, interest, and motivation with the young person, as:

- The process focuses on the desired future the youngsters want to achieve, rather than on former problems or present confusion.
- it enables the young person to get in touch with, and explore, feelings, beliefs, and thoughts.
- During the process, youngsters are encouraged to increase their functional behaviours, which they already have.
- exceptional circumstances in which the problem does not occur in the youngsters’ life are investigated.
- In the process, the youngsters are supported to find alternatives to change patterns of undesired behaviour, cognition, and interaction.

According to this approach, change comes from two basic principles.

 to encourage people to define their desired future,

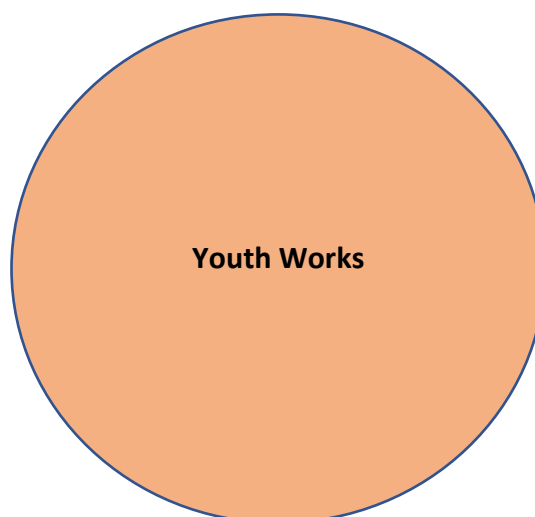
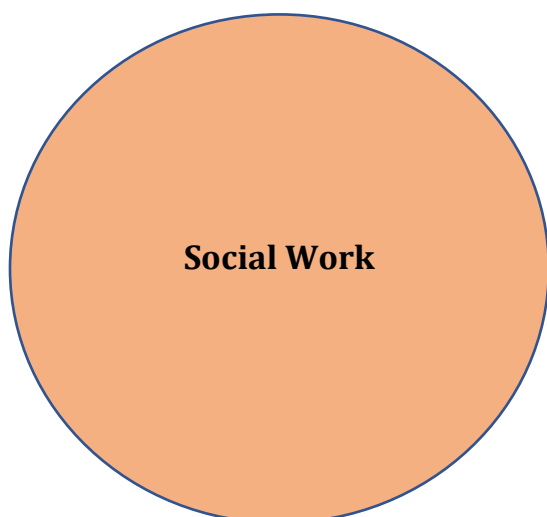
 to talk about examples of accomplishments that they have experienced in the past or in the present.

- Symbol work is a new approach for education or training providers in their programmes.
- Universities can include information and knowledge about it in their professionally validated courses.

For those working with young people classified as NEET there is a consensus that creative, informal methods of intervention as they:

- contribute to engagement of service users and retention of group membership.
- encourage personal expression and rapport between client and practitioner.
- provide a contrast to formal educational methods and
- promote the production of outcomes regarding identification of future goals.

The methodology can be transferred and disseminated in the fields of:



The value base of youth work

1. Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun and find support.
2. The work starts where young people are in relation to their own values, views and principles, as well as their own personal and social space.
3. It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them.
4. It treats young people with respect, valuing each individual and their differences and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas.
5. It respects and values individual difference by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment
6. It recognizes and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity. people's social, educational, and personal development
7. It works in partnership with young people and other agencies which contribute to young
8. It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential
9. It is concerned with how young people feel and not just with what they know and can do.
10. It is concerned with facilitating and empowering the voice of young people, encouraging, and enabling them to influence the environment in which they live which to explore their values, beliefs, ideas, and issues

The value of social work

1. Service

Empowering individuals, families, and communities is a primary goal of all social workers. Service is the value from which all other social work values.



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2. Social Justice

Social workers advocate on behalf of the oppressed, the marginalised, and anyone who needs their voice amplified.

3. Dignity and Worth of the Person

Social workers are mindful of individual differences in thinking and behaviour, as well as cultural and ethnic diversity.

