

INTERNATIONAL SUPPORTING NETWORK FOR
VOCATIONAL AND ACADEMIC GUIDANCE STAFF

iVOC



HANDBOOK



Imprint:

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PROJECT BACKGROUND

With regard to different conditions, demographic developments and changes in the participating partner countries the project iVOC analyzed approaches and offers for vocational and academic guidance for youth and pupils in terms of development, contents, didactical concepts and methods, target groups and access to the target groups, implementation, success, pros and cons, etc. to derive Best Practices and prepare them for subsequent use and transfer within the countries. Based on the results a profile for developing and implementing vocational and academic guidance staff with relevant skills, competences, etc. as well as approaches for developing and pronouncing them has been derived. Additionally, a network consisting of vocational education providers, schools, companies, etc. has been established and run on a long-term basis.

Objectives

- iVOC analysed current offers for vocational and academic guidance within the involved partner countries as well as the accordingly educational systems. Best practices have been generated. The project identified different kind of methodologies, contents, added-value, etc. within different occupational fields and European countries. Thereby the focus lied on the transfer of knowledge, the intercultural dialog and the exchange of experiences to get new inputs for developing vocational and academic guidance offers.
- iVOC gave support to educational staff from companies and vocational schools/schools which are offering or planning to offer vocational and/or academic guidance to pupils. With the help of the identified best practices hints and advices have been given for the development and successful implementation of accordingly offers. Especially small and micro sized enterprises should recognise the chance to recruit the tomorrows skilled workers through own vocational and academic guidance engagement to work against skills shortage.
- At the same time the project made conclusions about relevant competences for staff offering vocational and academic guidance and how to develop these competences. Employees and teachers improve their professional skills to set up and manage the training of future specialists.

THE PARTNERSHIP



August Horsch Akademie GmbH

August Horsch Akademie GmbH (AHA) is a private training provider and consultancy which delivers management training to industry as well as to training organizations and public authorities. Besides the training unit the company works as project developer, coordinator and evaluator within a large number of EU and national programmes. With its external support, more than 40 projects have been successfully implemented over the past years. As a coordinating organization, AHA was able to establish a partner base of more than 200 companies and vocational schools, schools and institutions with broad experience in international projects. AHA is member of Junior Chamber International, the largest association of young entrepreneurs in Germany. One working field of that organization is to foster the cooperation between schools and economy.



Fundación Metal Asturias

Fundación Metal Asturias is an organization devoted to promote training and professional qualifications as well as labour improvements for the industry metal sector in particular- in Asturias, developing social-labour activities in the following areas:

- Professional development of employed/unemployed workers through vocational training in the metal sector
- Identification of qualifications and associated competences
- Elaboration of modular training catalogues integrating the initial, occupational and continuous vocational training
- Surveys and consulting
- Development of Human Resources and entrepreneurship improvement
- Design and elaboration of didactic resources
- Participation in European Programmes and Projects since 1995.



Euroform RFS

Euroform RFS has been operating in the vocational guidance and training field since 1996, with the main goal of working as channeling vehicle between the labour market's supply and demand, by:

- Providing better understanding of the European labour market dynamics;
- Increasing opportunities to enhance knowledge and competencies;
- Working actively to foster a better integration of the labour forces;

The Association is a Training Agency officially accredited by the Government of the Calabria Region. Its main activities focus on vocational & continuous training, adult education and youth guidance, turning particular attention to international mobility by implementing placement programs for students, young workers and post-graduates, and exchange programs for education experts and teachers.



EPRALIMA – Escola Profissional do Alto Lima, CIPRL

EPRALIMA is a private non-profit organization that provides vocational training at various European levels (level II, III and IV). The

school's main objectives are youth training, promote the transaction between school and labour market.

Currently EPRALIMA offers Level II, III and IV courses in the modalities of Training in various types e.g. Adult education training, certified training or specialized training.

EPRALIMA also provides Vocational Orientation through its Psychology and Vocational Guidance Department and over the years the school has gained a great deal of experience in this field. For example, EPRALIMA coordinated a project entitled PROJECTION_EUROPEAN PROJECT FOR INTEGRATION (Socrates Programme), which encouraged investigation and the development of documentation in the field of educational and vocational orientation. The project had the duration of three years and provided EPRALIMA with a great deal of know-how.



Colegiul Tehnic Gheorghe Cartianu

Gheorghe Cartianu Technical College is a big technological high-school with 2000 students and 200 teachers. The students often come from poor families at risk of social exclusion.

To prevent school dump in our school we offer a large range of qualifications to our students. The school is providing training in 10 specialized laboratories. The students have also the opportunity of practical experiences in 4 specialized workrooms for: constructions, welding, metal processing and electronics. The industry in our county is situated at a low level. Lots of old enterprises' were brooked and closed their doors with a disastrous consequence on the increased number of unemployed people in our town. The new enterprises have a low level of competitiveness as compared to the EU partners with consequences in creating jobs.



Kocaeli Kültürel Gelişim ve Dayanışma Derneği

Kocaeli Kültürel Gelişim ve Dayanışma Derneği(KOGED), founded in 2009 by a group of well-educated people, is a non-political, non-governmental & non-profit CSO. It aims to raise the public's awareness of the social and cultural issues, identifying people's needs concerning these issues and helping them take concrete steps to meet these needs. It also attaches great importance to personal development and organizes courses for skills & competences development.

The organization has also taken part in international projects funded by the EU since it was founded.



Stichting Business Development Friesland

Business Development Friesland (BDF) is based in the north of the Netherlands. We connect Vocational Education and the World of Work, both on local and international level. BDF executes the management of the Inqubator Leeuwarden (www.inqubator.nl), a place where students can start up their own enterprise or look for employment. BDF supports the young start-up entrepreneurs and opens its network for their benefit. BDF has been lead partner of Leonardo da Vinci Transfer of Innovation projects on work-life balance, risk management and student drop-out prevention (www.resist-project.eu). We currently lead the ENT-TEACH project (www.ent-teach.eu) on student entrepreneurship.



Association European Management Centre - AEMC

The European Management Centre is a non-profit organization and was established in Sofia, Bulgaria, with the objective of assisting companies, non-commercial organizations and individuals to maintain a level of professional skill enabling them to compete in the ever more challenging global market place. The aims of the European Management Centre include the following:

- To train Bulgarian entrepreneurs, organizations and others who are responsible for business and other activities.
- To educate Bulgarian companies, organizations and individuals.
- To pursue the transfer of Know-how and experience from existing EU countries.
- To create partnerships and working arrangements between Bulgarian and other European enterprises.
- To develop an understanding of the necessity to motivate.
- To develop programs for training and awareness of young people to the responsibilities and requirements of real life and business.



Foyle International

Foyle International is a British Council accredited language school established in 1990 specialising in the areas of linguistic, cultural and vocational training. Foyle International is based in the beautiful historic city of Derry in the North of Ireland. Foyle International has been participating in European funded programmes since 1996 as both a sending and receiving organization in Mobility projects, have excellent partnerships with a number of vocational schools across Europe and have formed many new contacts resulting from recommendations made by happy schools and students.

Foyle International work very closely with the local business community throughout Northern Ireland and can therefore offer vocational placement training in many different business areas.

Foyle is totally focused in the enhancement of quality in vocational training and guidance. Foyle are involved in partnership programs to enhance quality in Mobility projects and to be at the forefront of vocational placements to implement ECVET in the future.

I INTRODUCTION

All 10 project partners of iVOC compiled a country report on demographics, education, employment and the economy to serve as input and background information to the Good Practices (to be) identified by the same partners. These Good Practices are the concrete measures taken on local, regional or national level to counter the issues faced concerning education & employment. More specifically: to make students finish their study and to prevent students to make the wrong career choice. In the following chapters a summary and analysis of the most important points of the country reports is conducted.

