

HANDBOOK

IMPROVE PROFESSIONAL ORIENTATION

a modular training course
for VET professionals

www.impro-f.eu



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ImPro-F Course Introduction

This training manual is one of the main results of the Leonardo da Vinci Transfer of Innovation project “ImPro-F – Improve Professional Orientation – Fitting Jobs for all”. ImPro-F combines expertise and experience in the field of vocational education training from partners from Austria, Germany, Lithuania, Spain and the UK. These partners aim to improve professional performance and to develop the skills and competences of VET teachers, trainers and counsellors. As the main target group of the ImPro-F training course, these trainers can learn about different perspectives regarding the main topic of professional orientation.

The ImPro-F handbook – consisting of six modules – serves as the basis for a train-the-trainer course. An experienced VET professional can use the ImPro-F course material for further training of VET trainers, teachers and counsellors. With their advanced knowledge and the practical tools learned from the course, VET professionals will be able to better support adolescents looking for professional orientation.

The modular structure enables you to set training priorities, depending, for example, on the level of knowledge and needs of the participants. So some training units may possibly be combined or outlined, others emphasized. The many exercises presented, the worksheets, questionnaires, etc. of the ImPro-F manual are meant to serve as a kind of toolbox for training, teaching, counselling and mentoring. The person working with adolescents has the possibility to select – depending on the particular situation and group composition – what tools and exercises are best suited.

When developing the curriculum particular consideration was given to the final target group adolescents at risk of social exclusion.

What exactly does the ImPro-F - Training Course for VET Professionals include?

The first module provides an introduction to the topic and a lot of background information. It outlines aspects of the European Comparison Report on professional orientation in the partner countries. The ImPro-F partner consortium has compiled this report in the first year of the project. Furthermore, module 1 offers interesting tools and exercises for training and counselling.

In the next module the central question is how young people looking for vocational orientation may track their (vocational) skills and competences and what support VET trainers, teachers and counsellors can assist in this process. The approach of peer mentoring is presented in the third module – how can young people support and assist other young people? What skills would they need in order to be a peer mentor?

The fourth module offers possibilities for developing ideas on how companies can be involved in the process of professional orientation. It follows three important questions and leads to a series of smart answers.

Prevention of early drop-out and inclusion of parents are the main topics of module 5. It also considers important requirements on how to create an epistemic culture and include self-awareness in daily practice.

The sixth module presents support measures by the public administration in Europe, on the one hand for VET professionals, e.g. regarding further education, and on the other for adolescents looking for their way to work life.

Brian de Lord, managing director of the partner EuroPeaceYouth, concisely describes the approach of the ImPro-F partner consortium:

This project has gathered together a variety of practitioners from different countries across Europe in order that we might capture some of our experiences as Lifelong Learning educators. These

experiences, gained through supporting a diverse range of vulnerable lifelong learners, would then be used to inform and develop competencies of a further group of VET trainers, teachers and counsellors thereby increasing the 'reach' of the project activities.

A critical aspect of any group collaboration that will affect any outcomes it produces, is the actual process it uses to fulfil its task. The nature of leadership style, opportunities for members to be heard, levels of trust between individuals, will all impact on the possible outputs of the process. It is our intention that describing our 'journey of process' will support the user of these modules to discover different ways of using and applying our recommendations.

An essential foundation for all collaborations is to establish the extent of shared values. An interest in education does not necessarily indicate shared values, why the interest is there and how it is delivered are far more effective in the establishment of a value base.

The next evolutionary step of partnerships is to agree on the meaning of their individual experiences and to move towards a position of shared practice. It is common practice for many partnerships to content themselves with this achievement. What made this partnership more interesting was the willingness to go beyond this point in order to explore and map our differences. The exploration and inclusion of difference can only flourish in a learning environment where participants are trusting and trusted and do not feel it necessary to be certain.

The diagram below, reproduced with the kind permission of Mr Peter Wild, EPY Associate, captures the environment of those working professionally with vulnerable young people in a particularly useful way. It is through the 'rich connectivity' and the interaction of all the individuals and organisations involved that effective and transformative services being delivered to our children will be ensured.

Rich Connectivity

- Creating synergy by linking strategic planning to operational reality.
- Alignment of policy and practice.
- Maximising funding to meet desired outcomes.
- Holistic approach, sensitive to change.
- Sustainable development – allowing time to grow and embed.

The Dysfunctional Norm

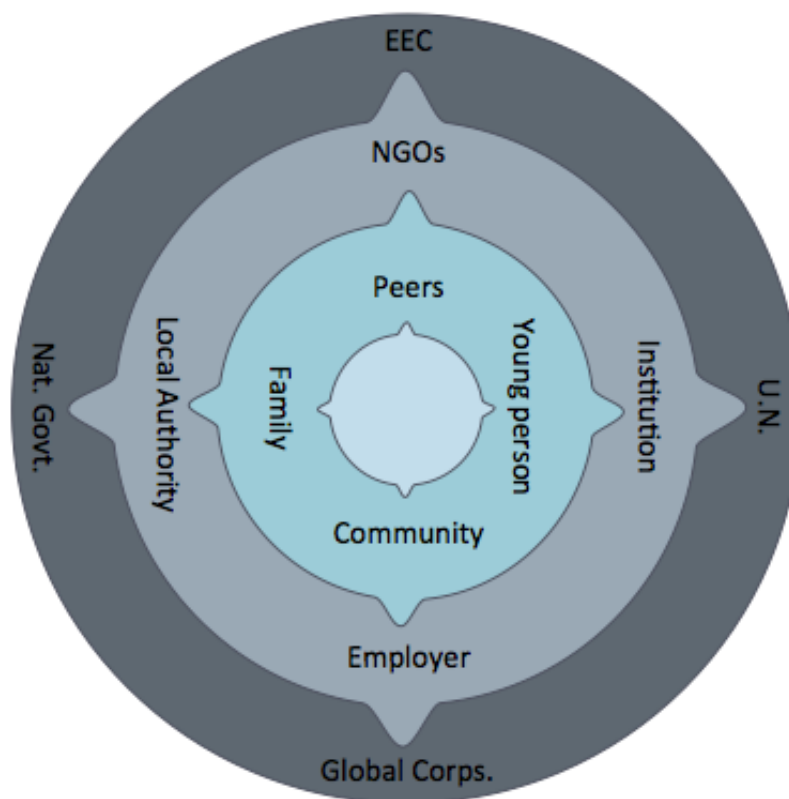
- Policy is usually devised and driven from above.
- There can be an exaggerated disconnection from the client group.
- Conflict emerges in terms of prioritisation of objectives even if all are agreed on desired outcomes.

Youth Unemployment

- International concern over youth unemployment, or mismatch of skills to occupational demand.
- Failure of Policy makers, employers, trainers and prospective employees to align.
- NEET = not in employment, education or training. Generic term for 16-25yr age range.

Overcoming Barriers

- If the voices of the young people can make themselves heard effectively, then, given that there is a mutual imperative to get this right, policy can be driven from the bottom up.
- The task becomes one of barrier removal and the facilitation of alignment.
- This might have to happen in stages until it reaches the alignment below:



- Once alignment takes place through rich connectivity, then synergy occurs.
- Strategists and client group are connected through intermediaries who maintain strong connections and effective communication to maintain alignment.
- The epistemological culture facilitates the process by connecting clients to providers to policy makers.
- The epistemological culture fosters meaningful engagement.

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For further information on the Leonardo da Vinci transfer of innovation project ImPro-F like, for example, a summary in all project languages, to all partner organisations, activities and outcomes, please visit our project website, www.impro-f.eu. Kindly note that some tools mentioned in this training handbook are available on the ImPro-F website under area outcomes.

On the first page of every module you will find (summaries of) short interviews with students, course participants or members of staff from every partner organisation talking about their personal background and their vocational education so far.

Module 1 - Theoretical Background

1. INTRODUCTION

- 1.1 Introduction of module programme
- 1.2 Warming up and introduction, clarification of participants' experience
- 1.3 Introduction to the Professional Orientation (PO) systems in Europe
- 1.4 Advantages and disadvantages of PO systems

2. PROVIDERS AND TARGET GROUPS OF PO SERVICES; MEANS AND METHODS

- 2.1 PO services institutions
- 2.2 PO target groups
- 2.3 Tools and means

3. PO FOR SOCIAL EXCLUSION RISK GROUPS

- 3.1 Social exclusion and risk groups
- 3.2 Methods and means applied for professional orienting of these groups
- 3.3 Strengths and weaknesses, comparing the experience of the EU countries

Aušra, 39, Lithuania

I am from Telšiai. I was studying in a secondary school and I started a family one year before finishing it. After a three year break, I achieved a secondary education at TSM. Right after graduation I got a job at that same school. I was working and studying at a college simultaneously. It wasn't difficult to combine work and studies even when I started at the university. I work as an art teacher for 16 years now.

My studies were free so the most important support for me was the confidence and encouragement of the school managers. I am really thankful for the opportunity to reconcile my work and study time.

At the moment, I feel like I have achieved most of my goals so I am looking for new challenges. I plan to try myself out at a little different activity. I am going to pay more attention and time for creative work. I have started to conduct workshops for adults recently. My career path continues.

Unit	Content	Methods /tools	Time	Resources
1	Introduction Introduction of module programme Getting to know each other Competences that are relevant in the career field Getting to know PO systems in Europe (goals, responsible institutions, activity regulating documents) Advantages and disadvantages of PO systems	 Presentation, exercise "Shapes" Task "The Tree of Competencies" Lecture Game "Lightning"	55 min.: 15 min. 10 min. 15 min. 15 min.	ImPro-F training handbook Slideshow equipment Sticky notes in three different colours, pens Poster paper sheet A list of competencies Bright and dark coloured balls
Learning outcome	Knowledge Is familiar with the PO systems in EU countries Has knowledge of basic European Commission and EU legislation in professional orientation	Skills Perceives disadvantages and distinguishes advantages of PO systems Manages and provides information about national and European professional orientation systems, their objectives, structures and functions Creates a comfortable atmosphere for communication Can list the basic skills essential for successful career	Competences Understands of modern career process and it's management structure Demonstrates capabilities of information analysis and generalisation Demonstrates the interpersonal interaction skills Raises questions in the field of PO at the national level Demonstrates communication	

			and cooperation skills in learning	
Unit	Content	Methods /tools	Time	Means / Resources
2	Providers and target groups of PO services; means and methods 2.1 PO services institutions 2.2 PO target groups 2.3 Tools and means	Pair work Presentation Reading – discussion „Career Information Sources“	55 min.: 30 min. 10 min. 15 min.	ImPro-F training handbook Slideshow equipment Sheets with information, pens, poster paper sheet
Learning outcome	Knowledge Knows professional orientation services institutions and the target groups of these services Has deeper knowledge of tools and means used for career development Has better knowledge of the methods used in this field	Skills Uses information about PO services institutions for professional development and directs target groups Is able to use various means and forms of informing in the field	Competences Knows functions of the responsible institutions Develops skills of using the information technologies, the internet and other means of information to achieve the objectives of professional orientation Improves learning to learn	

Unit	Content	Methods /tools	Time	Means / resources
3	PO for social exclusion risk groups Social exclusion and risk groups Methods and means applied for professional orienting of these groups Strengths and weaknesses, comparing the experience of the EU countries Self-assessment of learning	Game "Net" Lecture - presentation SWOT analysis Discussion "My Decisions and Actions" Exercise - Self-assessment of learning outcomes, summary	70 min.: 10 min. 15 min. 10 min. 20 min. 15 min.	ImPro-F training handbook, a rope Slideshow equipment Task sheets of SWOT analysis, pens, large sheets of paper, a list of questions for a discussion Green sticky notes
Learning outcome	Knowledge Is able to characterize social exclusion and risk groups Has knowledge of ongoing professional orienting of these groups in the EU	Skills Is able to creatively motivate Analyzes and structures the information Can conduct a situation analysis in the PO field Uses the methods learned during the module in the field	Competences Recognizes the social environment and social roles Demonstrates the interpersonal interaction skills Demonstrates information management skills Has improved planning skills	

Module 1 Theoretical Background

Unit 1 Introduction

The purpose of the module – helping the providers of professional orientation (PO) services to understand the national system of professional orientation: introducing to theoretical basis of PO by reviewing the situation of providing PO services to social exclusion and risk groups, developing competencies of career process management.

The programme of this module is designed according to the European Country comparison report which was designed by the participants of this project. This course module will help the members of the course get acquainted with PO systems and will broaden their knowledge in European level. The activities provided in the module will stimulate creativeness, the ability to communicate and make decisions in the field of career guidance. The activities can also be used while working with participants of the final target group.

1.1 A short presentation of the module: the purpose, review of the content, developed competences (the material from Curriculum).

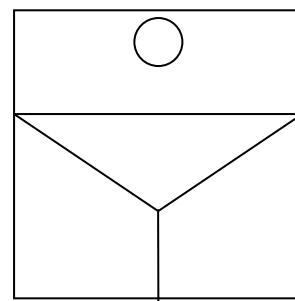
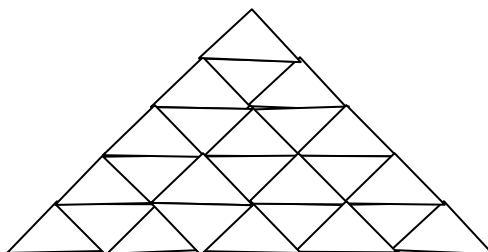
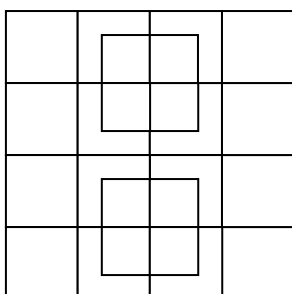
1.2 Warming up and introduction. An exercise showing different approaches of participants with a common goal.

Instructions for the trainer:

Participants choose a number from 1 to 3;

Every group receives a question about different figures (in a slide or a big paper sheet):

I – how many rectangular do you see, II – how many triangles do you see, III – what do you see in this picture?



Every participant pronounces his name and answer. After the answers (which will be different) of participants, their thoughts are summarised: "If we see the world around us in the same way, we lose the joy of discovery" (cf. Valantinas, 2011).

Task for clarification of participants' experience "The Tree of Competencies" (cf. www.mukis.lt/lt/mokytojo_knyga.html, p.66).

Instructions for the trainer:

Participants receive sheets with the list of competencies of career specialists (1.3.1). Participants are asked to write their competencies on differently coloured sticky notes:

- Green – already existing and sufficient competencies
- Yellow – competencies that still need developing
- Red – competencies that are necessary to acquire

Differently coloured sticky notes are put on different branches of a tree. The tree without leaves is drawn on a large sheet of paper. If there are a lot of participants, several trees can be drawn in groups.

1.3 Lecture with slideshow: Introduction to the PO systems in Europe (objectives, responsible institutions, activity regulating documents), advantages and disadvantages of PO systems

The trainer uses the "Background information" from the handbook to prepare slides with essential statements, tables, schemes and/or pictures, which would help to present the information.

Background information:

The importance of professional guidance development in Europe is revealed in the Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies (2008/C 319/02)

The Council of, the European Union and the Representatives of Governments of the Member States, meeting within the Council,

CONSIDERING THAT:

1. The growing globalisation of trade and lengthening of the period of active employment are increasingly requiring individuals to adapt their skills, in order to remain ahead of foreseeable or necessary changes and to safeguard their career paths.
2. The enlargement of the European Union has increased the potential for mobility in education and training, as well as in the labour market, thereby creating the need to prepare Union citizens to develop their learning and professional pathways in a broader geographical context.
3. Citizens' lives are increasingly characterised by multiple transitions: notably from school to vocational education and training (VET), higher education or employment, or from employment to unemployment, further training or departure from the labour market. Guidance plays a decisive role in the major decisions that individuals have to take throughout their lives. In this respect, it can contribute to empowering individuals to manage their own career paths in a more secure way in the context of today's labour market, and to achieve a better balance between their personal and professional lives.
4. The labour market is also characterised by the mismatch between persistent unemployment and difficulties in recruiting in certain sectors, and guidance provides a means of responding more effectively to labour market needs.
5. Social inclusion and equal opportunities are still major challenges for education, training and employment policies,

CONFIRM:

The definition of guidance as referring to a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.

The objectives of the countries participating in this project:

- Career guidance aims at counselling young people regarding their/ according to their skills, interests, character sketch and personal talents (DE).
- The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified career advisers (UK).
- Counsellors should ideally support people of all ages in their decisions about changes in their lives, above all regarding jobs, career, education and participation in social life. Counsellors should also empower people to implement these changes (AT).
- Provide Lithuanian people with high quality information about education and employment opportunities; provide all people with high quality career counselling service. Career guidance covers information, counselling and guidance services helping persons in different age categories to choose their own pursuits in the area of education, training and employment and to undertake an active role in the development of their own professional career (LT).
- Performance policies in the educational framework of different public administrations are mainly aimed at: reporting on existing educational resources, career guidance, counselling on the various support programmes for a better educational integration and promotion of leisure and recreation activities, alternatives addressed to families, minors and the entire school population, and design of interventions and activities focused on preventing dropouts during compulsory schooling, and specific actions to achieve a better integration of students in ethnic, cultural or social disadvantage situation (ES).

Responsible institutions, activity regulating documents:

Career guidance in EU is regulated by: Lifelong learning strategy (2004); European Lisbon strategy and its follow-up policy (Council Resolutions in 2004 and 2008, Bordeaux Communiqué 2008); Recent EU 2020 strategy and the Bruges Communiqué.

In Germany: The bigger part of career guidance is provided by the Employment Agencies (are legally obligated, § 29, SGB III – Social Security Code). Guidance and counselling provision in Germany is embedded both in the overall employment strategy as well as in the educational sector.

