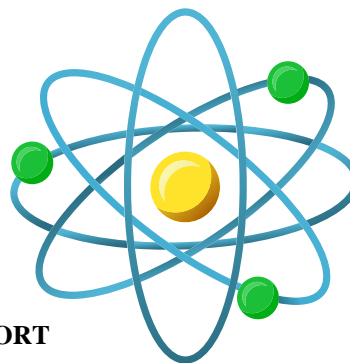


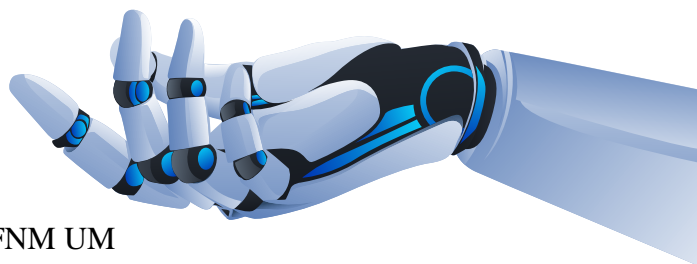
Do I know where I'm going after Primary School? – SVETUJ.MI

PROJECT ASSIGNMENTS STUDENT CHALLENGES

(ŠI:UM)



CONTENT RESEARCH REPORT



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"Talent is a gift.

Your job is to make something out of it."

Talent Center Austria



Univerza v Mariboru

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Mestna občina
MURSKA SOBOTA



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SUMMARY

In Slovenia, we face challenges regarding career counseling, especially when primary school students decide on further education. The lack of systematic counseling can lead to subjective decisions that do not reflect the individual's interests and potential. Talent Center Slovenia could be an important initiative to improve this situation, with its inclusive approach and scientific testing of individual characteristics. Slovenia can draw similar centers from foreign examples, such as the Talent Center Graz in Austria. Empirical findings point to the need for comprehensive career counseling that young people seek. The survey showed that 77% of the respondents expressed difficulties in choosing a secondary school (One quarter of the respondents (25%) still do not understand the difference between a secondary school, a vocational school and a high school.), while also 77% would welcome the existence of a counseling institution about choosing a high school. In addition, 1,331 (84%) respondents expressed an interest in testing, which would provide them with information about the most suitable career based on their personality traits, talents and abilities. The sample of the research is 1749 elementary school students. This indicates a great need for an individualized approach to professional development, which Talent Center Slovenia could provide. Recommendations for students, teaching staff and management include active involvement in counseling, training on modern approaches, and support for the establishment of a Talent Center. Future research should focus on the impact of career counseling on career performance and satisfaction, and on improving the quality of counseling and its impact on society.

Keywords: Career Counseling, Talent Center Slovenia, Empirical Findings, Elementary School Students, Individualized Approach.



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I THEORETICAL PART

1 Introduction

In Slovenia, there are approximately 20,000 elementary school students per generation who are faced with the choice of further education and the choice of their career path. These decisions are most often made without scientific testing, but only on the basis of recommendations from parents or peers, which usually reflect only one's own interests and desires, without taking into account personal qualifications. Thus, the decision is mainly determined by parents, friends and other subjective influences instead of objective feedback about one's abilities. Likewise, Slovenia does not have a systemically located career counseling for primary school children, as does, for example, neighboring Austria.

In Slovenia, we have 142 public secondary schools and 6 private institutes. On average, 35% of the population of elementary school students enroll in secondary general education, 47% in secondary technical and professional education, 16% of the entire population in secondary vocational education, and 1% of the population of elementary school students in lower vocational education. Boys are most interested in engineering and computer science, while girls are most interested in healthcare and personal services.

In Slovenia, every individual can choose from 4,003 professions. That's why elementary school students deal with the following questions: What am I interested in? Where do I see myself? What are my talents? What are my weak points? Do I want to study? The share of young people (18-24 years old) who are in education in Slovenia is above the EU average - in the academic year 2017/18, for example, it amounted to around 46%. Around 35% of enrolled students do not complete their studies.

The external partner (MO MS), which we included in the project and research, wants to establish a Talent Center Slovenia in its region. Talent Center Slovenia will be an inclusive support system that will offer comprehensive career guidance and focus on the individual's qualities, abilities and interests, while still providing neutral and objective feedback that can be used for the decision-making process. This will include scientific, unique and revolutionary testing systems that will support young people in their decision-making about further education. The talent center will also make a great contribution to adults, not only to school youth, as economic challenges (digital, green, sustainable, rapid changes and lifelong learning) demand more planned work with employees as well. The assessment of professional skills is thus left to employers.

With our project, we conducted a survey among the population of 8th and 9th graders. We found out what they think about the establishment of such a talent center.

The project was therefore designed in such a way that both theoretical and practical questions related to models, tools and methods of introducing such a center in Slovenia were started.

2 Basic Definitions of Career Counseling

Career counseling, as a key process of managing an individual's career, represents a complex concept that combines psychological and educational aspects, as well as career development. In order to fully understand this concept, it is necessary to study the various definitions and conceptual understandings offered by the many sources and literature in this field.

Career counseling is understood as a key tool in planning and developing an individual's career (HRM One, 2023). This process is not limited to a specific age group or educational level but applies to all who are faced with career decisions and development. According to the results of the literature analysis, it can be concluded that career counseling contributes to a better understanding of one's own career interests, values and possibilities and helps to formulate clear goals for achieving career aspirations (Kidd, 2009).

The process of career counseling is carried out over a long period of time and involves close interaction between the counselor and the individual (HRM One, 2023). It is based on the use of psychological principles and communication skills that enable a deeper understanding of the individual's career needs and desires (Kidd, 2009). Various methods such as interviews, tests, and career path analysis are used to help identify key aspects of an individual's career and create plans for their realization (HRM One, 2023).

Understanding career as a lifelong process is key to career counseling (Employment Institute of the Republic of Slovenia, 2023). This means that counseling is a dynamic process that adapts to the individual's development throughout life. It helps individuals not only to understand current career challenges but also to develop skills to handle future situations (HRM One, 2023).

It can be derived from various sources that career counseling includes the identification of an individual's personality characteristics, skills, knowledge, values and professional interests, as well as assistance in setting career goals (Vidrih, 2010). In addition, the career counseling process also includes assistance in researching career advancement opportunities and identifying additional education and training.

A comprehensive understanding of career counseling requires the integration of various definitions, concepts and insights from the literature in this field. This process is crucial for an individual's career development and making successful career decisions.



3 Career Counseling in Slovenia

Career counseling is a key process that helps individuals understand their career potential, make important career decisions, and achieve personal and professional satisfaction. It has a long tradition in Slovenia, but it faces the challenges and needs of different target groups.

Career counseling was regulated by law in Slovenia. The Elementary School Act (ZOS) stipulated that schools are obliged to provide career guidance and counseling. This provision was in force until 2018, when a new Primary School Act (*Primary School Act*) was passed to replace the previous Act but did not contain the same specific provision on career counselling. Instead, career guidance and counseling were integrated into the overall educational goals and curriculum development.

In addition, in Slovenia, career orientation and counseling were part of the activities within school programs and national strategies in the field of education, such as the National Program of Higher Education (NPVS), which was in force until 2020 and set guidelines for the development of higher education in Slovenia.

Current Situation and Challenges

In Slovenia, career counseling is offered by several institutions, such as the Employment Agency of the Republic of Slovenia (ZZRS) and school counseling services in primary and secondary schools. Nevertheless, we face many challenges. One of them is the lack of adequate resources and support for students and individuals who have not completed their education. Research results show that these segments of the population are the most vulnerable and need additional support in career counseling (Cetin, 2008).

In addition, the problem of financing career counseling is highlighted, which is crucial for its effectiveness. Funding is limited, and the ZZRS considers the number of unemployed people who were employed in one year as an efficiency criterion (Niklanović, 2003). Such an approach does not consider the long-term effects of career counseling and does not provide a comprehensive review of its effectiveness.

The Government of the Republic of Slovenia is aware of the importance of career counseling, but no clear policy or organization has yet been developed that would coordinate and supervise activities in this area. It is necessary to more comprehensively define the standards and evaluation of the effectiveness of career counseling in Slovenia (Cetin, 2008).

The Importance of Career Counseling for Different Target Groups

Research shows that career counseling is essential for various target groups, including employed, unemployed, students, young people, elderly unemployed and individuals who are

impaired for work (Cetin, 2008). Adequacy of career counseling is important both for the development of individuals and for society as a whole.

Progress and Efforts

Despite the challenges and needs, Slovenia has recognized the importance of career counseling and participates in various European forums and research in this field. The European Research Forum EGCRF, for example, represents an important platform for sharing knowledge and experience and improving research and practice in the field of career guidance (EGCRF, 2007).

In addition, several initiatives have been launched to improve career guidance, including career centers that provide various services and support in job search and career development. However, it is crucial that efforts to better understand the needs of target groups and the development of effective and comprehensive career counseling programs in Slovenia continue.

4 Career Counseling Abroad

Career counseling is a key element in the education and employment process in various countries around the world. Different countries have different approaches to the organization and implementation of career guidance, focusing on providing support and information for citizens in different life situations. In addition, it is important to take into account the diverse goals of the group in individual countries and the challenges faced by career counseling.

In **Austria**, a system of counseling and guidance is implemented through several institutions, including education and training institutions and the employment administration. The active involvement of social partners, such as the Chamber of Commerce, emphasizes the importance of the cooperation of different sectors in providing quality career counseling. Key challenges include ensuring equal opportunities and access to services for all citizens and adapting counseling to different needs and life situations (Euroguidance, 2024; YouthWiki, 2023). According to data from a 2019 survey conducted in Austria, it was found that more than 70% of young people rated career counseling as useful in their career decisions (Mayer et al., 2019). Nevertheless, they face challenges in ensuring equal access to these services for all citizens, especially for those from socially weaker groups.

In **Spain**, career counseling is part of the national employment system, implemented by various institutions, including the Ministry of Labor and Social Economy and the Autonomous Regions. It is important that counseling services are adapted to the specific needs of young people, unemployed, self-employed and other groups looking for employment (Euroguidance, 2024; YouthWiki, 2023).

In **the Czech Republic**, career counseling is organized through the Ministry of Education, Youth and Sports and the Ministry of Labor and Social Affairs. The National Counseling

Forum strives to improve the quality of counseling and guidance and ensure equal opportunities for all citizens. Key challenges include ensuring coordinated approaches between different institutions and sufficient funding for career counseling (YouthWiki, 2023).

In **Iceland**, career guidance is provided by various institutions, including lifelong learning centres, the Ministry of Education, Science and Culture and local municipalities. It is important that counseling services adapt to the needs of different age groups and social backgrounds (YouthWiki, 2023). A longitudinal survey was conducted between 2015 and 2020, which showed that the number of individuals who took advantage of career counseling gradually increased by 15% over a period of five years (Directorate of Labour, 2021). This shows a growing awareness and acceptance of the importance of career counseling among the people of Iceland.

In **Germany**, career counseling is available to citizens of all ages through various institutions such as schools, employment agencies, chambers of commerce and private institutes. Key challenges include ensuring adequate coverage and accessibility of services throughout the country and adapting counseling to the different needs and interests of individuals (Euroguidance, 2024; YouthWiki, 2023). A 2020 survey showed that more than half of the citizens surveyed consider career counseling to be crucial for their career path (Statistisches Bundesamt, 2020). However, the data also showed that some individuals face difficulties in accessing these services, mainly due to a lack of information about existing counseling options.

In **Korea and Japan**, special career counseling programs are provided in high schools and universities to assist individuals in career planning and job search (Younnjung et al., 2013).

In **the United States**, career counseling is available through schools, universities, public career centers, and private practices. Key challenges include ensuring equal opportunities for all population groups and coordinating approaches between different countries and regions (Harris- Bowsbey, 2014). A recent study conducted in 2023 showed a 25% increase in the proportion of young people seeking help from careers advice compared to 2018 (Smith and Johnson, 2023). This indicates a growing need for support in career decisions among young people in the US.

In all the mentioned countries, it is important that governments recognize the importance of career counseling and adequately support and finance counseling programs and ensure equal opportunities for all citizens.

To expand the overview of career counseling, it makes sense to include **Singapore**, which is considered one of the leading countries in the field of career development. A 2021 survey found that in Singapore, the proportion of young people who used career counseling increased by more than 30% over the past decade (Ministry of Manpower, 2021). In Singapore, career counseling plays a vital role in supporting the various goals of the population groups. Despite the importance of career counseling in Singapore, they also face challenges. One of the key issues is the provision of timely and customized information and services for different target

groups. In particular, young people and workers with specific needs often need individualized support, which can be challenging due to limited resources and capacities. The Government of Singapore is aware of the importance of career counseling for the development of human resources and the competitiveness of the national economy. Therefore, in recent years, various initiatives and programs have been implemented to improve the quality and accessibility of career counseling. For example, they introduced subsidies for organizations that offer quality career counseling services, as well as funding research to develop innovative career counseling approaches (Ministry of Manpower, 2021). A 2020 survey by the Human Resources Research Institute found that with increased investment in career counseling, there was also an increase in satisfaction and success in job hunting and career advancement among those who used the service (HRRI, 2020).

5 Comparison of Career Counseling Models in Slovenia and Abroad

A comparison between career counseling models in Slovenia and abroad reveals many differences in approaches, structures and accessibility of services available to individuals when planning their career.

Comparison of Career Counseling Systems in Slovenia

In Slovenia, career counseling is provided through various institutions, such as the Employment Agency of the Republic of Slovenia (ZRSZ), the Career Center for Youth and the VKO point. The ZRSZ offers a number of free services in its career centers, such as programs for independent career management, basic career counseling, meetings with employers and workshops for the development of job search skills (ZRSZ, 2024). The career center for young people, on the other hand, focuses on proactive planning of the further educational path of young people, offers individual information, vocational testing, career counseling and training workshops in schools (Career center for young people, 2024). VKO točka works as an online platform that supports professionals in the field of career counseling with programs, modules and research works (VKO točka, 2024).

In addition, the handbook "New approaches in working with young people in the field of career guidance" (Gergorić and Založnik, 2020) offers practical guidelines for professional workers in primary schools who deal with career counseling for young people.

Comparison of Career Counseling Systems Abroad

Different countries have different approaches to career guidance, depending on their legal frameworks, educational systems and societal needs:

- ✓ **Australia** includes careers counseling as part of the school curriculum, but this practice may vary between states.
- ✓ **Canada** has varied practices across provinces where career counseling may be part of the curriculum or offered as a separate course.