4. Importance of Human Relationships

Social workers connect people who need assistance with organisations and individuals who can provide the appropriate help.

5. Integrity

To facilitate these relationships and empower others to improve their lives, social workers must act in a way that engenders trust. Each social worker must be continually aware of the profession's mission, values, and ethical principles and standards, and set a good example of these components for their clients.

6. Competence

Professional social workers often hold undergraduate or graduate degrees in social work, but a fair amount of their knowledge comes from gaining on-the-job experience.

The value of Counselling and Psychotherapy

1. Counsellor and client meet in a symmetrical relationship as equals.
2. Each person has to be understood within his or her own frame of values.
3. The meaning of symptoms needs to be understood within their given social and cultural context.
4. The counsellor meets the client with authentic interest, unconditional regard and with an empathetic, non-judgemental attitude.
5. Restoring self-efficacy, meaning and access to one's own resources are prioritised within the counselling process.

The value of Career Counselling

1. Communication Capabilities
2. Acceptance
3. Discretion

4. Empathy
5. Problem-Solving Capabilities
6. Personality Qualities
7. Flexibility
8. Competence In Multiple Cultures
9. Interest In Assisting Others

The assessment, planning and review process, can further be experienced by the service user negatively as the same personal questions are repeatedly asked which becomes exhausting and can reinforce negative and traumatic experiences. In contrast, the use of symbols and metaphor to explore issues from a variety of perspectives allows a greater chance of determining what is possible and cultivates a more positive experience.

Additionally, for young people in general, involvement with the intervention can assist with the development of personal insight and awareness which could contribute to preliminary work prior to progressing on to involvement with formal counselling and psychotherapy.

The EJO4YOUTH methodology was confirmed as having potential with the following young people:

- those who struggle to articulate their goals
- with behavioural issues
- excluded from mainstream education and those at risk of being excluded;
- with communication issues and problems, low levels of literacy, dyslexia
- young offenders
- bereavement work with children and young people
- those engaged with mentoring work
- those who have experienced trauma/abuse
- young people in supportive environments

There is the need for clarification of the project logic, and the theoretical base that underpins the method. It requires a clear sense of the programme, comprehensive training, practitioners' role and the purpose of the group, number of sessions and the length of the sessions. However, clear guidelines of how the project methodology works and how it can be adapted by the practitioners.

To overcome these challenges, it was requested by some organisations that there was the need for clarification of the logic and the theoretical method. This could also include consideration regarding a statement about the benefits and value of the project method. It also required a clear sense of the training programme,

comprehensive training, practitioners' role, and the purpose of the group. Clarification of whether the process is over several sessions and the length of the sessions.