In United Kingdom: The National Careers Service, which was launched in April 2012 by the UK Government, brings together elements of previous publicly-funded careers services for adults and young people – Next Step and Connexions – and signals the start of a new chapter in information, advice and guidance.

In Austria: A national steering group has been established, which includes representatives from the ministries for education, science and social affairs, from the social partners, the labour agency, and last but not least ibw's managing director Mag. Thomas Mayr. The AMS, the Austrian public employment service and therefore one of the big players in the Austrian career guidance sector, has developed an internal regulation scheme for counsellors within projects and measures that are funded by the public employment service.

In Spain: The administration at national level, through the Spanish Constitution of 1978, art. 27, gives the right to education for all; The Ministry of Education with the Bologna Declaration (1999) regulates the information for university and training centres for education; and the Ministry of

Employment -The Public State Employment System gives the necessary guidelines for the entire Spanish territory, delegating its competence in the Regions.

In Lithuania: The formation and development of the career guidance system in Lithuania is under the responsibility of two executive authority institutions of Republic of Lithuania – the Ministry of Education and Science and the Ministry of Social Security and Labour. Career counselling and guidance in Lithuania is regulated by: National programme of professional orientation in education system (2007); Education Act of Lithuanian Republic (1997); Vocational Guidance Strategy (2003); Lifelong Learning Strategy (2004) and Procedure schedule of professional training implementation (2012).

1.4 Advantages and disadvantages of PO systems

Strengths and weaknesses of PO systems:

Career guidance is implemented in every country quite successfully. In spite of many participants indicating more strengths in the European country comparison report, there are some weaknesses as well.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Career information points (CIP) net and AIKOS system in basic and vocational schools, career centres and universities. The importance of professional orientation is emphasized not only in EU but also in Lithuanian law acts and strategic documents. There are possibilities of using EU structural support for professional orientation system and service development in Lithuania (LT). • Compulsory education up to age of 16. Free education and guidance for all pupils. Easy access to educational resources through the framework and specific programmes for vulnerable groups (immigrants) (ES). • Cooperation with companies and institutions. Three level concept in schools: "occupational orientation education, career guidance, school psychology". Occupational orientation education is obligatory (AT). • As a result of contacting the National Careers Service: 83% of all customers are satisfied with the service, 75% of all customers went into learning and/or work, 74% of face-to-face customers went into learning and/or work, 81% of phone customers went into learning and/or work, over 125,000 Lifelong Learning Accounts created (UK). • Free career guidance for everybody provided by the employment agency and other 	<ul style="list-style-type: none"> • Different interpretation and implementation of professional orientation and career guidance, insufficient administrative mechanisms of professional orientation, drawbacks of professional orientation system and insufficient collaboration, activity coordination among responsible institutions and service providers (LT). • Budget cutting in 2013 (limiting scholarships) and therefore decrease of human and technical resources. Guidance and educational and vocational monitoring are not equally applicable in all Spanish regions and schools. CVET is voluntary, so there are teachers who are not recycled into new knowledge, skills and techniques (ES). • Depending on the individual teacher. There is not enough time per pupil, therefore only few pupils can be given individual advice. The education of occupational orientation teachers is too unequal and too short. Information material is often focusing the producers instead of the consumers. There are no regulations for career guidance counsellors in adult education and there is a lack of quality criteria for counsellors (AT). • Budget cuts and employment shortages (UK). • Do the offers reach the target group, especially adolescents at risk of social ex-

institutes in public order; free possibility for own research and guidance at the profession information centres; special website appealing young people (DE).	clusion? Guidance qualification of counsellors at employment agency is judged in variable ways (DE).
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A game "Lightning" allows to quickly check what the participants remember and to find out their instant opinion.

Instructions for the trainer:

Bright and dark coloured balls are passed from hand to hand. The participant, who received a bright coloured ball, names one advantage of the PO system and the one who received a dark coloured ball names a disadvantage.

Statements of the participants are grouped on a large sheet. The information is summarised by discussing reasons of the existing disadvantages and indicating institutions responsible for the elimination of disadvantages.

Unit 2 Providers and target groups of PO services; means and methods

In a growing measure, professional development consists of processes, changes and transitions, which in addition to core qualifications, demand alternating and supplementary competences in knowledge. Therefore the collaboration of many institutions is a matter of great importance while seeking the best results. Consequently each organization that implements career guidance should think of the most effective measures.

Work in pairs

Instructions for the trainer:

Questions presented in a slide:

- Who am I and which institution I work in?
- What are my responsibilities in the PO field?
- Who needs my services?
- What career development means do I use?

Participants answer these questions to each other in pairs. Each participant tells everyone what he learned about the one he/she talked to.

A lecture with a slideshow: PO services institutions, PO target groups, tools and means.

The trainer uses the „Background information“ from the handbook to prepare slides with essential statements, tables, schemes and/or pictures, which would help to present the information.

Background information:

2.1 Providers of PO services

WIFI Institute of Economic development, BFI Vocational Training Institute and other subcontractors of the AMS, the Austrian Public Employment Services, e.g.: VHS, Mädchenzentrum (AT).

The regional Ministry of Education, Compulsory Primary and Secondary schools, Universities and VET, local entities, socio-educational centres, job placement, the Job Portal and network of employment offices, services of the EURES European Job Mobility network (ES).

Employment agency, Profession Information Centers (BIZ – Berufsinformationszentren), private Institutes (also in public order) (DE).

The National Careers Service, educational institutions, and local authorities. Beyond that, the government believes there should be a flourishing commercial market in products and services that help people make career choices (UK).

Career Information Points (CIP), Pedagogical-psychological services, Career planning centre under the Lithuanian Youth technical Creativity Palace, University career centers, The Lithuanian Labour Market Training Authority, The Lithuanian Labour Exchange, Private institutions (LT).

2.2 Target groups of PO services

Professional orientation services are for all the people in the EU countries irrespective of their occupation, age, disability, sex, race, ethnic origin: pupils, students, parents, teachers, employers, career guidance counsellors, etc.

2.3 Existing tools and means, methods in implementation of career guidance

The Initial Professional Qualification Programmes are directed to students over sixteen years old who have not obtained the title of secondary education; Educational compensation activities in Primary and Secondary Obligatory schools, falling within the Diversity Attention Programmes, and specifically in: Externally Compensation Programmes - Open classroom, Attention to foreign students through the Translating and Interpreting Service, Attention to Sick Students; WEB site: madrid.org, where the information for all training and employment issues can be obtained, First Job Activation Forum (ES).

The instruments and processes for identifying future qualification requirements (anticipation), Skill needs studies, The Qualification Barometer, Research Network of Public Employment Service Austria (AT).

Help face-to-face, handle up to one million telephone enquiries; the website providing access to: information about different careers and occupations, job market, courses; CV builder; skills health check tools; a Lifelong Learning Account, to help people manage their learning and career plans; an option to email an adviser to get careers advice or provide feedback (UK).

Diagnostic methods, providing information in a way suitable to the client, sensing and including social and cultural environment of the client, methods of evaluating, competence assessment, Girl's day, Education Pilot ("Bildungslotsen"), website "Job Planet" ("www.planet-beruf.de") (DE).

PLOTEUS portal to AIKOS (Atviro informavimo, konsultavimo ir orientavimo sistema – Open Information, Consultation and Orientation System) guidance system, which provides data on education, statistics and labour www.aikos.smm.lt, Career Planning Steps - an online tool designed by Euroguidance www.euroguidance.lt, Online tests, Online exercises for choosing a career, Guide for vocation – an online product that also has print version www.profesijupasaulis.lt (LT).

Reading – discussion

Instructions for the trainer:

Participants get sheets "Career Informing Sources" (2.3.1). After getting familiar with the information, discussion is carried out about which measure gets the priority in which cases while advising different target groups or clients.

Unit 3 PO for social exclusion risk groups

According to the latest data published by Eurostat, an estimate of 22% of young people in the 16 - 24 age group were at risk of poverty or social exclusion in the EU in 2011. In June 2010, the European Council adopted a social inclusion target as part of the Europe 2020 Strategy: to lift at least 20 million people in the EU from the risk of poverty and exclusion by 2020 (Eurostat Publication).

A game "Net" helps to reveal essence and meaning of a social network (cf. www.mukis.lt/lt/mokytojo_knyga.html, p.74).

Instructions for the trainer:

Participants stand in a circle. A question is asked: can you lift a man with one finger? A net is weaved by hanging a rope on participants' fingers. The net is lowered on the floor. One participant lies down in the middle of the net and is then raised in unison.

It is explained that the net is a model of social network. In reality, help must be sought in immediate social environment.

Lecture-presentation: Social exclusion and risk groups; measures and methods applied for the guidance of these groups; strengths and weaknesses, comparing EU countries' experience in the field. The trainer uses the „Background information“ from the handbook to prepare slides with essential statements, tables, schemes and/or pictures, which would help to present the information.

Background information:

3.1 Social exclusion and risk groups

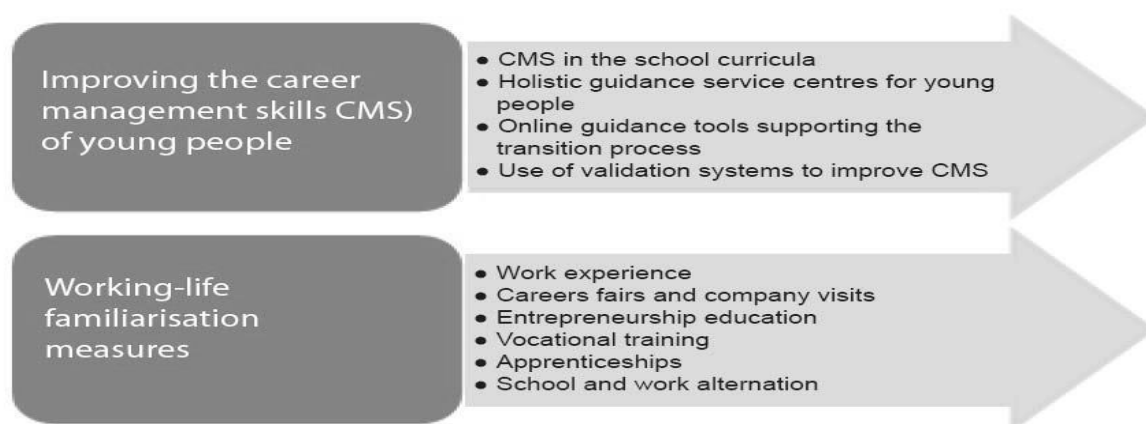
Partners of the project indicated existing groups of adolescents at risk of social exclusion: older than 14 year old children being at the risk group of social exclusion and (or) left without parents; people who left schools early; present and former pupils of foster homes and special boarding-schools (14–29 years old); migrants, adolescents from deprived families; re-settlers; disabled adolescents, NEET Young People (who are Not in Education, Employment or Training); School dropouts in mandatory training levels in the general population and especially minorities and excluded population (immigrants, gypsies, etc...); young people dropping out of vocational training system for personal or family circumstances, without a degree or specialization to enter the labour market, rising poverty in families;; handicapped people.

3.2 Methods and means applied for professional orienting of these groups

It is important that teachers and trainers have the necessary skills to help young people to develop career management skills and apply them in both the transition into work and throughout their working lives. An understanding of career management needs to be integrated into mainstream education and training, with the acquisition of appropriate skills as a key output. CMS also need to be a part of IVET and any alternative curricula for young people at risk (cf. Publications Office of the European Union, 2010).

There is a growing recognition that career guidance practice needs to advance from simply assisting young people to make decisions regarding certain jobs or courses, to the much broader task of enabling and developing career management skills (CMS) (cf. OECD, 2004a; Sultana, 2009a).

Types of Transition Policy



(cf. GHK Consulting, 2009)

Measures and methods applied for the guidance of these groups:

Support of gaining vocational skills (here all the people belonging to the groups of social risk or social exclusion can participate if they have just gained the profession but still haven't got any experience and because of that they can be ignored by the employers; also here are able to participate long-time jobless people, that have a profession, but haven't worked in that sphere and have lost vocational skills, are also able to participate here) (LT).

„Perspektive Berufsabschluss“ – Perspective Vocational Qualification: programme of the Federal Ministry of Education and Research which aims at reducing the number of adolescents without graduation; „National Action Plan Integration“ - aims of this programme concerning education, vocational training and continuing education not only intended for young migrants but for all young persons with special need for support; information about special professional offers for disabled adolescents via internet www.planet-beruf.de (DE)

The Department provides funding for services through the new Early Intervention Grant. This enables local authorities to deliver a range of activities, including their statutory duty to encourage, enable and assist young people to participate in education or training, support for vulnerable young people, and early intervention with those at risk of disengagement. The Department has piloted two initiatives, Activity Agreements and Entry to Learning, to test different approaches to re-engaging young people who are NEET. At national level, the Department for Education works closely with the Department for Work and Pensions (DWP) and the Department for Business, Innovation and Skills (BIS). BIS has a key role in raising skills levels and reducing the proportion of 18- to 24-year-olds who are NEET, while DWP leads on support to help unemployed 18- to 24-year-olds get back into work (UK).

Programmes on Prevention and control of absenteeism from school, after school programmes; Itinerant Support Service to foreign students (SAI); Educational compensation classrooms; Diversity Attention Programme to students, where students are being evaluated by the psycho-educational counselling team; Curriculum Differentiation Programme for students with special needs; Support school units in hospital institutions; House Educational Support Service (SAED) (ES)

Special programs like MELDA and others, financed by the AMS, try to close the gap of the drop out rate for adolescents ending school too early and not going into a VET college or school. One of the main points of the program is to work also with the parents and build up confidence, that especially girls can follow further programs to get into the Jobmarket (AT).

3.3 Strengths and weaknesses, comparing the experience of the EU countries

<i>STRENGTHS</i>	<i>WEAKNESSES</i>
<ul style="list-style-type: none"> • Individual counselling, study of personal characteristics, advising about decisions conducted in Labor Exchanges (LT). • The free education from 6 to 16 years, 15 CEPI – centres of participation and integration of immigrants in the Madrid region, diversity of services and educational and leisure resources, educational/professional support programmes (ES). • Programmes which accompany the adolescents to and into the workplace; Programs which build up confidence that parents also support the young people to start a VET (AT). • Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. From 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education (UK). • A lot of different offers and possibilities, also low threshold and at no charge (DE). 	<ul style="list-style-type: none"> • Lack of specialists working with disadvantaged groups expertise; lack of funding; a gap between theory and practise (LT). • Economic budget cuttings, administrative bureaucracy, expensive school books and materials for compulsory education and not enough scholarships (ES). • Programs are sometimes too short (only a few weeks) to make real changes (AT). • Funding and budget cuts, bureaucracy, lack of communication between different agencies that young people are involved with. Too many targets that are impossible to achieve, especially by those that are most in need. Services need to be bespoke rather than one-size-fits-all and only surface level or distractionary or too short term (UK). • Possibly more efforts necessary to reach target group; quality of career guidance may differ; qualification of career counsellors? (DE).

A task – analysis of SWOT

Instructions for the trainer:

Groups of participants receive task sheets (3.3.1). Participants are asked to fill out a SWOT table based on the information they've heard about the experience of EU countries or their own country (External factors) and depending on their own experience and activity in their organization (Internal factors). Then they have to try to discern their place in the current situation by setting the nearest goals related to career education of social exclusion and risk groups.

Discussion "My Three Steps" after analysis.

Instructions for the trainer:

Participants are asked to discuss the results of SWOT analysis in groups and, using the questions, identify next three steps that could be taken by participants after the training.

Questions for discussion presented on a slide:

- What hinders the delivery of quality services for social exclusion and risk individuals the most?
- Which strengths could we use for the discovery of opportunities in this field?
- What actions should we take?

Statements proposed by participants are written on a big sheet "My Three Steps".

Self-assessment

Self-assessment and summary of learning outcomes

Instructions for the trainer:

Everyone returns to the tree of competences. Participants are asked to put green sticky notes next to the competences, depending on whether the competence is sufficient.

Worksheet 1.3.1. Competencies of career specialists

1. An ability to follow and demonstrate principles of professional ethics in their activity
2. An ability to demonstrate time planning and managing skills
3. An ability to create a positive emotional environment and establish a constructive relationship with the client
4. An ability to demonstrate active listening skills
5. An ability to effectively apply conflict solving strategies
6. An ability to expediently manage information about the state of general education, professional training and labour market
7. An ability to use information about the contents of profession, retrieved through different information search channels
8. An ability to analyse and summarise information
9. An ability to constructively communicate and cooperate with the social partners
10. An ability to develop relations with individuals and community groups that influence the choice of profession and career prospects
11. An ability to see the connection between theory and practice
12. An ability to set personal goals, admit the gap between the goal and the current situation
13. An ability to share information and knowledge
14. An ability to embrace change, adapt to situations and challenges and
15. An ability to continuously develop personal competencies and learning habits

(cf. www.mukis.lt/lt/mokytojo_knyga.html)

Worksheet 2.3.1. Career information sources

The name of source	Advantages	Disadvantages
Acquaintances, relatives	Have knowledge of a certain professional field and do not hide information.	High probability of partiality (can promote to choose a certain profession or urge to refuse a planned career).
Informational interview with professionals	Information is presented based on many years of professional experience. Advantages and disadvantages are discussed. Useful professional contacts can be made.	Professionals have little time. Candidates may be considered as potential competitors.
Employers	Objectively describe professional requirements.	See career opportunities from the organisation's rather than the individual's position.
Profession advisors Specialists, working at career information points (CIP) Staff of higher education institutions career centres Labour Exchange staff	Have extensive experience in the search for information. Use different sources of information, but focuses on official sources. Help evaluate individual career opportunities.	Consultation time is limited. Relevant career information fields may remain undetected (e.g. promotion, opportunity to improve professional skills, etc.).
Internet	Provides lots of useful information about different career opportunities. Provides the opportunity to get contact information of employers. Gives opportunity to check not only official data bases, but also websites of professionals, staff feedback, information provided by trade unions.	Difficult to discover priority information due to the abundance of information. Selection process takes time.
The media sources (press, television, radio)	Success stories, interviews with professionals allow to better understand the characteristics of the planned career.	Information is not always objective, reports are often "coloured" with certain emotions.