- ✓ **Ireland and Luxembourg** do not include career guidance in the compulsory curriculum, but some activities can be carried out as part of projects in some classes.
- ✓ **Spain** has a legally required career counseling in all schools, where a mandatory number of hours is specified for secondary school students (OECD, 2004).
- ✓ In **Austria and Germany**, career counseling is largely integrated into educational institutions. In Austria, for example, career counselors work in collaboration with universities and schools and provide services such as career guidance, educational fairs and workshops (Cedefop, 2020). In Germany, school counselors are key to career counseling, which they carry out in cooperation with teachers and parents and with an emphasis on career guidance (Zunker and Borstel, 2018).

The training, qualifications and roles of career guidance staff also differ. For example, in Australia, schools have career counselors on staff, while in Canada, career counseling is often the responsibility of additional licensed teachers (OECD, 2004).

Additional research, such as the OECD (2004) study on career guidance and public policy, can broaden the understanding of career guidance practices around the world and highlight important aspects that influence the effectiveness and accessibility of these services.

An Additional Model of Career Counseling in the USA

In the USA, career counseling is also branched out, but it is more decentralized and often connected to educational institutions and private counseling agencies (Gergorić and Založnik, 2020). In addition, career counseling in the US is also often provided through online platforms and mobile applications that allow individuals to access information, tests, mentoring, and other career resources on demand (OECD, 2004).

In the school setting, career counseling in the US is provided in both elementary and secondary schools, with some schools having specific career counselors, while others include this role in the duties of existing school counseling staff (Gergorić and Založnik, 2020). Also, in the US, there is an emphasis on counseling programs at universities and colleges that provide students with assistance in career planning, finding internship opportunities, and preparing to enter the labor market (OECD, 2004).

Unlike Slovenia and some other countries, in the USA there is no national standard or legal framework for career counseling in schools (Gergorić and Založnik, 2020). Instead, guidelines and practices depend on individual school districts, states, and university systems (OECD, 2004). This means that the approaches and quality of career counseling can vary greatly depending on the region and the financial resources available to each institution.

In addition, in the USA there is a wide range of commercial career counseling services offered by private counseling agencies, recruitment companies and non-governmental organizations (Gergorić and Založnik, 2020). These services often include individual counselling, workshops, online courses and tutoring, which may be available to individuals for a fee or subsidized by employers or public authorities (OECD, 2004).

This shows that career counseling practice and services in the US are more fragmented and more dependent on the private sector and regional and local policies than in some other countries.

6 The Benefits of Knowing About Career Counseling for an Individual

Knowledge of career counseling brings many advantages to individuals at all levels of education, from pre-school education to adult education.

Preschool Education

Career counseling in the early stages of a child's life enables children to understand different career options and directions at an early age. Research shows that around 50% of an individual's cognitive abilities develop by the age of 4, and the next 30% by the age of 8. This underlines the importance of starting career counseling already in preschool age (Rahmat Hidayat, 2017). Children who are familiar with various career options find it easier to choose the profession they want to pursue in the future (Rahmat Hidayat, 2017).

The start of career counseling already at preschool age enables children to develop the skills and competences needed in the field they are interested in, which makes it easier for them to decide on a specific career path in the future (Rahmat Hidayat, 2017).

Primary Education

Career counseling in elementary school allows students to learn about their interests, abilities and values, which helps them make decisions about further education (Yavuz, 2022). Students who receive career counseling show better participation in school, improve their academic achievements and develop more personal and interpersonal skills (Yavuz, 2022).

Secondary Education

Career counseling in high school helps students better identify their talents, interests, values, which makes it easier for them to decide when choosing further studies (Michael, 2024). Students who receive career counseling are less confused and worried about their future, which enables them to be better oriented and motivated to achieve their career goals (Michael, 2024).

Tertiary Education

Career counseling helps students decide on a further career path and a successful transition to the labor market (Akhter N. et al., 2021). It enables students to gain better self-awareness regarding their own interests, values, abilities and personality and helps them realize their career goals (Akhter N. et al., 2021).

Adult Education

Career counseling enables adults to be resourceful in the labor market, helps them upgrade their education, find a suitable job and advance within the company (Andragogical center of the Republic of Slovenia, 2021).

Adults who engage in career counseling gain greater self-confidence, self-confidence and new skills, making it easier for them to overcome obstacles on the way to career success (OECD, 2021).

Knowledge of career counseling thus enables individuals to have better orientation, self-awareness and motivation when choosing and developing their career throughout life.

In the following we list additional positive effects of career counseling on an individual:

- ✓ **To success in education** → Research conducted at the University of Ljubljana showed that students who received career counseling already in high school were more likely to successfully complete their tertiary education. It was also easier for them to decide on further studies that corresponded to their interests and abilities (Studies UL, 2023).
- ✓ **On employability** → Research shows that people who have attended career counseling have greater employability and find a suitable job faster after completing their education. This is the result of better orientation and readiness for work challenges (OECD, 2019).
- ✓ **To expert opinions in Slovenia** → In Slovenia, the government emphasizes the importance of career counseling as a key element for guiding individuals in their career path. The National Program of Higher Education (NPVS) for the period 2021-2030 highlights the need to develop career counseling at an early age and further support in decisions during schooling and entering the labor market (NPVS, 2021).
- ✓ **To personal development** → A 2020 study by the American Career Counseling Association (*American Counselling Association*), showed that individuals who receive career counseling have better self-esteem, greater self-confidence and less stress when deciding on their career path.

Knowledge of career counseling thus not only helps individuals in choosing a career, but also has wider benefits for their personal and professional development.

7 Talent Center Graz (Austria) – an Example of Good Practice

Talent Center Graz is an extremely successful example of a career counseling center operating in Austria. Its role is crucial in helping young people between the ages of 13 and 15 with their career decisions. The center is recognized both nationally and internationally as a model of good practice.

The vision of Talent Center Graz is to become a leading center for the identification, development and support of talented individuals in the region. They want to be recognized as a driving force and an example of innovative practices in the field of talent development and the creation of a sustainable environment where every talented individual can reach their full potential (Talentcenter.at).

The aim of the Talent Center Graz is to provide comprehensive support to talented individuals in their academic, personal and creative development. With this, they want to encourage their self-confidence, motivation and innovation, and equip them with the knowledge and skills they need to succeed in life. In addition, they strive to develop a collaborative environment that enables the exchange of ideas and experiences between talented individuals and promotes sustainable social and economic development in the region (Talentcenter.at).

Performance and Recognition

The cooperation between WKO Styria (Chamber of Commerce Styria)¹ and the University of Graz made it possible to establish a unique approach to counseling young people regarding their future careers. With a total of 48 test stations, which are focused on exploring the interests, talents and potential of the individual, the Talent Center Graz implements a holistic approach to career counseling (Talentcenter.at).

Graz was declared "the best education and training project" at the Congress of the International Chamber of Commerce. This international recognition shows the effectiveness and importance of their work in supporting young people in making decisions about their further career path and the innovation of their approach (Talentcenter.at).

Methods and Research

The methods used by the Talent Center Graz are based on scientific research carried out in cooperation with the University of Graz. The research focused on various areas, including the investigation of the interests, skills and abilities of individuals and their impact on the career path (Talentcenter.at). In addition, Talent Center Graz is constantly upgrading its methods and approaches based on the latest scientific findings in the field of psychology, pedagogy and career counseling. This allows them to remain at the forefront of career counseling and to offer young people the best opportunities for success in their career path (Talentcenter.at).

¹ Wirtschaftskammer (WKO) Steiermark.

The Importance of a Comprehensive Approach

The holistic approach offered by the Talent Center Graz is crucial in providing quality career counseling to young people. With this approach, the center ensures that career advice and guidance are adapted to the individual needs and abilities of young people, which contributes to a better orientation of young people in their career path (Talentcenter.at).

Content Starting Points

The Talent Center Graz is based on findings from numerous interdisciplinary research, which show the importance of a holistic approach to the development of talented individuals. As found in the research "Understanding the Needs of Gifted Students" (Vermont Department of Education, 2019), it is crucial to consider the diverse needs and interests of talented individuals for their optimal development.

Presentation of Services

The services offered by the Talent Center Graz are based on the best practices in educational psychology and the development of talented individuals. As described in the book "Gifted Education Strategies for Every Child" (Silverman, 2020), it is important to provide diverse and flexible programs that allow gifted individuals to develop their talents in the most effective way.

The Concept of Testing

Testing at the Talent Center Graz is based on proven methodologies that have been developed and tested in numerous research studies. As Chen and Dai found in their study "Identifying Giftedness and Children and Adolescents" (2018), it is crucial to use different testing methods that cover a wide range of individual talents.

Target Groups

The target groups of Talent Center Graz are determined based on an analysis of the needs and characteristics of talented individuals in the local environment. As noted in the report "Gifted Education Policies in Europe" (European Agency for Special Needs and Inclusive Education, 2017), it is important to consider various demographic and socio-economic factors when designing programs for the development of talented individuals.

Participating in the Talent Center Graz

Talent Center Graz cooperates with various experts and institutions that play an important role in the development of talented individuals. As described in the article "Collaborative Approaches to Gifted Education" (Robinson and Renzulli, 2019), it is crucial to establish cooperation between schools, universities, companies and local communities to create effective programs to support talented individuals.

Number of Talent Centers in Austria

There are several Talent Centers operating in Austria that follow similar principles as Talent Center Graz. The number of these centers is constantly changing due to various initiatives at the local and national level. An estimate of the amount of Talent Centers across the country shows that there are at least ten of them, which underlines the importance of supporting and developing talented individuals in Austria.

Funding of the Talent Center Graz

Talent Center Graz is financially supported by the City of Graz and the Austrian Ministry of Education, Science and Research. The main part of the financing is provided by public funds dedicated to education, research and innovation. In addition, the center can obtain additional funds from projects financed by the European Union, donations from the private sector and sponsorships (City Municipality of Graz, 2024 and Austrian Ministry of Education, Science and Research, 2024).

Participating Institutions at the Talent Center Graz

In addition to the City of Graz and the Austrian Ministry of Education, Science and Research, local schools and universities, as well as companies from industry, non-governmental organizations and research institutes participate in the operation of the Talent Center Graz. Among the key participating institutions are the University of Graz, the Technical University of Graz, local primary and secondary schools, companies from the technology sector and non-governmental organizations dealing with the development of young talents (Municipality of Graz, 2024 and the Austrian Ministry of Education, Science and Research, 2024).

Talent Center Graz enables young people to better understand their interests, talents and potentials and, based on this, make more informed career decisions.

8 Talent Center Slovenia

The Talent Center Slovenia project will be an innovative environment, designed as a catalyst for promoting scientifically supported professional orientation of young people. The center will function as a research organization, cooperate with domestic and foreign partners and develop methods for career guidance of individuals based on characteristics, competences and interests. The main goal will be to create an inclusive platform for the professional and personal growth of young people, provide unbiased and objective information and promote their unique talents. The center will enable an objective assessment of the abilities of individuals and provide assistance in choosing educational programs that will correspond to their knowledge, skills, abilities and other characteristics. At the heart of the vision is the creation of an inclusive and supportive environment that will promote the professional and personal growth and development of young people. The founder of the Talent Center Slovenia, Murska Sobota Municipality (hereafter MO MS) strives to become a pioneer in the introduction of scientifically based, unique testing systems that will enable the objective assessment of

individual talents. With the operation of the Talent Center Slovenia, they want to enable young people to better understand their own knowledge, skills, abilities and other qualities and to open the door to the world of research in a more in-depth way. It will be located in Murska Sobota, which will be an ideal location due to accessibility and the need for economic development. The Talent Center Slovenia will be architecturally designed in harmony with the characteristic look of the Expano Pavilion, using sustainable and ecological materials such as wood. This approach will allow the center to blend in perfectly with the surrounding landscape of Lake Soboška and become an integral part of the overall, green vision of the region.

Methods and Research

To achieve the goals, they will use various methods, including analyzing labor market needs, monitoring trends in talent development, and collaborating with experts in the fields of psychology, education, and entrepreneurship. According to Jones (2019), it will be crucial to understand the needs of the target groups and to constantly monitor changes in the labor market.

The Importance of a Comprehensive Approach

A holistic approach will mean that different aspects of talent development are considered, including education, mentoring, entrepreneurship and personal development. According to Smith (2020), both professional knowledge and soft skills will need to be addressed for successful talent development.

Content Starting Points

The content starting points of Talent Center Slovenia will be based on modern approaches to talent development, which will include both professional knowledge and soft skills and personal development. According to Brown (2018), the key to successful talent development will be the provision of customized programs that will consider the individual needs and interests of individuals.

Talent Center Slovenia will be a creative and innovative space where young people will have the opportunity to explore their future through many key questions. Talent Center Slovenia will provide an environment and tools that young people can use to face questions such as:

- ✓ " **WHAT AM I INTERESTED IN?**" With the help of scientifically supported tests and directed research, young people will be able to discover and develop their interests.
- ✓ " **WHERE DO I SEE MYSELF?**" Through orientation, young people will be able to better understand their options and form a clearer picture of their future.
- ✓ " **WHAT AM I GOOD AT?**" Talent Center Slovenia will use innovative assessment methods to help young people identify and nurture their unique talents.
- ✓ " **WHAT ARE MY WEAKNESSES?**" With objective feedback, young people will gain insight into their weaknesses and opportunities for improvement.
- ✓ " **WHICH DIRECTION TO CONTINUE THE EDUCATIONAL AND PROFESSIONAL PATH?**" Based on personal interests, talents and abilities, the Talent Center Slovenia will help young people to determine whether higher and higher education is a suitable path for them, or whether they may be more oriented towards vocational and secondary education.

Funding of the Talent Center Slovenia

The financing of Talent Center Slovenia will be based on a combination of public funds, private donations, sponsorships and revenues from the sale of services and products. An important part of the financing will also be represented by European and national projects aimed at the development of education and entrepreneurship. As Thompson (2022) states, to ensure financial stability, it will be crucial to create diverse sources of financing and constantly monitor and adjust financial strategies.

8.1 Presentation of Services

Talent Center Slovenia will offer a wide range of services, which will include educational programs, workshops, mentoring, career counseling and support in the development of business ideas. According to Clark (2021), the key will be to ensure accessibility and flexibility of services so that as many individuals as possible can participate and take advantage of talent development opportunities.