I.1 EDUCATION

Across countries there are several positive and negative points related to the educational system of every of the 10 iVOC partner country. The positive aspects are listed first, followed by the negative ones. The paragraph is concluded by a short analysis on the similarities and differences between the ten countries in the field of Education.

I.1.1. Positive Aspects per Country

Country	Positive Aspects per Country
Belgium	<ul style="list-style-type: none"> • OKAN = reception education for foreign mother tongue newcomers (\pm 3150 students) • Short duration before school leavers find their first significant job
Turkey	<ul style="list-style-type: none"> • Students do not have to pay for education and course books at all levels, except from University level, state universities are free though students have to pay for books • Mandatory primary and secondary education has become 12 years (instead of 8 years) as of 2012/2013 school year. It is expected to make a significant impact on early school leaving rate in Turkey in future • Turkey has decreased its share of early school leavers (around 40% in 2012) significantly in the past couple of years thanks to new legislation in education
UK	<ul style="list-style-type: none"> • Entrance tests for Grammar schools • Northern Irish primary schools pupils ranked higher in reading and numeracy than in any other English-speaking country in the world (5th place in world ranking), also Northern Irish primary schools pupils ranked 6th in the world in math • High participation in fulltime education (90% in average) • High grades in GCSEs (still increasing)

Germany

- Illiteracy 5% of the whole population (+/- 2 million people), age 15 and older 99% is able to read en write
- There is a law (BAföG) which ensures that needy people can get up to 650€ per month for 4–5 years if they or their parents cannot afford all the costs involved with studying

Bulgaria

- Illiteracy rate is low: 1,5 %. Most illiterate people are Roma's (11, 8 %)
- Provision of VET institutions, possibility for students to participate in this educational program
-

Spain

- The Spanish Education System offers Specialized Education in every educational level. Language education or Artistic education

The Netherlands

- Primary school starts at the age of 4
- Students receive a grant to pay their college fee
- It is obligatory to go to school till the age of 16, it is not allowed to leave school before this age, unless a student gets a HAVO, VWO or VET diploma before reaching the age of 16
- When students go to a VET institution, they can choose between four levels of education
- Early school leaving is decreasing in the Netherlands since 2005

Portugal

- Illiteracy rate is 5%, in Lisbon region 3,2%
- Portugal has shown big improvements in fields of secondary education in the period between 2001 and 2011. For example, people aged 18-24 who left school and only has the 9th degree, is decreased to an amount of 22 % in 2011, which was 33,4% in 2001. The proportion of people of 15 years and older completed the 9th degree in first time, increased to 50%. In 2001 this was just 38%
- It is obligatory to learn two foreign languages

Italy

- The structure of secondary school program is clear, students have to pass one exam after three years (when students are 14 years old) studying and students have to pass another exam to get their higher secondary school diploma
- Schooling is free, students only have to pay for books

Romania

- Once graduated, students can benefit one year of an unemployment allowance, after this year, students have to accept a job.

1.1.2. Negative aspects per country

Country	Negative Aspects per Country
Belgium	<ul style="list-style-type: none"> • Just a small number of students from ethnic minorities starts higher studies and an even smaller amount graduate • Over 50% of native Belgian students make a wrong choice of study and stop in their first year
Turkey	<ul style="list-style-type: none"> • Over 50% of females were leaving secondary school in 2009 • Highest rate of school leavers in Europe (around 40%) • Long duration of unemployment especially for graduates of secondary schools • Small participation in secondary school (70,6%)
UK	<ul style="list-style-type: none"> • Single sex schools in Northern Ireland • Approximately 25% of the North Irish population have no formal qualifications and illiteracy level is still high
Germany	<ul style="list-style-type: none"> • Children from poor immigrant or working-class families are less likely to succeed in school than children from middle- or upper-class backgrounds
Bulgaria	<ul style="list-style-type: none"> • The average duration to find a first significant job after studying is 22 years • Significant differences in the educational structure by residence 3/4 of the population in the urban areas (71.6%) have at least secondary education, in the rural areas 40.3% • 23,2% of all Roma's, aged between 7 and 15, stay home from school
Spain	<ul style="list-style-type: none"> • Highest school dropout rating in Europe, over 33% • About 50% of young Spanish people don't find a job within 1–2 years after graduate • Primary education starts at the age of 6
The Netherlands	<ul style="list-style-type: none"> • More immigrant students leave school before graduating than autochthonous students • Most students leave school in the economical sector
Portugal	<ul style="list-style-type: none"> • Primary education starts at the age of 6

Italy	<ul style="list-style-type: none"> • Primary education starts at the age of 6 • Percentage early school leavers is high compared with the average percentage in Europe, in Italy it is 18,2 (average in Europe: 13,5) • An increased demand for education, but problems to access quality jobs
Romania	<ul style="list-style-type: none"> • Average duration to find a first job after school is quite long: 1-2 years.

1.1.3. Education: a short analysis of similarities and differences between partner countries

First of all, all of the participating countries in this project have a low illiteracy rate. Almost all people aged above 15 are able to write and read in their native tongue.

In Germany there is a law which ensures that needy people can get up to €650 per month for 4–5 years if they or their parents cannot afford all the costs involved with studying. The Netherlands has a same type of system. Students receive monthly a grant to finance their college fee for 4 years.

In the UK, especially Northern Ireland, and The Netherlands the early school leaving percentage is remarkably lower than in rest of the countries.

In Turkey, Spain, Romania and Bulgaria it takes longer than 1 – 2 years to find a first significant job after graduation (particularly secondary school graduates).

In Italy, Portugal, Spain, Belgium, Romania and Turkey primary school starts at the age of 6.

In The Netherlands, Germany and UK primary school starts at the age of 4, two years earlier as in the other countries involved in this project.

The ESL rate (early school leaving rate) in Italy (18, 2%), Spain (33%) and mainly Turkey (around 40%) is high compared with the average ESL rate in Europe (12,8 % in 2012).

In The Netherlands, Belgium and Germany it is significant that students from ethnic minorities and immigrants have more troubles to graduate than autochthonous students. Effect is that those students also leave their secondary school earlier than autochthonous students. There are also some differences between the ten countries. Between some countries there is a big difference in participation of secondary education. If you compare Northern Ireland with Turkey, it shows 90% participation in Northern Ireland, against 70, 6% participation in Turkey.

In Northern Ireland are lots of schools single sexed. In most other countries such schools do not exist anymore.

In Turkey students do not have to pay for education and course books at all levels, except from University level. University students have to pay for both education and course books. In Italy schooling is a free, Italian student only have to pay for their books. In the other countries students pay a college fee.

In Belgium and Germany most students find a first significant job within a period shorter than 1 year. In countries like Turkey and Spain it is much more difficult to find a first significant job after graduate and for most of the students it takes longer than 1 or 2 years.

Across countries, most popular studies for students are business administration, law and education.

1.2 ECONOMY AND EMPLOYMENT

The economy and employment situation in the ten iVOC partner countries differs quite a lot. From all the country reports you can find the most important facts per country listed in the next paragraph. The chapter is concluded by a short analysis of the similarities and differences between the countries; it also connects to the topic of the previous chapter: education.

1.2.1 Outline of the economic situation in the iVOC partner countries

Country	Economic Situation
Belgium	<ul style="list-style-type: none">• Biggest sector in Belgian industry is the services sector followed by the building sector and the industrial sector• Most popular academics study in Belgium is Law, followed by Economics and Applied Sciences• Most popular bachelor study in Belgium is Commercial Sciences and Management, followed by Education and Healthcare.• Almost 13% of people in age between 15 and 24 are unemployed.• About 25% of people aged 20-29 living in region Brussels-capital are unemployed, this rate is far above the average in Europe (15,5%) just a small number of students from ethnic minorities starts higher studies and an even smaller amount graduate• Over 50% of native Belgian students make a wrong choice of study and stop in their first year
Turkey	<ul style="list-style-type: none">• Total percentage of unemployment in Turkey is 9%, in the age between 15 and 24 is 15,7% unemployed• Unemployment was in 2009, with start of the financial crisis, on its highest point. Since 2009 unemployment is decreasing• SMEs constitute 75% of all employment;• The most preferred occupation by students is Law. Also occupations in Medicines, Engineering, Advertising and Communication Design are popular by students.