(cf. www.mukis.lt/lt/mokytojo_knyga.html, p.97)

Worksheet 3.3.1. **SWOT table**

Internal factors	<u>Strengths</u> <ul style="list-style-type: none"> • Personal characteristics • Competencies • Successful relationships and contacts 	<u>Weaknesses</u> <ul style="list-style-type: none"> • Undeveloped skills • Negative personal characteristics
External factors	<u>Opportunities</u> <ul style="list-style-type: none"> • Positive trends in the national policy • Personal development opportunities • A favourable geographical location • Changes in the labour market 	<u>Threats</u> <ul style="list-style-type: none"> • Obstacles in a career path (lack of training, no money) • Disinterest of companies • Unfavourable policy

(cf. <http://www.karjerosmokykla.europass.lt/get.php?f.115>)

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Module 2 - Competence Assessment

1. INTRODUCTION

- 1.1 Overview
- 1.2 Definition of Terms
- 1.3 Quality Standards of Competence Assessment
- 1.4 Chart "Capacity to Act"

2. TOOLS FOR COMPETENCE ASSESSMENT

- 2.1 Competence Self-Assessment: Competence Balance Sheet
- 2.2 Competence Assessment in Vocational Education Training and Counselling by VET teachers, trainers, counsellors
 - 2.2.1 Basic Assessment Tool "Competence Identification"
 - 2.2.2 Fit for the Job I: my Strong Points, my Interests
 - 2.2.3 Fit for the Job II: my Career Orientation Schedule
- 2.3 Competence Assessment by Others
 - 2.3.1 Assessment by VET trainers, teachers, counsellors
 - 2.3.2 Assessment by Peers
- 2.4 Practical Exercises for Competence Assessment

Participant at "Flow", a training for young job-seekers at ttg team training GmbH, Germany:

Name: Marco T.

Country of Residence: Germany

Age: 21

Marco was born in Bad Waldsee, a city close to Lake Constance in the South of Germany. He went to school and earned his Certificate of Secondary Education (CSE). While attending school he had no support from others. He had a lot of serious arguments with his family, especially with his mother. He was delinquent; he stole cars. As a result of his actions, he had to stay in youth custody for a while. Now, at the age of 21 he lives in Reutlingen and is an active member of FLOW- a ttg project which supports adolescents. Marco attends daily evening classes in order to get his General Certificate of Secondary Education (GCSE). After that he would love to become an industrial mechanic, a mechatronic or a mechatronic who is specialized in vehicles.

3. CONCLUSION

<u>Unit</u>	<u>Content</u>	<u>Methods/Tools</u>	<u>Time</u> <u>At least</u> <u>45 mins</u>	<u>Resources</u>
1 Introduction	Basic information about the topic Definition of terms Quality standards	Presentation, discussion <u>Instructions for the trainer:</u> 1) Ask participants about their expectations and needs 2) Giving an overview of the four approaches of competence assessment in this training course 3) Discussion of the definition of "Competence" (see 1.2) and the need of quality standards (as in 1.3) 4) Discussion/ group work: * competence assessment serves to... (see 1.3) * the goal of competence assessment is... (see 1.3) 5) Develop/ describe chart "capacity to act" (see 1.3)	5 min 5 min 10-15 min 20 min 5-10 min	ImPro-F training handbook printed copy, and as file plus data projector if applicable flip chart
Learning Outcome Unit 1	Knowledge <ul style="list-style-type: none"> Has basic knowledge of the topic Knows the definitions relevant to the topic Is able to describe the importance of quality standards for competence assessment 	Skills <ul style="list-style-type: none"> Can give an introduction to the topic Can define the relevant terms Understands quality standards are necessary 	Competences <ul style="list-style-type: none"> Is able to apply his/her knowledge about the content while teaching Can decide which information about competences is needed Can implement quality standards for competence assessment in his/her work 	

<u>Unit</u>	<u>Content</u>	<u>Methods/Tools</u>	<u>Time</u> 1 h 50 min	<u>Resources</u>
2 Tools for Competence Assessment	Three different kinds of assessment tools Questionnaires Work Sheets Practical Exercises for Competence Assessment	<p>Presentation, background information, presentation of the tool, discussion about advantages/disadvantages, possible applications</p> <p><u>Instructions for the trainer:</u></p> <p>1) Discuss the different methods of self-assessment, assessment in the group/course and assessment by others - advantages, disadvantages?</p> <p>2) Present 2.1 Competence Balance Sheet: composition; different exercises and worksheets of the tool, evaluation options if applicable: advise participants to test exercises in group work discuss options, advantages and disadvantages of the tool</p> <p>3) Present 2.2 Assessment in Training and Counselling: present/explain all three tools</p> <p>2.2.1 Basic Assessment Tool "Competence Identification"</p> <p>2.2.2 Fit for the Job I: my Strong Points, my Interests</p> <p>2.2.3 Fit for the Job II: my Career Orientation Schedule</p> <p>advise participants to look at/test all tools</p>	<p>10-15 min</p> <p>25-30 min</p> <p>15 min</p> <p>30 min</p>	<p>ImPro-F training handbook printed copy,</p> <p>and as file plus data projector if applicable</p> <p>flip chart</p> <p>hand-outs competence assessment tools (copies of exercises, questionnaires etc.)</p>

		<p>(depending on the group size in group work) within a given amount of time</p> <p>3) Present 2.3 Assessment by VET teachers, trainers, counsellors and Assessment by peers (tool 2.3.1 and 2.3.2)</p> <p>4) Present example(s) practical exercises for competence assessment (2.4)</p> <p>5) Then discuss with all participants:</p> <p>* Experiences with the tool(s), what did you like, what didn't you like, advantages/disadvantages</p> <p>* What instructions might students need to be able to work with these tools and how extensive should they be?</p>	<p>10 min</p> <p>10 min</p> <p>15 min</p>	
Learning Outcome Unit 2	Knowledge <ul style="list-style-type: none"> Knows different tools for competence assessment for different requirements and different levels Is able to recall background information to the tools Knows how to support students with competence assessment 	Skills <ul style="list-style-type: none"> Can distinguish different types of assessment tools and knows their advantages Is able to impart theoretical knowledge Possesses practical knowledge about the tools after testing them 	Competences <ul style="list-style-type: none"> Is able to apply the assessment tools Can support adolescents with his/ her practical knowledge Can decide which tool is/which tools are most fitting for supporting his/her students under the given circumstances 	

Module 2 Competence Assessment

Unit 1 Introduction

In order to support young people in their search for a suitable job, teachers, VET trainers, and counsellors will find it useful to not only talk about their clients' career wishes and ideas but also explore their personal and work-related competences. By doing this, adolescents might discover strong points and competences they had never thought about before from a work-related perspective. Identifying competences is helpful to boost self-esteem and self-confidence.

Approach: team training is a non-governmental organisation for further education with many employees working as VET trainers, teachers and counsellors. Moreover we carry out several trainings for the final target group adolescents looking for professional orientation. That is why our modules (2 and 3) have a practical orientation. Important results of our former European projects "Competence Coach" and "OPTIMA" had been transferred to ImPrO-F. An appreciative and respectful perspective on the adolescents is essential to our work. Our aim is to support these young people so that they can become active in creating their own future.

The compiled material, especially the exercises and tools of module 2 will be used in our further training and counselling.

1.1 Overview

Competence Assessment can be done in different ways. The present course material presents four different approaches:

- Possibilities of self-assessment for young job-seekers
- Assessment of young job seekers' competences in vocational education training and counselling (teamwork)
- Competence assessment by others: VET counsellors, teachers, trainers and peer group members (i.e. people from the same age group, e.g. friends)
- Practical exercises for competence assessment

The material includes one or more tools for each approach, which can be used for assessing the young people's competences. The section on the self-assessment approach presents the Competence Balance tool (2.1), which young people can use to work independently.

Apart from a threepartquestionnaire (2.2.1) relating to method competence, personal and social competence, the exercises of tool 2.2.2 and the timetable for professional orientation (2.2.3) are designed for coaching and training sessions whose objective is to identify competences. By using questionnaire 2.3.1 VET counsellors, teachers and trainers can assess young jobseekers' competences. Finally, by using questionnaire 2.3.2 adolescents can approach a good friend and ask him or her to assess their work-related competences. Then, in order to bring in another way of competence assessment, some practical exercises are presented.

1.2 Definition of terms

The first aim is to find common definitions of the used terms and to define the context. To do so, reference will be made to the module "Competency Identification" contained in the training

manual of the Leonardo da Vinci project for innovation transfer "Competence Coach" (2008 - 2010).

There is a multitude of definitions of competences in the literature relevant to the topic; therefore, it makes sense to define them beforehand in order to have a common understanding of what these terms mean in the present project.

In the ImPrO-F glossary, the partner consortium defines **Competence** as:

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

A competence is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.

By competences the project partners mean a person's ability to independently perform actions which are adapted to a given situation. This means that the focus is not on what the person knows, feels, thinks, is motivated by or considers as normal but on the way he or she applies this knowledge, emotions, attitudes impulses and standards. (cf. www.good-practice.de/2925.php)

Being competent enables the person to achieve objectives by drawing on his or her experiences, capabilities and knowledge and to cope with situations (cf. Hutter 2004). Competence assessment also focuses on the so called "soft skills" or "social competence" such as communication skills, creativity, team spirit, time management etc.

Another distinction made is that between **competences and qualifications**. While competences describe how formally and informally acquired skills are used in concrete situations, qualifications are the results of formally defined learning processes and static documentations of whether the involved learning goals were reached. (cf. Fietz et al. 2006)

Formal learning, which can normally be found at learning institutions and is concluded by the acquisition of a certificate, is chosen by the learner. The same is true for *non-formal learning* which takes place in adult education or projects, however with no certificate at the end.

Informal learning, on the other hand, is mostly unintentional and takes place everywhere. It is to no objective, doesn't follow a strict structure and doesn't serve the purpose of acquiring a certificate. (cf. http://ec.europa.eu/education/programmes/llp/guide/glossary_en.html, Fietz et al. 2006)

Competence as learning outcome

A more general term to describe the result of a learning process is learning outcome. It summarises the knowledge, skills and competences a learner has acquired. In this context knowledge is defined as the facts, principles, theories and practices related to a field of work or study. Skills relate to the ability to apply knowledge in order to cope with tasks and are subdivided into cognitive and practical skills. Competence is the ability to use knowledge, skills and personal, social and methodological abilities at work or while studying. (cf. Kuessner and Polk, 2011)

1.3 Quality Standards of Competence Assessment

Competency Identification includes targeted pedagogical arrangements by which young people who are involved in the transition between school and work are given the opportunity to identify their competences themselves and show them to external observers like e.g. VET trainers and counsellors. The results of competency identification **form** the basis for further targeted competence development in the framework of individual support measures.

Apart from the results of direct observation, conclusions about existing competences can be drawn, e.g. by means of self-reflection and self- assessment or by means of self-characterisation or characterisation by others (cf. www.good-practice.de/2925.php).

Competency identification during the job search phase serves to:

- assess competences
- identify strengths
- apply skills
- show new perspectives

The goal is to **motivate** the adolescent job-seeker: instead of pointing out weak points and deficits, strengths are identified and further developed. Pedagogical support should always depart from existing skills and competences. Furthermore, analysis should focus on how these skills and competences are being used. Eventually, the objectives of competence assessment are to make counsellors aware of existing competences as well as to enhance the target group's self-confidence. (cf. Bylinski 2008)

Despite the variety of methods used for assessing competences in Europe due to, e.g., the local circumstances, there are some similarities in the requirements for all of them.

Quality Standards for Identifying Competences of People Involved in the Transition between School and Work

Tools and procedures should have a resource and process-oriented structure and follow basic pedagogical principles such as orientation towards the individual, diversity management, relevance to the given life and work environment, the competence approach, and the principle of transparency. They should be adaptable to different target groups and situations. General prerequisites for any given context are skilled staff, an appropriate situation for observation, and an evaluation by different criteria (cf. Bylinski 2008).

To enhance objectiveness, counsellors should be aware of the impact of his/her subjective perception which can influence the results of the assessment. Moreover, wherever possible, assessment procedures should be carried out by several coaches monitoring one another. After the assessment, feedback on the assessment process should be made possible. Also, all procedures and results should be documented in written form – the true product of the assessment. (cf. Bylinski 2008). For greatest possible transparency, the adolescents should be informed about the procedures and their purpose in advance.

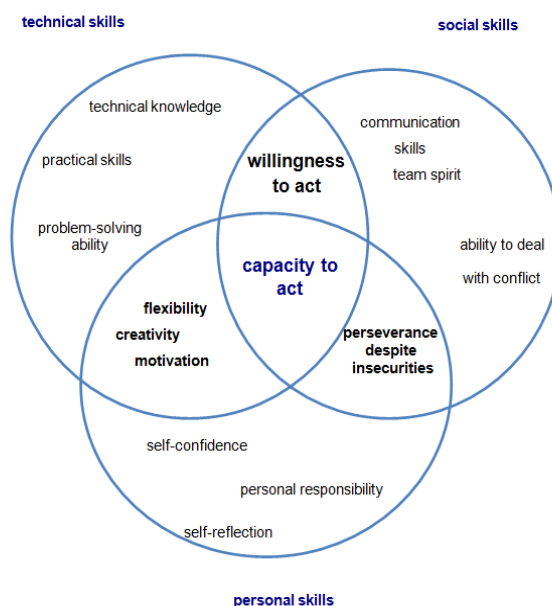
To sum up, assessment procedures should meet the quality criteria of objectiveness, reliability and validity:

- Objectiveness: personal distortions and external effects should be minimized by setting up rules for carrying out, evaluating and interpreting the assessment procedure.
- Reliability: the precision of the assessment can be enhanced through repetitions or the comparison of independent measurements.
- Validity: the assessment procedure should only measure those competences that were envisaged. (cf. Hutter 2004)

1.4 Chart “Capacity to Act”

To be able to search for a suitable job the adolescents need to gradually become active themselves. One of the competences required for this self-activation is the capacity to act. Here, VET trainers, teachers and counsellors can support the young people on their way by providing them with guidance and mentoring.

The main competence “capacity to act” consists of a variety of components (cf. Schrodin, Hörter 2007):



Working life is highly demanding and requires the adolescents looking for professional orientation to have technical skills, social skills and personal skills to name but a few. The methods presented in this training handbook will mainly focus on the assessment of social and personal skills and competences.

ImPrO-F aims to offer a holistic approach. Students are not only students but also sons, daughters, peers, friends, course mates and a lot more. They are part of systems such as families, classes, peer groups and many more. They carry with them hope, fear, expectations, ignorance, resignation, anger but also many skills and competences they might not be aware of.

Adolescents at risk of social exclusion, in particular, might be restrained by barriers – barriers because they did not achieve at school or due to unsuitable education, language barriers,

barriers in other people's minds, e.g. employers, maybe even barriers in their own minds when judging themselves.

VET trainers, teachers and counsellors working with young jobseekers should

- see/ realise their students' strengths and boost these strengths
- name these strengths and by doing so motivate the adolescents
- help adolescents on their often difficult and exhausting path from schooling to working life – keeping in mind the demands and quick changes the working world undergoes
- help to overcome all kinds of barriers restraining young people trying to enter the working world
- support the search for a suitable, realistic and satisfying career path.

This training handbook for VET trainers, teachers and counsellors aims to contribute to building the capacity to cope with these tasks.

Unit 2 Tools for Competence Assessment

This handbook intends to provide several assessment tools VET trainers can choose from, e.g. for different needs and different groups of students. Unit 2 presents some background information about how to use and implement the different assessment tools as well as a number of questionnaires and exercises.

The assessment tools for 2.2 Vocational Education Training and Counselling – Questionnaire 2.2.1 and the worksheets for exercises 2.2.2 and 2.2.3 are attached to the module. The tool for self-assessment "2.1 Competence Balance Sheet" and the questionnaires for 2.3 Assessment by VET Trainers and Peers (2.3.1 and 2.3.2) can be downloaded from the ImPrO-F website, www.impro-f.eu, area "Outputs".

2.1 Competence Self- Assessment: Competence Balance Sheet

The competence balance sheet is transferred from the LdV TOI "Competence Coach". It asks for a self-evaluation of key skills like e.g. flexibility and the ability to work in a team.

As the original tool (Competence Balance Sheet NRW by G.I.B. NRW Gesellschaft für innovative Beschäftigungsförderung mbH (2003)) was meant for *adults* looking for (new) professional orientation, the competence balance sheet in this handbook has been slightly adapted to the needs, environment and language of the target group *adolescents*.

The balance sheet contains several parts, is quite comprehensive and might also be quite demanding and challenging. Some students will be able to work with this tool by themselves, for others it might be more benefiting if they use it in class/the course and get the assistance from a VET trainer. For the continuing work with the outcomes of the balance sheet, however, the evaluation, at least, should take place in the group/with the assistance of the counsellor.

Options for further work with the outcomes / evaluation (all exercises included in the tool):

- do a quick check to give a brief description of personal preferences and behaviours

- do the evaluation while adding points from the competence checklist
- reflect and note down: how do I demonstrate my strengths and abilities
- fill in the balance sheet and discuss it
- discuss findings of the worksheet "How it can continue"
- fill in and discuss (if applicable) "Action plan"

Please find the Competence Balance Sheet on www.impro-f.eu, area "outputs".