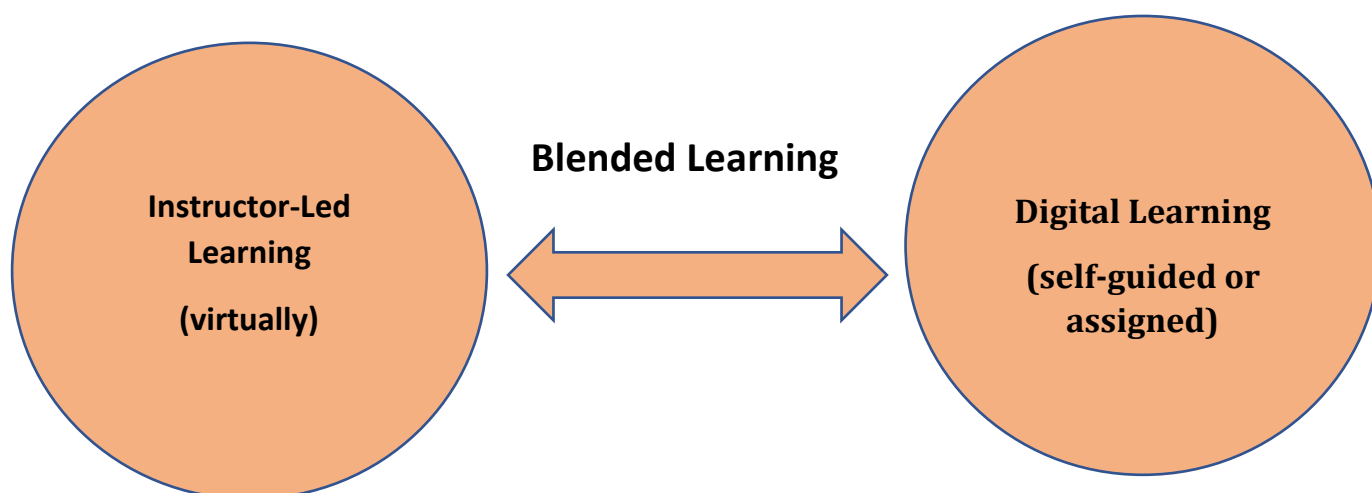
3. Blended Learning Methodology

3.1. Introduction to Blended Learning Methodology

Blended Learning is an approach that provides innovative educational solutions through an effective mix of traditional teaching with online learning activities for teachers, trainers, and students.

The concept of blended learning is rooted in the idea that learning is not just a one-time event and learning is a continuous process.

The EJO4YOUTH project uses Blended Learning Methodology focused on developing competencies for the professionals providing career counselling and working with youngsters and certifying them.



3.2. The Characteristics and benefits of the Blended Learning Approach

Blended learning models usually are based on a combination of in-person instruction techniques, teacher-led online modules, and self-paced learning. Students may participate in a combination of independent study, small group learning, and whole-class instruction, whether online or in person. Often, it is used in a situation in which

individual learners or small groups shift among the various learning configurations, on their own or according to a predetermined schedule.

The benefits of the blended learning approach are listed as below.



Different people learn different things in different ways.



Learners can control the pace of their learning.



Give Learners complete control over their learning.



Blended learning is modular and scalable.



Provides opportunity to explore a flipped classroom training model.



It's easier for teachers to see how learners are doing.



It boosts the soft skills of the participants.

4. Competencies for the professional Counsellor

4.1. Careers Development Institute (CDI) Code of Ethics

Code of Ethics will be used to determine the boundaries and working practice of career guidance professionals and a number of elements would benefit from



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attention when considering the integration of EJO4YOUTH methodology into working practice.

The Code of Ethics includes:

-  Accessibility
-  Equality
-  Autonomy
-  Competence

-  Confidentiality
-  Continuous Professional Development Accountability

-  Duty of Care – to Clients, Colleagues, Organisations and Self

-  Impartiality
-  Transparency
-  Trustworthiness

Among the issues arising from networked delivery models are the need to identify the minimum specific competences needed for each type of client interaction, and mechanisms to effectively identify the extent to which these competences already exist (for example, through other professional training) or the training needed to develop them. Wherever training is offered, whether accredited or not, it should recognise prior learning and experience as the baseline for further development. Devolved and dispersed delivery systems also raise the question of how to enable professional progression for those whose non-formal delivery experiences lead to an interest in progressing to a more formal professional role in career guidance.

Their prior experience and learning should be recognised in their route to further qualification. This requirement is integral to the Bologna and Copenhagen processes,

which establish frameworks for credit rating for all vocational and higher education and training. Accreditation of prior experience and learning (APEL) can be facilitated by competence frameworks, such as that developed by this project, which identify the key tasks and competencies for career guidance practitioners.

4.2. European qualifications framework (EQF)

The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 38 European countries currently involved in its implementation. In close cooperation with the European Commission, Cedefop provides analytical and coordination support for the implementation of the EQF and carries out several comparative studies and analysis on issues related to the implementation of the framework at EU, national and sectoral level.

