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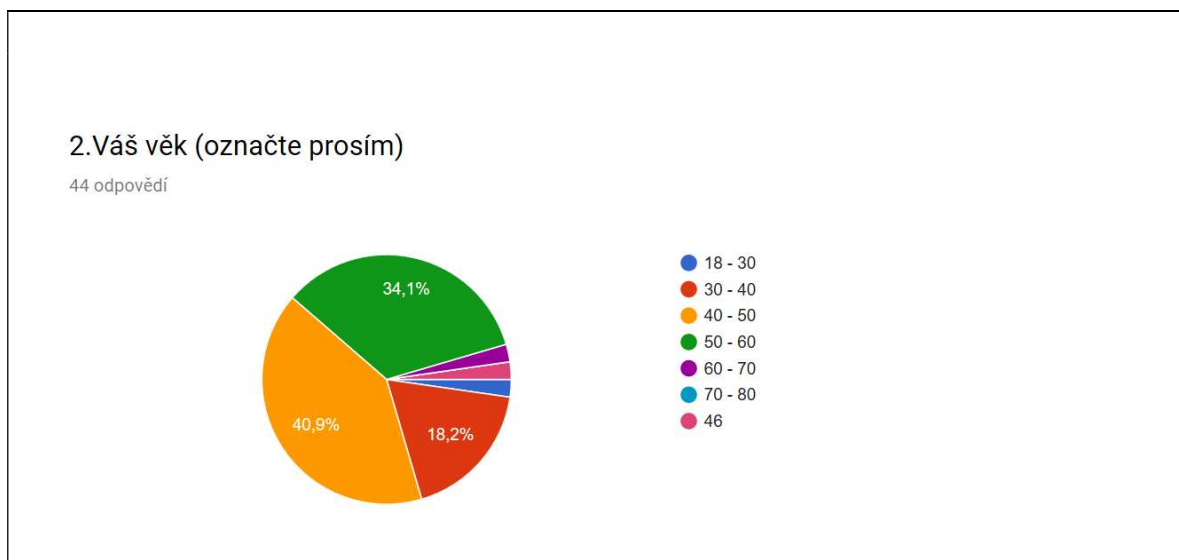


ANALYSIS OF THE QUESTIONNAIRES FOR CAREER GUIDANCE PROVIDERS

The questionnaires have been successfully submitted to Professionals from the schools (teachers) of:

- Private career advisors addressed through the Euroguidance online network
- „Career advisors, coaches, tutors and other enthusiasts“ – online Facebook group – professionals were addressed through Facebook page
- Career advisors at state primary and high schools in the Czech Republic – professionals were addressed through personal contacts and e-mail
- Career advisors from Akropolis Uherske Hradiste – professionals were addressed through personal contacts and e-mail
- JOBHUB – online Catalogue of career counsellors and career coaches – professionals were addressed through e-mail

1. We collected 44 questionnaires from operators of the career guidance service, of which 87% compiled by women and 13% by men.
41 % of respondents have an age of 40 to 50 years.
34 % of respondents have an age of 50 to 60 years.
18 % of respondents have an age of 30 to 40 years.



The majority of operators work in the education sector (80%). Other counselors work in the private sector and non profit organizations. They often combine self-employment with work for other institutions.

41% of them work as career counsellors for pupils and students in the education sector (mostly schools).

16% work as career counsellors for adults.

14% work as teachers/tutors.

28% combine advisory services for students/adults across multiple sectors – non profit, educational and private.

The years of experience in the field are on average 7.97 and their professional experience derives mainly from specialized courses (87%) and from individual studies (34%).

14% derive their professional experience from special studies for career guidance (BA or MA).

9% derive their professional experience from practice.