2.2 Competence Assessment in Training and Counselling by VET Teachers, Trainers, Counsellors

The methods described below/on the worksheets can be used in class or (professional orientation) courses with young people who are in the transition phase between school and work. They are particularly designed for the work (and counselling) in groups. However, after some modification, they can largely be used for individual guidance as well.

A prerequisite, however, is that the group has defined competences and discussed or worked out the different kinds of competences there are and their relevance to career choice (c.f. 1.2 definitions). Also, it would be useful to have the young people (self-)assess their competences beforehand, so they will already have given some thought to the topic and be a little familiar with it.

2.2.1 Basic Assessment Tool "Competence Identification"

Tool 2.2.1 "Competence Identification" is a rather short questionnaire in simple language to be used in vocational education training and counselling. It consists of three parts; the students can rate their method competence, social competence and personal competence by checking the option they think suits them best. The options are: I'm very good at it; I'm good at it; I'm not very good/ not always good at it; I can't do it; I can't say anything about it/ I don't know. Before students fill in the questionnaire, the VET trainer/ teacher or counsellor can go through the possible answers in class and, if necessary, give explanations.

Options for further work with the outcomes / evaluation:

Following the three assessment grids, there is a set of questions the young people can use to obtain a first, approximate evaluation of their assessment (see worksheet 2.2.1, second page). The questions are meant to make them think about what how they felt when ticking the appropriate boxes: which points were easy to rate, which were not, which points surprised/upset them; which of the things they found out might be important for their professional orientation etc.

By thinking about and answering these questions students might get thought-provoking impulses for the later discussion of their findings with the VET trainer/teacher, their counsellor or the group with their course mates.

The worksheet "2.2.1 Basic Assessment Tool "Competence Identification" is attached to the module.

2.2.2 Exercise: Fit for the Job I – my Strong Points, my Interests

The basic concept of the method was originally taken from the collection of ideas for lesson materials for career path orientation presented at www.planet-beruf.de, a website especially designed by the German Labour Office for adolescents looking for professional orientation. The aim of this exercise is to encourage adolescents who are in the process of choosing a career to deal with their skills and competences, especially those acquired informally or non-formally, in more detail. The task for them is to think about how they can use their skills and competences for finding a career path.

Instructions for VET trainers / teachers:

Hand out the work sheet "2.2.2 What are your Strong Points and Interests" to each student and explain the idea of the tool as described on the work sheet. Next steps:

- 1) The students are given a certain time frame to think about what their interests are and what personal characteristics and strong points can be derived from them (see example on the work sheet).
 - 2) As the next step, they are advised to work out what professionally relevant skills can be derived from these strengths.
 - 3) At the end, the students should be asked to think about whether (some of) these skills match the requirements of the professions they are interested in. Group work might be useful, e.g. a discussion about the findings at the end of the exercise.
 - 4) The results can be presented individually or collectively or visualised according to the type of group (and time available).
- (cf. www.planet-beruf.de: Arbeitsblatt_Buch_fuehren_ ueber_Staerken_und_Interessen_1)

The worksheet "2.2.2 Exercise: Fit for the Job I – my Strong Points, my Interests" is attached to the module.

2.2.3 Exercise Fit for the Job II: My Career Orientation Schedule

The basic idea of this tool is also from www.planet-beruf.de and has been adapted to the needs of the present handbook. The exercise is designed for courses, seminars etc. whose aim it is to help students and participants to find a career path. Before doing the present exercise, it will be useful if the young jobseekers have already dealt with their (work-related) interests and strengths, e.g. by using the tools for the self-assessment of competences (see 2.1) and the exercise "My Strong Points and Interests" (2.2.1).

Objectives:

- The students should get an overview of their objectives and of the chronological order of actions to achieve them during the phase of career path orientation.
- They should learn that career choice is a process.
- The students work out their own "Career Orientation Schedule" and reflect upon the process of their career choice.

Instructions for VET trainers / teachers:**1. Collecting Ideas**

The students collect their thoughts/opinions on the question "What do you expect to learn about career orientation in this course?" in small groups; they should use brainstorming without having to consider aspects such as chronological order etc. They should note down the most important ideas on memo cards. Finally, the results are presented to the whole group. Examples for possible results: *information on professions, practical training, job interviews, writing applications, company visits.*

2. Clustering:

Now, the cards are sorted by content and assigned to the following questions (if necessary with the help of the VET trainer):

What do I start with?

Which direction do I take/what's my destination?

What can I do myself?

What support do I need?

(Idea: For better visualisation on the flipchart, wall etc. use bigger cards to note down the questions and assign to them smaller ones containing the participants' ideas.)

3. Timeline:

The participants are handed out a big timeline blank (e.g. flipchart sheet oblong covering the duration of the course, structured e.g. in terms of weeks – see worksheet 2.2.2 Timeline for an example) in the form of a chart.

This sheet is then used to present the collected results of the exercise; it can be hung on the wall for better visualisation. Now, the events are assigned to the marks on this timeline (work in small groups and/or discussion with the whole group – if necessary with support from the trainer).

At the end, on the timeline, the students can read what happens in which chronological order on the way to finding a career path (e.g. first the gathering of information on occupational areas, then the reflection on personal strong points and interests, identification of work-related competences, then the production of a CV and cover letters, then writing of applications to find practical training placement etc.) – the **Career Orientation Schedule**.

In addition, each participant should receive his/her own timeline (A4 format) to fill in their individualised schedule. Obviously, this plan should not be seen to contain fixed instructions to be followed, but as a flexible structure which can and will change in the process of career orientation. Moreover, the structure of the marks on the timeline and their contents should be seen as examples and can be adapted to any given course or class.

(cf. www.planet-beruf.de: 14_BW_UI_Berufswahlfahrplan_AB)

For an example of the worksheet, see "2.2.3 timetable" attached to the module.

2. 3 Competence Assessment by others

A third assessment option in the framework of the ImPrO-F training course is provided by two questionnaires for the assessment by others.

The aim of this type of assessment is to acquaint the young jobseekers with a further perspective and encourage them to use it for themselves: the view from outside. How do others perceive them and their (work-related) competences?

The long version can be used by VET trainers and counsellors to make assessments. The competences assessed here are rather technical ones such as reading and writing skills or e.g. mathematical and economic basic competences.

The shorter version of the questionnaire is meant to be used by the peers themselves.

2.3.1 Assessment by VET trainers, teachers, counsellors

A VET trainer or counsellor can use this questionnaire to rate a student's professionally relevant competences, e.g. before or after a counselling interview.

On the one hand, the student can be given an evaluation of his/ her linguistic, mathematic and economic basic knowledge and skills and, on the other, of his/ her social skills.

Another option is that motivated adolescents the trainer considers capable to rate the mentioned skills themselves use the questionnaire for self-assessment (maybe in preparation for a counselling interview).

2.3.2 Assessment by Peers

Young jobseekers can ask peers, e.g. classmates or friends, to fill in this questionnaire. They can use it to rate each other's (work-related) abilities and skills and give each other feedback.

The statements contained in the questionnaire refer to professionally- relevant skills and areas which young people who know each other reasonably well can assess quite effectively, such as conflict handling skills, self- organisation and sense of responsibility.

Instructions for VET trainers / teachers:

The tool can be used by students / course mates to assess each other or by adolescents who want to ask a friend etc. to tick the boxes of the questionnaire for them.

It makes sense to use it in groups in which the students trust each other, have been together for a longer time and so know each other quite well. The conditions for using the questionnaire in this way and getting significant results are, of course, that the students are motivated to do it and ready to answer the questions seriously.

Options for further work with the outcomes / evaluation:

When being used in a course / classroom context, support and supervision by a VET trainer / teacher might be helpful to obtain a more comprehensive evaluation. Furthermore, followed by an introduction etc. the questionnaire might be used as an exercise in training and counselling

sessions. Adolescents who want to rate the elements of the questionnaire for themselves, can also use it for self-assessment (maybe in preparation for a counselling interview).

The credit system at the end of the questionnaire is designed to help with rating the assessment (see tool 2.3.2).

Please find questionnaires to 2.3.1 and 2.3.2 on www.impro-f.eu, area "outputs".

2.4 Practical Exercises for Competence Assessment

All exercises and tools from 2.1 to 2.3 base on the work with questionnaires and worksheets. VET trainers who wants to diversify and work more practical can vary the use and practise of the exercises. For example, they can use the questionnaires as kind of guideline for an interview by reading the questions/ statements aloud and then discuss the answers with the adolescent. Or they can draw the diverse "smileys" on cards, and instead of completing work sheets with pen and paper, the young person can choose the appropriate smiley card when answering.

Of course there are various possibilities to assess competences without pen and paper; for example, trainers might use indoor and outdoor activities, games and exercises, instead.

Leading, escorting, guidance as an example of a practical exercise

Precondition: An atmosphere of mutual trust is required.

Setting (indoor or outdoor):

After splitting up the whole group into groups of two, one person of each pair will be blindfolded. The other plays the role of the "guide": he/ she has to lead his/her partner without bumping into any of the other groups of two or any other kind of obstacle.

Both partners are allowed to talk and the guide can use his/her hands to guide the partner into the right direction e.g. by placing one hand on the shoulder of the partner. After some time, all partners of all pairs change their roles (guide and "blind" person).

The trainer (teacher, counsellor) explains the exercise at the beginning, and then he/she silently observes and interferes only if necessary. At the end of the exercise the whole group meets for debrief - feedback, exchange of experience and evaluation if applicable.

Variation:

The "guide" leads the blindfolded person to a specific object, e.g. to a window, a door frame etc. or outside to a certain tree. The blindfolded person shall touch/ scan the item with both hands in order to perceive it and to be able to recognise it after the exercise without the blindfold.

Variation concerning demand:

Four (or more) students are blindfolded and are asked to hold some rope. Then they get the instruction to build a square (or triangle etc.) with that rope. They are allowed to talk and discuss.

Variation concerning the roles:

In addition, some students are appointed as observers who mustn't talk while the others walk around/ try to build a square. Afterwards, they shall reflect on their impressions.

In this exercise adolescents have the possibility to develop many competences, like e.g. communication skills, leadership and organisational skills, flexibility, the ability to give and receive criticism and managing conflicts. They may have to give/ follow instructions, to act as part of a team, resume responsibility, show self-confidence and trust somebody.

Unit 3 Conclusion

The questionnaires and exercises presented in this handbook are designed to activate adolescents looking for professional orientation and encourage them to think about professionally relevant competences they might have. For best results and for planning the next steps, however, we regard a subsequent counselling interview with a qualified person as essential. At a later moment, after working with the (self-) assessment tools on their own or in the group, students can discuss their experiences and the outcomes with their VET trainer or counsellor. For example, they might talk about how they can use the results for planning the next steps in the process of professional orientation.

By pointing out their competences, young people trying to find a career path and future job prospects can be positively encouraged. They learn, for instance, that they possess informally or non-formally acquired competences. Especially for adolescents who completed a rather difficult school career and did not acquire many formal competences this can be enriching. Competence analysis helps the young people to discover new potentials and empowers them for their further path. They receive appreciation which may enable them to make that potentially exhausting step into working life.

In order to get a comprehensive insight into a person's potential and competences it is not enough to only focus on work-related competences. Analysing methods should follow a holistic approach which takes into account all types of acquired knowledge, skills and competences.

Moreover, VET trainers and counsellors should always keep in mind the background of the target group of this training course, adolescents looking for professional orientation, maybe at risk of social exclusion. What options and possibilities do they have? What can these young people change on their own? What kind of support might help them most?

And: what barriers exist for them? How can they overcome them? What do they need to overcome all these different kinds of barriers which might exist for them – barriers because they did not achieve at school or due to unsuitable education, barriers in other people's minds, e.g. employers, barriers in their own minds when judging themselves?

2.2.1 Competence Identification

In the boxes below you find statements about certain abilities. By rating them you can assess your strong points. Please, read the sentences thoroughly and think about which rating (boxes on the right) applies to you most.

The following ratings are possible:

- ☺☺ → you are very good at it
 ☺ → you are good at it
 ☹ → you are not very good / not always good at it
 ☹☹ → you can't do it
 n.s. → not specified – you can't say anything about it / you don't know
 Comment → here you can add something

1. Assessment of Competences - Method Competence – Planning, Organising, Structuring, Work Techniques, Presentation						
	☺☺	☺	☹	☹☹	n.s.	Comment
I am able to plan the correct order in which to do my work/ my tasks.						
I know which materials and tools I need for my work and make sure I have them at hand.						
I understand what the priorities of each job are.						
I determine the most suitable order in which I do the jobs.						
I can transfer my working methods to other jobs.						
I am able to envision the steps required to finish a job work and the right order in which to do them.						
I know where to get necessary information and how to use it.						
I can read and understand diagrams and sketches.						
I can imagine how to present the results of my work in written and spoken form.						
I can present the results of my work to a group which I was part of.						
I can present the results of my work by using a computer-based presentation (e.g. PowerPoint).						

2. Assessment of Competences - Personal Competence – Concentration, Diligence, Reliability, Dexterity, Work Quality, Initiative						
	☺☺	☺	☹	☹☹	n.s.	Comment
I am good at concentrating on my tasks.						
I am attentive and persevering.						
I avoid wasting materials when I am doing a job.						
I keep my workplace tidy and clean.						
I am reliable and keep to what I promised.						
Normally I am punctual so that I arrive at the agreed time						
I keep to agreements I made with other people.						
I can cope with my daily workload.						
I can keep in mind what is important.						
I understand spoken or written work instructions.						
I can read simple technical drawings.						
I am good at resolving even difficult tasks.						
I can do jobs which require some dexterity (fine motor skills).						
I know which tools I need for finishing different jobs and how to use them.						
I do my job thoroughly enough to achieve results which are o.k.						
I can work on my own initiative and don't always need to be told what to do.						
Even in critical situations I don't normally need assistance.						
I think I can assess my performance realistically (whether it is good or not).						

3. Assessment of Competences - Social Competence – Ability to Make Contact Easily, Ability to Work in a Team, Ability to Cope with Stress, Conflict Handling Skills, Tolerance						Comment
	😊😊	😊	😐	😞	n.s.	
I like getting in contact with others.						
I am able to say what I want and what I need.						
I know what I can say to others and in what way to say it.						
I can criticise others in a way that is useful (constructive criticism).						
I accept that some people don't share my opinion and behave differently from me.						
I can admit that I made a mistake.						
I like to take on supervisory tasks in which I tell others what to do.						
I am a good member of my team and contribute to its success.						
When work gets stressful, I can deal with it.						
It is ok for me to receive critical comments from others.						
I am able to accept criticism.						
I can anticipate difficulties.						
I take on responsibility.						
I keep cool when dealing with arguments and conflicts and don't easily freak out.						
I can make suggestions for finding a common solution.						
I can deal with others in a reasonably polite and friendly way.						
I am open-minded for new ideas and even for things that are strange to me.						
I am open-minded towards other people.						

Evaluation

By checking the boxes of these three grids you might have gained some insight into your (work-related) competences from a more general perspective.

Maybe you even started thinking about things you had never thought about before from a work-related perspective.

Here are some more questions to give some thought to:

How was it for you to tick these boxes? What was easy, what was difficult to answer?

What are you proud of? What do you like?

What might be helpful when it comes to finding a job / an apprenticeship?

Was there anything that surprised you?

With regard to job search, what would you like to change? How would you like to change it?

What can you do / change on your own? What would you like support for?

What might be helpful for you?

What could be the next step?

(cf. Schrodin, Hörter 2007)

2.2.2 Work Sheet for Exercise: Fit the Job I – My Strong Points and Interests

What are your Strong Points and Interests?

In order to be able to see what kind of job might suit you it is important you know your strong points. This exercise should help you to find out more about your personal strengths and interests and to record the results.

2.2.2 - Your Strong Points

Start by looking at what you like doing and try to find out what personal strengths this might suggest. Enter your hobbies or things you like doing in the left hand column. For the right hand column, think about what skills you have to do them.

My hobby/ I like doing this:	I am good at it because I know how to do this / have this characteristic:
ex. making films for YouTube	technical know-how, funny ideas, patience, ambition keep working on it till it's finished, ability to work together with others
throwing parties	organising, structuring, planning, calculating

The results you have noted down in the right hand column suggest the strengths you use for activities you like doing. *Please continue on the next page.*

(cf.: Arbeitsblatt_Buch_fuehren_ueber_Staerken_und_Interessen_1)

2.2.2- Finding out about Professionally Relevant Skills

Now, for the next part of the exercise, think about which of your strong points that show here are required in working life (look as well at the results from your questionnaires on competency identification).

Enter the strong points which are important to you and which you have noted down in the right hand column of the grid above as well as some more things you think you are good at in the left hand column of the table below. Then – alone or with your course mates – think about the skill(s) each strong point might suggest you have. Here are some examples:

These are my Strong Points	These are the professionally relevant skills resulting from my strengths:
I like working together with others in a team	ability to work in a team, interpersonal skills, ability to handle conflicts

2.2.2 - Your Work-related Interests, your Career Path

The grids above now show some of your characteristics and strengths. These can be used to explore where your work-related interests might lie or what career path you might want to take. In a job which suits you, you should be able to realise your work-related interests.

In the middle of the page, note down three to five professions/occupational areas you are interested in and which you have already gathered some information about. Around them, note down the results from the previous exercise, i.e. your professionally relevant strengths. Then decide which of your strong points you can use in which occupational area and match strong points and professions by drawing linking lines. Can you think of any additional characteristics and strengths you might need to work in these professions?

Discuss your results in (small) groups. What can your course mates add to your results?