Written Testing

With the help of various tests and questionnaires, they will evaluate the individual's knowledge, skills, abilities and other characteristics such as interests. This will enable young people to better understand themselves and their career options.

Systematic and Organized Guidance Through the Process

The team will consist of experienced experts in the field of psychology, career counseling and career guidance, who will be trained to work with young people and can provide them with support and guidance on their career path. The task will be to guide young people through this process in a systematic and organized manner.

Practical Testing

With an extensive battery of tests and questionnaires, young people will have the opportunity to test their skills in particular through various practical tasks and exercises designed to simulate real work situations.

Expert Analysis of the Results

The results of each test will be analyzed by experts, who will form a comprehensive picture of the individual's knowledge, skills, abilities and other characteristics based on the data obtained.

Creating a Report

Each phase of testing will conclude with a report that will include all findings and results. The report will offer in-depth insights and concrete directions to help individuals make further education and career decisions.

Monitoring and Analysis of Results at the Macro Level

The collected data will be analyzed, which will serve as support for decision-making at a strategic level. These findings will be a source of information for understanding the trends and needs of young people in the field of education and career development and for taking future measures at the national level.

Completed Comprehensive Report for the Individual


Every visitor to Talent Center Slovenia will receive a comprehensive report that will combine all findings and results. This report will be a valuable source of information to help individuals better understand their knowledge, skills, abilities and other attributes, enabling them to better prepare for their future.

8.2 The Concept of Testing

Testing will be an important part of the work process, as it will enable the assessment of talents and their needs, and the adaptation of Talent Center Slovenia's services based on these results. Testing will use a variety of methods, including assessment of professional skills, problem-solving skills, communication skills and personality traits. These methods will include standardized tests, psychological tests, simulations of work situations and reference evaluations.

The aim of the testing will be to obtain a comprehensive picture of the individual's talents and to identify his strong and weak points.

Figure 1: Testing concept




Motorične spretnosti	Kognitivne sposobnosti	Specifična poklicna znanja in druge lastnosti
✓ ročna spretnost	✓ logično razmišljanje s številkami	✓ praktična matematika
✓ dojemljivost	✓ zadrževanje	✓ jezikovna kompetentnost v maternem jeziku
✓ koordinacija roka-oko	✓ logično razmišljanje z oblikami	✓ jezikovna kompetentnost v tujem jeziku
✓ odzivnost	✓ osnovne matematične sposobnosti	✓ fizično in tehnično razumevanje
✓ fina motorika	✓ tekočnost	✓ organizacijski talent
	✓ 2D prostorska ostrina	

Source: own

Based on these results, a personalized development plan will then be created, which will help the individual to develop and utilize his talents to the maximum extent possible. According to Johnson (2019), the key will be to use different testing methods to get a comprehensive picture of an individual's talents.

Figure 2: Feedback in the following areas



Osebni interesi	Motorične spretnosti	Kognitivne sposobnosti	Specifična poklicna znanja in druge lastnosti	Poklici z različnimi izobraževalnimi potmi

Source: own

The report on the results will be available via a QR code or on the Talent Center Slovenia website, where you will need to enter your username and password. When creating a report, computer programs will automatically generate the results, which reduces the need to employ a large number of personnel in this field. The University of Maribor will participate in the

preparation and design of appropriate computer programs. The report will also include 10 occupations that best match the individual's knowledge, skills, abilities and interests, which he will express through testing.

Vocational training lays the foundations for the career and further life of young people. Interests and talents are the key indicators when choosing a career direction. The post-test report that each individual will receive will help identify those talents that are most pronounced for the individual. It will also provide recommendations for future training and career opportunities. With the results of the post-test report, the student will find it easier to orient himself in his career decisions.

8.3 Target Groups

Young People

Talent Center Slovenia will focus on a large target group of young people, which consists of approximately 20,000 individuals who choose their career path every year. This extensive group represents a great opportunity to guide and support young people in their career decisions. Trends show that the number of young people who decide to continue their education and choose a career path will remain at approximately the same level in the next decade as well. This indicates a long-term need for the services of Talent Center Slovenia, as new generations of young people will continue to face challenges when choosing their profession.

Adults

At MO MS, they are aware of the importance of continuous development and adaptation in a world that is constantly changing. Talent Center Slovenia will therefore also be a valuable resource for adults who want to adapt to new trends in the workplace, learn new skills or simply understand their talents on a deeper level. The approach and tools of Talent Center Slovenia will support lifelong learning and help adults to remain competitive and flexible in the labor market.

Schools

Talent Center Slovenia will be an important source of information for schools. With the help of data and analysis, schools will be able to better understand which areas are of most interest to their students or future students, where their key skills are, and which areas require additional support. In this way, they will be able to improve their programs and ensure that they are aimed at promoting the development of the talents and interests of young people, which will enable a more effective and satisfying educational experience.

Academic Community

Research data will be collected through the platform, through which the development of young people, their educational and career paths can be monitored with the help of longitudinal research; researchers from different fields can be involved in this kind of research process and all upgrades/supplements of testing.



Companies

Talent Center Slovenia will also be a valuable source of information for companies that strive to acquire and retain talented workers. Through insight into data and analysis, companies will be able to better understand which areas and skills are most important to young market entrants. This will allow them to adjust their recruitment, development and training strategies to better meet the needs and interests of their employees. In addition, with the help of Talent Center Slovenia's services, companies will be able to better understand how to attract and retain the best talent, which is key to their long-term success.

Country

The establishment of the Talent Center Slovenia is of key importance for the country, as human resources are an indispensable driver of social development. Investing in properly oriented personnel is one of the country's key priorities. At the same time, the public administration faces a personnel deficit and has a significant number of employees whose skills could be better utilized in other areas. The Talent Center Slovenia will thus become a key solution to this problem, as it enables the existing staff to be directed to more suitable positions, which brings added value to both the employees and the country as a whole.

As Miller (2020) states, it will be important to create an inclusive environment that will provide equal opportunities for talent development for all individuals.

8.4 Definition of Micro Location

The location of the Talent Center Slovenia was carefully chosen to ensure optimal access and promote a productive and creative environment. The Slovenia Talent Center will be located along Bakovska cesta, in the immediate vicinity of Soboška jezera and the regional promotion center Expano, on parc. no. 5067/2 when Murska Sobota. The space measures 9,869 m² and is strategically placed in a location that combines accessibility and attractiveness.

The direct proximity of the highway connection will allow quick and easy access to the center, which will facilitate visits from different parts of the region and beyond. In addition, the immediate proximity of Lake Soboška and the Expano promotional center gives the area a special appeal. This encourages longer visits that allow for more in-depth exploration and understanding of talents and interests. It also creates an environment suitable for relaxation and regeneration, which is key to promoting creativity and innovation - the core values of our centre. An indirect but equally

Figure 3: Pomurje

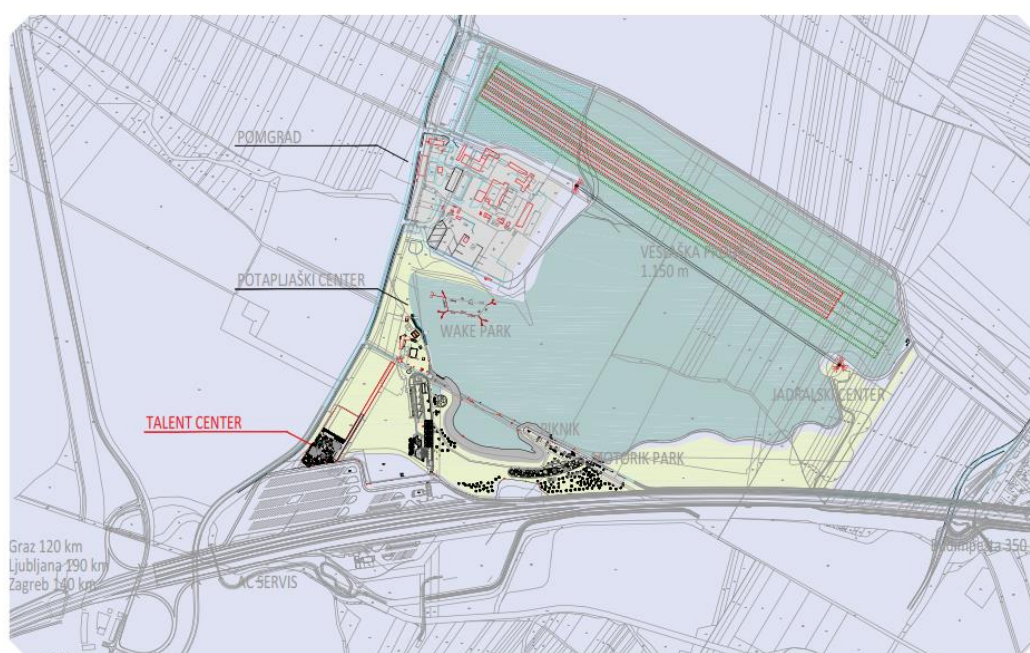


Source: own

important effect of choosing this location is its role in highlighting Murska Sobota and the entire Pomurje region as an attractive tourist destination.

The establishment of Talent Center Slovenia will not only enable the development and discovery of talents but will also promote and highlight the region as a center of innovation, creativity and personal development. This will contribute to the greater recognition of Murska Sobota and Pomurje, which will have a positive effect on the visit of tourists and their perception of the region. The role in choosing the location is to highlight Murska Sobota and the entire Pomurje region as an attractive tourist destination.

Figure 4: Display of the location on Lake Soboška



Source: MO MS

Figure 5: Display of plots with the location of the center



Source: MO MS

8.5 An Architectural Design

The Talent Center Slovenia will be architecturally designed in harmony with the characteristic look of the Expano Pavilion, with aesthetics based on sustainable and ecological materials such as wood. This approach will allow the Talent Center to blend organically with the surrounding landscape of Lake Soboška and become part of the integrated, green vision of the region. The center will be divided into two separate but functionally connected parts. The administrative part will be dedicated to administrative tasks and coordination of the center. The implementation part will be the place where the real magic of talent discovery will take place.

Figure 6: Conceptual design of the building



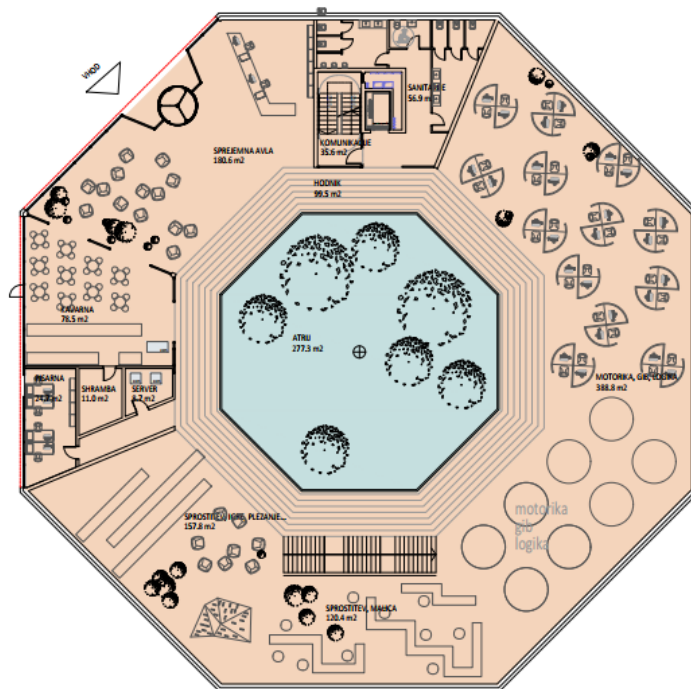
Source: MO MS

It will include:

- ✓ a reception area with a relaxation area where participants can prepare for the test and relax after it,
- ✓ a space with various stations for testing motor skills, movement skills and logical thinking,
- ✓ a snack area where participants can refresh and relax during the different phases of testing,
- ✓ a space with computer test stations where participants can test their digital skills,
- ✓ chat room for individual and group conversations and

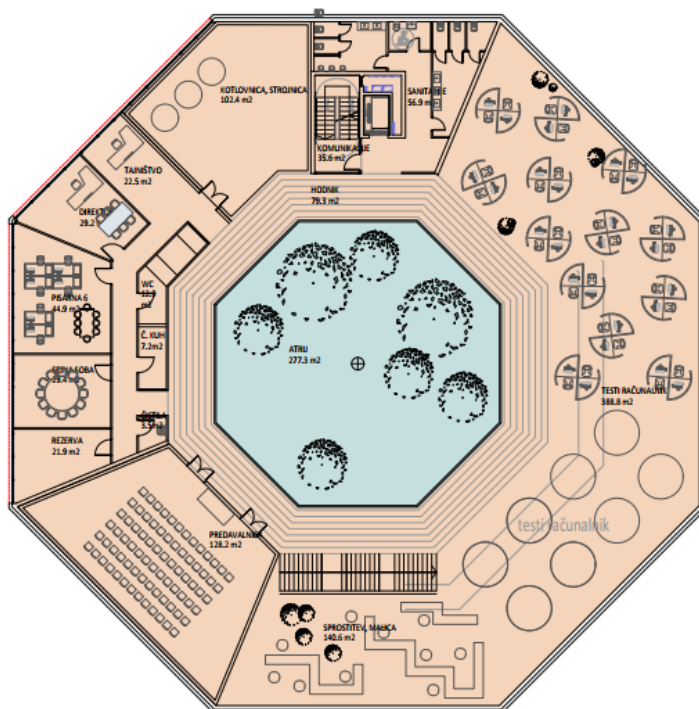
- ✓ a lecture hall and a cafe for additional education and socializing.

Figure 7: Floor plan - ground floor



Source: MO MS

Figure 8: Floor plan - floor



Source: MO MS

It will be designed in such a way that it can accommodate two groups of 52 students per day, so 52 workstations will be available. The workstations will be divided into 26 stations for testing motor skills, movement skills, logic and 26 stations for computer tests. In this way, the center will be able to receive up to 22,000 visitors annually, which will largely cover the needs of young people and adults in the region and beyond.