Description of the eight EQF level

Level 1 - Learning outcomes

Knowledge	Skills	Responsibility and autonomy
Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context

Level 2 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information to carry out tasks and to solve routine problems	Work or study under supervision with some autonomy

	using simple rules and tools	
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Level 3 - learning outcome

Knowledge	Skills	Responsibility and autonomy
Knowledge of facts, principles, processes, and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials, and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

Level 4 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Level 5 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change;

the boundaries of that knowledge		review and develop performance of self and others
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Level 6 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Level 7 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Level 8 - learning outcomes

Knowledge	Skills	Responsibility and autonomy
Knowledge at the most advanced frontier of a field	The most advanced and specialised skills and techniques, including	Demonstrate substantial authority, innovation, autonomy, scholarly and

of work or study and at the interface between fields	synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research
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4.3. Behavioural indicators

Behavioural indicators represent the observable output of a competency. Below, we present behavioural indicators for each competency of each competency cluster.

1. Ethical Competencies

1.1. Confidentially

- To protect and secure all the information associated with the client and the counselling process.
- To inform confidentially and safeguard privacy procedures to the client in advance.

1.2. Integrity

- To maintain high standards of honesty with the client at all times of the counselling process, and in all aspects of the counsellor work.
- To be mindful of any conflict of interests.
- To be coherent and consistent with the client and during the counselling process.
- To make hard decisions and communicate truly options and consequences.

1.3. Respect

- To consider an all-time client's dignity, rights, and limits.
- To acknowledge the client's right to decide which information they want to share at all times of the process.

- To fully respect the client's gender identity, race, ethnicity, national origin, religion, sexual orientation, (dis)abilities, language, age, cultural, socioeconomic or any other individual factors.
- To respect the client's options.

1.4. Trustworthy relationship ou Trustworthiness

- To provide clients with all the information about the counselling process and methods.
- To establish a trusting relationship with the client and an open and straightforward communication.
- To inform the client before the beginning of the process that they may withdraw from participation at any moment.
- To ensure that the client feels the counselling relationship as a safe and reliable context.
- To encourage clients to raise any concerns about the counselling process at the earliest possible opportunity, to give any concerns careful consideration and, when appropriate, to attempt to resolve them.

1.5. Professional Responsibility

- To start a counselling process only upon informed consent free from coercion or pressure (in case of a child/ minor, an informed consent of a parent or guardian).
- To cease the counselling process when the aim of the intervention is achieved, or it's not expected to be achieved by the project intervention.
- To commit to continuous learning and excellence-seeking practice.
- To ensure to work within the boundaries of self-competence, and within the limitations of self-expertise.
- To consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of clients.
- To recognise personal limitations or circumstances that may impair, conflict with or interfere with the counselling practice or any professional relationship.
- To develop the project process professionally only when certified (training and experience).

2. Facilitating competencies



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2.1. Systemic- oriented

- To approach the client in a holistic way (the whole person).
- To approach the client's problem/ goal holistically.
- To consider solutions and action plans in a holistic perspective.

2.2. Development-focused

- To assume continuous learning, change, and development as a basic belief; ■To promote the client's perspective towards the future.
- To facilitate the client's belief in his/her possibility of change and development.

2.3. Person-centred

- To have the client's interests, values, and self-determination always as the main element of the counselling process.
- To empower the client as the owner of his/her own development process.
- To always enhance the dignity of the person.

2.4. Active-listening

- To be attentive to the whole (verbal and non-verbal) client's communication.
- To ask for clarification, guaranteeing a complete understanding of each message.
- To guarantee (verbal and/ or non-verbal) feedback to the client.
- To be empathic with the content and format (emotions) of the message.

2.5. Appreciative

- To consider and value all information clients share; ■To accept clients' perspectives.
- To focus and enhance positive elements.

2.6. Resource-based view

- To facilitate the client's identification of his/her resources.
- To support clients to value their resources.
- To facilitate clients to visualise how to mobilise their resources.

2.7. Solution-oriented

- To guide consistently the counselling process towards a positive outcome for the client.
- To support clients to face their challenges.
- To promote clients' resiliency
- To enhance clients' positive attitude when approaching situations.