(c.f. www.planet-beruf.de:
Arbeitsblatt_Buch_fuehren_ueber_Staerken_und_Interessen_1)

2.2.3 Example of the worksheet "Timeline" for the Career Orientation Schedule

	weeks 1 –2	weeks 3 - 4	weeks 5 - 6	weeks 7 - 8	weeks 9 - 10
activities – what do I have to do					
who gives me support					
important appointments					
other					

(cf. www.planet-beruf.de, 14_BWP_UI_Berufswahlfahrplan_AB)

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www.planet-beruf.de:

14_BWP_UI_Berufswahlfahrplan_AB

Arbeitsblatt_Buch_fuehren_ ueber_Staerken_und_Interessen

Module 3 Peer Mentoring

1. INTRODUCTION

- 1.1. Peer Counselling Approach - Transfer from the ESF-Funded Project "optima"
- 1.2. Principles and Characteristics of Peer Mentoring and Support

2. RECRUITMENT OF PEER MENTORS

- 2.1. Required Characteristics
- 2.2. Making Use of Existing Offers
- 2.3. Excursus: Online Peer Mentoring

3. TRAINING OF PEER MENTORS

- 3.1. Sources of Information and Helpful Links
- 3.2. Information about the General Characteristics of Counselling/Mentoring
- 3.3. Exemplary Curriculum for Peer Mentor Training

4. COLLABORATION WITH A PEER MENTOR

- 4.1. Preparatory Steps
- 4.2. Development of a Questionnaire for the Primary Contact
- 4.3. Possible Next Steps

5. CLOSING REMARKS

Participant at "optima", a project for migrants at ttg team training GmbH, Germany:

Name: Sevim U.

Country of Residence: Turkey

Age: 28

After receiving her Certificate of Secondary Education, Sevim started vocational education but she did not complete her apprenticeship. Nobody backed her. Through the optima project at ttg she acquired advanced computer skills and achieved the ECDL. Sevim also attended the peer counselling training. Upon completion of this training Sevim said she has gained more self-confidence and the ability to assert herself when answering important questions at a job interview.

Unit	Content	Methods/ Tools	Time 1h	Resources
1 Introduction	Basic Information about the Topic the transfer of the peer mentoring approach and the characteristics of peer mentoring	Presentation, discussion <u>Instructions for the trainer:</u> 1) Present the idea of peer mentoring (1., 1.1) 2) Present/ discuss the principles and characteristics of peer mentoring definition of guidance/ counselling (see 1.2) 3) Discussion with participants: advantages and disadvantages, requirements, limitations of peer mentoring	10 min 15-20 min 20-30 min	ImPro-F training handbook printed copy, and as file plus data projector if applicable Flip chart Hand- outs if applicable
Learning Outcome Unit 1	Knowledge <ul style="list-style-type: none"> Has knowledge of the source of the transfer and the meaning of "peer" Knows the principles of peer mentoring Is able to refer to the characteristics of peer mentoring 	Skills <ul style="list-style-type: none"> Can present (basic) information about the idea of peer mentoring Can define particular attributes of peer mentoring Understands the importance of the peer approach 	Competences <ul style="list-style-type: none"> Is able to reflect about the peer approach and its advantages Can provide information about peer mentoring in a way which is adapted to the students 	

Unit	Content	Methods/ Tools	Time 1h, 20 min	Resources
2 Recruitment of Peer Mentors	Possibilities for recruiting Peer Mentors Required Characteristics Making use of existing Offers Online Peer Mentoring – advantages, disadvantages	Presentation, background information, discussion <u>Instructions for the trainer:</u> 1) Possibilities for participants to recruit peer mentors – ask participants about their ideas and write them down; discuss 2) Required characteristics of a peer mentor: group work on this topic to collect ideas, then discussion – consolidate findings, add input from ImPro-F training handbook if applicable 3) Present/ discuss already existing offers in the partner country Present online offers for peer mentoring if applicable	20 min 30 min 10 min 20 min	ImPro-F training handbook printed copy, and as file plus data projector if applicable flip chart access to the internet
Learning Outcome Unit 2	Knowledge <ul style="list-style-type: none"> Knows what is important for being a peer mentor Knows peer mentoring offers and how to look for them Is able to inform about the possibility of online peer mentoring 	Skills <ul style="list-style-type: none"> Can describe characteristics of a good peer mentor Is able to provide information about existing offers 	Competences <ul style="list-style-type: none"> Can rate existing offers of peer mentoring Is able to decide where online peer mentoring makes sense 	

<u>Unit</u>	<u>Content</u>	<u>Methods/ Tools</u>	<u>Time</u> 1 h, 25 min	<u>Resources</u>
3 Training of Peer Mentors	Necessity of Training Sources and helpful Links Example Curriculum Peer Mentor Training	Presentation, background information, discussion <u>Instructions for the trainer:</u> 1) Discuss with participants: why training of peer mentors? Present guidelines for training (see training handbook) 2) Collect ideas: what should the training contain? 3) Presentation/ discussion of the exemplary curriculum for a peer counselling mentor training (3.3) Group work: looking for websites providing the required information (e.g. about applications, jobs etc.) Discussion	15 min 10 min 30 min 30 min	ImPro-F training handbook printed copy, and as file plus data projector if applicable flip chart hand-out of 3.3 if applicable
Learning Outcome Unit 3	Knowledge <ul style="list-style-type: none"> Knows why peer mentors must be trained Knows an exemplary curriculum for such a training Knows where to search for background information to the topic "professional orientation" 	Skills <ul style="list-style-type: none"> Can identify suitable information for interested young people who want to support peers Is able to arrange required information Can name important units of a peer mentor training 	Competences <ul style="list-style-type: none"> Can select suitable background information for peer mentoring Can decide on the most important elements of a peer mentor training course curriculum 	

<u>Unit</u>	<u>Content</u>	<u>Methods/ Tools</u>	<u>Time 1 h</u>	<u>Resources</u>
4 Collaboration with a Peer Mentor	Preparatory Steps Designing a Questionnaire Possible Next Steps	Presentation, background information, discussion <u>instruction for trainer:</u> 1) Discussion: how to prepare the support of peer mentors 2) Group work: collect ideas for the design of an example for a questionnaire for the first contact 3) Present: Peer Mentoring Info Sheet (4.3.1) Peer Mentoring Contract (4.3.2) Discussion with participants	15-20 min 15-20 min 20 min	ImPro-F training handbook printed copy, and as file plus data projector if applicable flip chart hand-outs of 4.3.1 and 4.3.2
Learning Outcome Unit 4	Knowledge <ul style="list-style-type: none"> Knows about the preparatory work and the required conditions for peer mentoring Knows what to consider when developing a questionnaire Knows examples of info sheets and basic mentoring contracts 	Skills <ul style="list-style-type: none"> Can apply his knowledge about the support provided by peer mentoring Knows how to develop a questionnaire with his/ her students Knows why/ when an info sheet, a contract might be helpful 	Competences <ul style="list-style-type: none"> Is able to apply peer mentoring with his/ her students Can prepare peer mentoring in his/ her course/ class with help of the questionnaire Can support further steps of peer mentoring 	

Module 3 - Peer Mentoring

Unit 1 Introduction

“Peer Counselling” is a special form of guidance where the counselling and consulting person are considered to be peers – i.e. equal and on a par with one another. The person giving the counselling is not a fully trained advisor; however, he or she has a similar background as the consulter and has had similar experiences.

“Peer Counselling” can be used for the work with a great variety of groups and for dealing with a wide range of topics. The focus of the present handbook is on information, support and guidance for young people entering professional life, i.e. trying to find a career path or searching for a job. Here, counsellors and consulters are not only on equal terms but also from roughly the same age group. Therefore, the ImPrO-F partner consortium regards the designation “peer mentoring” as best expression.

1.1 “Peer Counselling” approach - Transfer from the ESF-Funded Project “OPTIMA”

The idea of Peer Counselling is transferred from the ESF-Funded Project “optima” – orientation, individual profiling, training and integration for migrants entering the job market (2011-2013). Female migrants participating in the “optima” project receive a compact training course lasting several weeks to become peer counsellors which enables them to act as multipliers. In the framework of this training course they acquire knowledge about life in Germany and about e.g. the education and the health system, which they can pass on to other migrant women and their families who live, for example, in the same district as they do.

The underlying idea is that, on the one hand, female migrants might gain easier access to other migrant families and that, on the other, this low-threshold information and guidance provided in their native language might have better chances to reach the respective group of people who tend to have low educational achievements. Seen in this light, “optima” peer counselling provides direct and uncomplicated assistance for social integration.

The present handbook, which is designed for the three day training course for VET trainers, teachers, and counsellors, cannot cover a similarly extensive training period for peer mentoring but offer an introduction to the topic. The model curriculum in the annexe is meant to inspire specialists who e.g. are qualified mentors themselves and feel able to train young people to become peer counsellors.

1.2 Principles and Characteristics of Peer Mentoring and Counselling

Likewise, speaking the same language, as it were, is the central idea of peer counselling for young people. In the ImPro-f training course the dialogue is about finding a career path: young jobholders inform and advise young jobseekers. Here, the constellation is not that of an adult (experienced) advisor (with a solid career) talking to an (inexperienced, perhaps insecure ...) adolescent who tries to find a career. In contrast, the information exchange and guidance takes place among equals, which may make it easier for the young people to overcome inhibitions and feel noticed and understood.

They are given the opportunity to learn first hand how their peers overcame inhibitions and made it to a career. They may learn that others struggled with the same problems and difficulties when starting their careers and had to overcome insecurity and uncertainty – and that their struggle was worthwhile in the end. Young peer counsellors can give positive signals to other adolescents and represent encouraging, motivating role models.

Often the focus of the contact between young jobseekers and young employees may be on passing on information, exchanging experiences, reporting on the training company / vocational school.

If, however, longer and more profound mentoring sessions should develop in addition to this, training should address a number of issues related to the topic of counseling/ mentoring and include relevant discussions with the peer mentors-to-be.

Definition of terms:

Guidance and counseling/ mentoring are terms which are used to describe different activities. Most definitions agree that guidance includes a relationship of support between a counsellor and a client.

Even if in the peer counselling/mentoring approach the person giving the counselling is not a graduate specialist, certain principles as in other guidance situations apply:

Counsellors should make sure to create conditions and prepare environments which make it easier for consulters to go through the change process. Counsellors should be aware of the fact that they bring their own values and mindset with them into the counselling situation. It is especially important to (attentively, actively) listen to and understand consulters. Counselling should always take place in an atmosphere of mutual respect, and especially one-to-one counselling should be subject to discretion. If the (initial) situation is characterised by lack of privacy and confidentiality, counsellors will find it hard to gain consulters' trust and to encourage them to open up (cf. Shepherd, 2000).

Guidance changes the consulters' situation. Change processes influence existing structures. Therefore, these processes should best take place in an environment which supports development. It is important to consider the young people and understand them in order to be able to respond appropriately by offering targeted and creative approaches. (cf. www.team-training.de)

Peer mentoring wants to make a contribution to building the adolescents' individual capacity to act.

As described above, peer mentoring is different first and foremost because mentors and clients are on equal terms. That is its central characteristic. The mentor has had the same or very similar experiences and/or has lived under circumstances comparable to those of the mentee. Its special efficiency results from the following factors:

People look for exchange with other people who have had the same experiences as they have had. They feel connected to them. Hence, they will be more likely to rethink and change their behaviour if the role model comes from the peer group. Due to the fact that the mentors are members of the peer group and have experienced (been through) similar things as their mentees, they can understand the latter better and are closer to their life environment than advisors/teachers/trainers from outside the peer group. In addition, the peer mentors

themselves benefit from their offering support to others in that they learn new things and receive (social) recognition from their mentees and others. (cf. Salzer 2011)

By attending a peer mentor training course, the young peer mentors have to be prepared for their tasks and made aware of the processes which might be triggered by mentees in the mentoring situation.

Unit 2 Recruitment of Peer Mentors

VET trainers, teachers and counsellors who are equipped with relevant knowledge, experience and, ideally, qualification in the area of mentoring may consider training peer mentors themselves.

There are different ways in which these VET trainers can recruit young people who qualify for being peer mentors. Factors to be considered in this context are the conditions in the given country and the work environment VET trainers face.

If the institute, the trainer or advisor works at or organises classes and courses for young jobseekers, former participants of these courses can be contacted. Trainers can select and contact such adolescents who qualify for conveying information and giving advice and are motivated to do something for their peers. If these young people managed to finish the given course successfully and find a training/apprenticeship/ job post, they may be able to give a fairly authentic outline of their experiences to students who are still trying to find a career path.

Further possibilities:

Contacting students of vocational schools via the school board, contacting chambers (e.g. the Chamber of Commerce and Industry, the Chamber of Crafts), public employers/bigger companies employing a great number of trainees, making contacts at fairs, education fairs/education market events, if possible asking for support from public institutions such as the employment agency, the careers service, their contracted education providers.

2.1 Required Characteristics

Peer Mentors should have the following characteristics:

Open-mindedness, authenticity, empathy and confident appearance are important elements. Moreover, Peer Mentors should have a positive attitude and convey positive energy without wanting to make their peers see things through rose-coloured glasses.

They should be able to trigger curiosity and interest in others and, at the same time, be curious and interested in the young people and the needs they have while passing through the phase of career orientation.

It is important for the young peer mentors to be eloquent and able to speak to a group of people. They should be able to change perspectives and try to understand the adolescents' fears and worries without judging them.

It might be useful if the peer mentors look back on a path to working life which was not a perfectly straightforward one and can tell students about it.

They might also tell the young people that even at later stages, i.e. after having received job or training place confirmation, problems can and will arise, e.g. when trying to be integrated in professional school or at the training company and when working together with a team of colleagues, superiors etc.

All of these issues should come up and be discussed during the peer mentor training course, as well as how apprentices/professional school students/young members of staff can respond appropriately.

Furthermore, participants should be trained to handle and respond appropriately to rejection, passivity and so called "killer phrases" ("nothing will work out anyway" – "I will never find a job" etc.).

To sum up, peer mentors should be able to convey roughly the following: "It took some time, there were setbacks and part of it was really hard – but I made my way through it."

2.2 Making Use of Existing Offers

Due to lack of time or other reasons, not every VET trainer may be able to choose and train peer mentors themselves. In this case it might be useful to have a look at existing offers.

What organisations offer peer mentoring / guidance which can be used? Which of them already employ peer mentors who might visit the class / course and provide information?

An example is the "Training Ambassador" programme initiated by the Chamber of Commerce and Industry of Baden-Württemberg, Germany. Training Ambassadors are specially trained apprentices who present their real working life and professional training experiences to pupils in school classes: "pupils gain authentic insights into the professions and, as a consequence, new perspectives for the time after graduation. They receive important input useful for their career orientation. [...] The contact with real working life reduces the pupils' insecurities, triggers motivation and makes them eager to learn, which, in return, opens up new possibilities of career prospects for them." (www.stuttgart.ihk24.de)

Examples of existing offers in ImPrO-F partner countries:

United Kingdom: Whilst a lot of companies in the UK offer their own in-house peer mentoring and support services, there is a National Initiative available for people who would like to train and volunteer as peer or co-counsellors. Co-Counselling International UK (CCI) is a peer network of people who support each other to get on with life in an emotionally healthy, rational and creative way. In CCI Co-Counselling people usually work in pairs taking equal time to be "client" and "counsellor" in turn. The approach is client-centred: the client is in charge of his or her session, while the counsellor takes on a support role. CCI offer training courses to interested volunteers. (cf. <http://co-counselling.info/en/home>).

2.3 Excursus: Peer Mentoring online

A further peer mentoring option is to use information and mentoring offers on the internet. In Germany, there are a number of relevant offers directed at adolescents seeking information, advice, and support which also cover such topics as career orientation.

Example for Germany: www.nummergegenkummer.de

Examples for online counselling in ImPrO-F partner countries:

Lithuania: http://ktusa.lt/Asmenines_karjeros_konsultacijos.html

United Kingdom: the UK currently does not offer online peer-mentoring courses. However, Europeace Youth are currently liaising with an IT company to create an online course to train and support both adults and young people to become mentors and access mentoring and supervision services.

Advantages:

anonymity, quick help, often it is possible to make inquiries and requests 24/7 and free of charge, use independent of location

Disadvantages:

anonymity, rather non-committal/ lack of personal contact, no possibility of personal collaboration, PC and internet connection required, sufficient language and typing as well as PC user skills required

Unit 3 Training of Peer Mentors

Whenever VET trainers have the possibility to recruit and train young jobholders to become peer mentors they should consider what things are necessary for preparing them to perform this task.

For ideal preparation, peer mentors should necessarily attend a training course beforehand. The following general guidelines apply:

“The Peer Counselling concept as realised in the OPTTIMA project can easily be transferred to other areas and target groups. Lessons should always be conducted in a way that theoretical input and practical group work activity are both represented so that, on the one hand, new knowledge is conveyed to the participants by the trainer, but also that on the other hand, they get the opportunity to bring in their own experiences and views and profit from the other participants’ knowledge. The future peer counsellors must feel confident in their field and have sufficient info material at their disposal to be able to reread some points and pass on flyers and brochures. A slow and, if necessary, guided start facilitated through e.g. the counselling of a known person, will simplify their initiation into to being peer counsellors.”

(Transnational ESF project OPTIMA, Comments on Transfer, 2012)

The young mentors could and should relate both their own experiences of how they coped with their start to working life and their views on what every day work at the company or the training institution looks like. An additional advantage is that they learn about other peer mentors' experiences and paths they took and thus expand their knowledge.