Figure 9: The central part of the building



Source: MO MS

8.6 Collaborators and Partners at the Talent Center Slovenia

The design of the Talent Center Slovenia is based on an established Austrian franchise. The experience and proven practices from the Talent Center in Graz will form the basis for the development of Talent Center Slovenia. The tests, programs and systems that are successfully used there will enable high-quality and efficient operation of the center in Slovenia, adapted to our specific needs and goals. In accordance with this, the purchase of a license is foreseen, which will allow the use of proven tools and methods in Talent Center Slovenia. This step will ensure that our young people and adults receive the best practices and professional guidance that will be key to their personal and professional development.

Experts from the fields of education, psychology, entrepreneurship and other related fields will work together at the Talent Center Slovenia, who will jointly create an environment that will

encourage the development of talents. According to Wilson (2018), the key will be to provide a multidisciplinary team of professionals that can cover different areas of talent development.

The holder of the Talent Center Slovenia project will be the Ministry of Defense of the Republic of Slovenia. To ensure the quality and efficiency of project implementation, it will connect with selected key institutions in the region and the country. The Pomurska Chamber of Commerce, the Murska Sobota Development Center, the University of Maribor, the Murska Sobota Regional Chamber of Commerce, the Institute of the Republic of Slovenia for Employment and the Chamber of Commerce of Slovenia and the Talent Center Graz will also participate in the project.

9 The Advantages of the Establishment of the Talent Center Slovenia - the Opinions of the Participants in the Project

The key advantages highlighted by female students in connection with the establishment of Talent Center Slovenia are:

- ✓ The talent center would help young people decide on a career path, which would reduce stress and doubts when choosing education and profession (Mojca, Kaja).
- ✓ The center would provide objective advice and help in identifying an individual's strong areas and talents (Katarina, Laura).
- ✓ The establishment of the center would relieve school counselors and enable more individually oriented counseling (Mojca, Laura).
- ✓ It would give parents a more objective insight into their child's abilities and help them make decisions about education more easily (Katarina, Kaja).
- ✓ The center would promote the diversity of professions and make it easier to identify with a suitable profession (Nika, Mojca).
- ✓ With an appropriate choice of education, individuals would enter the labor market faster and contribute to social welfare (Katarina, Nika).
- ✓ Identifying and exploiting talents would increase the productivity and self-confidence of individuals in the workplace (Nika, Kaja).
- ✓ The center would enable a more structured development of the "vocations of the future" and follow trends in the labor market (Laura, Katarina).
- ✓ The establishment of the center would create new jobs for experts in the field of psychology, pedagogy and similar disciplines (Mojca, Laura).
- ✓ The center would offer counseling to both elementary school students, high school students, and adults who find themselves in trouble regarding career decisions (Kaja, Katarina).

As for the mentors (pedagogical and working) on the project, we add the following advantages of the establishment of Talent Center Slovenia:



- ✓ The center would offer comprehensive support to individuals at different stages of their careers, which would increase their satisfaction and success in the workplace.
- ✓ With the help of the center, it would be easier to follow trends in the labor market and adapt educational programs and professions according to the needs of the economy.
- ✓ The establishment of the center would increase the competitiveness of the Slovenian education system at the international level, as it would offer advanced career counseling in accordance with best practices.
- ✓ The Talent Center would encourage innovative approaches to education and career development, which would contribute to greater creativity and success of individuals and society as a whole.
- ✓ With properly oriented counseling, the center would contribute to greater social mobility of individuals, as it would enable access to information and opportunities even for those from less privileged backgrounds.
- ✓ The center would also offer programs for personal development, which would help individuals develop soft skills such as communication, teamwork, leadership and self-efficacy.
- ✓ The Talent Center would establish a network of mentors and offer opportunities for internships in various companies and institutions, which would enable practical experience and networking with potential employers.
- ✓ After the end of the counseling, the center would also provide monitoring of the individual's career development and provide additional support and counseling at various career stages.
- ✓ The center would cooperate with companies and organizations, which would enable better coordination of education with the needs of the labor market and greater employability of graduates.
- ✓ The establishment of the Talent Center could contribute to regional development, as it could attract investments, create new jobs and increase the attractiveness of the region for young talents.
- ✓ The center would also provide support in the development of entrepreneurial ideas and business plans and provide access to mentoring and professional knowledge in the field of entrepreneurship.
- ✓ The establishment of the Talent Center would contribute to improving the reputation of the Slovenian education system both at home and internationally.
- ✓ The center could also serve as a platform for the development of research programs in the field of career counseling and human resource development.
- ✓ With its activities, the Talent Center would also encourage mutual cooperation between various institutions, schools, companies and organizations in society.
- ✓ The center could also include programs and activities that promote sustainable development, social responsibility and ethical behavior in career and business environments.



II EMPIRICAL PART

10 Empirical Verification: What is the Opinion of 8th and 9th Grade Elementary School Students Regarding the Establishment of a Talent Center?

Based on the recognized challenges and needs of young people who are faced with the choice of further education and career path in Slovenia, we decided to conduct an empirical survey among the population of eighth- and ninth graders (a sample of 1,749 units). As we have already established in the theoretical part, young people's decisions are often made without a scientific basis, mainly based on the recommendations of parents and peers, which can lead to inappropriate career decisions. In accordance with this, a project has been designed to establish the Talent Center Slovenia, which would offer objective career counseling and support in the choice of education and profession.

To gain insight into the opinions of eighth- and ninth graders regarding the establishment of such a talent center, we conducted a survey that covered both theoretical and practical questions. In this way, we wanted to understand how young people perceive the need for objective career counseling and what advantages and challenges they see in the establishment of such a center. In the empirical part, we will present the quantitative ²results of this research, which will serve as a basis for further action and implementation of Talent Center Slovenia.

We will conclude the empirical part with qualitative research³ on a sample of female students participating in the project.

The fundamental goal of the research is to study and understand in depth the aspects related to the establishment of Talent Center Slovenia and its potential impact on young people's decisions regarding career paths and education with the help of a survey questionnaire. The course of the research, which we present below, is based on the obtained theoretical starting points, which we presented in more detail in the theoretical part of the report. With this, we acquired and provided the substantive basis for the design of the survey questionnaire. The empirical research was based on measurement in a certain time interval (from 27.3.2024 to

²Quantitative research is an approach that focuses on explaining phenomena through the collection of diverse data and the use of mathematical methods for analysis. Numerical results derived from quantitative research are obtained through experiments, observations, and surveys, which enables the frequency, scope, and duration of a research thesis to be determined. Compared to qualitative analysis, which focuses on the quality of data, quantitative analysis emphasizes quantity and uses tests, scales, and survey questionnaires. While qualitative analysis is based on the role of the researcher as the main instrument, interviews and observation, quantitative analysis focuses mainly on numerical data and their statistical processing (Selič, 2016).

³Qualitative research makes it possible to reveal aspects that would remain undiscovered using exclusively quantitative methods (Duggan and Dijkers, 2001). The purpose of qualitative research is focused on: (i) the subjective perspective of the subject being studied, (ii) understanding the complexity of life, interactions and actions, and (iii) research, interpretation and deeper insight for a better understanding of the phenomenon. His methodology emphasizes data quality, intimate understanding of context, and in-depth analysis, allowing researchers to delve into the subtle nuances of phenomena and processes.

6.5.2024) and is therefore a cross-sectional study. With the help of the 1KA platform, we collected data on the defined sample, which we processed with the Excel program. Then we asked the participating students in the project to give their opinions, based on the results of the questionnaire.

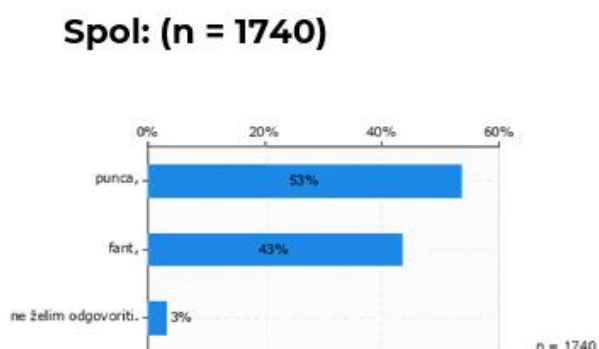
We also confirmed the content validity of the measuring instrument by using a theoretical framework and comparing it with already established measuring instruments. Content validity refers to the properties that all measurement units and instruments must have to ensure that the measurement result is a true reflection of what the researcher wants to measure (Aaker, Kumar and Day, 2001).

10.1 Quantitative and Qualitative Analysis of Survey Questionnaires

10.1.1 Demographic Issues

1740 respondents answered this question in the questionnaire, of which 53% were girls and 43% were boys, 3% of respondents did not want to reveal their gender, which is also shown in the graph below.

Graph 1: Gender of respondents



Source: own

The next question in the survey was about the class they are in. 922 (53%) respondents attend the 8th grade of primary school, while 817 (47%) attend the 9th grade.

The last question in the demographic data set referred to the distribution of respondents by region, which indicates the geographic diversity of the sample. From Table 1, we can see that the largest share of primary schools is located in Pomurje region of Slovenia (22%). In second place is the Savinjska region of Slovenia (17%). On the other hand, regions such as Posavska, Zasavska and the south-eastern region of Slovenia have a smaller share of primary schools in the sample, each with less than 5%.

Table 1: Geographical distribution of Primary Schools

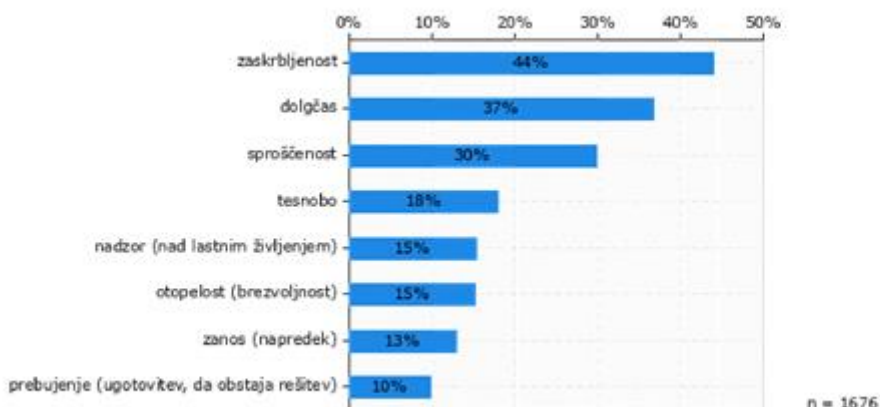
Q3	Osnovna šola, katero obiskujem, je v:				
	Odgovori	Frekvenca	Odstotek	Veljavni	Kumulativa
	1 (pomurski regiji Slovenije,)	384	22%	22%	22%
	2 (podravski regiji Slovenije,)	180	10%	11%	33%
	3 (koroški regiji Slovenije,)	3	0%	0%	33%
	4 (savinjski regiji Slovenije,)	293	17%	17%	50%
	5 (posavski regiji Slovenije,)	77	4%	5%	55%
	6 (zasavski regiji Slovenije,)	74	4%	4%	59%
	7 (jugovzhodni regiji Slovenije,)	67	4%	4%	63%
	8 (osrednjeslovenski regiji Slovenije,)	253	14%	15%	78%
	9	294	17%	17%	95%

Source: own

10.1.2 Emotional States at the Beginning and End of the School Year

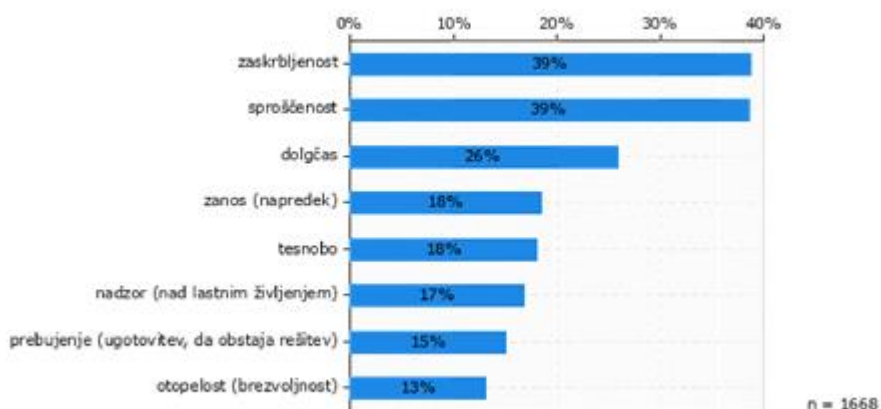
From the following two questions, we wanted to find out how students feel at the beginning and at the end of the school year and what emotional states prevail during these periods. We were interested in their experiences, feelings and perception of the school environment, as well as possible changes in their emotional state between the beginning and end of the school year. This information could be useful for understanding the emotional needs of students in the school environment and for designing appropriate support measures and strategies to promote their emotional well-being. The most common emotional states students felt at the beginning of the school year were anxiety and boredom. Almost half of the 736 students (44%) felt anxious, while 37% felt bored. The other most common emotional states at the beginning of the school year were relaxation (30%) and control over one's life (15%). At the end of the school year, they most often feel anxious and relaxed. Similar to the beginning of the year, anxiety is still the most common emotional state felt by almost two fifths of students (39%). In addition to being worried, most students (39%) also feel relaxed. The other most common emotional states at the end of the year are boredom (26%) and control over one's life (17%).

Graph 2: Emotional states at the beginning of the school year



Source: own

Graph 3: Emotional states at the end of the school year



Source: own

Based on the results, it can be seen that at the beginning of the school year, students more often reported emotional states related to worry, anxiety, boredom and less relaxation. They had a harder time feeling in control of their lives and faced feelings of listlessness. At the end of the school year, emotional states changed somewhat, with worry, anxiety, boredom, and numbness decreasing, while feelings of relaxation and elation increased slightly.

According to the data, some correlations can also be observed between different emotional states at the beginning and end of the school year. For example, there is a negative correlation between anxiety and relaxation. This means that students who are more anxious at the beginning of the year tend to feel less relaxed, while those who are less anxious tend to feel more relaxed. This may be due to the fact that a decrease in worry at the end of the year may be associated with an increase in relaxation.

In addition, a positive correlation can also be observed between boredom and anxiety at the beginning of the year, meaning that students who are more bored often feel more anxious as well. However, this correlation decreases at the end of the year, which could indicate that boredom and anxiety are not necessarily mutually reinforcing, but that one emotional state may decrease while the other is maintained or even increased.

These correlations can offer insight into the complexity of students' emotional experiences and how these experiences change throughout the school year.