UK

- Northern Ireland has an employment rate of 66%, which is about 5% below the UK average
- Three areas which are very important to the Northern Ireland economy are the Financial and Business Services, the ICT sector and the Agri Food Sector
- Students are also more and more interested in renewable energies
- People aged 16-24 are the so called 'lost generation', well educated but no job. Those young people leave the country or they go back to college to retrain or gain extra qualifications.

Germany

- Unemployment rate in Germany was in 2008 about 3,5% shortage of skills in the technical sector, doctors, IT specialists and administrative jobs
- About 10,5% of the unemployed people are aged below 25
- Most popular study for women and men is Business Administration
- Most popular apprenticeship for women is Physician assistant and for men Mechatronics for motor vehicles
- Employment has increased to the highest level since the German reunion.

Bulgaria

- Unemployment under young people is quite high: 23%
- Lots of micro enterprises: 90,7% of all SMEs in Bulgaria are micro enterprises
- There is a shortage of several professions in Bulgaria, for example brokers, marketing specialists, programmers and bankers.

Spain

- Unemployment rate is one of the highest in Europe with 24%, in the group people aged below 25 this rate is over 50% (aged 16-19 this rate is over 70%)
- In 2013 (this year) the most demanded professions are for example a WEB programmer, or a medical specialist, a financial analyst or a commercial technician. However, Spanish students choose for studies like teaching staff or business administration. Reason for this is the lack of professional vocation after leaving high school.

The Netherlands

- The unemployment rate for people between 16 and 25 is 9%, which is higher as the average unemployment rate in The Netherlands
- Vocational institutions decide by themselves which courses they offer, meeting the needs in a particular region. Since the introduction of this system the number of students in VET institutions is grown.

Portugal

- Portugal is listed 3rd on the EU list of highest unemployment rate, 17,6%
- Unemployment rate for people aged 15-19 is 45,3%, for people aged 20-24 this rate is 24,4%
- In most Portuguese regions the most important economical activities are agriculture and fishing. On the west coast are industrial and building activities most important and in the Lisbon region is the financial heart of the country.

Italy

- Unemployment rate in Italy is 10,6% and will rise this year to 11,6%
- Youth unemployment is rising fast, for young Italians the unemployment rate now is 37% and increased with 7,4% last year
- Italy has the largest SME sector in Europe, about 3.8 million firms
- Compared with Germany, Italy has 1.7 million SMEs more than Germany has, but those SMEs produce only 56% of what the German SMEs produce
- The employment in the North of Italy is oriented on the development of particular products. These industries provide the most jobs. More as in Centre- and Southern Italy, these regions are more focused on agriculture and secondary industries.
- Italian students 'hide' themselves in universities in times of financial crisis. People stay at the university till they are late in the twenties wasting their time.

Romania

- Main activity in Romanian economy is services in which 42,7% of the employed Romanians have a job, second main economic activity is agriculture and fishing with 29,1%, followed by industry with 27,6%
- Unemployment rate is one of the lowest in the EU, with a rate of 5,59%, about 18% of this group unemployed people is aged below 25
- The most important criteria in work force selection is the quality of work reported to the salary requested.

1.2.2 Economy & Employment: a short analysis of similarities and differences

A first major similarity is a result of the financial crisis that started in 2008. All countries have problems to provide enough jobs for young people. The unemployment rate for the group aged between 15 and 26 is much higher than the average unemployment rate in all ten countries.

Where Education and Economy & Employment meet we witness a huge demand for professionals like IT engineers, programmers, marketing specialists and financial specialists, but on the other side students still choose for studies like business administration and to become a teacher. There is a mismatch between education and demand from the world of work in this respect. In Spain such an imbalance in the vocational institution system is very apparent. In the Netherlands, vocational institutions decide by themselves which courses they offer, meeting the needs in a particular region. Since the introduction of this system the number of students in VET institutions has grown.

In countries like Spain, Portugal and the centre and southern parts of Italy agriculture and fishing are important sectors for the economy. They tend to involve a lot of micro enterprises (high numbers) but small turnover and employability (little to no personnel). In the rest of the partner countries the service sector is the main economic sector.

Because of the lack of prospective on the labour market, lots of students in Northern Ireland and Italy stay in University till they are late in the twenties to gain extra qualifications. Entering the labour market at this moment is not the best time now.

SMEs constitute in most of the countries between 70% and 80% of the employment. Italy has the most SMEs of Europe, but their productivity is low. There are only half as much SMEs in Germany, but they produce almost double as much.








1.3. CONNECTION TO NEXT PHASE: GOOD PRACTICES

Issues on education & employment occurring in a specific country are often dealt with by the country itself, either by national or local initiatives. We now saw a lot of issues are similar in various countries. This means solutions from elsewhere could very well be applicable to the situation in another country. The tendency to 'borrow from elsewhere' is apparent in a variety of policy fields in EU member states, including vocational and academic guidance for youth and pupils. The iVOC project addresses the need to train and guide the professionals of tomorrow already by today. Facing demographic change this is very important and for those reasons the project partners will examine the transferability of existing successful regional and national schemes. The iVOC partners spent the last few months collecting and assessing Good Practices from their country that could be shared and possibly transferred.

Issues to take into account for transfer:

- Make sure to capture the essential elements of a Good Practice for transfer
- Get insight into potential pitfalls
- Determine local (favorable) circumstances of the originator
- Consider local (undesirable) circumstances of the receiver
- The result or success rate of a Good Practice is the key

I.4. iVOC COMPARATIVE ANALYSIS QUIZ

-  **Question 1** In which country do children already have to go to school by the age of 4?
- 1.) Northern Ireland
2.) Belgium
- Solution Northern Ireland*
-  **Question 2** Which country has the largest number of enterprises?
- 1.) Italy
2.) Germany
- Solution Italy*
-  **Question 3** In which country is it obligatory to learn 2 foreign languages for all pupils?
- 1.) Portugal
2.) Italy
- Solution Portugal*
-  **Question 4** In which country individual VET colleges decide by themselves which studies they do and don't offer based on local needs?
- 1.) Spain
2.) Netherlands
- Solution Netherlands*
-  **Question 5** What is the most popular field of study in both Belgium and Turkey on academic level?
- 1.) Law
2.) Economics
- Solution Law*
-  **Question 6** The group of early school leavers after primary level in Turkey consists mostly of ...?
- 1.) Girls
2.) Boys
- Solution Girls*
-  **Estimation Question** What is the EU % for early school leaving in 2012? (meaning % of pupils not finishing secondary education)
- Solution 12,8%*

2.1. INTRODUCTION

Based on the analysis of the demographical situation and developments of the iVOC partner countries particularly successful examples of vocational training or higher education have been researched, analyzed and prepared.

To ensure a consistent approach a common template has been worked out that defines exact targets with regard to the analyzed offers.

Each partner analyzed at least two examples, which has been jointly presented and discussed to encourage the exchange of experience. The definition of “Best Practices” helped each partner to choose two national offers which meet the criteria.

Those two Best Practices are summarized in the following. For a detailed description of the Best Practices and further offers regarding vocational training and higher education see www.ivoc.eu.

Following the representation of Best Practices a summary and a comparison of vocational training offers and higher education are made.