3.1 Sources of Information and Helpful Links

A peer mentor training should contain:

- An info toolkit for peer mentors: access to info material about rather technical questions: Where do I get information on certain professions/vocational fields and relevant related issues such as required school qualification?
Where can I find well summarised information about applications and interviews?
- Presentation of helpful websites for career orientation (e.g. www.planet-beruf.de in Germany) and possibilities of support by public administration

3.2 Information about the General Characteristics of Mentoring

The course also should cover some background information and include discussion about:

- the general principles of mentoring;
- the general framework of a mentoring session: time, facilities, contents;
- how to conduct peer mentoring: what preparations can I make? What can I offer? What might I have to face? What are the limits of my mentoring others?

3.3 Exemplary Curriculum for Peer Mentor Training

Please find an example for a possible training curriculum 3.3. attached at the end of the module.

Unit 4 Collaboration with a Peer Mentor

4.1 Preparatory Steps

Peer mentors' visits to a class or a course should be well prepared by the VET trainer/teacher, so students gain the greatest possible benefit from them. At first peer mentoring will probably be about passing on information and experiences. Certainly this will be helpful to make the first contact and to build trust. From there, one-to-one or small group mentoring partnerships can form in case of necessity or interest.

Peer mentors could prepare for the first step of information exchange by doing some research or giving short presentations on the profession/vocational field and the company or organisation

they do their apprenticeship at. Already at this stage, the adolescents might come up with first – technical and profession related – questions they would like to ask the peer mentors.

4.2 Designing a Questionnaire for the first Contact

With the help of the VET trainer, small groups or the whole class/ course could work out a questionnaire, which can be used as a guide for the first peer mentor visit.

To create the questionnaire, all questions coming up in the group can be collected and, if necessary, pre-classified in categories such as:

- technical questions about professions
- the peer mentor's path from the phase of career orientation to finding a job
- every day working life at the company
- coping with the challenges of working life
- ...

4.3 Possible Next Steps

Further contacts may ensue from the peer mentor's first visit:

If desired and according to availability, peer mentors can schedule further informational appointments as well as one-to-one talks and mentoring sessions with interested course participants.

To prepare these meetings, both sides should discuss their ideas and expectations and check possibilities thoroughly, e.g. concerning the availability of time and facilities. The VET trainer should become less and less involved in this process so that the peers can really be among themselves and work together. It would be useful, however, if the trainer provided an information sheet showing the framework as well as the basic principles of mentoring (as described above). It might even be useful to consider whether simple mentoring contracts should be closed – to give mentoring a more binding character.

If necessary, these documents can be discussed and clarified with the trainer, e.g. when participants have linguistic difficulties.

For an example information sheet (4.3.1) and an example mentoring contract (4.3.2), see the annexe attached to the module.

Another option would be to organise guided tours in cooperation with the given company. Here, peer mentors can present their workplace and working environment concretely. From these direct contacts, more possibilities might emerge, e.g. to apply for a work experience placement or to talk directly to a training supervisor. Even if at this very company it might not be possible to submit applications, a guided tour can be useful for career orientation, e.g. by encouraging the young people to look for training placements at other companies in the same industry.

Unit 5 Closing Remarks

In our opinion, the peer mentoring approach for working with adolescents and young adults who are passing through the phase of career orientation is an idea with a lot of potential which offers connectedness and other perspectives regular VET trainers cannot offer.

However, despite the great number of possible ways to employ peer mentors and the mentees' high level of motivation, it must not be forgotten, that peer mentors cannot and must not replace the VET trainers and advisors. The supervising trainer is still responsible for everything that happens in the course and keeps constant contact and exchange with the peer mentor according to necessity. The VET trainer/advisor must decide when to give the peers space to work independently and when he or she is needed to give support.

Within the right framework, however, peer mentoring can make a valuable contribution to career orientation and offer young jobseekers guidance on a par.

References:

Carter, Thomas (2000): Peer Counselling: Roles, Functions, Boundaries © ILRU, Houston, Texas

Salzer, Mark (2011): Peer Support in Behavioral Health Services, Temple University, Philadelphia

ttg team training GmbH (2012): Transnational ESF project OPTIMA, Comments on Transfer, Tuebingen

Websites:

www.kids-hotline.de

http://ktusa.lt/Asmenines_karjeros_konsultacijos.html

http://www.stuttgart.ihk24.de/aus_und_weiterbildung/Wirtschaft_und_Schule/1548856/Ausbildungsbotschafter.html

www.team-training.de/beratung.php

3.3 ImPrO-F Example Curriculum Training Peer Mentors

Unit	Topic	Time (approx. – depending on group size)	Material
Unit 1:	Welcome by the VET trainer, group gets to know each other	1 h, 10 min.	
	1.1 Welcome and introduction of the VET-trainer as well as a short introduction to the course/overview over the content of the training	10 min.	
	1.2 Introduction of all participants with a fitting method (depending on size of the group), e.g. with a partner interview e.g. according to the following criteria: name, age, current job, education history, short info about my place of training, why do I want to become peer mentor	30 min.	Cards, markers Flip Chart
	1.3 Short warming up exercises if needed e.g. throwing a ball back and forth while the thrower says the name of the catcher and at least one more info that they have remembered from the introduction round (e.g. job)	30 min.	Ball
Unit 2:	Expectations and worries of the participants	1,5 h	
	2.1 Ideas for possible plans of action: <ul style="list-style-type: none"> Brainstorming about expectations and worries, write down the results on a flip chart <i>or</i> Task (individually or in small groups): the participants complete the following sentences for themselves in a specified time frame: <p><i>"I hope to gain... from the training."</i> <i>"I expect (concrete) info about..."</i> <i>"The training will be a success for me, if..."</i> <i>"Being a peer mentor is an advantage for me personally because..."</i></p> Visualizing of the results (e.g. on memo cards)	30 min	Cards, markers

	2.2 Organize the results by 1) content-related (occupational-professional) aspects (what can/will I communicate?) and 2) questions related to advising/the job of peer mentor itself (how will I communicate it?)	20-30 min	Flip Chart
	2.3 Discussion of results with the whole group	20-30 min	
Unit 3:	Input on the subject "Professional/vocational orientation"		
	3.1 Presentation info toolkit for peer mentors: access to info material about rather technical questions: Where can I find well summarised information - about ways towards professional/vocational qualifications and jobs requiring these: Where do I get information on certain professions/vocational fields and relevant related issues such as required school qualification? - on the subject of applications: what documents do I need, how do I write a cv, how do I write a cover letter, etc. - on the subject of job interviews: how can I prepare myself, what do I need to take with me, what are typical questions etc. - Presentation of helpful websites for career orientation (e.g. www.planet-beruf.de in Germany) and possibilities of support by public administration If possible there should be internet access available during this part of the training so that suggested websites can be looked at together immediately.	3 h	collection of material/ Info sheets "Professional Orientation" PCs, Internet Access
	3.2 Practical exercise: Presentation "This is my job/my place of training" → Participants can present their job/occupational field and their own way there or their place of training to the group. In this way they first practice researching and summarizing and then presenting in front of a group.	15 min. per participant, plus lead time	PCs, Internet Access Printer for hand-outs (if applicable)
	<i>Tip: The VET trainer should prepare well summarized hand-outs for each subject, which the prospective peer mentors will receive for their practice.</i>		

Unit 4:	Input on the subject "Mentoring peers"	5 h 30 min	
	<p>4.1 What do we mean by "mentoring/ counselling" in this context?</p> <p><u>Suggested method:</u></p> <p>1) Discussion in the group or in small groups</p> <p>2) Input of the VET trainer about general principles of counselling:</p> <ul style="list-style-type: none"> - professional discretion - confidentiality - the person seeking advice chooses the topics - general framework of a mentoring session: time, facilities, contents in dialogue with the group 	<p>30 min</p> <p>1 h</p>	<p>Flip Chart</p> <p>Hand-out "Principles of counselling"</p>
	<p>4.2 What are the required characteristics of peer mentoring?</p> <p><u>Suggested Method:</u></p> <p>1) Questions/discussion in the group or in small groups</p> <p>2) Input of the VET Trainer about "Required Characteristics of Peer Mentors":</p> <ul style="list-style-type: none"> - Open-mindedness, authenticity, empathy and confident appearance - Positive attitude and convey positive energy without wanting to see things through rose-coloured glasses - be able to trigger curiosity and interest in others and, at the same time, be curious and interested in the young people and the needs they have while passing through the phase of career orientation - Eloquent and able to speak to a group of people - be able to handle and respond appropriately to rejection, passivity and so called "killer phrases" ("nothing will work out anyway" – "I will never find a job" etc.) - be able to change perspectives and try to understand the adolescents' fears and worries without judging them: your own personality, viewpoints and opinions always influence your judgment and at the same time you should see the other person as objectively as possible in dialogue with the group 	<p>30 min</p> <p>1,5 h</p>	<p>Flip Chart</p> <p>Hand-out to "Required Characteristics of Peer Mentors"</p>

	<p>4.3 How to Conduct Peer Mentoring</p> <p><u>Suggested method:</u></p> <p>1) Questions/discussion in the group or in small groups</p> <p>2) Input of the VET trainer, for instance about the following questions:</p> <ul style="list-style-type: none"> - What preparations can I make? - What can I offer? - What might I have to face? - What are the limits of my mentoring others? <p>in dialogue with the group</p>	<p>30 min</p> <p>1,5 h</p>	<p>Flip chart</p> <p>Hand-out to "How to conduct Peer Mentoring"</p>
	<p><i>Tip: The VET- trainer can use the ImPro-F training course handbook for units 3 and particularly 4.</i></p>		

Unit 5:	Practical exercises: "Mentoring and counselling peers"	approx. 1 h per participant	
	<p>All participants of the training should have the opportunity to talk about/work through example situations that might come up in the course of mentoring in the familiar safe space of the group (with the full group or in small groups). It would be advisable to have participants also act out shorter mentoring sequences. If possible, all participants should play the role of mentor and the role of advice-seeker at least once. The VET trainer acts as support here. The group can observe and give constructive feedback afterwards.</p>		<p>Hand-outs: Examples of mentoring situations in the context of professional/vocational orientation</p>

General Comments:

The time measurements in the units are to be seen as the minimum and can/should be extended if time permits. It would be advisable to have the training take place over multiple consecutive days so that the participants have the chance to reflect on what they have learned and have a little more time to "arrive" in their future role as Peer Mentor.

4.3.1 Example Info Sheet Peer Mentoring for students/ adolescents

Information about Peer Mentoring**What is a Peer Mentor? What is Peer Mentoring?**

Peer Mentors are motivated young employees or trainees who would like to give you support on your path to a job.

Peer Mentoring means that you can get tips and inspiration for career entry from someone who has successfully entered the working world.

The peer mentor was trained to provide you with guidance and advice. He/she will support you with his/her knowledge, (personal) experience, ideas and impulses in the area of professional orientation. He/she will accompany you on your path.

How does it work?

Peer mentors visit your course (class etc.), introduce themselves and their offer to you. If you would like to try out being guided by a peer mentor, you can set the date, place and time for your first session. If needed, you can make more appointments and agree on further topics to talk about.

The mentor is a volunteer; the mentoring sessions are **free of charge**.

Everything said during the mentoring is **confidential**. All data remains private unless explicitly agreed otherwise.

The general theme of mentoring is professional orientation. You decide what topic within that theme you will talk about during the mentoring sessions. You can stop at any time, i.e. you only talk about things you want to talk about.

Curious? Any more questions?

You can talk about your further wishes and concerns with your teacher/ trainer.

Just give it a try!

4.3.2 Example Agreement Peer Mentoring for students/ adolescents

Agreement

Between _____ (peer mentor) and
_____ (student/mentee)

General Conditions

Location:

Room:

Time planned:

Date:

Topics to be discussed:

Principles of Peer Mentoring:

The volunteers were prepared for their roles as peer mentors. They will support you with their knowledge, their (personal) experience, their ideas and impulses in the area of professional/vocational orientation. They will accompany you on your path.

The peer mentor is not a teacher, trainer, or a fully trained counsellor. If you have further questions or concerns, your VET trainer/ teacher is always available! As a qualified employee he/she remains mainly responsible.

The mentoring sessions are **free**; the mentor is a volunteer. Appointments should not be missed without previously informing the other person and moving the date of the appointment.

Everything spoken of during the session is **confidential**. All data stays private unless explicitly agreed otherwise.

The context of the session is professional/vocational orientation. The person seeking advice decides the topics of the sessions. They can say stop at any time, i.e. they only talk about things they want to talk about.

Signature student/mentee:

Signature mentor:

Module 4

Inclusion of Companies in Professional Orientation

1. INTRODUCTION

1.1 Inclusion of Companies in Professional Orientation

2. WHERE ARE WE NOW?

2.1 Assessment of Current Situation

2.2 Examples of Austrian Best Practice

3. WHERE DO WE WANT TO BE?

3.1 Envisioning the Future

4. HOW DO WE GET THERE?

4.1 Setting SMART Goals

5. CONCLUSION

5.1 Summary of Training Module: Content, Activities & Learning Outcomes

Name: Kareem

Country of Residence: Austria

Age: 22

Kareem was born in Ghazni, Afghanistan, which he fled to Austria at the age of 16. While living in Afghanistan Kareem attended primary school for six years – two to three of which were spent at the mosque, where he learned to read and write. Kareem's father was a shop owner. As Kareem explains, 'My childhood ended when my father was shot. In Afghanistan enmity involves all male family members. My mother was afraid for my life and decided I had to leave Afghanistan.' Thus he came to Austria. Kareem received German as a Foreign Language instruction at the home for refugees where he was staying. In this way he learned German. He then began night school and earned his Certificate of Secondary Education (CSE). His teachers and friends supported him. As a participant in the art project *schau.Räume 11 | Räume – Migration*, Kareem noticed, 'There are other people [like me].' He wasn't alone in his situation. He said, 'I took the first step of my life there.' Soon after Kareem received an Austrian residence permit. He's currently working for a fast food chain and would like to continue his education in order to achieve his dream of becoming a banker. Kareem is also in therapy to work through the traumatic events of his childhood and refugee experience.

Approach

Module 4 of this training course focuses on the inclusion of companies in professional orientation. The inclusion of companies is important for three reasons: first, it can help generate interest and enthusiasm for a sustainable career path; second, it can help young people make the best career match; and third, it can help close the skills gap.

The module begins with the question WHERE ARE WE NOW. Participants are asked to assess the current situation in their community and then, to facilitate benchmarking, are given examples of best practice. Next, the question WHERE DO WE WANT TO BE is addressed: in a guided activity, participants begin to envision the future. Finally, participants engage the topic of HOW DO WE GET THERE by using the SMART goal-setting mnemonic.

The module concludes with a brief recap of the material covered and a group discussion on the topic of youth unemployment and related issues.

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Special thanks to Ashoka's Youth Venture® (www.youthventure.org) who granted permission to use their YouTube video on S.M.A.R.T. goals.

Unit	Content	Methods/Tools	Time	Resources
1	Introduction <ul style="list-style-type: none"> Youth Unemployment in Europe – Current Facts & Figures Inclusion of Companies in Professional Orientation – Why It's Important 	Group Discussion – Warm-Up <ul style="list-style-type: none"> Trainer begins group discussion by saying, 'We're all here because we know something needs to be done to stem the rising tide of youth unemployment in Europe.' Trainer refers to latest statistics. Trainer refers to Laszlo Andor quote (Notes: Unit 1), 'Youth unemployment has potentially...' and explains the focus of this module is on the inclusion of companies in professional orientation. Trainer asks participants, 'Do you think it's important to include companies? Why? Can you think of any concrete examples of how it's been done in your community?' Trainer explains, 'This module will focus on 3 reasons for including companies in professional orientation...' Trainer briefly outlines module structure. 	15 minutes	laptop, overhead projector, flip chart, flip chart markers, most recent youth unemployment statistics http://epp.eurostat.ec.europa.eu/portal/page/portal/publications/collections/news_releases http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics#Youth_unemployment_trends or reference to NYT article (10 May 2013) http://www.nytimes.com/interactive/2013/05/10/business/Germany-Stands-Alone.html?emc=eta1 , Laszlo Andor quote (Notes: Unit 1)
Learning Outcome	Knowledge He/She is able to... <ul style="list-style-type: none"> appreciate the gravity of youth unemployment in Europe explain why it is important to include companies in professional orientation describe the structure of the module 			

Unit	Content	Methods/Tools	Time	Resources
2	Where are we now? <ul style="list-style-type: none"> Assessment of Current Situation Examples of Best Practice 	Brainstorming <ul style="list-style-type: none"> Depending on nature of the group (i.e. homogenous/heterogeneous), trainer facilitates brainstorming exercise (Notes: Unit 2). Participants present results to group. Presentation of Best Practice <ul style="list-style-type: none"> Trainer introduces examples of best practice (Notes: Unit 2). 	90 minutes	laptop, overhead projector, internet access (in the event of online research), flip chart, flip chart markers, assessment of current situation worksheet, best practice handout
Learning Outcome	Knowledge He/She is able to... <ul style="list-style-type: none"> identify practices currently used in his/her community to include companies in professional orientation describe several best practices for including companies in professional orientation 	Skills He/She is able to... <ul style="list-style-type: none"> differentiate the practices identified into three categories 		Competences He/She is able to... <ul style="list-style-type: none"> benchmark the practices identified with best practice
Application with Young People In the examples of best practice presented in this unit reference is made to select projects / programmes, including a research project (see ORGANISATION 1). In STEP 5 of the proposed research project young people report on their findings & experience. A modified assessment of current situation worksheet can be used to guide this reflection.	Where are we now? <ul style="list-style-type: none"> Assessment of Current Situation 	Brainstorming <ul style="list-style-type: none"> The assessment of current situation worksheet presented in this unit can be modified for use with young people. For example, the following questions can be asked: What jobs do I find interesting & exciting? What jobs match my personality & skills? What skills do I need to acquire in order to best prepare for the job I want? 	90 minutes	modified assessment of current situation worksheet: http://www.impro-f.eu

