

National survey – Professional care for counsellors

In this survey we would like to gather information on the formal state of professional care for counsellors in your country. We are especially interested in law regulations and recognized rules applied to different aspects of professional care and also available data sources and websites regarding this topic. Please, write about 3-5 pages of text on following issues. You can use questions in brackets as hints for your report.

Supervision for counsellors

[Is supervision in institutions dealing with counselling *obligatory*? What *forms* does it take? How *often* is it offered? Are there any *differences* in labour and education sector? *Who* can provide supervision for counsellors? Is there *sufficient supply* of supervision providers? Is “*interrision*” applied as a method in counselling facilities? Etc.]

One of the elements of the central program for the development of the hungarian LLG system (TÁMOP 2.2.2) in the Social Renewal Operational Program in Hungary provides supervision for the 50 LLG counsellors during the program period. It means that the members of the counsellors network have monthly supervision for each regions in the way of group supervision (5-9 person/group) and parallel with this there are monthly case management reviews.

The supervisors are

Further education

[What are the *regulations* regarding further education of counsellors? How are counsellors *motivated* to get involved in *lifelong learning* (courses during working time, financial allowance from employer, etc.)? Is there *sufficient supply* of learning opportunities? Are there any possibilities of *learning mobility* for counsellors?]

Initial training

The qualifications requirements of practitioners providing career guidance/counselling services are regulated only in the cases of career orientation teachers employed in public education and of counsellors providing services supported by the labour organisation.

Pursuant to Act LXXIX of 1993 on Public Education, teachers providing career orientation in VET schools must have either a relevant teacher qualification or a relevant higher education degree and qualification. With respect to the initial training of guidance professionals, independent BA level degrees have been available since 1992 and psychologists may also apply for a 2.5-year-long training in the field of career guidance. School counselling for teachers as a special 2-year degree course has been available since 1999. Approximately 1500 people have been trained in this field but there is no reliable data on the percentage of career-leavers. The Bologna process has fundamentally changed the training system of the counsellors. For the past three years a BA qualification in the field of 86 andragogy with a specialisation on career guidance has been available in 19 colleges, and 4 universities offer MA qualifications in the field of HR – career guidance. In the new system teachers will be required also to learn career counselling as well during their pre-service training. Currently the typical career orientation teacher is a vocational trainer of a vocation.

The development and provision of further training opportunities for teachers of career orientation in vocational schools was an integral part of the career orientation project of the Vocational School Development Programme (Szakiskolai Fejlesztési Program, see section 2.1.1).

Practitioners providing services supported by the labour organisation are required to have the qualifications (mostly higher education degrees and qualifications) defined in the 30/2000 (IX.15) Decree of the Ministry of Economy by the nature of services and in some cases work experience as well. These qualifications require information provision and career counselling. The list of qualifications contains professions ranging from pedagogues to career or school counsellors. The regulation left too broad a scope for defining the qualification requirements linked to individual services, the reason for which was the low number of newly trained professionals in Hungary. The regulations concerning accredited adult training programmes and organisations prescribe the provision of other services related to adult education, with guidance services being one such service. However, the provision does not define the qualification requirements of those providing such services within the accredited organisations, nor is there supervision of the services provided.

In-service training

In-service training is not compulsory for guidance practitioners. In-service training opportunities for counsellors are available through various courses and further trainings, conferences and international study trips as well (e.g., within the framework of the Leonardo da Vinci programme).

Specialised further training programmes currently offered to counsellors by universities include:

- (a) Career orientation teacher (postgraduate specialisation programme)
- (b) Learning and career counselling (postgraduate specialisation programme)
- (c) Psychology of counselling (postgraduate specialisation programme)
- (d) Student counselling (postgraduate specialisation programme)
- (e) Social inclusion counselling (postgraduate specialisation programme)
- (f) Career orientation consultant training (course-based training)

Well-being at work

[What are the *measures* taken to contribute to counsellors' well-being in the workplace? What are the initiatives in *different areas* – 1) family and work life *harmonization*, 2) *working time, workload* and *working pace* (working hours, holidays, balancing of direct work with clients and administration), 3) *working space*, 4) *security and protection*, 5) *employee benefits*, 6) *other*?]

In the measure 2.2.2 of TÁMOP the LLG counsellors are employed in working time frame which helps to harmonize the work life, the counselling periods with the family life. The counsellors of the programme are settled nationwide with well-equipped offices.

Intervention resources

[What are the measures taken to deal with *stress* and *work related problems*? What is the supply of *programmes, trainings, and education* about topics such as *burn out, stress disease*, etc. for counsellors? Are there *services offering help* in these situations easily *available* to counsellors?]

The programme TÁMOP 2.2.2 supports development in the areas of IT and methodology. In the area of IT development, the development of a new national guidance portal is envisaged, targeting the youth, adults and professionals/experts, with the aim of providing integrated, up-to-date, and user-friendly information related to education and the labour market. The webpage would also offer a portal for the career guidance professionals, where they could reach all the information and tools regarding the project. It has four main functions:

- Social networking: the aims are to establish and operate more sub community (e.g. experts from given areas) and to give opportunity to share practices
- Knowledge repository: news, actualities, LLG subjects and journals, document storage, storage of lifelong guidance related links, professional forum, collection of off-line questionnaires
- Special functions: online storage of counselling case diaries, nameless statistical treatment of their facts, tools that make possible to analyse the off-line questionnaires
- Administrative functions

It also helps creating a closely linked network within the professionals of the field. There are team building trainings for counsellors to deal with stress. The purpose of these programmes is to get to know each other better, to share experiences, to increase the efficiency of the team. Active human relations work prevents counsellors to burn out and the professional coordinators' task is to support counsellors.