2. The skills or competencies considered most important that an operator should possess are:
 - interpersonal and communication skills (36 people)
 - competence of information sources and information systems management (32 people)
 - career counselling competence (using different methods) (25 people)

The competencies that the interviewed operators believe they need to reinforce are:

- career counselling competence (using different methods) (26 people)
- CG process organization and management competence (19 people)
- knowledge of the contractual rules and labour regulations (18 people)

3. The skills that are most strengthened with the orientation path are:

the self-knowledge and the knowledge of various career opportunities
while the most difficult to achieve is the career planning

Unfortunately, the item "career implementation" could not be finally evaluated due to incorrect translation of the item into the Czech language.

The item of the most popular activity cannot be finally evaluated due to the incorrect adjustment of the questionnaire in the Czech language.

Interviews, discussion and games are the most useful methods used for the career guidance service.

4. The factors that restrict at most the provision of the career guidance service are:
 - CG is not a priority in educational policy
 - the lack of awareness on the part of the business world and other organizations
 - the scarce availability of public funding
 - Inappropriate perception of the service and its usefulness on the part of the user
 - Lack of professionals that could provide high quality services

Additional advisor comments on limiting factors:

“The stereotypical perception of the profession through the optics of the last century.

Career guidance education is mainly provided by private entities and is reimbursed. There is insufficient offer of career guidance studies in public schools. There is no uniqueness in the agreed work procedures, standards, etc.

Career counsellors often have more workloads and do career counselling as a side activity. Consequently, they do not have enough time to work as a career advisor.”

5. The main external sources of information for guidance service operators are:

- **The informations available online and on social networks** (Facebook, LinkedIn; EuroGuidance; EKS; National Occupational System and National Qualifications Framework; JOBHUB Information Portal; Employment Pact; infoabsolvent.cz; budoucnostprofesi.cz, mpsv.cz; atlasskolstvi.cz; vysokeskoly.cz; <https://www.kampomaturite.cz/>; <https://www.jaknavysokou.cz/>; <https://www.dzs.cz/>; websites of different schools; podcasts, videos, infographics, researches; monitoring of career guidance research, monitoring of labour market information / training events for career counsellors) (20 respondents)
- **Tests and methods also used in HR/psychology/pedagogy etc.:** MBTI, Gallup CliftonStrengths, professional orientation battery, self-knowledge tests; personality tests; program Salmondo, HR methods; mapping key competencies (12 respondents)
- **Professional literature and journals; manuals; newspapers for teachers; materials from seminars/workshops** (7 respondents)
- **Leaflets and materials from universities;** university presentation; electronic communication with universities; verbal or written cooperation with universities – (7 respondents)
- **Tools:** picture cards, value cards, record worksheets as a map of strengths, art therapy methods; visualization, art activities, storytelling, living space mapping (6 respondents)
- **Regional cooperation:** Communicating with employers; Job fairs, student opportunities fairs; company pages, excursions to companies; cooperation with regional firms and institutions; labor exchange at school; labor market information – (5 respondents)
- **Networking; sharing information/materials with colleagues including workshops or creation of customized tools:** worksheets, maps, interviewing techniques or group workshop techniques (4 respondents)

Little-used external sources of information are:

- Foreign websites – 2 respondents
- Group workshops; workshops focused on key competencies – 2 respondents
- Presentation / seminar of former graduates, where they communicate to other students their opinion on the schools where they are currently studying

6. None of the respondents belong to an international guidance network; many refer to the private Association for career counselling and career development. Members of associations are mainly private career counsellors. Educational counsellors are not mostly members of any association.

What percentage of the CG providers belong to the local and international professional networks:

No membership: 31 respondents; 70 %

Membership at local network: 13 respondents; 30%

- Association for career counselling and career development: 8 respondents
- National advisory forum: 1 respondent
- Fund for Further Education: JOBHUB platform: 1 respondent
- International network Follow your way: 1 respondent
- Online Facebook work group for career advisors: 1 respondent
- Euroguidance – 1 respondent
- Czech-German project GEMINI - Career Guidance Development in the Euroregion NISA (2016 - 19) – 1 respondent

(some respondents are members of several associations)

Conclusion and observations:

It can be stated that in the Czech Republic the group of private career counsellors and the group of school career counsellors differ significantly. Private counsellors are more often members of local associations. They also use wider range of methods and information resources. Private counsellors use project activities more than school counsellors and are more interested in motivating clients to use the service than enriching CG tools.