2.2. TURKEY



UMEM BECERİ '10 (UMEM SKILLS 10)

UMEM BECERİ is a public, private sector & university partnership project and a nationwide campaign for skills acquisition & job placement. Its aims are to increase the efficiency of technical & vocational education and employment activities of Turkish Labour Agency, eliminate the discrepancies between the demands of Labour Market and the skills & qualifications of the labour force, provide basic vocational and refreshment trainings for the unemployed and internship & jobs for successful trainees. The beneficiaries are the unemployed & unqualified persons who either have, or not completed secondary education. Having started in 2010, the programme has conducted labour market needs analyses, reported the data and trained researchers for applying analyses on a regular basis & disseminating them. Ongoing activities include collecting data from companies all over Turkey about their workforce & trainee demands, job-matching which involves theoretical training courses, providing practical training for trainees at pre-identified local companies, providing employment for successful trainees at the companies they have had practical training in and strengthening the educational infrastructure in vocational schools by means of purchasing machinery & equipments, curriculum revision and training of over 6000 trainers-teachers. The project has been implemented by the Ministry of Labour & Social Security, Turkish Union of Chambers & Commodity Exchanges, Turkish Labour Agency, the Ministry of Education and TOBB University of Economics & Technology.

For more information: www.beceril0.org.tr



“MESLEK LİSESİ, MEMLEKET MESELESİ (MLMM)” (“VOCATIONAL SCHOOLS: AN IMPORTANT ISSUE”)

It is a vocational guidance & training project which has been launched by Koç Holding in 2006 and has been continuing since then. The Group has been implementing the project in cooperation with the Ministry of Education. Its global aim is to find solutions to the problems faced by vocational education in Turkey by raising public awareness of the issue, increasing its importance and encouraging stakeholders to take action. The objectives include providing scholarships & internship opportunities for students and offering priority of employment at 20 Koç Holding companies. The project has provided coaching/mentoring services –in collaboration with Koç Holding employees–, organised project competitions and meetings for representatives from schools, collaborated with CSOs, paid on-site visits and carried out communication activities. The beneficiaries have included more than 8000 vocational school students in 264 schools in 81 provinces, Koç Holding & project companies, the Ministry of Education, the project schools & associates. The project was awarded the grand prize at the European Employee Volunteering Awards in 2011. In the following year, it was selected as “best practice” by Youth Employment Programme of International Labour Organisation.(ILO)

For more information: www.mesleklisesimemleketmeselesi.com



2.3. BULGARIA

Labour Market Project

The Labour Market Project provided ongoing assistance in the labour market area in Bulgaria working at both national and regional level. The USAID capacity building program for the Ministry of Labour and Social Policy was focused on the active labour market programs implementation, monitoring and evaluation, analysis and economic modelling to inform decision-making on current and proposed labour and social policies. The Labour Market Project was devoted to the implementation of three main programs at the regional level to help increase the flexibility and capacity of the Bulgarian labour market. The project targeted to improve: the capacity of universities and vocational schools to deliver the skills sought by employers, the availability of modern quality training and certification programs in important economic sectors, and the capacity of Bulgarian government institutions to deliver improved customer services to employers and the unemployed. LMP's programs – the National Internship Program, the Training and Certification Program, and the Model Labour Offices Program have a distinct national focus.

For more information: www.staj.bg www.kakvidastanem.bg www.jobs.bg



National Internship Program



Official announce of the Labor Market Project

Project “Mediation and e-services – a new form of dignified life and overcome of social exclusion (specialized electronic mediation)”

This project has been supported by the Operational program “Human Resources”, European Social fund. The main contributor was the National Federation of Employers of Disabled Persons and the target group - people with disabilities – employers and people looking for a job. Main objectives of this project were development of opportunities for mediation and assistance of people with disabilities to find a job (including electronic mediation services) in order to overcome the social and electronic exclusion through innovative approaches. As a result of the project activities can be mentioned as follow:

Development of Bulgaria's first system for assessing professional employability of people with disabilities and methodology for creating of an informative folder for professions
Development of the first time in Bulgaria of a Register of people with disabilities wanting to carry out distance working by using modern information technologies
The first project in Bulgaria aiming at the creation of a system for the assessment of the employability of disabled people which would support both employers and people with

disabilities looking for a job as well as service providers enabling the access to employment opportunities.

For more information: www.nfri.bg



Website for providing vocational guidance of people with disabilities

2.4. ROMANIA

THE JOBS' WEEK

"The jobs week" is an open door educational space organized inside a vocational school with the purpose of jobs' promotion and good professional orientation of the students. During "The jobs' week" there are organized open workshops and applicative I activities where students from different domains of training are allowed to experience specific activities from different professions they may be interested in. They can choose to take part in one or several activities. They have to perform activities particularized for the job/jobs they had chosen. Thus, after the "Jobs' week" the participating students are able to decide which is the best job they can choose for study and if they will be able to practice that job in the future. The practical activities are conducted in laboratories and school workshops, but also in local companies. The beneficiaries are students in the inferior cycle of high-school. The activity can be organized in order to prevent failure in professional preparation and to have a good orientation of the students for the jobs they can choose in the second cycle of high-school.

For more information: <http://www.hellopc.ro/sap%20meseriilor.htm>



During "The job's week" students are experiencing different jobs and become more confident in their own forces.

💡 THE CARAVAN OF HIGH-SCHOOL OFFERS

“The caravan of high-school offers” is an action that can be organized by each technical high school that wants to orientate general schools graduates to become their students. The action goal is to present in a friendly manner the professional qualification provided by technical schools to the children from terminal years in general schools.

First step :

Teachers together with high school students are visiting elementary schools from their area and after short presentations of the jobs provided in their high schools they answer questions to the children.

Second step:

-The activity is continued in the “School educational offers fair” where each high-school has a presentation stand with pictures, fliers, presentation maps , multimedia presentations and teachers ready to give explanations to the visitors.

Final step:

-”The days of the open doors “is an action held in each high-school during the last week of the school year. The students from general schools are visiting classrooms, laboratories and other facilities of the high-schools in order to choose the best qualification offer.

For more information: <http://www.hellopc.ro>



First steps in high school



Discovering high school laboratories

2.5. ITALY

Guidance and Counselling in the International Mobility Desk (SMI)

The central activities focus on vocational & continuous training, adult education and youth guidance, with particular attention to the international mobility by implementing placement programs for students, young workers and post-graduates, and exchange programs for education experts and teachers. Counselling is a permanent service daily provided to different kind of users in order to help them to improve and enhance their skills and competencies.

Guidance and Counselling oriented to fresh graduates without work experience, -Young Unemployed, Students, -Young people seeking their first job, Workers were laid off and began collecting unemployment benefits in order to help them to integrate into the labour market more easily and especially to remain active for a long period of time, and workers/employees in requalification because at risk to lose their job; Assisting young people develop the skills they need to be successful in the labour market. This is a continuous process since an individual is likely to re-evaluate the career choice at various points in his/her life and may make changes at any point in his/her career.

For more information: www.euroformrfs.it



The International Mobility Desk



Workshop realized by some participants

Programme “ORIENTATI 2” (Project: “Orienta express”)

The SOFF, in partnership with Euroform RFS and other training and guidance centres, implemented 21 guidance project, including:

8 projects addressed to SME's focused on the knowledge and dissemination of Inter-professional Funds; 8 projects addressed to SME's focused on the knowledge and diffusion of the SA 8000 certification; 3 projects focused on the Vocational/Academic Guidance addressed to Students in Initial Vocational Training; one Project focused on the monitoring of the vocational training offers in the Provincial Area. The general objectives was the analysis of the socio-economic development of the area of the Province of Cosenza in order to identify the training needs of the territory and provide vocational and academic guidance and assistance for users seeking job or professional and vocational training.

In the framework of the project 'Orienta Express': Vocational and Academic guidance, assistance, dissemination of the information about the possibilities of training for students

after the lower secondary school. The beneficiaries were young people who have dropped out of school before the end of compulsory education; young at risk of social exclusion; students in Initial Vocational Training.