In order to find out in which emotional states there are statistically significant differences between the beginning and the end of the school year, we check with the help of the ANOVA test⁴. If the p-value is lower than the selected significant level ($p < 0.05$), we can conclude that there are statistically significant differences between the groups (emotional states at the beginning and end of the school year). We printed the results of the ANOVA test for each emotional state.

Let's check which emotional states have p-values less than 0.05:

- ✓ For the emotional state "Anxiety" we obtained a p-value: $p = 0.9906$.
- ✓ For the emotional state "Awakening" we obtained a p-value: $p = 0.0517$.
- ✓ We obtained a p-value for the emotional state "Rapture": $p = 0.0047$.
- ✓ We obtained a p-value for the emotional state "Control": $p = 0.6402$.
- ✓ We obtained a p-value for the emotional state "Numbness": $p = 0.0311$.
- ✓ We obtained a p-value for the emotional state "Boredom": $p = 0.0084$.
- ✓ We obtained a p-value for the emotional state "Relaxation": $p = 0.0038$.

Significant statistical differences are therefore observed for the emotional states "Enthusiasm", "Numbness", "Boredom" and "Relaxation", as the p-values of these emotional states are less than the selected significant level of 0.05. This means that there are statistically significant differences in these emotional states between the beginning and the end of the school year.

Observed statistically significant differences in emotional states between the beginning and the end of the school year (enthusiasm, apathy, boredom and relaxation) may represent interesting findings that could be used to improve the school environment and the well-being of students. In order to promote the emotional well-being of students in the school environment, it would be useful to implement various support measures and strategies, such as:

- ✓ Creating a safe and supportive environment.
- ✓ Programs for coping with stress and anxiety.

⁴ ANOVA (Analysis of Variance) test is a statistical method used to compare mean values between three or more groups. This test analyzes between-group variability and within-group variability to determine whether the mean values in at least one group are statistically different from the mean values in the other groups. The ANOVA method works by comparing the variability between groups (intergroup variability) with the variability within groups (within variability). If the between-group variability is greater than the within-group variability, this indicates the existence of statistically significant differences between group means (Howell, 2012).

- ✓ Encouraging self-esteem and confidence.
- ✓ Creating a stimulating learning environment.
- ✓ Integrating innovative teaching methods.
- ✓ Strengthening of social support.
- ✓ Regular monitoring of emotional state. This could include regular talks with teachers, surveys about emotional well-being or setting up a school counseling team to provide support and advice to students in need.

With these measures and strategies, the school could create an environment that promotes positive emotional well-being in students and helps them develop healthy strategies for coping with emotional challenges.

10.1.3 Information about Secondary Schools

Table 2 shows where the respondents obtained information about secondary schools. Most of the respondents 1664 (63%) obtained information about secondary schools at the secondary school information day. Also, a large proportion of respondents (64%) got the information from friends, acquaintances or parents. About a third of the respondents got information on the official websites of secondary schools (28%) and through official social networks (23%). A smaller proportion of respondents obtained information at informational meetings organized by the elementary school (14%), through the social worker at the elementary school (20%) and from the teachers at the elementary school (14%). Only a small proportion of respondents (3%) did not inquire anywhere before enrolling in secondary school, while a slightly larger proportion (8%) obtained information at a career fair.

This shows that respondents obtained information about secondary schools mainly from various sources, including information days, social networks, websites, friends, acquaintances, parents, school staff and career fairs. This suggests the importance of a variety of information sources when making decisions about further education and career paths.

Table 2: Information about secondary schools

Q6	Kje si pridobil informacije o srednjih šolah (lahko izbereš več odgovorov)?							
	Podvprašanja	Frekvence	Veljavni	Enote		Navedbe		
				% - Veljavni	Ustrezni	% - Ustrezni	Frekvence	%
Q6a	na informativnem dnevu srednje šole	1048	1664	63%	1749	60%	1048	26%
Q6b	na uradnih socialnih omrežjih srednjih šol (Facebook, Instagram, TikTok ipd.)	387	1664	23%	1749	22%	387	10%
Q6c	na uradni spletni strani srednje šole	458	1664	28%	1749	26%	458	11%
Q6d	od prijateljev/znancev/staršev	1057	1664	64%	1749	60%	1057	26%
Q6e	na informativnem srečanju, ki ga je organizirala osnovna šola, ki jo obiskujem	226	1664	14%	1749	13%	226	6%
Q6f	od socialne delavke na osnovni šoli, ki jo obiskujem	330	1664	20%	1749	19%	330	8%
Q6g	od učiteljev/učiteljic na osnovni šoli, ki jo obiskujem	240	1664	14%	1749	14%	240	6%
Q6h	v tiskanih medijih (časopis, revije ipd.)	62	1664	4%	1749	4%	62	2%
Q6i	pred vpisom na srednjo šolo se o srednji šoli nisem pozanimal nikjer	45	1664	3%	1749	3%	45	1%
Q6j	na kariernem sejmju	141	1664	8%	1749	8%	141	4%
	SKUPAJ		1664		1749		3994	100%

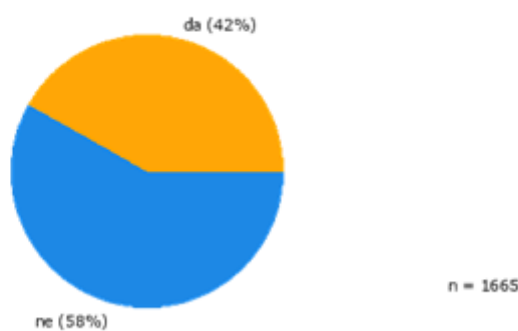
Source: own

10.1.4 Deciding on High School

The analysis of the following two questions offers an insight into the decision-making process of students regarding the choice of secondary school and the influence of possible counseling in this decision.

Question Q7 focuses on the difficulty of choosing a secondary school. 40% of respondents report that the choice was difficult. This suggests that choosing a secondary school is quite difficult for 697 respondents.

Graph 4: Do you know where you are going after primary school?



Source: own

Furthermore, question Q8 investigates whether the existence of an institution that would provide counseling in choosing a secondary school would facilitate decision-making. The majority of respondents 533 (77%) believe that it would be easier to decide on a secondary school if there was an institution for counseling. The average score for this question is 1.2, indicating a positive attitude among respondents to the idea of a high school counseling institution, with a standard deviation of 0.4, indicating relatively little variability in responses.

Table 3: Organization that provides counseling

Q8 Misliš, da bi se za srednjo šolo odločil lažje, če bi obstajala ustanova, ki bi nudila svetovanje za izbor srednje šole vsem učencem 8. in/ali 9. razreda osnovne šole?					
	Odgovori	Frekvenca	Odstotek	Veljavni	Kumulativa
	1 (da)	533	30%	77%	77%
	2 (ne)	156	9%	23%	100%
Veljavni	Skupaj	689	39%	100%	
		Povprečje	1,2	Std. odklon	0,4

Source: own

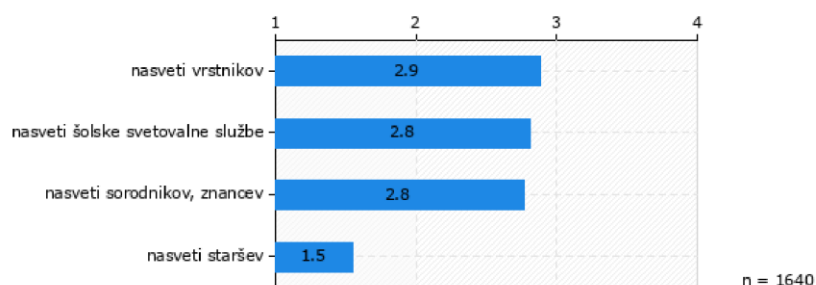
According to the data from the surveys on the choice of secondary school, it is clear that for 40% of students in the 8th and 9th grades of primary school, this decision is still a challenge. Therefore, the opinion of the majority of respondents is that the establishment of a Talent Center for counseling in choosing a secondary school would be very welcome. Such a center could provide additional support, information and professional advice to help students make more informed and confident decisions. This could also increase success in the process of choosing a secondary school and, as a result, the satisfaction and success of students in further education. Therefore, the establishment of a Talent Center could bring significant benefits for the entire education system and for individual students.

10.1.5 The Importance of Advice when Deciding on Further Education

When analyzing question Q9 (*Whose advice do you think is the most important when deciding on further education? Sort by importance (here: 1 - most important, 2 - important, 3 - less important, 4 - least important)*) we used the method of descriptive statistics, which enables the understanding and description of patterns in the data. The results are as follows:

- ✓ Parental advice was rated as most important, with 1,041 respondents (63%) rating it as most important, 379 (23%) as important, 145 (9%) as less important, and 75 (5%) as least important.
- ✓ Peer advice was rated as second most important, with 178 respondents (11%) rating it as most important, 362 (22%) as important, 568 (35%) as less important, and 521 (32%) as least important.
- ✓ The advice of relatives and acquaintances and the advice of the school counseling service were rated with equal importance. The advice of relatives and acquaintances was marked as most important by 130 respondents (8%), as important by 515 (32%), as less important by 584 (36%) and as least important by 398 (24%). The advice of the school counseling service was described as the most important by 282 respondents (17%), as important by 375 (23%), as less important by 334 (21%) and as the least important by 633 (39%).

Graph 5: Advice when deciding on further education



Source: own

The results show that parents' advice has the most weight in the decision about further education, while peer advice is also important, but less so than parents. The advice of relatives and acquaintances and the advice of the school counseling service are also important, but with slightly less influence compared to the advice of parents and peers.

In the next question, we wanted to find out who had the biggest influence on their decision about the high school they want to enroll in. Based on the respondents' answers, we came to the following conclusions:

- ✓ 69% of the respondents (1205 out of 1650) answered that they themselves had the greatest influence on their decision for secondary school.
- ✓ 14% of respondents (242 out of 1,650) stated that their parents or guardians had the greatest influence.
- ✓ 5% of respondents (81 out of 1,650) stated that siblings had the greatest influence.
- ✓ 4% of respondents (74 out of 1,650) said that friends had the greatest influence.
- ✓ 1% of respondents (16 out of 1,650) stated that their classmates had the greatest influence.
- ✓ 1% of respondents (13 out of 1,650) said teachers had the greatest influence.
- ✓ 1% of respondents (19 out of 1,650) stated that the media had the greatest influence or social networks.

Table 4: Influence on the decision for secondary school

Q10					
Who had the biggest influence on your decision about the high school you want to attend? Choose one answer.					
	Answer	Frequency	Percent	Valid	Cumulative
	1 (myself)	1205	69%	73%	73%
	2 (parents/guardians)	242	14%	15%	88%
	3 (brother(s)/sister(s))	81	5%	5%	93%
	4 (friends)	74	4%	4%	97%
	5 (classmates)	16	1%	1%	98%
	6 (teachers)	13	1%	1%	99%
	7 (media or social networks)	19	1%	1%	100%
Valid	Together	1650	94%	100%	
		Average	1.5	Std. deflection	1.1

Source: own

The obtained results show that the majority of respondents attribute the greatest influence on the decision to attend secondary school to themselves, which indicates independence and self-confidence in making important life decisions. Nevertheless, it would be interesting to investigate how this dynamic changes according to various factors, such as socioeconomic backgrounds, parents' educational level, geographic location, and the like.

Additional research could reveal potential differences in the influence of various factors on young people's decisions in different circumstances. In addition, it would be reasonable to consider additional factors that could influence decisions, such as an individual's interests, hobbies, ambitions and goals, and how these affect the perception of the role of different

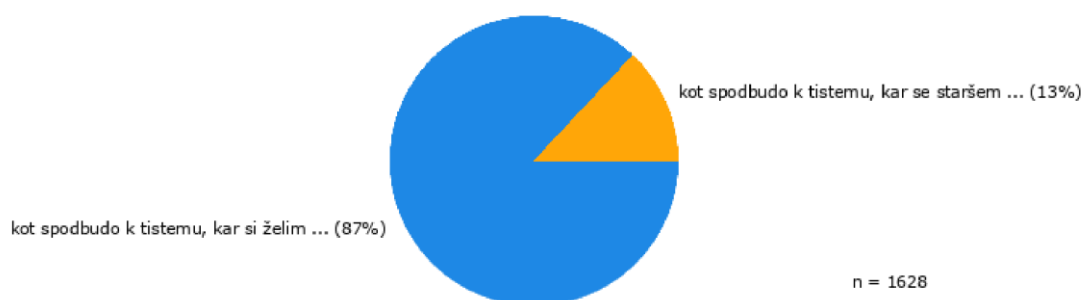


sources of information. This additional research could expand our understanding of the decision-making process of young people and contribute to more targeted support measures in the school board.

The introduction of the Talent Center Slovenia could be useful when choosing a secondary school, as such an institution could provide additional professional support and information to young people when deciding on their future school path. The results show that most respondents would appreciate such support, suggesting a need for additional sources of information and advice. This could enable young people to make more thoughtful and informed decisions that would better suit their interests, abilities and goals. In addition, the Talent Center Slovenia could also offer individual counseling that would take into account the specific needs of each individual and organize events and activities to explore the possibilities of secondary schooling. This could enhance students' emotional well-being and reduce feelings of uncertainty and stress in the process of choosing a secondary school.

In the following, we learned that 81% of the respondents (1416 out of 1628) experience their parents' advice about further education as an incentive to what they want themselves. 12% of the respondents (212 out of 1,628) experience the parents' advice as an encouragement to what the parents consider to be the (most) safe choice.

Graph 6: Experiencing advice from parents



Source: own

The results show that the majority of respondents perceive their parents' advice as support in realizing their own wishes and goals regarding further education. However, only a small percentage of respondents perceive parental advice as an incentive to make a safe choice, which may be more in line with parental expectations. This indicates different perceptions of the role of parents in the decision-making process regarding further education. Some adolescents perceive parental advice in different ways due to a complex interaction between various factors, such as social environment, level of independence, parent-child communication, and individual differences among adolescents.

10.1.6 The Influence of Various Factors on the Decision for Secondary School

When analyzing questions Q12, Q13, Q14 and Q15, we came to the following analysis results:

Q12: Do you think that information days and websites of high schools are enough in themselves for you to be able to imagine whether the acquired profession would suit you (according to your personality traits and desires)?