School counsellors are not members of any associations, they often have to rely on themselves. They feel a strong need to reinforce the quality of career guidance; they are interested to enlarge their portfolio of methods. In working with clients, they use information resources from the Internet, information from schools/colleges/universities and they often use various types of (psycho)tests. They see conversation, discussions and games as the most useful tools for CG.

They face insufficient motivation of students, lack of interest and lack of awareness of career guidance services. They rarely work with peer support in career guidance and do not sufficiently involve regional

employers. They are successful in developing the competence of self-knowledge of their students, and are less successful in developing career planning of students. School counsellors also see lack of government support and lack of financial resources.

ANALYSIS OF THE QUESTIONNAIRES FOR CAREER GUIDANCE CLIENTS/STUDENTS

The questionnaires have been successfully submitted to students from the schools of:

- Primary school, Mráčkova, Prague 4
- High School, Písnická, Prague 4
- Waldorf High School, Ostrava
- High School G.A.P. Education, Prague 4
- Secondary vocational school, Jeseník
- Charles University, Faculty of Arts – department of adult education
- Online questionnaire

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1. We collected 54 questionnaires from students or clients of the career guidance service, of which 72% compiled by women and 28% by men.

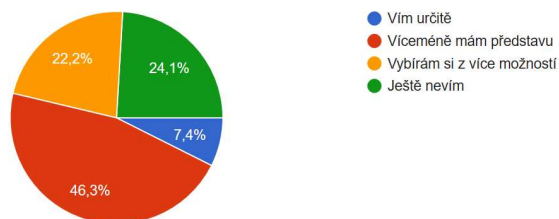
The average age of respondents is 19.44 years.

Most of them are high school students (65%) or college/university students (17%).

2. Most respondents declare they know more or less what they want to do in the future (46%). 24% do not know yet what they will do, while 22% are trying to choose between different options. Only 7% of respondents know what they want to do in future.

4. Víte, co byste chtěli v budoucnu dělat?

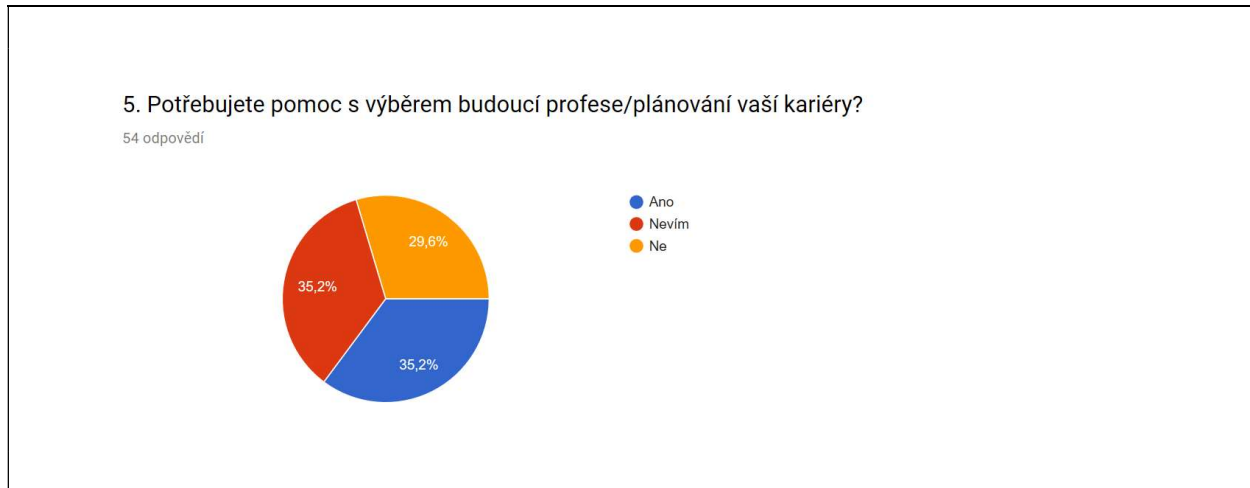
54 odpovědí



35% of respondents say they need assistance in planning their careers.