For more information: www.euroformrfs.it



'Orienta Express' Guide

2.6. GERMANY

SommerCamp for Job, Fun & Future

The "SommerCamp" is a vocational orientation and guidance activity during the summer holidays in Saxony (Germany). Pupils in the age from 12 to 17 from all over Saxony came to Zwickau for one week to get an overview over different professions. The camp combines the vocational learning and working process with an extensive offer of different kinds of events and sport activities to make it more attractive for youngsters and to give them the feeling of a holiday camp as incentive for their motivation. The pupils could choose between 15 different courses and worked on a concrete task over the whole week. The courses are equivalent to departments in a company and the pupils could find out through the practical work if this vocational field matches with their future job expectations or not. As part of the overall week program the pupils visited local companies and passed role plays for job application and interviews, etc. The camp has been supported by the European Social Fund Saxony and the Job Centre Zwickau as well as by several local companies and institutions. In total – since the beginning in 2007 – more than 2.000 pupils participated in the camp for "Job, Fun & Future".

For more information: www.faw-sommercamp.de



Working experiences in different real professions



Fun and sport activities as contrast program

✂ Praktikumsbox (Internship Box)

The compulsory company's internships during 9th grade of the General Education schools in Saxony are a great chance for supporting the pupils in the choice of their future career. The internships offer the opportunity to gain first professional experiences and test themselves in real job markets and also assist entrepreneurs in getting to know potential apprentices or students before their graduating. The companies are enabled to receive a detailed impression of the interests, strengths and weaknesses of the pupils. Experience in cooperation of schools and companies in the region of Zwickau showed that there is no common guideline or standard assessment system for the organization, implementation or evaluation of internships for pupils. The companies rather use established schemes for the selection, which do not reflect current trends of the job market or the market for apprenticeships. Therefore the "Internship Box", supported and financed by the city of Zwickau, was developed. It's a simple concept for teachers with step-by-step instructions for the proper usage of the tools with templates for preparation and evaluation of the internships and a catalogue of internships for pupils with internship offers of local companies, classified by the fields of profession presented as a card game.

For more information: www.praktikumsbox.de



Materials of the "Praktikumsbox"

2.7. NETHERLANDS

🧠 Scoren door scholing (Scoring with Education)

Dutch professional football club FC Twente developed together with local VET institution 'ROC Twente' a special program for students to choose the right study and let the students feel confident about their choice. 'Scoring with Education' is meant for young students (aged <23) which have troubles to get their diploma, early school leavers and students at secondary schools who are not sure about their choice of study.

The program starts with three weeks of education, which include tests of personal interests and personal conversations with professional mentors.

Together with business partners, FC Twente makes it possible for young people to do a short internship (during 2 weeks) within the company. In this way, companies give those young people the opportunity to have insight in the (future) work they will do. The students are free to choose a company. After those internships the students have to make an action

plan for the future together with their buddy/mentor. Finally, if the student succeeds, he or she gets a certificate.

For more information: www.fctwente.nl/maatschappelijk/2013/06/scoren-door-scholing-geeft-zetje-in-goede-richting/



Player of FC Twente Willem Janssen is ambassador of 'Scoring with Education'



Intensive support by players of FC Twente and professional mentors



MentorProgramma Friesland (Mentoring Program Friesland) (MPF)

Early school leaving in vocational education is a big issue in Europe. MentorProgramma Friesland proved that mentoring contributes to the fight against early school leaving in Friesland. Support of business people and students of higher education results in more confident students. Students learn to make conscious choices, which contribute to their self-development.

In Mentorprogramma Friesland the students are the main actors, supported by their mentors. The students themselves decide what they want to learn. MentorProgramma Friesland focuses on the strengths of the student. Students from two local VET-institutions and two regional Universities of Applied Sciences participate. In this program VET students are linked to students' role models of a University and to role models from the world of work. In the last couple of years MentorProgramma Friesland has expanded their activities to schools of lower secondary education. This way, mentoring is now available to schools of secondary education, VET-institutions and Universities.

For more information: www.mentorprogrammafriesland.nl/pageid=502/ENGLISH.html / www.supreme-mentoring.eu



Logo MentorProgramma Friesland



Supreme, a Leonardo da Vinci transfer of innovation project. It is based on MPF, in order to apply the mentoring program of MPF to the partner countries.

2.8. BELGIUM

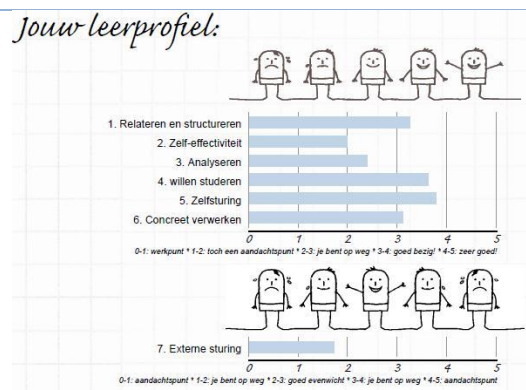
LEMO MIRROR

The “Lemo mirror” is a validated online questionnaire and feedback instrument on learning competences, motivation and self-efficacy. It takes only 15 minutes to fill in the questionnaire and the students get immediate feedback with explanations, tips and links to tools they can use to improve their skills. Study counsellors and program coordinators instantaneously get group reports on the learning and motivation characteristics of their students. The feedback makes pupils and students aware of their learning strengths and weaknesses. Accompanying coaching activities show students the way to successful effective learning. The strengths based concept of the feedback and the appreciative coaching methods are valued highly by teachers and counsellors. There is a Lemo mirror for pupils of 14-16 years, pupils of 16-18 years, students in first year H.E. and students in adult education. In May 2014 a Lemo mirror in English will be ready.

For more information: <http://www.goleweb.eu> / <http://english.goleweb.eu>



LEMO: a tool for feedback on learning and motivation.



Feedback report with a learning profile

ONDERWIJSKIEZER (CAREER CHOOSER)

“Onderwijskiezer” is an online information bank about choice of studies from the Pupil Guidance Centres. The site offers objective and comprehensive information on all fields of study in Flanders, all schools, colleges and universities, all levels and all forms of education and types (with descriptions), admission requirements and capabilities for continuation. There are different levels of interest tests available and by means of interest further information could be gathered. More than 600 occupations are defined and you can instantly look up the training leading to the profession, the possible salary and thanks to the cooperation with the VDAB (Unemployment Service) and Jobat, determine if there are any vacancies at that moment. “SID-IN’S (Study Information Days): the Pupil Guidance Centres and the Flemish Ministry of Education also organize in every Flemish province an annual informative fair about vocational and academic guidance after secondary education. Last year students of secondary education are introduced to the wide range of educational and professional future opportunities.

For more information: www.onderwijskiezer.be

	
Career Chooser website	Sid-in in Antwerp

2.9. SPAIN

ADO – Trade and Profession Teaching Room

ADO provides information that allows children and teenagers to know the training, labour and business realities in relation to a given number of professions so they can have the necessary criteria to choose their future professions.

The tool includes a series of collections of tales and comics and another of animations and interactive games to introduce existing professions, their relevance and their demand in the labour market. Likewise, it deals with the awareness of how important and necessary is to acquire certain social skills and professional competences in order to improve employability. ADO collections area is structured in three blocks depending on the target group they address: Collection of Tales, Collection of Comics and Collection of "Let's Learn". The "Collection of Tales" is directed to Primary education students and subdivided into three collections according to age. Meanwhile, the Collection of "Comics" is devoted to Lower Secondary Education students. In both cases, the world of work, professions and trades are presented following an amusing and attractive format adapted to its specific target group characteristics. Finally, the Collection "Let's learn" is meant to guide and favour Primary and Secondary students to develop and acquire several social skills and professional competences necessary for an appropriate work performance.