- ✓ 54% of respondents (940 out of 1,637) believe that information days and high school websites are enough in themselves to give an idea of whether the acquired profession would suit them.
- ✓ 40% of respondents (697 out of 1,637) believe that they are not enough and that they need additional sources of information.

Table 5: Need for additional information

Q12 Do you think that information days and websites of secondary schools are enough in themselves for you to be able to imagine whether the acquired profession would suit you (according to your personality traits and wishes)?					
	Answer	Frequency	Percent	Valid	Cumulative
	1 (yes)	940	54%	57%	57%
	2 (no)	697	40%	43%	100%
Valid	Together	1637	94%	100%	
		Average	1.4	Std. deflection	0.5

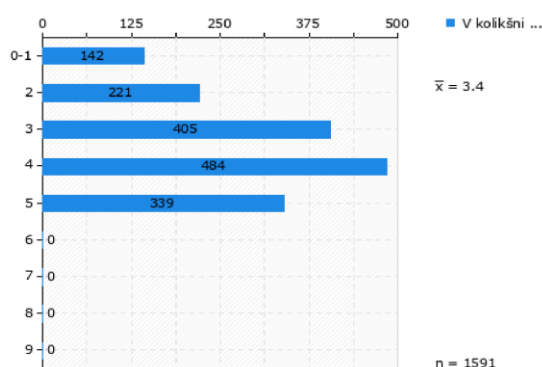
Source: own

Q13: To what extent do you agree with the following statement: "I have more than enough information about the high school I will enroll in, and I have no doubts about my decision" (where: 1 - I do not agree at all, 5 - I completely agree I agree).

- ✓ The average rating of the respondents is 3.4, which indicates that they are moderately well informed about the high school they will enroll in.
- ✓ The standard deviation is 1.3, which shows the dispersion of answers, some respondents are very confident, others less so.



Graph 7: Information about Secondary School



Source: own

Q14: Would you like more information regarding the possibility of further education (regarding different secondary schools and their majors)?

- ✓ 69% of respondents (1,200 out of 1,635) would like more information about the possibilities of further education.
- ✓ 25% of respondents (435 out of 1,635) think they have enough information.

Table 6: Desire for more information about further education

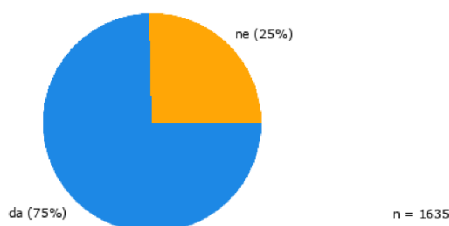
Q14 Would you like more information regarding the possibility of further education (regarding different secondary schools and their majors)?					
	Answer	Frequency	Percent	Valid	Cumulative
	1 (yes)	1200	69%	73%	73%
	2 (no)	435	25%	27%	100%
Valid	Together	1635	93%	100%	
		Average	1.3	Std. deflection	0.4

Source: own

Q15: Do you know the difference between high school, vocational school and gymnasium?

- ✓ 70% of the respondents (1220 out of 1635) know the difference between high school, vocational school and gymnasium.
- ✓ 24% of the respondents (415 out of 1635) do not know the difference between the mentioned types of secondary schools, which indicates the need for additional explanation or refresher knowledge about this.

Graph 8: Knowledge of information about Secondary School and readiness for further education



Source: own

The analysis of these questions offers insight into the respondents' perception of information, the need for additional information, and knowledge of the differences between different types of secondary schools. In general, we can conclude that there is diversity in the level of information among the respondents regarding the choice of secondary school and further education options. Additional sources of information as well as educational and information campaigns and the Talent Center of Slovenia could help fill gaps in knowledge and improve the information of future students.

10.1.7 Interaction Between Parents, Teachers and Students in Decision-Making

The analysis of the results of question Q16 provides an insight into the respondents' opinions regarding various aspects of information and counseling in the process of choosing a secondary school.

Firstly, we note that as many as 30% of respondents answered that teachers helped in choosing a secondary school, but only to the extent that they did not completely agree, nor did they disagree. This suggests that the role of teachers in this important decision may be inconsistent and sometimes insufficient.

On the other hand, the majority of respondents (35%) believe that they were adequately informed about the process of choosing a secondary school in primary school. This data shows the important role of the primary school education system in preparing students for the next level of education.

When it comes to high school information days, 41% of respondents believed that these events provided enough information to help them choose the school they want to attend. This is an encouraging sign of the effectiveness of these events in providing relevant information.

Nevertheless, the fact that a quarter of respondents (26%) are not 100% sure of the correctness of their choice raises the question of the adequacy of existing information sources and support in the decision-making process. This suggests that additional sources of information or support may need to be provided to reduce doubt and uncertainty in this important life decision.

Table 7: The influence of the school environment on the decision

Q16	V kolikšni meri se strinjaš s spodnjimi trditvami?	Odgovori					Skupaj	Vejavni	Št. enot	Povprečje	Std. odklon
		1 - se zelo ne strinjam	2 - se ne strinjam	3 - se niti ne strinjam niti strinjam	4 - se strinjam	5 - se zelo strinjam					
Q16a	Učitelji so mi pomagali in svetovali pri izbiranju srednje šole.	444 28%	371 23%	482 30%	265 16%	51 3%	1613 100%	1613	1749	2,4	1,15
Q16b	V osnovni šoli smo imeli vsaj eno razredno uro namenjeno predstavitvi srednjih šol in postopku izbiranja srednje šole.	212 13%	167 10%	245 15%	571 35%	424 26%	1619 100%	1619	1749	3,5	1,33
Q16c	Informativni dnevi srednjih šol nudijo popolnoma dovolj informacij, da sem izbral srednjo šolo, katero želim obiskovati.	100 6%	174 11%	435 27%	653 41%	249 15%	1611 100%	1611	1749	3,5	1,07
Q16d	Nisem 100% prepričan, da je srednja šola, katero sem izbral, pravilna odločitev zame.	415 26%	337 21%	347 22%	342 21%	168 10%	1609 100%	1609	1749	2,7	1,33

Source: own

Based on the results of question Q16, we also calculated the Pearson correlation coefficient⁵ between individual pairs of variables. We calculated the correlation between the statement "Teachers helped and advised me in choosing a high school" (Q16a) and the statement "I am not 100% sure that the high school I chose is the right decision for me" (Q16d). The Pearson correlation coefficient is -0.36 ($r = -0.36$), indicating a moderate negative correlation between these two statements. This means that respondents who are more convinced that their teachers helped them choose a secondary school, usually have less doubts about the correctness of their choice of secondary school.

Overall, the results show the important role of information sources such as teachers and information days, but also the need for additional sources of support and information in order to ensure better informed and confident decisions when choosing a secondary school.

In the next question Q17, the majority of respondents (85%, 1483 out of 1603) report that their parents support them in deciding which secondary school they would like to enroll in. Only a small percentage of respondents (7%, 120 out of 1,603) declare that their parents do not support them in this decision. This shows the significant influence of parental support in decisions about the further education of adolescents. A high percentage of parental support may indicate a good understanding between parents and children regarding school decisions and a positive dynamic in family relationships.

⁵ Pearson's correlation coefficient is a statistical parameter that measures the linear association between two variables. This correlation coefficient, denoted by the symbol "r", can take values between -1 and 1. A value close to 1 indicates a strong positive linear relationship between the variables, while a value close to -1 indicates a strong negative linear relationship. A value close to 0 indicates the absence of a linear relationship between the variables. Pearson's correlation coefficient is used to analyze various types of data, including surveys, biological measurements, economic indicators, and other quantities (American Psychological Association, 2020).

Table 8: Parental support when deciding on Secondary School

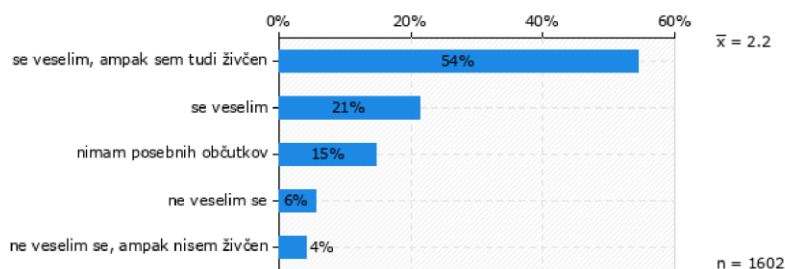
Q17 Te starši podpirajo pri odločitvi za srednjo šolo, na katero bi se rad vpisal?					
	Odgovori	Frekvenca	Odstotek	Veljavni	Kumulativa
	1 (da)	1483	85%	93%	93%
	2 (ne)	120	7%	7%	100%
Veljavni	Skupaj	1603	92%	100%	
		Povprečje	1,1	Std. odklon	0,3

Source: own

Given the high percentage of parental support in the decision to go to secondary school, we could perceive a positive correlation between the level of parental support and the level of young people's satisfaction with their choice of secondary school. This could indicate that young people who receive more support from their parents in their educational decisions feel more certain and confident about their choices. In addition, there could also be a positive correlation between the level of parental support and the success of young people in school, as parents who actively support their children in educational decisions could encourage their academic motivation and success.

The results of question 18 show different feelings and expectations of young people regarding the beginning of attending secondary school. The majority of respondents (71%) express positive feelings about it, with 19% outright looking forward to it, while 50% are happy but also nervous. About 13% of the respondents have no particular feelings about the beginning of secondary school. On the other hand, a smaller share, a total of 15%, expresses negative emotions, 4% of them are not happy, but are not nervous, while 5% are not happy and are nervous at the same time.

Graph 9: Feelings about starting high school



Source: own

It is important to understand that emotions and expectations regarding the beginning of secondary school are very individual and depend on the personal experiences, expectations and internal processes of each individual. Moreover, these emotions can affect adaptation and

success in a new environment, so it would be useful to develop strategies to support those who are experiencing negative feelings or nervousness.

Based on the results of question 17, which asks whether parents support young people in their decision to go to secondary school, we can assume that there is a possible correlation between the level of parental support and young people's feelings about starting secondary school, as expressed in question 18. If young people feel a higher-level parental support, they are likely to respond more confidently and positively to the start of secondary school. This could indicate a connection between the feeling of safety and support at home and the inner feeling of readiness and expectations for the new period in the school environment.

10.1.8 Acceptance and Readiness for Potential Talent Testing

With the results of the last question, we found that the majority of respondents (76%) express their willingness to participate in testing, which would identify five professions that would best suit their personality, talents, knowledge and abilities through an interactive game.

Table 9: Willingness for talent testing

Q19 Če bi obstajala ustanova, ki bi nudila takšno testiranje (to ne bi bil običajen test na papirju, ampak bi potekal skozi igro), ki bi ti preko tvojih odgovorov in dejanj podala 5 poklicev, ki bi ti najbolj ustrezali in v katerih bi bil najbolj uspešen glede na tvojo osebnost, talente, znanja in sposobnosti, ali bi se takšnega testiranja udeležil?					
	Odgovori	Frekvenca	Odstotek	Veljavni	Kumulativa
	1 (da)	1331	76%	84%	84%
	2 (ne)	260	15%	16%	100%
Veljavni	Skupaj	1591	91%	100%	
		Povprečje	1,2	Std. odklon	0,4

Source: own

Analysis of these results suggests that there is considerable interest among young people in interactive approaches to identifying career potential. Such testing could contribute to more targeted career and educational decisions by allowing individuals to better understand their career options and opportunities.

In addition, a correlation can be observed between a positive response to the desire to participate in such testing and the probability that the respondent feels uncertain about the choice of secondary school. These results indicate that those willing to participate in testing likely feel the need for additional awareness of their professional potential and career options.

Based on these findings, a new aspect could be derived that emphasizes the importance of additional support for young people in understanding professional options and career paths. Such testing could become a key tool to help young people plan their career path, especially those who feel uncertain about choosing a high school. This could ensure more informed decisions and greater satisfaction in choosing a career.



10.1.9 Summary of Students' Findings based on the Survey Questionnaire

"The results of the survey show that the largest share of respondents ask their parents, relatives or friends for advice. The second largest share, on the other hand, decides on a secondary school based on information days organized by secondary schools. Therefore, if I were to decide on further education based on the opinion of my relatives, I would never choose to study general medicine, and I am probably no exception. I believe that many young people decide on secondary school based on their parents' wishes, because they "know them best". But then in the future it turns out that they are lost in the educational process. This could be avoided in the future by helping young people make decisions - for example, by building talent centers. I myself had problems deciding which high school to choose. I already had a rough idea of what I would like to do in the future, but the choice of high schools was huge, so in the end I simply decided on the high school that both my brother and aunt had attended years before. I remember that in the ninth grade we had the opportunity to fill out a questionnaire with the guidance counselor, the results of which only confused me even more before actually enrolling in high school, but certainly did not help me. As an honors student and a girl with many extracurricular activities and hobbies, based on the results of the questionnaire, I simply had too many possible careers - I could have been anything from a pastry chef to a physics professor. I think the fact that the questionnaire was based on achievements and interests in school is a mistake. That is to say, if a 9th grade student excelled in mathematics, the questionnaire and the counselor would in all probability have advised him to consider high school, which would lead him to study economics or mathematics, but he himself might have only expected confirmation from the questionnaire that the high school for electrical engineering is the right choice for him, as he has always wanted to be an electrician. A similar thing happened to me when I simply mentioned to the counselor that I like to learn foreign languages (only in my spare time, but I was struggling at school), and the results advised me to continue my career in the direction of teaching, even though such the work would not be happy in any way. In the end, I decided to study medicine based on my own feelings and against the opinion of my parents and the advice of the counselor. I do not regret my decision, as I will successfully complete my studies this year and I am looking forward to my future profession. I sincerely hope that the future will bring the introduction of talent centers here. If funds can be found for the construction of new road infrastructure and sports facilities, I am sure that a small portion of the funds could also be used for the construction of talent centers - so that future ninth graders have more opportunities to make decisions than we had as schoolchildren." **Sara Lazar, student at the Faculty of Medicine UM**

"My opinion, based on the results of the survey questionnaire, is that eighth and ninth graders not only want, but also need more information about career counseling options and education in general. I was surprised by the fact that almost a quarter of them do not know the difference between high school, vocational school and gymnasium, and that more than 40% of them had a hard time choosing a high school. This is a clear indication that something needs to be done in this area. The emotional states they felt at the beginning or at the end of the school year, in my opinion, they are not surprising, but I find it worrying that, of all emotional states, worry



is the most frequently present throughout, and that a very small proportion of the surveyed eighth and ninth graders feel control over their own lives and awakening. It also saddens me that some young people feel listless or numb. Given that, on the one hand, young people obtain information mainly from secondary school information days, on the other hand, almost half of them are of the opinion that information days and websites of secondary schools are not enough in themselves to be able to imagine whether the acquired profession suits them, the information days should become better quality and more informative. In general, both primary and secondary schools could do more to inform and help young people in this area. I also see room for improvement considering the fact that young people rarely attend informational meetings and various career fairs, which, at least in my own experience, are usually well organized and offer a lot. The fact that young people get the least amount of information from the print media does not surprise me, but I find it interesting that some people do not even inquire about this high school before enrolling in it. I guess it's those young people who feel bored or numb. I am extremely happy that more than 90 percent of the surveyed eighth- and ninth graders felt the support of their parents in their decision to go to secondary school (whose advice, according to the results of the survey, proved to be the most important for young people) and that their decisions for secondary school mostly stem from their own impulses and not from the surroundings. It is also an encouraging fact that most young people are filled with joy when they think about starting secondary school. To summarize, in my opinion, the results of the survey clearly show that the establishment of an institution such as the Talent Center would be an extremely good idea, which would contribute not only to a greater sense of security, but also to easier decision-making and a positive attitude towards the future among young people."