3. Symbol work competencies

3.1. Engagement

- To embrace the symbolic work as a key tool for the counselling practice.
- To facilitate the client's engagement in the symbolic work.

3.2. Symbolic language

- To use symbols as a key tool to enhance the communication of the counselling practice;
- To facilitate the clients' usage of symbols and symbolic language;
- To be attentive to the messages within the symbolic communication of the client:
- To respect the borders of the client's symbology.

4. EJO4YOUTH technical competencies

4.1. Process management

- To use the method as the framework for the counselling process; ■To adjust the project method resources to enhance each counselling process.
- To follow, within the counselling process, the steps of the method.
- To mobilise the peer buddy system whenever is appropriate and potentiates the counselling process.

4.2. Instrumental proficiency

- To select the most adequate tool for each purpose and context; ■To use each tool properly.

5. National Educational System and Accreditation

5.1. Austria

The National Qualification Framework (NQF) is an instrument for mapping qualifications from the Austrian education system. The aims are to provide a transparency tool to facilitate the orientation within the Austrian education system and to support the comparability and comprehensibility of Austrian qualifications in Europe.

The objective of the NQF-Act is to use the National Qualifications Framework as a tool for encouraging the transparency and comparability of qualifications in Austria and Europe and to promote lifelong learning, which comprises formal, non-formal, and informal learning.

During further implementation of the NQF, qualifications earned through formal training as well as qualifications acquired outside of the formal qualifications system (for example, through vocational and adult education) can be mapped to one of the eight levels. In the long term all qualifications included in the NQF will also be able to be acquired through validation. The focus on learning outcomes is the link between NQF and validation.

NQF service points are quality assurance sectoral bodies between providers of non-formal qualifications and the Coordination Point for the NQF in Austria. The reason for the establishment of such bodies lies in the variety of non-formal qualifications on offer in adult education, continuing education and out-of-school child and youth work, as well as in the high degree of freedom in organising these offers. NQF service points have two central tasks: On the one hand, they are to perform an evaluation function in the assignment process with regard to the NQF compatibility of the respective qualification and the appropriateness of the assignment proposal, on the other hand, they are to assist the qualification providers in preparing an assignment request.

Specifically, the NQF service points offer various service packages in addition to a free initial consultation - from the basic package (review of the assignment request) to the development package (further development of the qualification to establish NQF compatibility).

NQR Service Point at ibw:



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There are various forms of cooperation with the NQF service centre at ibw. The type and scope of cooperation depends on the wishes of the qualification provider and the degree of NQF compatibility of the qualification.

If the EJO4YOUTH for Youth Training is provided by an Austrian Full University or Applied University in the framework of existing Bachelor or Master Programme, it can be recognized (as part of the study programme) based on the ECTS System. As the total training programme (self-learning, online learning, face to face and transfer into practice equals at least 140 hours, this could be acknowledged as 5 ECTS points.

5.2. Hungary

The uniform development of career guidance activities nationwide has not been seen since the change of regime. In the early 80s, independent career guidance institutes were merged into county pedagogical institutes, and the number of people performing specialised tasks decreased. But the professional orientation of the labour organisation, which was formed in the early 90s, met the goals of contemporary developments, mainly World Bank programs. From 1993, the development of Job Search Clubs, Occupational Information Consultants began, followed by county-level occupational psychology specialist services and independent professional training – with the adaptation of American, Canadian, German and Swedish tools, among others. (Hegy-Halmos 2018)

In the system of public education, the first National Core Curriculum represented career guidance as an independent field, but from the beginning of the 2000s, development work slowed down. Although three regional Phare developments were carried out under the leadership of the county employment centres, the provision of the career guidance task was left without a decisive gauntlet.