35% of respondents don't know if they need any assistance.

30% of respondents declare that they don't need any assistance.



Only 18% of them say they would have the possibility to talk with professionals about the continuation of their studies, the choice of profession or the planning of their future.

37% of them say they do not have the chance, while the remaining 44% are not informed about it.



3. The figures or factors that primarily influence or are helpful in the professional choice are parents or family members, friends and information on the web. As other options respondents stated: psychologist, influencers on social networks.

4. The best self-assessed competencies for building a career are self-knowledge and the career planning, while the most difficult is the knowledge of career possibilities

5. The most popular activities helping to choose a profession are:

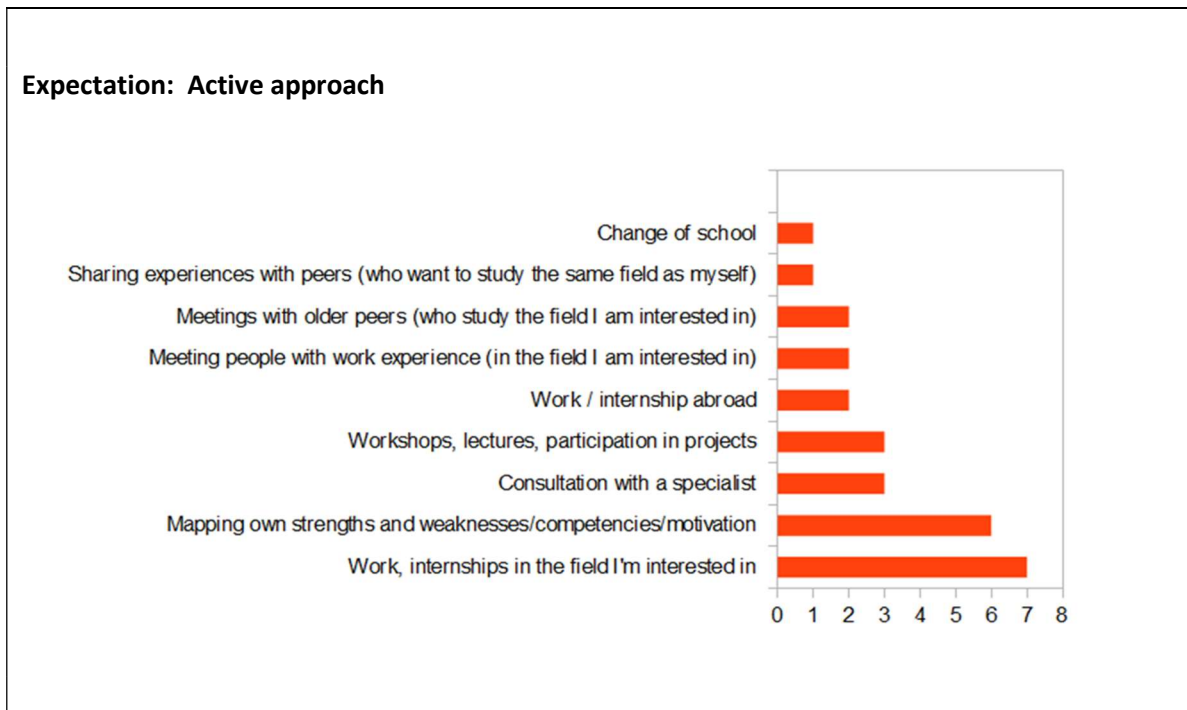
- 1) individual counselling, interview;
- 2) self-studies in creation and implementation of the own personal vision and career plan;
- 3) career guidance during class meetings; intensive vocational activities (practice, volunteering, etc.).