For more information:

www.educastur.es/index.php?option=com_content&task=view&id=381&Itemid=130

 <p>Aula Didáctica de las ocupaciones</p>	
Trade and Profession Teaching Room	Collection of Tales

ITE PASAS – Pasas Educational Paths

ITE PASAS is focused on the world of education covering Secondary Compulsory Education, High School and Professional Training while providing detailed information on the production system in order to bring users closer to the world of work.

The tool summarizes specific information at regional level (in terms of studies available in the territory), whereas, generally speaking, it is valid at national level and covers all activity sectors in relation to the professions and studies offered including all specialties.

It is arranged in 3 sections: the Guide for Students, Self-Analysis and Professional Groups and Sectors. It is a clearly academic guidance tool revolving around the "Guide for Students" which provides detailed information on possible educational paths. As an additional support for this guiding activity, a section related to the world of work is included providing information on the different activity sectors and professional groups. The tool is completed by an area for "Self-Analysis" presenting a list of 22 questions with three possible answers for each question thus allowing the user to identify his/her qualities and interests according to the results obtained in order to help him/her to define the most desired profession according to his/her profile.

ITE PASAS is a helping tool for educational guidance counsellors and tutors when providing individual and collective assistance to students who are the targets of this resource. Subject to their needs, students will be supposed to be using it as well.

For more information: <http://web.educastur.princast.es/proyectos/itepasas/>



Homepage - Screenshot

2.10. NORTHERN IRELAND

Foyle Learning Community (FLC)

There are 30 Area Learning Communities (ALC) throughout Northern Ireland, involving 250 schools at post primary level and Further education colleges. ALCs are delivering on the statutory obligations set out by the Entitlement Framework (EF), this will be achieved by increasing and developing curriculum provision (Providers must offer at least one third of academic and one third vocational). This helps pupils realise their full potential regardless of where they live and what school they attend.

Foyle Learning Community (FLC) is a collaboration between the 14 post-primary providers in the Derry City Council area along with the North West Regional College. It aims to give pupils access to a broader range of courses; increase levels of achievement and progression routes by ensuring appropriate courses are available. Activities include joint planning of educational provision for all post primary pupils in the Derry area; enhanced Careers Education, information, advice and guidance; consider the needs and current situation in the local economy; develop skills and employability of the pupils.

There are approximately 1300 pupils between 14-19 years in the Foyle area who are benefiting or involved in the collaborative arrangements. Pupils can attend other providers to benefit from their expertise or access courses which may not be available in their current school.

For more information: <http://www.brightfuturesni.org/foylelc/site/>



Courtesy of FLC

Courtesy of FLC

🧠 Training for Success (TFS)

The Training for Success (TFS) programme is one of the Department of Employment and Learning's (DELNI) training programmes for young people aged 16 - 17 (up to 24 years for those who qualify under extended eligibility) and provides up to 2 years of training to prepare them for work, giving them the tools and skills which they need to get a job. The young people receive training towards relevant qualifications including Essential Skills in communication, application of number and ICT, employability skills and the opportunity to develop personal and behavioural skills to progress into work. They will be able to experience training in different workplaces and job sampling based on their needs developing their professional and technical skills.

Training for Success has been developed for young school leavers to train and develop their interview, motivational, life and work skills enabling them to progress into employment or continue into an apprenticeship scheme. The programme helps to address any individual barriers to learning and employment that the learner may have. Each learner has a Personal Training Plan (PTP) which is agreed between them and their training provider. The Training Plan sets target outcomes to be achieved during the training, milestones, progression routes and their work placement.

For more information: <http://www.delni.gov.uk/trainingforsuccess/>
<http://www.nidirect.gov.uk/trainingforsuccess>



Courtesy of DELNI



Courtesy of DYCW

2.11. PORTUGAL

🧠 Project "Opportunity"

"Opportunity" is a social and human development project concentrated on 2nd and 3rd generation immigrants, with incidences of recent re-housing and situations of exclusion in the neighbourhood of Boba. The project is based on a network of partners w/ operational capacity installed in the neighbourhood and features a dense network of the latest quality of socio-cultural and school facilities, with dimensions that accommodate users of the surrounding community to the neighbourhood. "Opportunity" targeted children and youths of the 2nd and 3rd generation of re-housed immigrants in 2002/03 mostly from the slums of Fontainhas and Bairro Azul. Of the total population relocated, 63% are of Cape Verdean origin and of these, 72% were born in Cape Verde and 28% were born in Lisbon. "Opportunity" gave rise to the creation of the Pedagogical Kit "What will I be when I grow

up” widely recognized as being a unique and innovative product, which includes playful and pedagogical devices that create awareness, regarding school and employability, in children from 8-12 years old. The product has been successfully disseminated and was used at the end of the 2007-2008 school year in schools located in Boba. The widespread acceptance by teachers, alumni, parents and guardians led various stakeholders in committing to the adoption of the product during the next academic year.



Script performed by AGMT students in the area of Equality



Children's Story "When I grow up..."

📌 Project “Grow and Appears”

The project "Grow and Appears" focuses on vocational exploration. This is a project focused on early intervention school students, in particular, preschool and first cycle of basic education. It is intended to foster among the children a first approach to the world of occupations, exploitation of social stereotypes and gender, as well as the reflexive exploration of vocational constructs.

Specific objectives:

- Encourage discovery and exploration of the world of professions, fostering a critical stance about the stereotypes and prejudices conveyed socially so that do not limit the vocational choices;
- Raise awareness of the need and importance of the profession, training, work and employment for interpersonal and social developments, stimulating their sense of responsibility, respect and social inclusion;
- Inciting to build a bridge between the symbolic and the real situations prevailing in children' environment;
- Contribute to the respect of the plurality and the differentiation of roles in the socio-professional classification.

Type of intervention: Intervention in schools context.

Methodology and application:

Training material includes a kit of games "appears and grows" for playful activities.

The teaching kit was created in 2009, was soon embedded early in the project portfolio of the municipal educational program and has been implemented in the preschool and schools of the 1st cycle of basic education and has already involved more than 1,400 children in the city.

Aware that only with the appropriation in the schools is able to achieve its objectives, the project takes the form of multimedia games kit and teachers and educators take the responsibility for their integration into teaching practice.

The kit of games "appears and grows", is aligned with the curriculum guidelines for pre-

school and 1st cycle of basic education and provides an educational experience that contributes to the education of boys and girls in an educational context of full freedom of choice, equality of opportunities and respect for difference.

For more information: <http://cdp.portodigital.pt/projectos/cresce-e-aparece>



Application of the kit in the "Kindergarten Sun", in Porto.

2.12 COMPARISON & SUMMARY

2.12.1 Analysis and summary

As we have seen in the previous pages, all the partners presented different examples of best practices in vocational and academic guidance. Some of these examples follow a common line, others differ.

- The partner from Germany presented two examples: one is an activity implemented during the summer holidays, that combines a vocational learning and working process with an extensive offer of different kinds of events and sport activities; the other is a service aimed to assist teachers in testing vocational interests of the students in order to find adequate internships. So, the first is based on the possibility to learn by practicing and the other one is based on making the contents of internships more efficient.
- The examples of the Turkish partner are connected by a common aim: To assist students in choosing the right field of study at the University and to give them a vocational guidance.
- The examples presented by Bulgaria differ from each other in terms of beneficiaries involved. One is oriented to assist people with disabilities to find a job, whilst the other is a service tailored for students who want to determine their interests, abilities and potential.
- Three examples presented by the partner from The Netherlands which differ from each other. One is a special programme for young students under 23 which have difficulties to get their diploma, students at risk of dropping out and students of the secondary school who are not sure about their choice of study.