In line with the rise of lifelong learning (LLL) ideology in the European Union and the aim of creating a knowledge-based, competitive society, the task of career guidance was re-established. The new activity, which incorporated the previous subtasks, was lifelong guidance. In 2007, as part of the Social Renewal Operational Program (TÁMOP), the Hungarian Government presented this new development task by installing it on the Employment and Social Affairs Office in the chapter section of the Ministry of Social Affairs and Labour. (Pirisi 2009)

But from 2010, these changes came to a halt, and the National Core Curriculum was replaced, and the new one did not considered career guidance important enough to be a vital part of it, the previously recommended 40-74 lessons per year (Magyar Közlöny – Official Hungarian Bulletin 2001/28/II.) was reduced to 10-12, and it is

mostly left to factory visits or information exchange instead of being a real resource survey. (In vocational schools no lessons are left for the topic at all.) There is no time for assessing personal skills, attitudes and providing relevant feedback. (Borbély-Gyöngyösi-Juhász 2013)

In some schools, teachers are more active, and they take upon the role of helping their pupils, and in a few schools there is a peer counselling system available. There is an opportunity to turn to Pedagogy Expert Service; however, they are understaffed, overburdened as they have several other tasks. There is no carrier-counselling network or umbrella organisation.

“In Hungary, career guidance, self-management, career care as pedagogical tasks and policies have not yet been integrated into education policy and pedagogical work. In public education, this area is basically presented as an optionally accessible pedagogical service outside the daily life of the school, carried out by a small number of external specialists (staff of pedagogical services) compared to the circle of pupils to be cared for, in fact the totality of the pupils, who do not necessarily have the special qualifications for this, and have a small time frame and resources for their work compared to the scale of the task.” (Borbély-Gyöngyösi-Juhász 2013)

Young people can reach out to an online state-funded portal (<https://palyaorientacio.nive.hu>), which has free self-assessment tests, proposals to relevant events, and pages for parents. Through this portal, people can connect to experts as well, mostly in a personally funded way. This portal is mostly for vocational education. In vocational schools, there is more available counselling as it is supported by the state, however in non-vocational high schools (so-called grammar schools technically high schools with no vocational training) they are not funded, therefore not available.

On the other hand, the legislation in force [110/2012. (Vi. 4.) Government Decree] requires the school to provide pupils with a comprehensive picture of the world of work according to age needs. In order to achieve this, it is necessary to provide conditions and tasks that allow students to test their abilities, delve into areas of interest, choose the appropriate occupation and career, and be able to do the necessary skills. It is important that this activity does not consist only of simple, frontal information transfer: in addition to the relatively little standard lexical knowledge, it mostly requires the development of students' skills and competences. (ZSZC Segédlet) Still, “Career guidance knowledge usually does not appear at all in the basic training of teachers, and scarcely appears in later parts of teacher training.” (Borbély-Gyöngyösi-Juhász 2013)

5.3. Spain

In 2008, the European Qualifications Network was established, “a common European reference framework which enables linking the qualifications of the Member States and calls upon the Member States to set their own national qualification frameworks” (EURYDICE, 2020). Within the European Qualifications Framework, the Spanish Government ordered for the development of its own –*Marco Español de Cualificaciones* (MECU)— in 2009. The framework includes “qualifications obtained through compulsory, post-secondary and higher education, and will integrate validation of non-formal and informal learning processes” (Cedefop, 2017). There are eight NQF levels and they are based on the levels from the European Qualifications Framework (EQF).

- Level 1. The first level corresponds to the completion of primary education, which goes up until 12 years old.
- Level 2. A certificate for completing two years of Compulsory Secondary Education and a certificate for Vocational training for students with special needs.
- Level 3. This level has two sublevels.
 - o 3A includes a certificate for completing Compulsory Secondary Education (4 years) and a certificate as Basic VET Technician.
 - o 3B is for professional certificates that do not allow students to access programmes in level 4.
- Level 4. It has three sublevels.
 - o 4A. Certificate for Bachillerato (Baccalaureate), Intermediate VET Technician, and Professional Music, Dance, Plastic Arts and Design and Sports Technician.
 - o 4B is for professional certificates that do not allow students to access programmes in level 5.
 - o 4C includes programmes with academic and professional validity for which you need 4A qualification.
- Level 5. It has three sublevels.
 - o 5A. Certificate for Higher VET Technician, and Professional Plastic Arts and Design and Sports Technician.
 - o 5B. It includes professional certificates that do not allow students to access programmes in level 6.
 - o 5C includes programmes with academic and professional validity for which you need 5A qualification.
- Level 6. A certificate for a bachelor’s degree.