Unit	Content	Methods/Tools	Time	Resources
3	Where do we want to be? <ul style="list-style-type: none"> Envisioning the Future 	Brainstorming <ul style="list-style-type: none"> Trainer explains, 'We now have a better idea of where we are and what's being done in another part of Europe. What practices can you imagine introducing into your own communities? Perhaps you've been inspired to think of something new.' Depending on nature of the group (i.e. homogenous/heterogeneous), trainer facilitates the exercise accordingly. 	30 minutes	laptop, overhead projector, flip chart, flip chart markers
Learning Outcome	Knowledge He/She is able to... <ul style="list-style-type: none"> picture the integration of new practices into an existing framework 	Skills He/She is able to... <ul style="list-style-type: none"> select new practices which will complement existing ones 		Competences He/She is able to... <ul style="list-style-type: none"> communicate to others how the new practices will complement existing ones
Application with Young People Having reported & reflected on their experience, young people can now begin to envision themselves in one of the jobs they've identified as interesting & exciting. Note: This is a continuation of STEP 5 of the proposed research project presented in the examples of best practice (see ORGANISATION 1).	Where do we want to be? <ul style="list-style-type: none"> Envisioning the Future 	Brainstorming <ul style="list-style-type: none"> Depending on the nature of the group, trainer facilitates exercise accordingly. For example, he/she might conduct a group visualization exercise, divide the group into smaller groups of students with similar job interests, or set up 1-to-1 peer interviews. 	30 minutes	laptop, overhead projector, flip chart, flip chart markers

Unit	Content	Methods/Tools	Time	Resources
4	How do we get there? <ul style="list-style-type: none"> Setting SMART Goals 	Group Discussion – Warm-Up <ul style="list-style-type: none"> Trainer briefly introduces unit and asks, 'Have you ever heard of SMART goals?' Yes: trainer generates terms and explains origins. No: trainer generates ideas on what SMART goals might be. Presentation of SMART Goals <ul style="list-style-type: none"> Participants watch 2-minute video and/or read video transcript aloud as group. Trainer checks comprehension. SMART Goal-Setting Exercise <ul style="list-style-type: none"> Participants complete SMART goal-setting worksheet in small groups. Participants present their goals to larger group for feedback. 	90 minutes	laptop, overhead projector, flip chart, flip chart markers, YouTube video on S.M.A.R.T. Goals: http://www.youtube.com/watch?v=3y0Jja52B2o , YouTube video transcript for S.M.A.R.T. Goals, SMART goal-setting worksheet
Learning Outcome	Knowledge He/She is able to... <ul style="list-style-type: none"> describe a SMART goal and give an example of one 	Skills He/She is able to... <ul style="list-style-type: none"> develop his/her own SMART goals plan appropriate action steps to achieving his/her SMART goals 		Competences He/She is able to... <ul style="list-style-type: none"> apply SMART goal-setting methodology to work-related activities critically examine the effectiveness of goal statementsguide others in the formulation of their own SMART goals
Application with Young People Having envisioned where they want to be, young people set SMART goals to get there. Note: This is STEP 6 of the proposed research project presented in the examples of best practice (see ORGANISATION 1).	How do we get there? <ul style="list-style-type: none"> Setting SMART Goals 	Group Discussion – Warm-Up <ul style="list-style-type: none"> As presented above. Presentation of SMART Goals <ul style="list-style-type: none"> As presented above. SMART Goal-Setting Exercise <ul style="list-style-type: none"> As presented above. 	90 minutes	laptop, overhead projector, flip chart, flip chart markers, YouTube video on S.M.A.R.T. Goals: http://www.youtube.com/watch?v=3y0Jja52B2o , YouTube video transcript for S.M.A.R.T. Goals, SMART goal-setting worksheet

Unit	Content	Methods/Tools	Time	Resources
5	Conclusion <ul style="list-style-type: none"> Summary of Training Module 	Group Discussion – Wrap-Up <ul style="list-style-type: none"> Trainer explains, 'The purpose of this module was threefold: first, to present several reasons why the inclusion of companies in professional orientation is important; second, to give participants the opportunity to critically reflect on their own communities' practices; and third, to set goals for augmenting those practices.' Trainer says, 'In this module you conducted your own assessment of the current situation in your community, benchmarked those practices against best practice, defined where you want to be and mapped the way to get there through SMART goals.' Trainer asks, 'Having completed the module, what do you hope to put into practice soon?' 'Do you anticipate any challenges – if so, how might these be overcome?' 	15 minutes	laptop, overhead projector, internet access for YouTube videos, flip chart, flip chart markers, YouTube videos on Youth Guarantee and the European Alliance for Apprenticeships: https://www.youtube.com/watch?v=6MXCGiSFI8Q and https://www.youtube.com/watch?v=xyPSWRS55sw , Laszlo Andor's speech entitled, 'Youth guarantee must be a top priority' held in Madrid, 13 May 2013: http://europa.eu/rapid/press-release_SPEECH-13-400_en.htm
Learning Outcome	Knowledge He/She is able to... <ul style="list-style-type: none"> explain the purpose of the module describe the exercises completed in the module 	Skills He/She is able to... <ul style="list-style-type: none"> evaluate the ease or difficulty with which SMART goals may be achieved 		Competences He/She is able to... <ul style="list-style-type: none"> reflect on the value of setting SMART goals engage knowledgeably in discussions on the inclusion of companies in professional orientation

Unit 1 INTRODUCTION

In March 2013 studies showed 24% of under-25s were jobless in the eurozone and 23.5% in the 27-nation EU against 22.5% and 22.6% a year earlier, respectively. In Greece the figure soared to a whopping 59.1% in January, and in March hit 55.9% in Spain, 38.4% in Italy and 38.3% in Portugal. (AFP 2013)

In the words of EU Social Affairs and Employment Commissioner Laszlo Andor, 'Youth unemployment has potentially disastrous consequences, especially if it prolongs, as young people can be cut off not only from the labour market but from society as a whole... EU institutions and governments, business and social partners at all levels need to do all they can to avoid a 'lost generation'.' (AFP 2013)

Module 4 of this training course focuses on the inclusion of companies in professional orientation. The inclusion of companies is important for three reasons: first, it can help generate interest and enthusiasm for a sustainable career path; second, it can help young people make the best career match; and third, it can help close the skills gap.

The module begins with the question WHERE ARE WE NOW. Participants are asked to assess the current situation in their community and then, to facilitate benchmarking, are given examples of best practice. Next, the question WHERE DO WE WANT TO BE is addressed: in a guided activity, participants begin to envision the future. Finally, participants engage the topic of HOW DO WE GET THERE by using the SMART goal-setting mnemonic.

The module concludes with a brief recap of the material covered and a group discussion on the topic of youth unemployment and related issues.

Unit 2 WHERE ARE WE NOW?

In this unit, participants are asked to assess the current situation in their community on how companies are included in professional orientation to help generate interest in and enthusiasm for a sustainable career path; how companies are included in professional orientation to help young people make the best career match; and how companies are included in professional orientation to help close the skills gap. Then, to facilitate benchmarking, participants are given examples of best practice related to each of the three areas.

The trainer has considerable flexibility in how to structure the brainstorming activity in this unit, depending on the demographics of the group (i.e. if it's homogenous or heterogeneous). For example, if the group is homogenous (i.e. participants are from the same community), it can be divided into three smaller groups which brainstorm one of the three questions respectively. Similarly, if the group is heterogeneous, the task can be done individually and then shared with the group. Note: there may be overlap with ideas generated in Unit 1.

An Assessment of Current Situation Worksheet is provided (Table: Unit 2).

The presentation of best practice also has considerable flexibility. Examples are provided in a handout found in the training materials for the module. Exactly how the information is presented to participants, however, is left to the discretion of the trainer. For instance, the group can be divided into six smaller groups, each of which is given one example of best practice. The groups prepare brief presentations of their example in order to share what they've learned with the other groups.

Unit 3 WHERE DO WE WANT TO BE?

Now that participants have an idea of where they are and what is being done in another part of Europe, they are asked to imagine what practices they would like to introduce in their own communities. Perhaps they have even been inspired to think of new ideas.

The trainer again has flexibility in structuring this activity, depending on the nature of the group he/she is working with. However, he/she should keep in mind that the ideas generated should relate to one of the three questions: how are companies included in professional orientation to help generate interest in and enthusiasm for a sustainable career path; how are companies included in professional orientation to help young people make the best career match; and how are companies included in professional orientation to help close the skills gap.

Unit 4 HOW DO WE GET THERE?

Having now identified WHERE THEY ARE and WHERE THEY WANT TO BE, participants address the question HOW DO WE GET THERE FROM HERE. The answer is by setting SMART goals. SMART is a popular mnemonic for setting effective goals. The first known use of the term occurred in the November 1981 issue of *Management Review* in an article entitled, 'There's a S.M.A.R.T. way to write management's goals and objectives' written by George T. Doran, a consultant and former Director of Corporate Planning for Washington Water Power Company, Spokane. According to Doran, S.M.A.R.T. stands for:

- Specific – target a specific area for improvement
- Measurable – quantify or at least suggest an indicator of progress
- Assignable – specify who will do it
- Realistic – state what results can realistically be achieved, given available resources
- Time-related – specify when the result(s) can be achieved.

More than thirty years on, the S.M.A.R.T. acronym has acquired a number of slightly different variations, which can be applied as needed:

	major term	minor term
S	specific	significant, simple, stretching
M	measurable	manageable, meaningful , motivational
A	attainable	acceptable, achievable, actionable, action-focused, adjustable, agreed, aligned, ambitious, appropriate, aspirational, assignable
R	relevant	result-based, results-oriented, resourced, resonant, realistic
T	time-bound	tangible, time-based, time-boxed, timed, time-framed, time-limited, time-oriented, time-specific, timetabled, trackable
<i>SMART criteria.</i> Available at http://en.wikipedia.org/wiki/SMART_criteria ; accessed 03.05.2013.		

In this unit, the following terms are used: specific, measurable, actionable, realistic and timely. The methods/tools to be used are outlined in Table: Unit 4.

Unit 5 CONCLUSION

The goal of this module was threefold: first, to present several reasons why the inclusion of companies in professional orientation is important; second, to give participants the opportunity to critically reflect on their own communities' practices; and third, to set goals for augmenting those practices.

Participants conducted their own assessment of the current situation in their community, benchmarked those practices against best practice, defined where they wanted to be and mapped the way to get there through SMART goals.

Note: depending on the direction the closing conversation takes, the trainer may choose to bring participants' attention to Youth Guarantee and the European Alliance for Apprenticeships. Further information on these programmes can be found under

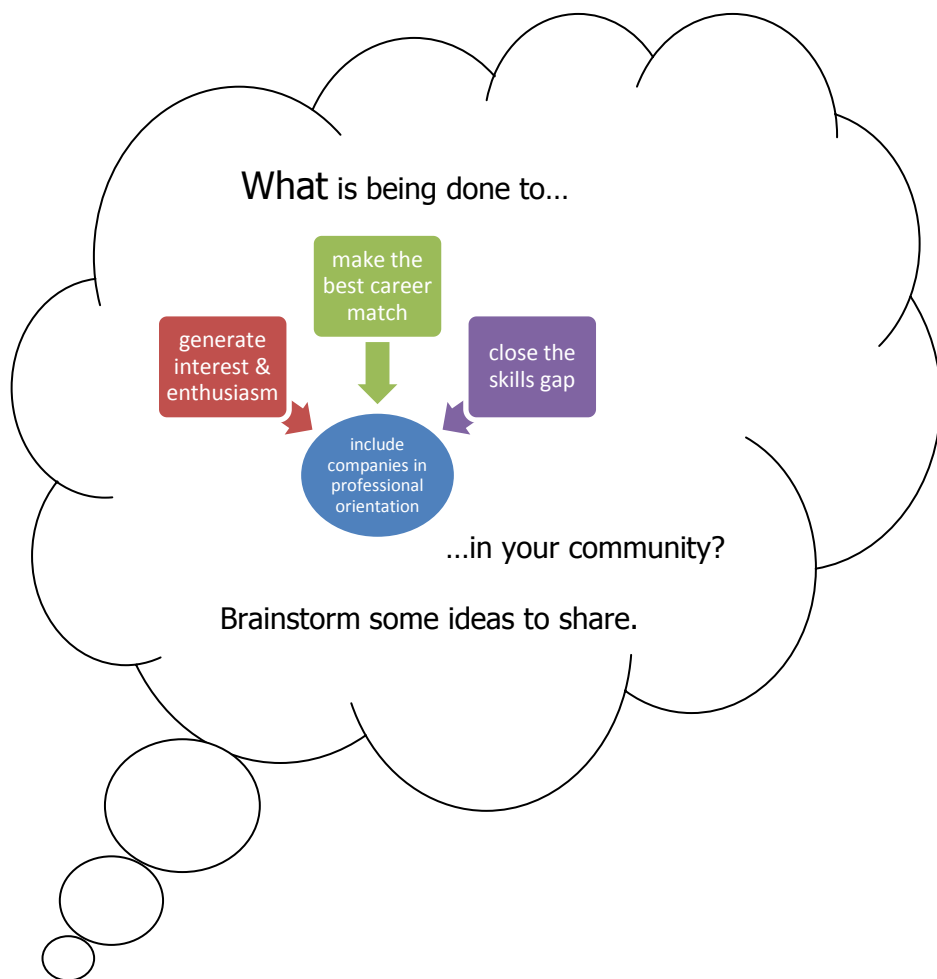
<https://www.youtube.com/watch?v=xyPSWRS55sw> as well as in Laszlo Andor's speech entitled, 'Youth guarantee must be a top priority' (Table 5.0).

Assessment of Current Situation – Inclusion of Companies in Professional Orientation Worksheet

1 generate interest & enthusiasm

2 make the best career match

3 close the skills gap



What is working well / not so well? Why?

Examples of Best Practice

Inclusion of Companies in Professional Orientation

ORGANISATION 1 – CARINTHIAN INTERNATIONAL CLUB (CIC) WWW.CIC-NETWORK.AT

The Carinthian International Club (CIC) was founded in 2009 by eight for-profit and not-for-profit organisations seeking to improve foreign employee retention. Their goal was to offer highly-skilled foreigners living and working in Carinthia a better quality of life through the creation of a networking platform promoting cross-cultural exchange and integration. The founders have quickly succeeded in establishing such a network – now boasting 33 member companies and nearly 400 individual members, the work of CIC has expanded to include projects aimed at enhancing team and organizational performance through the promotion of cross-cultural understanding, e.g. its recent development of the Diversity Compass HRM tool. The design and implementation of projects like the Diversity Compass require close collaboration with local businesses and their employees. In order to facilitate this collaboration, CIC first engages potential partners (i.e. all stakeholders in a company, including representatives from HR and the group of employees they support) in a preliminary discussion aimed at identifying the challenges faced in regard to a particular topic. By using both open and closed questions, it is possible to determine what is of greatest importance to potential partners. This information can then be incorporated into a proposal for collaboration which focuses on the key issues identified by the partner.

SELECT PROJECTS / PROGRAMMES

In the context of professional orientation for young people at risk of social exclusion, CIC's approach to collaboration with companies can be directly applied. For example, a trainer working with young people could do a research project with his or her group to facilitate the matching of potential employers' workforce needs with the skills of young people looking for a job whilst simultaneously helping young people develop the foundation skills required of all workers in the high-performance workplace of the 21st century. Such a project would involve 1) identifying companies in the area 2) identifying the appropriate HR representatives & their contact information 3) requesting a meeting with the HR rep & up to 3 students 4) meeting to discuss the company, future jobs, training requirements and options using CIC's methodology for 'preliminary discussions' noted above 5) returning to class to report findings & reflect on experience 6) setting SMART goals on career development steps to be taken. Note: Training materials for the research project are available at www.impro-f.eu.

ORGANISATION 2 – DIE BERUFS- UND BILDUNGSORIENTIERUNG KÄRNTEN (BBOK) EDUCATIONAL & PROFESSIONAL GUIDANCE CARINTHIA (EPGC) WWW.BBO-KAERNTEN.AT

When pupils finish the 8th class in the Austrian school system, they have to make a decision that will have a crucial influence on their professional future. They have to choose between the option of further education or the option of vocational training. The initiative Educational and Professional Guidance Carinthia (EPGC) supports teachers and parents of pupils in the 7th and 8th classes in managing this decision process. The EPGC acts like an interface between the school system, the world of employment and further education. EPGC designs and organizes innovative projects and events. These activities all aim to reinforce the guidance and decision competence and the capability of the youngsters to find the right paths into their professional future. However the main target groups of EPGC are teachers, employers, parents and other organisations. They are the actors in the projects and events in which the youngsters take part. The scope of projects describes a wide variety of topics. It encompasses activities that focus on a deliberate confrontation with individual interests and skills, up to activities that allow the youngsters to test and experience professions in real conditions. They all aim at the improvement of their ability to estimate their own competences and to estimate what employment in different professions is about. The EPGC has a staff of nine Guidance Managers. Up till now they have cooperated with 68 secondary schools and 16 grammar schools. In addition they have implemented different types of events for parents. All in all they have realised over 800 projects. EPGC is funded by the Carinthian Federal Government, the Federal Employment Service, the Chamber of Commerce and the Industrial Association. Furthermore the Chamber of Labour and the Labour Union complete the board of stakeholders.

SELECT PROJECTS / PROGRAMMES

Schnuppern Schau'n – Erfahrungsberichte *Taster Days – Pupils Report* Following in-company taster days, pupils presented their newly acquired skills and knowledge at an evening event with parents and representatives of local companies in attendance. This forum provided an exciting opportunity for exchange between parents, companies and pupils.