The most helpful, in their opinion, are:

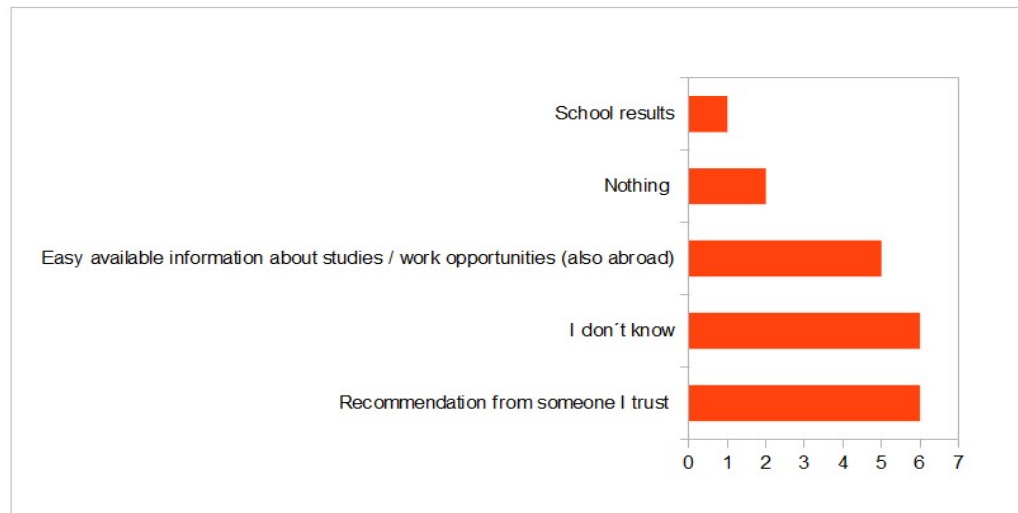
- 1) intensive vocational activities (practice, volunteering, etc.);
- 2) occupational experience visits (shading, performing certain tasks in a particular work environment);
- 3) self-studies in creation and implementation of the own personal vision and career plan; career guidance during non-formal (study circle) education of other subjects

6. Expectations and wishes for career guidance provision

What, in your opinion, could help you in selecting and planning your study / career?



Expectations: passive approach



The respondents indicate they would need more opportunities for work experience and internships in the field of study they are interested in. They are also interested in mapping their own strength and competencies/motivation. They would welcome more professional support (consultation with a specialist, workshops, seminars) and easy available information about studies and career possibilities/work abroad.

More detailed comments by students:

*“High school and elementary school activities should involve **a wide range of occupations that exist and are currently being created**, because most young people do not have such an idea. The fact that there is a profession of lawyer, doctor, engineer, teacher, everyone knows, but what real and concretely they do can be distorted even in these well-known professions, let alone less known or new professions.*

It is difficult to choose from all the career possibilities and few students will go through the offer of all fields at secondary schools and universities.

*It would also help me realize that **manual labor** is not a job for the "stupid" ones. At the same time our company should be aware of this fact.*

***The space for the student's own creativity in teaching subjects** at secondary school. Thus, a student can more quickly know if he or she enjoys the subject and wants to develop it further than he/she is taught by the traditional way of teaching - mainly by passive listening.”*

Conclusion and observations:

From what emerged from the questionnaires, the respondents expressed the need to be included in job experience, internships that allow them to and experience the labour market. They are also interested in learning a wide range of different occupations and fields of work. They realize that creative activities in and outside the classroom will enable them to more quickly identify their own work skills. Some of them realize that professions involving manual and craft work, however often undervalued in the Czech Republic, can be a good career choice.

Students realize that (older) peer support and sharing of experience could bring them a lot of benefit, but they do not have the opportunity to share it.

Students realize that they often make the choice of profession and school independently, or with the help of family and friends or in extracurricular activities. If the school offers career guidance, students often find it less useful than other activities – for example internships, work abroad or self-study.

CG is often not available in schools or students lack sufficient information. One third of students declare that they have no more detailed idea about career guidance services. Another third of students have no motivation or need to use such a service.