Laura Denko, student of FNM UM

»Based on the results of the survey questionnaire, we can conclude that students want more specific and targeted testing that would allow them to discover their talents, skills and knowledge. During this age period, the environment has a great influence on the individual, which can lead to subjective decisions regarding further schooling and the educational path. Friendships, parents and, in some cases, also the opinions of respected teachers, who get close to students and advise them on further educational options, have an important influence. If an individual has positive relationships and a supportive environment in which one feels accepted, one can make independent decisions about one's future based on one's own interests. Conversely, a negative, subjective, narrow-minded and non-accepting environment can lead to disinterest in further education and the future. As social beings, we cannot remain completely objective, especially when dealing with students who may be more problematic. Unconsciously, we can create a negative environment in which such a student does not feel good and develops an aversion to schooling. In most cases, the root problem is not the school as an institution, but problems in the family and personal life. Currently, in practice, testing focuses on testing students' knowledge on the basis of NPZs (national knowledge tests) in grades 6 and 9, which leads to guidance from the school counseling service. Pupils are tested in the field of mother tongue, mathematics and a foreign language, which is not wrong, but this type of testing does not reveal competencies that are of a more practical nature. I can say from my own experience that in elementary school I did not receive appropriate guidance based on my abilities, which led to a long search for myself and what actually suits me. We just had



*classic grade-based conversations that didn't consider my practical skills, interests, hobbies, or foreign language skills, even though I had great grades. Instead of focusing on my strengths and competencies, they highlighted my mistakes and weaknesses. Because of my own experience, I believe that the talent center will be a great opportunity for students to prove themselves independently of school and grades and discover something that will make them happy and in which they will excel. It makes sense to find a profession or field that makes an individual happy and wants to do it for a long time. " **Nina Ferlič, student of FF UM***

*"The results of the survey surprised me. I was particularly surprised by the fact that so many students still do not know the difference between high school, gymnasium and vocational school before entering high school. This seems to me to be a basic difference that students should be aware of before deciding to continue their education. I was also surprised that not all elementary schools make sure that they have at least one class hour dedicated to explaining the enrollment process, introducing the different options/programs, etc., because I feel like the information that students would get on in such a way, the most authentic and the easiest way for students to get acquainted with the information needed to make such an important decision. It is precisely because of this lack of information that I think it makes perfect sense that students would want to get more information about high school education and that they would want a career center established where they could get that information and more. This part of the answers didn't surprise me that much; it is visible that the students want and deserve more information than they have now." **Zarja Gumilar Papotnik, student of FF UM***

"Most of the obtained results of the survey questionnaire did not particularly surprise me, but nevertheless I found them interesting from the point of view of possible explanations that could explain such results. One such result is, for example, the emotional state at the beginning of the school year. I found the information about the concern felt by 44% of respondents to be unsurprising, as it is a period of changes and important decisions; but I was surprised by the fact that 37% of them felt bored. I find it interesting from the point of view that at first glance it does not match the feeling of concern, but it is also understandable in its own way, because for the respondents a certain period is coming to an end, which they may have already "outgrown" and thus need new challenges to restart. The result that seemed to me the most expected is the answer to the question where the respondents obtained the most information about secondary schools - information days and advice from parents, friends and acquaintances were the most highlighted, which seems to me to be the most common practice of obtaining such information. From the point of view of possible interpretations, my attention was also drawn to the fact that 58% of the respondents had no problems choosing a school where they will continue their education (which I think is an encouraging figure), but 42% is still not a small share. Nevertheless, I think that the difficulty of the choice in itself is not a sign of alarm, as it can also be influenced by the diversity of interests of certain individuals and the difference in whether we like to carefully consider decisions or can make a quick decision without special concerns. Nevertheless, I believe that additional counseling could make the choice easier for many people. I am happy to know that 85% of the respondents would like to take advantage of the possibility of testing and that 77% believe that such a form of assistance would make their decision easier. I also find it encouraging that 73% of the respondents believe



that they had the greatest influence on their own decision, and that 69% of the respondents are looking forward to the fact that they will soon start attending secondary school." **Katarina Švigelj, student at the FF UM**

"Based on the results of the survey, we could say that in Slovenia there is a lack of education and information for the final grades of elementary school students about their options for further education. Also, this information lacks a personal touch, as elementary school students only get general information about secondary schools, and no one pays attention to them personally and which school would suit them best, given their character, wishes, strengths and weaknesses. The vast majority of elementary school students do not know where to enroll, nor do they have an approximate outline of their career path, which presents problems in the future when they find themselves at the crossroads again at the end of high school. Many of them feel anxious and uncertain about their future when making a decision. I think that a lot should be done in the area of information about the future of the individual, because, as they say: "The world depends on the young." Therefore, I think that there is an institution where tests would be carried out, which would give the individual more detailed information (with the help of which it would then be easier to decide on my career path), a basic need in Slovenia." **Nika Kovačič Petek, student of FKKT UM**

"According to the results of the survey questionnaire, I believe that the establishment of the Talent Center would significantly help elementary school students decide on their future career and would make their decision making easier. What worries me the most is the fact that as many as 25% of the students who participated in the survey do not know the difference between secondary school, vocational school and gymnasium. I find this very problematic, considering that at this period of their lives they are faced with the decision of whether to enroll in a vocational school or a high school. Talent Center Slovenia could solve this problem through a special form of career counseling aimed at elementary school students in the 8th and 9th grades who decide to go to secondary school. I think it is important to study more holistically the influences under which elementary school students decide to go to secondary school, because I believe that most decisions should depend on themselves, and external factors, especially parents, should only positively and not negatively support elementary school students' decision. However, in order for an individual to decide on the secondary school that would suit him best, he needs more advice and guidance from organizations that are qualified for this, including Talent Center Slovenia. I myself think that in the 8th or 9th grade I would have taken part in such testing as part of career counseling with great pleasure and even greater interest, as I think that it can make the future easier for an individual. In this way, he will not have to struggle through a high school that does not suit him but will decide from the beginning on the high school that would suit him best. This is also confirmed by elementary school students, as 84% of the students who participated in the survey answered that they would take part in such a test. " **Kaja Cajnko, student of FF UM**

"Based on the results of the survey questionnaire, I am surprised to find that most students feel anxious at the beginning of the school year. I expected more that they would show these feelings at the end of the school year, when grades are completed, and students feel uncertain about



continuing their education. I also thought they would be more relaxed. I believe that this is about students who have excelled this school year and have no concerns about graduation and enrollment restrictions. It is also positive that the number of students who are in a state of rapture and control has increased and the number of those who are in a state of numbness has decreased. It was expected that students would obtain the most information at information days and from friends, acquaintances and parents. However, I was surprised by the difference in the representation of these sources of information compared to others. I also expected that fewer students would have problems choosing a secondary school, because in conversations with students I did not perceive great distress regarding this choice. I am very pleased that the vast majority of students agree that it would benefit from the establishment of an advisory institution for choosing a secondary school. I find it disturbing that students value advice from their peers as much as advice from the school guidance office. I expected parents to be listed as the most important source of advice, but to my surprise, parents are among the last. I am pleasantly surprised that students attribute the greatest influence on their decision to attend secondary school to themselves and perceive their parents' advice as an encouragement to what they want. Almost half of the students believe that the information days and websites of secondary schools are not enough for a comprehensive idea of the appropriateness of the chosen profession, which indicates the need for additional information and counseling. This is also confirmed by the graph, which shows the degree of agreement regarding the availability of information about the secondary school and the absence of doubts about one's decision. In addition, 73% of students want more information about further education options. It is surprising that a quarter of the students asked do not know the difference between secondary schools. I am satisfied with the finding that almost all students are supported by their parents in deciding which secondary school they would like to enroll in. It is expected that more than half of the students are looking forward to starting high school. As many as 84% of students would take part in a test at the institution, which, based on their answers and actions, would give them five professions that would suit them best and in which they would be the most successful according to their personality, talents, knowledge and abilities. This clearly shows the need for such an institution." **Mojca Šeruga, student of FNM UM**

III FINAL PART

11 Conclusions, Findings and Recommendations

The concluding part of the report presents a synthesis of key theoretical insights. Considering the scope of the discussed issue, we highlighted the essential findings in the final chapter. The final part of the report is rounded off with practical advice for students, teaching staff and management, as well as directions for future research.

11.1 Summary of Theoretical Findings

In Slovenia, we face complex challenges regarding career counseling, especially in the context of elementary school students' decisions about further education and career potential. The lack of systematic career counseling can lead to decisions being made based on subjective influences, which do not necessarily reflect the individual's own interests and potential.

Talent Center Slovenia could represent an important initiative for improving career counseling in the country. With its inclusive approach, based on scientific testing and assessment of individual characteristics, it could provide young people with objective information for making career decisions. In addition, such a center could also be useful for adults facing the challenges of rapid changes in the economy, as it could support them in career development and acquiring new skills.

Slovenia could draw useful ideas and practices from foreign examples, such as Austria, to improve its own career counseling system. The key is to establish a more comprehensive and effective system that will provide support to individuals in various life situations and help them develop their careers and achieve personal and professional satisfaction.

A comparison between career counseling models in Slovenia and abroad highlights the diversity of approaches and structures and the importance of quality support for individuals in planning their career.

In Slovenia, career counseling is provided through various institutions, such as the Employment Agency of the Republic of Slovenia (ZRSZ), the Career Center for Youth and the VKO point, which offer a wide range of free services and practical manuals.

Abroad, approaches to career counseling vary by country. Knowledge of career counseling brings many benefits to individuals at all levels of education, including the development of cognitive abilities in preschool children, improvement of academic achievement in students, decision-making about further studies in students, and preparation for the labor market and career in students and adults.

An example of good practice, such as the Talent Center Graz in Austria, offers a holistic approach to supporting talented individuals in their career decisions, which shows the potential that the center has for a positive impact on individuals and society as a whole.

The location of the center, which is carefully selected for optimal access, will make it possible to increase the attractiveness of the center and the Pomurje region as a tourist destination. The architectural design, based on sustainable and ecological materials, will create a harmonious environment that encourages creativity and innovation.

11.2 Summary of Empirical Findings

Data analysis offers insight into the emotional state, awareness and decisions of students regarding further education, which can serve as a basis for the development of appropriate counseling programs and support structures. A total of 1,749 respondents participated.

The majority of respondents (53%) are girls, while boys represent 43% of the surveyed population. The majority of respondents (53%) are in the ninth grade of primary school, while 47% are in the eighth grade. A total of 1,749 respondents participated. We notice the variety of locations from which the respondents come, which indicates the dispersion of the sample across regions in Slovenia. The region of Central Slovenia has the largest share (15%), while the regions of Carinthia (0%) and Goriška (2%) are the least represented. A total of 1,711 respondents participated. At the start of the school year, most respondents reported feeling anxious (42%) and bored (35%). At the end of the year, concern remained (37%), but a sense of anxiety also emerged (17%). Relaxation increased to 37%, while boredom remained similar (25%). A total of 1,749 respondents participated.

High school information days (60%) and advice from friends/acquaintances/parents (60%) are the most common sources of information. The emphasis on real-world interaction points to the importance of personal experience in decision-making. A total of 1048 respondents participated. More than a third (42%) of respondents reported difficulties in choosing a secondary school. An institution for counseling on the choice of secondary school would be welcome for the majority (77%). A total of 1,665 respondents participated.

Parents' advice (63%) is most valued when deciding on further education. A total of 1,640 respondents participated. The majority of respondents (87%) perceive their parents' advice as an encouragement to do what they want. A total of 1,628 respondents participated.

The majority of respondents (73%) would like more information regarding the possibility of further education. A total of 1,635 respondents participated.

One quarter of respondents (25%) still do not understand the difference between high school, vocational school and gymnasium. A total of 1,635 respondents participated. 41% of the respondents do not agree with the statement that information days are completely informative enough for choosing a secondary school. A total of 1,611 respondents participated.



The majority of respondents (93%) feel supported by their parents in their decision to go to secondary school. A total of 1,603 respondents participated. Many respondents (54%) are looking forward to starting high school but are nervous at the same time. A total of 1,602 respondents participated. Most respondents (84%) would participate in a test that would present them with the most suitable professions according to their personality traits, talents and abilities. A total of 1,591 respondents participated.

According to the analysis of the results of the survey, the opinion of the students of the 8th and 9th grade of the elementary school regarding the establishment of the Talent Center is very positive. The survey showed that 77% of the respondents' express difficulties in choosing a secondary school, and 77% would also welcome the existence of an institution for counseling on the choice of a secondary school.

In addition, 1,331 respondents (84%) expressed an interest in testing, which would provide them with information about the most suitable career based on their personality traits, talents and abilities. This indicates a great need for an individualized approach to professional development, which could be provided with the help of Talent Center Slovenia.