- The second example is based on a mentoring programme where the mentor is a professional who assists the student in making the right choices. The last example concentrates on the intention to provide a better connection between agricultural VET institutions and the labour market.
- The examples presented by Spain consist of a service for Primary and Secondary students, including teaching staff, and a programme aiming to formal education and vocational training in the metal sector. The first example presented by Italy focuses on vocational and continuous training for students, adults and young graduated. The other example concerns a series of projects addressed to SME's and students in Initial Vocational Training.
- The examples presented by Romania follow a common line: They are services offered to students of High schools for the identification of the jobs and professions they aim to.
- The partner from Belgium presented the majority amount of examples. They follow the common line of discovering competencies and talents in order to follow the best path career.
- One of the examples of the partner from UK is represented by a service of assistance provided to young pupils between 10 and 12, another example focuses on young people aged 16 to 18, and the other two examples involve post primary pupils and academic and labour orientation.
- The example of the Portuguese partner focuses on immigrants and on the development of their personal skills, and the intermediation with local companies and potential employers for the creation of job opportunities.

2.12.2 Similarities, differences and conclusions

Most of the similarities and commonalities among all of the examples of best practices presented by the partners have been found in those belonging to Turkey, Bulgaria, Netherlands, Italy, Romania, Belgium and United Kingdom.

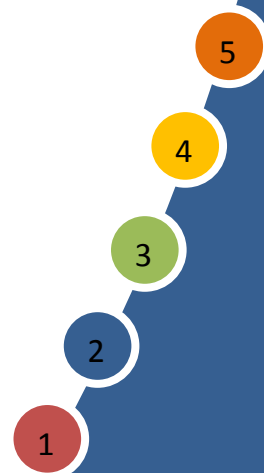
Each of these partners have presented at least one example of vocational and academic guidance in assisting students to choose the right field of study, providing vocational guidance to adults and young people in order to help them to enter the labour market. The predominant target group (beneficiaries) for these examples are represented by pupils of the schools and colleges aged 14 – 19, pupils of the last year of the third stage of high secondary schools, young unemployed and fresh graduated without work experience. So, some examples focus on assisting students in choosing their career path, in discovering competencies and talents in order to follow the best path career and for the identification of the jobs and professions they aim to; or assisting students at risk of dropping out. These kind of services are tailored for students who want to determine their interests, abilities and potential an often are provided directly in the school (teachers sometimes become part of this process).

The target group in one of the example of Bulgaria is different. In fact the service focuses on the job orientation of people with disabilities in order to raise the awareness of their capabilities and try to make a change in the attitude of employers to hire people with disabilities. As we have told, this represents a different target of beneficiaries, as well as a different target of beneficiaries is represented by the immigrants, who the Portuguese partner brings as an example.

This kind of Portuguese target group involves young immigrants, adolescent mothers and their children. Regarding the location and geographic outreach, moreover, most of the examples presented refer to services and activities provided at a national level rather than local.

The services provided involve the public sector, in particular the sector of education but in some cases, like the Netherlands, the sector involved are Agriculture and Horticulture.

In conclusion, the present report have collected and analyzed different approaches and offers for vocational and academic guidance for youth and pupils within the ten involved partner countries. Many different kinds of methodologies, contents and added-value have been identified and discussed in order to present Best Practices and prepare them for further use and transfer within the countries. In fact, each partner involved into the project could learn from the innovative methods used by other partners, enrich professional experience to create new ideas and new opportunities in the field of education.



3.1. PROJECTION PHASE

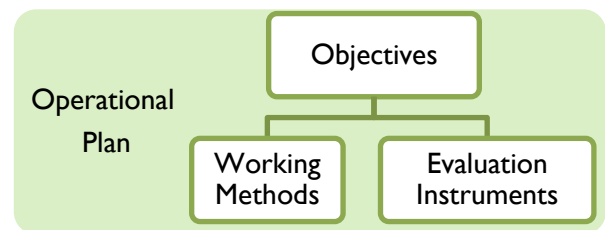
3.1.1. Advices

When we are planning an activity of vocational and academic guidance we need to take into consideration the influencing factors that are affecting our future activity:

- Context of economic situation in the area where we will develop the activity
- The personality and background of our participants
- The wishes and aspirations of our participants
- The structure and diversity of our target group and the necessity of offering equal opportunities to all of our participants
- Needs and dynamics of the labour market

According to this information we will choose the most adequate methods of work and we will know what are the organizational and personal resources that we need to involve in the activity.

At this point we can establish our operational objectives; starting from the objectives, we will tailor our working methods and activities and we will design our evaluation instruments. We will also take into consideration the time factor to put in an operational plan our activities.



Evaluation instruments must be target oriented and here we need to take again into consideration the personality and background of the participants, the structure and diversity of our target group when designing these instruments.

3.1.2. Hints

DIVERSITY & ADAPTABILITY OF METHODS

The methods we offer in vocational and academic guidance should be diversified in order to prevent monotony and boredom of our beneficiaries and to match each ones' particularities in learning, adaptation and personal development.

Each person is different and will answer different to questions and exercises according to his psychological profile.

We should create specific methods for each specific type of personality. The vocational and academic guidance offers should be adaptable according with each beneficiary personality.

3.2. IMPLEMENTATION PHASE

In the implementation phase we need to get as much information as possible from our subjects in order to offer them the most adequate vocational and academic guidance services.

3.2.1 Hints

Young people like to measure their skills, abilities, knowledge and potential as far as the tests they use are tailored to their specific needs and the test results will be communicated instantly and used only for career guidance and counselling.

A career aptitude test can give to the applicant an indication of which jobs matches his personality and which careers he may have an aptitude for. To create good vocational and academic guidance resources is important to have a very well diversified set of aptitude tests. Aptitude tests can also give to the applicant ideas on what he possibly should do rather than what he simply wants to do.

CAREER & APTITUDE TESTS

A variety of different career tests are available in the Internet. Some are complicated, others are quick and easy. Some of the test can be used for free other can be purchased on-line.

REAL LIFE STORIES & ALUMNI

It is very important to offer the young people models they can follow and real life stories they can learn from.

A special page with notorious and successful graduates should be posted on the school's or on the organization's website. Real life stories about career development and guidance will be also very interesting if posted as case studies on the career guidance website.

Each individual is changing in time by getting more instructed, more educated and by normal development of personality.

Along with the continuous change of the labour market goes the change in technical progress, the economic contexts and the social environment of our subjects.

BE AWARE OF CHANGES

We need to know and tell to our beneficiaries that counselling conclusions are changeable and that it is good for them to participate in vocational and academic guidance actions as often as possible.

FRIENDLY COACHING & COUNSELLING

Communication is very important. We need to make ourselves understood by subjects of counselling and we need to understand them right.

A very reliable method for an efficient vocational and academic orientation is to create face-to-face meetings between the counselling qualified staff and the counselling beneficiaries. If possible each young person should have a coach that will guide him in making choices on his educational journey. Interactive & friendly teachers who are responsible for them / for helping them to find their way are preferred by the students. Career guidance meetings, job fairs and similar social events can facilitate the connection between the beneficiaries and the career guidance providers.

A friendly and interactive approach should be considered in all vocational / academic guidance actions. Alumni who offer volunteering by helping the youngsters to find their way are welcome. Dedicated groups with graduates and students can be created in the social networks in order to facilitate the dialogue between them.

The youngsters' wishes and aspirations are very important. They need us to support them to accomplish their dreams. We should let them dream and respect their choices.