- Level 7. A certificate for a master's degree.
- Level 8. A certificate for a Doctorate programme.

On a national level, the Instituto Nacional de las Cualificaciones (National Institute of Qualifications - INCUAL) "is responsible for defining, drawing up and updating the National Catalogue of Occupational Standards - CNCP and the corresponding competence units and learning modules, in active cooperation with VET stakeholders" (Sancha & Gutiérrez, 2016: 41). This Catalogue assessed and certified professional competences acquired through work experience and non-formal education. INCUAL's mission is to achieve the goals of the *Sistema Nacional de Cualificaciones y Formación Profesional* (National System of Qualifications and Vocational Training).

The Agencia Nacional de Evaluación de la Calidad y Acreditación (National Agency for Quality Assessment and Accreditation – ANECA) is authorized by the Spanish government to contribute to the improvement of the Spanish educational system through external quality assurance. It does so with evaluation, certification, and accreditation. ANECA helps workers get their necessary experience certificates to certify their professional competences.

5.4. Turkey

In Europe, the Recommendation on "European Qualifications Framework for Lifelong Learning" was adopted by the European Parliament and the Council of Europe in 2008. 36 participating countries, which are either EU Member States or Candidate Countries, have developed or are in the process of developing their national qualifications frameworks.

Turkish Qualifications Framework (TQF) has been designed as a single integrated structure allowing for the classification of Turkish qualifications to accommodate all quality assured qualifications achieved at all education and training programmes including primary, secondary and higher education, as well as those achieved through other means of learning. TQF primarily includes qualifications awarded under the Ministry of National Education (MoNE) mandate, qualifications under the Vocational Qualifications Authority (VQA) mandate, higher education qualifications awarded under the coordination and supervision of the Council of Higher Education (CoHE); in time, it will include other qualifications awarded under the mandate of certain responsible bodies. Many vocational qualifications which are available and will be required in the Turkish labour market will be covered by TQF. The TQF consists of the qualifications systems of MoNE and VQA as well as the Turkish Qualifications Framework for Higher Education (TQFHE).

With the Turkish Qualifications Framework, the goal is to integrate qualifications available in the Turkish system in an overarching framework, to improve the quality of qualifications, to promote and provide systematic support to lifelong learning, maximise national and international transparency as well as recognition and to provide opportunities to all individuals of the community.

According to Article 23 of the Law No. 5544, the procedures for the preparation, development, updating of the Turkish Qualifications Framework and the determination of criteria for ensuring the quality assurance of the qualifications shall be conducted by VQA. In the scope of this article, establishment and operation of consultation, decision making and implementation units such as board, commission and working groups consisting of MoNE, CoHE, VQA and relevant institutions have been regulated.

The details of the duties and coordination role about development and implementation of the TQF to be fulfilled by the VQA have been elaborated in the TQF Regulation. However, all stakeholders have to internalise the TQF and participate in and provide contributions to the implementation process to a certain degree in order to implement the TQF and realise it as a whole as intended. It is essential to build cooperation between the relevant institutions and bodies in order to have the TQF design accepted, implemented in the education and training system and applied in a sustainable way. The duties and responsibilities of the relevant stakeholders including primarily the MoNE and CoHE with respect to the TQF and principles on their relations with the VQA have been set out in detail in the TQF Regulation.

Large-scale achievement of key competences is a priority in the education policies of Turkey. Although some level descriptors are related to one or more key competences, the key competences were not transposed concretely to the level descriptors of TQF as the TQF levels do not refer to a certain education and training program. On the other hand, it is possible to see key competences in the learning outcomes of many qualifications within the TQF albeit not in all. It is essential to include the key competences in the learning outcomes of education and training programs in appropriate ways.

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