In the data analysis, we can also notice some interesting correlations:

- ✓ **Correlation between gender and emotional state** → We observe differences between boys and girls regarding emotional states at the beginning and end of the school year. For example, boys are more prone to boredom at the beginning of the school year, while girls are more prone to worry. For some emotional states, such as relaxation, there may be noticeable differences during the school year.
- ✓ **Correlation between region and emotional state** → There are also differences between regions in Slovenia regarding the emotional states of students. For example, students from different regions differ in their level of worry and anxiety.
- ✓ **Correlation between sources of information and high school decisions** → There is a relationship between sources of information about secondary schools and decision-making difficulties. Those who obtained information through information days are less inclined to have problems choosing a secondary school than those who obtained information through social networks.
- ✓ **Parental Support** → There is a strong correlation between parental support and feeling confident about choosing a high school. Students who feel more supported by their parents are more confident about their decision.

With these data, we can conclude that the establishment of the Talent Center Slovenia would be very useful and welcome for the 8th and 9th grade students at elementary school. Based on the observed correlations between the various variables, the Talent Center could provide additional support when deciding on further education and career.

11.3 Summary of the acquired Students' Knowledge during the Project

*"Personal goals are extremely important, because without a goal there is no success, and without a professional goal there is no professional success. We have all faced the decision of what to do with our lives in the past. The idea of finally introducing a talent center in Slovenia after years of efforts, where young people would actually be helped in choosing their "career goals", seemed fantastic to me. That's why I decided to participate in this project myself. Based on the observations and on the basis of the final conclusions obtained by the participants in the project, I can conclude that there is a great need for the establishment of an institution that would help elementary school students in making decisions about further education. Not far from us, in neighboring Austria, they are already years ahead of us in this regard. Since the opening of the first such center in 2016, the talent center in Graz has treated more than 36,000 young people who received an individual "talent report". I myself am very familiar with the education system in neighboring Austria, as I did part of my studies in Graz at the same time, so I know how much time and money they invest in young people. into the future young workforce. So, I was not surprised that the talent center in Graz is an example of good practice. In these talent centers, they assess not only the school achievements of elementary school students, but also cognitive abilities, motor skills and inhibitions, as well as general skills and career-relevant knowledge. At the end of the test, the student receives a talent report, which is shortly followed by a list of proposed occupations, together with links that lead them directly to the occupation description and a suitable educational path. So why not transfer the example of this good practice a few kilometers away, to Slovenia, was the idea of our project. At the very beginning, we faced several challenges, namely, how to obtain such a large set of results, on the basis of which we could draw conclusions about whether or not students would actually want the introduction of such a talent center. After we collected the data, we received confirmation that the idea of introducing career counseling in our country is still desirable. Indeed, 77% of the respondents agreed that it would be easier to decide on secondary school if there was a talent center that would offer them career counseling. Moreover, based on the results of the survey, we would be happy to participate in such testing. What surprised us the most was the fact that 25% of respondents do not even know the difference between secondary school, vocational school and gymnasium. So, we have to ask ourselves, on what basis do primary school students choose between the options for further education." **Sara Lazar, student at the Faculty of Medicine UM***

"Participating in this project represents the first such experience for me since I have been studying. I found out about it quite by chance (through a Facebook post) and what attracted me the most was that it is a collaboration between the faculty I attend (Faculty of Natural Sciences and Mathematics) and the municipality I come from (Mestna občina Murska Sobota). When I applied for the project, I didn't know exactly "what I was getting myself into", but from the first contact with the pedagogical mentor I felt that this was just the right challenge for me. After the introductory meeting, during which we received basic instructions and got to know each other a little better, I immediately saw that the work system was already very well thought out and that we have an extraordinary potential to create a truly quality product and



*reach useful conclusions. I would highly commend the work of the mentors, as the instructions and directions regarding the work were always very clear and a safe environment was created in which we could freely express our opinions and ask questions. Despite the clear guidelines, we also had enough freedom to allow the creativity and uniqueness of each individual who participated in the project to come to the surface (in fact, with each activity, I felt that I could focus a little on the part that seemed to me more interesting or attracts me more strongly - for example, when comparing career counseling models abroad, I was able to some extent to decide for myself which countries I would focus on). Of course, I also encountered certain obstacles during the project. Considering that I am a student of single-subject mathematics (and the activities, such as most of them on this project, do not appear in our study program, or appear in other forms), I had to refresh my memory regarding the "correct" way formatting and giving notes, as well as regarding the correct citation of sources and literature. However, these minor limitations alerted me to the fact that I still have a lot of room for improvement in this area, which presents me with an additional challenge for the future. For the first time, I also encountered the creation of timelines and "reminded" myself how important it is to organize time as optimally as possible. Among the activities, I felt most at home in analyzing the results of the survey and summarizing only those in text form, but I found it most interesting to compare different models of career counseling abroad. I have no regrets that I decided to participate in the project. I learned a lot of new things - I can say that I know the way of thinking of young people a shade better and, as a result, I understand the world around me better. I am also more adept at communicating and using some online tools. By far the most important thing, I think, is that I largely realized that this way of working (and thinking about such topics) makes me extremely perfect and happy, and that I may be one step closer to the conclusion of what I would like to do after study. **Laura Denko, student of FNM UM***

"Through the research for the project and the study of career counseling in Slovenia, I gained a lot of useful information and knowledge that will be useful to me in the future as a future teacher of two foreign languages. The project encouraged me to reflect on my own experiences with career guidance and the transition from primary to secondary school. One of the key findings of the project was how important mutual cooperation in a team is and what teamwork actually means. The key is that every member of the team feels good, heard and respected, which was made possible by our pedagogical mentor Dr. Petra Cajnka. During the project, I gained new knowledge in the field of career counseling, overcoming challenges, communication skills, and flexibility and working in a team. In addition, I deepened my understanding of how teachers should behave towards students and the importance of empathy, because we ourselves were once faced with a difficult decision about where to go after elementary school. I was positively surprised by the results of the survey, which showed that students want more in-depth guidance and help in choosing a career path and that they are not sure what they would like to do. When I transitioned from elementary to high school, I found myself in a situation where I wasn't sure if I wanted to work as a hairdresser for the rest of my life, but I enrolled in high school anyway and successfully completed it. I soon realized that this was not for me, and at that time, career counseling in elementary school would have been extremely useful to me, because I probably would not have chosen the career path that I initially set for myself under the influence of my parents. Based on my own experience, I



discovered how important it is to have someone to guide you in career decisions, because it's hard to know in the 9th grade what you want to do for the rest of your life. So, I went from being a hairdresser to studying German and finally found my place as a teacher of German and English, where I feel good and fulfilled. I think the Talent Center is a brilliant idea and an excellent opportunity where individuals will be able to show their skills and competences, independent of the evaluations and influence of others. I think that a talent center would be useful not only for elementary school students, but also for anyone who is not sure what they want to do, maybe they have a hobby or skills that they would like to use in a profession, but do not know how to go about it. Participating in this project was a valuable experience for me, which allowed me to learn a lot of new things and helped me in my personal growth. I will definitely be using this in the classroom or lecture hall when I start teaching. The project showed me how important it is for each individual to feel good in their environment, as this directly affects our mental health and general well-being. My personal mental challenges have further taught me the importance of accepting mistakes as part of human nature, something that has always been difficult for me as a perfectionist. I also realized how important it is for everyone to feel supported and accepted, which enables development and personal growth, and I am extremely grateful for the opportunity to work with Dr. Petra Cajnko, for expert guidance and help during the project." **Nina Ferlič, student of FF UM**

"I got involved in the project because before entering high school I myself felt discomfort, uncertainty and doubt about the correctness of my decision. Participating in the project brought me a lot of satisfaction, as I gained a lot of new, especially useful, knowledge. The topic was very interesting; I was particularly attracted to the research of career counseling in different countries and the study of good practices, such as in Austria, on the basis of which we can design future programs in Slovenia. It was also extremely interesting to get opinions and data directly from the students and understand their perspective on the situation. I hope that decision-making for future generations will be easier, better informed and supported by positive experiences." **Zarja Gumilar Papotnik, student of FF UM**

"The course and structure of the work on the project seemed to me to be well-planned right from the beginning. We learned the entire work plan in advance, and then the participants received monthly reminders about the tasks set. I am grateful for the mentor's responsiveness and accessibility, because at the beginning, as a first-year student, I doubted whether I possessed enough skills to participate in the project. I did not encounter major challenges during the course of the project, only the analysis of the data from the survey questionnaire was more challenging due to my inexperience in data analysis. I am also grateful for the opportunity to participate in a project that I believe in, and which is connected to the field of study I am attending. By participating in the project, I gained new knowledge about counseling methods, data analysis and an additional incentive to participate even when I do not fully believe in my competence. I hope that the final report will be a good guide for the development of the Talent Center, and I hope that this way we will help as many elementary school students as possible in their further decision to go to school." **Katarina Švigelj, student of FF UM**

"In general, I would say that participating in this project was a very positive experience. I learned what all the work on the project entails and how "research" takes place, since it was



my first time participating in it. The project enabled me to acquire competences in the field of independent research and finding key information from various sources, writing essays, summarizing results, participating in a group, etc. This project gave me a new perspective on the problem of insufficient information and education of elementary school students at the threshold of secondary schools. Most elementary school students get this information from their parents, and to a lesser extent from professional workers at school and during information days. I have noticed that this has not changed since I finished primary school. I myself encountered the same dilemma, because until the day of enrollment I was not sure which school would be the most suitable for my further education - I did not receive counseling and this is still the case in most cases today. I wish that this would be fixed in the near future and that final grade elementary school students would no longer have to deal with feelings of worry, uncertainty, anxiety and confusion about choosing their career path." **Nika Kovačič Petek, student of FKKT UM**

"Through the project "Do I know where I'm going after primary school?", in which I participated, I learned a lot. I especially liked the topic of the project - helping elementary school students of the 8th and 9th grades to choose a secondary school - because I study pedagogy and am very interested in this field. I think it is important that we offer more support and help especially to elementary school students in choosing their future career, because it is the younger generations who will take over our role and further develop the world. However, since I think it is important not to discriminate against adults, I also really like the idea that Talent Center Slovenia would offer career counseling to those who need it later in life. Therefore, the Talent Center would provide support to all individuals who decide that they need help in their career, with a special emphasis on elementary school students of the 8th and 9th grades. This means that the establishment of the Talent Center Slovenia would comprehensively help both individuals and the entire (economic) development of the country. In addition to the excellent topic, I would also like to highlight and praise the way in which the project was implemented. The instructions for the tasks we had to complete were clearly given, and in case we needed anything, the pedagogical mentor kindly advised us. I gained a lot of practice in the field of research and information about today's elementary school youth in educational institutions, which I believe will help me in my further studies. I believe that the establishment of Talent Center Slovenia would significantly help elementary school students to make better decisions regarding their choice of secondary school and thus facilitate their transition to the next level of education. Based on the obtained results of the survey questionnaire, it is clear that many students are not sufficiently informed about their options. This lack of information could be effectively addressed with additional support provided by the Talent Center. The experience of participating in this project gave me a new perspective on the importance of a comprehensive and personal approach to counseling young people, which is crucial for their further development and success. I believe that Talent Center Slovenia will be an important step towards ensuring a better future for young people and society as a whole." **Kaja Cajnko, student of FF UM**



"I am very satisfied with my decision to join this project. I gained new knowledge and broadened my horizons regarding the situation of students in the last two grades of elementary school. I was surprised that students experience distress about choosing a high school. That is why I am glad that a center will be established in Slovenia, where they will be able to turn to for additional information, which will not only be general, but specifically targeted to their needs. I feel that the work was well distributed and not too burdensome. Above all, I am satisfied that the feedback from the mentors was always quick and constructive. They were always ready to listen to our opinion and suggestions. Their lectures were always interesting, as I gained a broader insight into the situation of Slovenian students and the development of the Talent Center itself. In general, I am satisfied with the way we prepared the survey questionnaire, and I think that we have covered all possible problems with it, as evidenced by the answers to it. Certain answers from the students positively surprised me. If this project were to continue, I would also be interested in how you would approach the design of activities in the Talent Center and, of course, a visit to this center in Austria. I am sure that when the Talent Center is established, as a teacher, I will encourage the management so that the students attend a visit to it." **Mojca Šeruga, student of FNM UM**

11.4 Recommendations for Students and the Teaching Staff and Management

Recommendations for Students:

- ✓ They should actively participate in the career counseling process and take advantage of all available career counseling resources offered by institutions such as the Employment Agency of the Republic of Slovenia (ZRSZ), the Career Center for Youth and the VKO point. This will give them objective information about their interests, abilities and career options.
- ✓ They should research foreign models of career counseling and find useful ideas for improving their own career counseling system. This can help them plan their careers in a more informed way.
- ✓ They should take advantage of opportunities to develop career skills and participate in additional programs and workshops that help them develop the skills needed to succeed in the labor market in the future.

Recommendations for the Teaching Staff:

- ✓ Training on modern career counseling approaches based on scientific research is desirable. This will help them better understand the needs and interests of students and provide them with quality support in their career planning.
- ✓ Working with different professionals can give them a more comprehensive approach to supporting students in their career development.
- ✓ Regular evaluations and adaptations of practice are desirable. Based on the knowledge gained, it is useful to adapt the practice to better meet the needs of the students.

Recommendations for Management:

- ✓ The establishment of a comprehensive career counseling system should be supported. It would be useful to provide adequate funds and resources for the establishment and operation of the Talent Center Slovenia and other institutions that offer quality career counseling. Investing in quality career counseling can benefit both individuals and society as a whole in the long term.
- ✓ They should encourage cooperation and networking with external experts. This will ensure comprehensive support for individuals in their career development.
- ✓ The results and evaluation of the effectiveness of the career counseling system should be monitored regularly.

11.5 Recommendations for Future Research

Future Research would Benefit from:

- ✓ To investigate how the active involvement of students in the career counseling process affects their career success and satisfaction in later life. Comparative studies between different career counseling approaches could reveal which approaches best meet students' needs.
- ✓ To study how the competence of teaching staff affects the quality of career counseling and the career development of students. The emphasis would be on identifying the most effective ways of training teaching staff to provide career counseling.
- ✓ To explore different models of career counseling management at different institutions and to determine which approaches best support students and contribute to the long-term success of career counseling programs.
- ✓ To examine best practices and challenges in the implementation of career counseling in different countries. This would also include an analysis of policies and legislation and their impact on the effectiveness of career counseling in different contexts.
- ✓ To investigate how high-quality career counseling affects the employability, productivity and innovation of individuals and the entire society. This could include an analysis of the impact of career guidance on different sectors of the economy.

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