TAKE INTO CONSIDERATION STUDENTS ASPIRATIONS

3.3. EVALUATION & FOLLOW-UP PHASE

- Evaluation must be understandable and dedicated to the target group.
- We should include parents and families in this phase also.
- It is good to create testimonials from our target group and to use these testimonials for dissemination of our activities and results.
- New stories of success belonging to our participants should be published.
- Inshore equal access for all the people interested to the evaluation conclusions, results and information of our activities

4.1. CAREERS ADVISERS

4.1.1 Who are careers advisers?

Careers advisers can work for a Careers Department, work in a school, college or training provider or organisation or work for a company. The role of a Careers Adviser is to help individuals assess their abilities, interests and achievements and ensuring they have the right attributes for a particular job role. The Careers Adviser can help an individual find learning and training which will advance their career opportunities or even help to identify suitable work opportunities. Careers Advisers have a wealth of up-to-date and accurate information, tools and resources which they can use to provide the most practical help and support to individuals. When faced with having to make a career decision, an individual makes choices to suit their life and their circumstances. Careers Advisers will help the individual to assess all options and consider which option is the best for them through impartial advice and guidance. A Careers Adviser should support the decision taken by the individual and not impose their own thoughts and opinions on the individual.

Careers Advisers help individuals make 'action plans' or 'Career pathways', setting SMART targets (These are Specific, Measurable, Achievable, Relevant targets carried out within a reasonable timeframe). This will help the individual to make decisions which will suit their lives and take into consideration their circumstances.

4.1.2 Who do Careers Advisers provide guidance for?

Depending on where the Careers Advisers work, they can provide guidance to a huge network of individuals including those who are in secondary level education, helping the individual look at the sectors of work available and helping them look at the qualifications they require to progress on to employment, training or higher education. Careers Advisers provide guidance for those in training programmes or a third level education. They also can help individuals who are currently unemployed to explore job opportunities available in the local labour market. They will also help individuals who are considering a career change or who are involved in life-long learning to consider work in other vocational areas by up-skill through enrolling on training or academic courses.

4.2. COMPETENCES

4.2.1 What are competences?

To decide on what competences are required for those working as Career Advisers we first need to consider what competences are.

According to the EQF, 'competence' "means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy."¹ Basically if someone is competent in their job they have the necessary skills, knowledge and personal attributes to do their job properly.

Competences can be separated into two; when an individual is able to do something and when an individual has the knowledge or understanding to help them complete their work.

¹ <http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf>

4.2.2 Competences required

We have spoken to Careers Advisers, clients who use the careers service and considered qualifications for those wanting to work as a Careers Adviser. We have come up with a list of competences that we feel are those which are needed most to work successfully as a Careers Adviser.

4.2.2.1 Be able to...

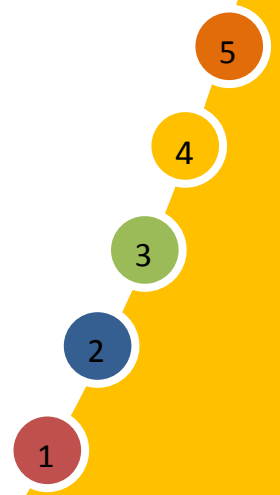
A Careers Adviser should be able to...

- ...offer impartial advice and guidance
- ...develop and maintain working relationships with local stakeholders
- ...communicate clearly with others
- ...identify opportunities and signpost individuals on to other organisations
- ...carry out needs assessments of the individual, understanding their requirements and their circumstances
- ...support clients to draft a career action plan, set targets and make their own decisions

4.2.2.2 Knowledge/Understanding

A Careers Advisor should...

- ...have knowledge and understanding of the Education systems not just on their own region/country but throughout Europe.
- ...have an understanding of the current economic climate and how it impacts on the jobs available.
- ...have knowledge of the employers who are offering work and of the training providers and the courses which they are running.
- ...have knowledge about other services available so you can signpost an individual to the relevant place of support or information.



5.1. SELF-EVALUATION AND ASSESSMENT

5.1.1 Methods of self-evaluation and assessment

Self-evaluation or self-assessment is powerful and useful for an individual's own self development and continuous professional development. It is important to review and monitor your work and progress and make any necessary adjustments to help improve your performance or to make you work more efficiently and effectively.

Methods of self-evaluation or assessment include:

- Questioning, Reflective account, Reviews and Appraisals – These methods of self evaluation or assessment allows the individual to reflect on their practice and how they carried out their work. The Careers Adviser can ask themselves questions on how they believe they are performing, what they think they did well in a particular situation, what they would do well if a similar situation was to arise again and what they think they need to improve on. Questions to ask include; Did I provide enough information for the client to make an informed decision? Did I offer impartial advice and not let my own opinions cloud the judgement of the client? Did I use the relevant resources and tools available to me to help the client? Did I meet the needs of the individual?
- Checklists – The Careers Adviser can use a checklist to ensure they have carried out all necessary steps to provide the required help to the client. Was a needs assessment carried out? Was a Careers action plan drawn up? Where milestones defined? Did I help the individual set SMART targets? Was the relevant information given to the client? Was the client signposted to other organisations for further information (if required)?

5.1.2 Self-evaluation tools

There are many tools which an individual can use to help them self-evaluate or assess their working methods. Self evaluation tools help to highlight your strengths and the achievements you have made but they also highlight your weaknesses and the areas you require most improvement from.

5.1.2.1 GROW Model

The GROW model was designed in the 1980's and used extensively by coaching experts, especially in business throughout the 1980's and 1990's.² It is a simple 4 step model which helps people achieve their goals and improve performance. It is used to aid personal career development and progression. To apply the model you need to set yourself a **Goal**, thinking about what you want to achieve, consider if the goal is SMART. Then think about the **Realities** of the current situation. Where is the starting point? What information is required? What are you missing that you need to obtain in order for you to meet your goal? Consider your **Options** – what options are open to you? What are the obstacles you will face? Final think about what you **Will** do to achieve your goals.

This model is not only useful to a Careers Adviser regarding their own self-evaluation but they can also use this with their clients to help them achieve their career goals.

² GROW Model, http://en.wikipedia.org/wiki/GROW_model

5.1.2.2 Reflective practice

People generally learn from past experiences. By realising our mistakes or thinking about what we did well help us to make improvements to our performance in the future. Reflective practice is a successful evaluating tool as it allows an individual to develop and learn from real life situations rather than just rely on theory. Reflective practice allows an individual to analyse not only what actions they took to handle a particular situation but also how they were feeling during this time, this helps contribute to a better understanding of a situation, develops a sense of responsibility and helps promote lifelong learning for an individual.

5.1.2.3 Questioning

Not only can a Careers Adviser ask themselves questions (see 5.1.1) but they could also have their clients complete questionnaires once they have used the service. By collating and analysing the results the Careers Adviser can see where their strengths lie in providing comprehensive, useful and relevant information to their clients but they can also see where their weaknesses lie and which areas they need to look at improving. Questioning helps to prompt learning for an individual and it also helps them begin to develop as a person and develop the service they are providing to others.

5.1.2.4 Plans

Career Plans are a successful tool used in the areas of Careers guidance and advice. A Careers Adviser should help an individual to draft a Career Action Plan, looking at where the individual currently is, where they want to be and how they will achieve that. It allows an individual to set targets and milestones and also sets timeframes of when a target should be met. Career Plans allow the individual to record their progress and achievements and monitor and assess their progress. These plans also allow the individual to make changes if deemed necessary. Careers Advisers should be able to use the same principles of the Career plan to set their own evaluation plan.

5.1.2.5 Peer or management observations followed by feedback

Observations and follow up feedback sessions or appraisals are a good way for others to identify areas which require improvement by highlighting an individual's weaknesses, they are also a good way to highlight an individual's strengths and identify best practice. They can lead to a sharing of knowledge and information, they raise standards amongst a team and help put in place an action plan for improvement.

An individual can choose one particular method of self-evaluation/assessment or they can combine a number of the suggested methods above.

iVOC



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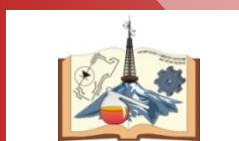
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