Aktivmesse: Lern was Gescheit's! im Gailtal *Active Fair: Learn What's Up in Gailtal* The Active Fair is a professional orientation 'trade and industry' fair offering young people insight into the working lives of local tradespeople. In hands-on workshops, pupils get a sense of the demands of each individual trade and can even bring completed work home with them. In this way, they learn about different professions commonly practiced in their area as well as gain direct experience in a field of interest. Furthermore, exchange with current apprentices sheds light on the Dual Training System. Parents also have an opportunity to learn more about professional opportunities for their children in an evening event complete with expert panels and interviews with company representatives.

for boys / for girls „Auf zu anderen Ufern“ *for boys / for girls 'Cross Over'* Pupils in the 8th class expand their horizons by exploring the opposite of a traditionally 'male' or 'female' career choice. In particular, for example, boys are encouraged to try out health professions whilst girls are encouraged to try out technical jobs. **Techno Girls** Female students from secondary technical schools partner up with counterparts from non-technical schools in a technology workshop spanning several days. In addition to the individual exchange which takes place, young women have the opportunity to learn more about the technical schools, visit companies and meet potential role models, i.e. women already working in technical fields.

ORGANISATION 3 – TEST- UND AUSBILDUNGSZENTRUM FÜR BETRIEBE UND JUGENDLICHE IN KÄRNTEN (TAZ) TESTING AND TRAINING CENTER FOR COMPANIES AND YOUNG PEOPLE IN CARINTHIA WWW.TAZ.AT

TAZ was founded by the Carinthian Chamber of Commerce and is part of its educational division WIFI Kärnten. Funding for TAZ is provided by the Carinthian Chamber of Commerce and the Future Fund of Carinthia. 'One of a kind' in Europe, TAZ brings together young people and local companies in a unique environment. It is considered the place to go for young people seeking professional orientation guidance and support: it not only helps them identify their strengths, but can also match them with apprenticeship opportunities. TAZ primarily supports the professional orientation curriculum of the 8th class in the Carinthian School System. Older pupils are of course welcome to complete the *Talenteparcours* too. The *Talenteparcours* is comprised of 30 stations designed to evaluate pupils' performance according to 23 criteria identified as desirable by future employers. Five minutes are allotted to each station with a one-minute break in between. All stations have touch screen computers supplemented by additional equipment as needed, e.g. rulers, headphones, etc. Each pupil receives a personal RFID card which enables him or her to login at each station. There is a break after every nine stations. Staff members are available at all times to answer questions. Upon completion of the *Talenteparcours*, pupils receive a certificate highlighting their five greatest strengths. They are also given the opportunity to connect with companies who have registered with TAZ because they are looking for apprentices.

SELECT PROJECTS / PROGRAMMES

Schools Schools can schedule group appointments with TAZ. Approximately 14 days before the scheduled appointment, pupils receive individual usernames and passwords. These are needed in order to login to the Talenteparcours on test day. The TAZ experience takes approximately four hours in total. This includes orientation, talent course (2.5 hours), closing game and presentation of certificates.

Companies TAZ offers all companies that train apprentices or have the intention to train apprentices the chance to register an ideal profile for future apprentices. Pupils' test results can then be compared with the skills profiles registered by the companies. When test results match profiles, pupils receive the contact information of the company. Additionally, companies may also send their own potential apprentices to TAZ for testing.

Individuals Young people may also register with TAZ individually. Such tests usually take place on Mondays. The registration process is similar to that of school groups.

ORGANISATION 4 – MÄDCHENZENTRUM KLAGENFURT THE KLAGENFURT CENTER FOR GIRLS WWW.MAEDCHENZENTRUM.AT

When the Klagenfurt Center for Girls was founded in 1995, it was one of the first centers for girls and young women which offered counselling, support, and information for a variety of situations and living conditions. Since then, a transdisciplinary team with specialists in the fields of pedagogy, social work, psychology, career counselling, and more, has offered guidance to girls and young women. Years of 'hands on' work, the focus on gender theory and its real world application, and the awareness of economic, social, as well as sociopolitical challenges, have made the Center for Girls a switchboard between: Girls and their Families, young women and businesses, students and schools or universities, apprentices and firms or workshops, patient and doctor or psychotherapist. Today the goal of the Center for Girls in Klagenfurt is to enable and assist girls in making self-determined life choices. In order to reach this goal we work together with young women and anyone who shares our aims.

SELECT PROJECTS / PROGRAMMES

Mädchen ergreifen Lebenschancen in der Arbeitswelt (MELDA) – ein Projekt für junge Migrantinnen in Kärnten *Girls Take Life Chances in the Working World – A Project for Young Girls with Migration Backgrounds in Carinthia* MELDA is a unique, Carinthian-wide project that is funded by the Employment Service of Carinthia, the Government of Carinthia and the European Social Fund. The project focuses on supporting young women and girls aged 15 to 25 from around the world in their career orientation and entrance into the Austrian labour market or further education and training. A key component of the MELDA curriculum is the acquisition of the German language (CEF Level B1). Additionally, further subjects include maths, English, chemistry and physics. Participants also develop their social, personal and cultural competences through individual and group activities. Along these lines, parents (who are considered to be key influencers in a young person's professional development) are engaged through informational events and one-to-one consultation. MELDA runs over a 38-week period, 5 days a week, 25 hours per week.

FAMME The Austrian project under the name of FAMME deals with the instruments for the job orientation of women with migration background at the interface of school-professional/working world and parental leave-labour market. FAMME consists of the participating institutions and counselling services Frauenservice Graz, Amazone Mädchenzentrum, MAIZ (Autonomes Zentrum von und für Migrantinnen/Autonomous Centre of and for Migrants) Linz, Mädchenzentrum Klagenfurt and ETC (Europäisches Trainings- und Forschungszentrum für Menschenrechte und Demokratie/European Training and Research Centre for Human Rights and Democracy) Graz. As part of FAMME, the Klagenfurt Center for Girls set itself the goal to create a brochure covering the topics of gender and diversity, equality of opportunity and anti-discrimination in relation to the employment of female adolescents and women with migration background for companies and staff managers in Carinthia. Based on different surveys the actual existing wishes, fears, experiences and goals of young migrants will be collected. On the one hand wishes, fears and goals for the personal professional future will be worked out together with the young migrants from the job orientation course of the Klagenfurt Center for Girls (MELDA) on the other hand the results from fifteen qualitative interviews with migrant women, who have already experience in a professional context are useful as a basis to react on real problems and to create a need/demand oriented information brochure for companies. The results of the interviews will be matched with the experience and wishes of companies as well as of lobbies and therefore they should reflect a large spectrum of impressions.

ORGANISATION 5 – DER [MICRO] ELECTRONIC CLUSTER THE [MICRO] ELECTRONIC CLUSTER WWW.ME2C.AT Innovation made in Carinthia

ORGANISATION 6 – LANDESREGIERUNG KÄRNTEN GOVERNMENT OF CARINTHIA FRAUENREFERAT WWW.FRAUEN.KTN.GV.AT / KÄRNTEN VOLLER ENERGIE WWW.ENERGIE.KTN.GV.AT

Visit www.impro-f.eu for further information.

ASHOKA'S YOUTH VENTURE. DREAM IT. DO IT.**Venture Guide: S.M.A.R.T. Goals**

<http://www.youtube.com/watch?v=3y0Jja52B2o>

VIDEO TRANSCRIPT

- S1: When setting goals it's important to make sure that they're S.M.A.R.T.: Specific, Measurable, Actionable, Realistic and Timely.
Setting S.M.A.R.T. goals will not only help your team focus, but they're also going to help you succeed.
So let's start with the basics: What's your idea? What community need are you targeting?
- S2: I want to help homeless people.
- S1: Great! Now let's set some S.M.A.R.T. goals for this idea. First of all, is your goal SPECIFIC? Is it detailed enough that anyone – even someone who isn't a part of your team – would know the next step?
- S2: I don't know.
- S1: Okay. Well, how would you like to help the homeless?
- S2: I want to help them stay warm in the winter.
- S1: Good. That's better. Now how?
- S2: I guess by giving them sleeping bags.
- S1: Okay. The next step is MEASUREMENT. How will you measure your success? How will you know when you've reached your goal?
- S2: What do you mean?
- S1: Think of a specific way to measure your impact.
- S2: I guess we'll measure by how many sleeping bags we give out.
- S1: Good. Now set a specific number for your goal. How many sleeping bags would you like to give?
- S2: I don't know. Ten thousand?
- S1: Fine. Now is this goal ACTIONABLE? How will you get ten thousand sleeping bags? Are you going to buy them? Ask for donations? Think about the connections you already have and start from there.
- S2: We'll ask for donations.
- S1: From who? Businesses? Individuals?
- S2: Businesses.
- S1: Which businesses?
- S2: My buddy's dad owns a sporting goods store.
- S1: Okay. That's a start. Just remember that people are more willing to help you when you can offer them something in return. So, instead of simply asking for ten thousand sleeping bags, think of a way you can help increase their business as part of your project and then you'll be on the right track.
Next, let's talk about if your goal is REALISTIC. Ten thousand sleeping bags seems like a lot.
- S2: I don't know. It's just a number I made up.
- S1: This might be a good time to do some research. How much does an average sleeping bag cost? How many homeless people even live in your community?
- S2: [researching on computer] Actually, it says there's only about two thousand homeless people living around here. At \$20 a bag, maybe a thousand sleeping bags is a bit more realistic.
- S1: Setting realistic goals doesn't mean you're limiting yourself. In fact, your team will be even more motivated if they know that their goals are attainable.
Finally, is your venture TIMELY? What is your timeline? How quickly do you plan to reach your goals?
- S2: Well, it's winter now. But I probably won't be able to set this up for another year.
- S1: Okay. Then set a date.
- S2: How about Christmas of next year?
- S1: Perfect. Setting S.M.A.R.T. goals is one of the best things you can do to get your venture on the path to success.
By putting the work in up front, you will save yourself a lot of time and frustration in the future...

SMART Goal-Setting Worksheet

This goal is related to...

- ☐ helping generate interest & enthusiasm for a sustainable career path
- ☐ helping young people make the best career match
- ☐ helping close the skills gap

Step 1: Write down your goal in as few words as possible.

Our goal is to:

Step 2: Make your goal detailed and SPECIFIC. Answer who / what / where / when.

HOW will you reach this goal? List at least 3 action steps you'll take (be specific):

- 1.
- 2.
- 3.

Step 3: Make sure your goal is MEASURABLE. Add details / measurements / tracking details.

We will measure / track our goal using the following numbers or methods:

We will know we've reached our goal when:

Step 4: Make your goal ACTIONABLE. What additional resources do you need for success?

Items we need to achieve this goal:

How we'll find the time:

Things we need to learn more about:

People we can talk to for support:

Step 5: Make your goal REALISTIC. Ensure that the actions you need to take to achieve your goal are things you can control and do.

☐ Yes, the actions required to achieve our goal are things we can control or do.

Step 6: Make your goal TIMELY. Put a deadline on your goal and set some benchmarks.

We will reach our goal by (date): ____/____/____.

Our halfway measurement will be _____

on (date) ____/____/____.

Additional dates and milestones we'll aim for:

_____ on (date) ____/____/____

_____ on (date) ____/____/____

_____ on (date) ____/____/____

After you've set and implemented your SMART goals, one more important step is to **revisit and revise**. People and circumstances change all the time, and your goal might not be serving a purpose for you weeks or months down the road. Be sure to check in with your progress and priorities every few weeks to determine if your goal is still something that's worthy of your time and effort.

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Module 5

Prevention of Early Drop Out and Inclusion of Parents

1. EPISTEMIC CULTURE - is cultivated through the following:

- What are our *Values*?
- What are our *Beliefs*?
- What *Training* do we have in place?
- How do we embody this *Behaviour*?
- What *Systems* do we have in place?
- What *Structures* do we need to have in place?

2. SELF-AWARENESS

- Life Spiral
- Emotional Literacy Scale
- Legacy of Experience
- Legacy of Oppression

3. SURVIVAL/DEVELOPMENT SKILLS

- Communication and Relationship Skills
- Conflict Resolution/Relationship Management
- Management of Emotions

- Understanding of Relevant Theories
- Learning Styles and Skills
- 21st Century Skills (Communication and Collaboration)

4. LINK WITH PARENTS

- Sharing Strategy
- Synchronising Aspirations
- Responding/Networking their Needs (met through Home Visits)

5. ENGAGING/EXPERIENTIAL

- Honesty, Integrity, Sincerity and other key human qualities
- Dependence / Interdependence / Independence

- Nurturing
- Safe to trust and be vulnerable

„As a mentor I have been trained and supported to understand about how I learn and how my experiences have affected me. This has been really useful in my work because it helps me to reflect on my approach as a mentor and how I can best support the young people in my care. More importantly though, it has helped me as a parent. I have a much more open and understanding relationship with my children now.“

Robert (32) Volunteer Mentor and Parent

Approach:

All Europeace Youth training is designed to add and compliment to previous knowledge rather than act as a substitute. We want our training to be a knowledge exchange with those who are taking part in it. We hope that participants will add their own knowledge and practice to our suggestions and reflect on any changes and differences that they make. We hope it will improve decision making by young people and practitioners.

The content of the training modules are based on theory and practice used in our services over the last 20 years.

Our experience indicates that vulnerable learners need more than academic support to acquire new skills and competences and engage with their learning journey. We also need to explore why some learners have not managed to access the educational experiences that they have encountered in previous years. When vulnerable learners understand and can articulate their previous difficulties and present needs, they are far more likely to engage with the difficult (as they perceive it) path to achievement.

The training that we advocate and deliver to staff is based completely on the strategies and interventions used in our work with vulnerable learners. The process of growth and achievement is similar whether it applies to vulnerable learners or our own professional development.

It begins with a focus on the legacy of experience in order to understand and comprehend our progress to where we find ourselves at present. An analogy would be the preparation of the soil before planting the seeds. Skills and competences are added when the attitudes and qualities are reflected on.

Other elements include:

- Learning Styles:
- What are your preferred ways of learning? How can you add to these?
- Emotional learning blocks
- Active Listening Skills
- Reflexive Practice
- Anti discriminatory Practice
- Safeguarding
- Identity
- Preparation for employment
- Attachment Theory
- Spirit of Partnership

The involvement of the parents is approached by teaching them the same skills as the young people. The strategy we employ is to engage the parents in supporting children other than their own. This prevents a starting point where the parents are regarded as failures. We generally find that after completing half the course, most parents say that they do not wish to support other children as they have been re-discovering their own. This is exactly what we have been working towards.

The module provides a set of strategies to understand and support their children.

Unit	Content	Methods/Tools	Time 40 mins	Resources
1	Epistemic Culture - the overall aim of this module is to ensure a congruence between your company/partnership values, aims, policies and their application	<p>Staff training/supervision/re-writing policies, supporting the culture so it doesn't act as an obstacle</p> <p>Introduce Constructive Feedback (1.1) as the tool for group interaction</p> <p>Introduce your own company/partnership values and policies and ascertain the level of agreement to them within the group. This is what we have to begin with and consider. How can the human qualities (1.2) be incorporated to your way of working?</p>	<p>10 mins</p> <p>30mins</p>	<p>Your organisational values, aims and policies together with:</p> <p>1.1 constructive feedback and 1.2 human qualities worksheets</p> <p>Flip chart paper, pens, projector, laptop, internet access</p>
Learning Outcome Unit 1	Knowledge <ul style="list-style-type: none"> Understands how to cultivate and embody an epistemic culture Knows the company aims and objectives and support offered Can identify own personal motivation for becoming a trainer Can list the possible roles a trainer might be 	Skills <ul style="list-style-type: none"> Can describe the organisation's aims and objectives Can describe their own role within the organisation Understands the need for supervision Is willing to identify own blocks to learning Is able to adapt to different 	Competences <ul style="list-style-type: none"> Can demonstrate the organisation's aims and objectives as used within the trainer's role Can evaluate the trainer's role in the organisation within the context of the wider community Can evaluate the links between personal development and the giving and receiving of feedback Is able to contribute to the re-writing of policies that enable the culture to work 	

	<p>asked to play in a range of situations</p> <ul style="list-style-type: none"> • Can identify any difficulties in carrying out these roles • Is able to recognise the complexity and problematic nature of defining their role as a trainer for vulnerable groups • Is familiar with the linguistic and communicative conventions within difference cultures • Has cultural specific knowledge • Knows human qualities and how they relate to practice 	<p>cultural environments</p> <ul style="list-style-type: none"> • Display flexibility in communicative behaviour • Understands how to collaborate with staff team • Can identify personal and professional needs • Can give and receive constructive feedback 	<ul style="list-style-type: none"> • Is able to reflect on situations and respond in line with company values and beliefs • Can apply human qualities in day-to-day work • Can critically analyse decisions taken in the selection of a suitable role • Uses multi-disciplinary practice to respond appropriately to the perceived needs of a variety of learners • Is able to demonstrate collaborative and democratic ways of working.
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<u>Unit</u>	<u>Content</u>	<u>Methods/Tools</u>	<u>Time</u> 2hours	<u>Resources</u>
2	Self-Awareness A pre-requisite for effective, professional practice when working with vulnerable people and families	<ul style="list-style-type: none">Life and Education Spiral – trainer to complete own life spiral to group, making links with experiences. Trainees to do their own and share in pairs and then present to group (level of disclosure should be discussed and agreed upon)Reflective/Reflective Practice – introduce the history of Reflexive Practice and its relevance in your work – trainer to present the diagram and link the model to personal self-awareness (from Life Spiral). Complete exercise in worksheetEmotional Literacy Scale – trainer to present and discuss its use and relevance with groupLegacy of experience and Legacy of oppression – trainer to establish links between Life/Education Spiral and Reflexive Practice and their impact on Personal Prejudice. Using Cultural Identity theory to explore process of developing Non-Oppressive Practice (ex 2.4)	<div>1 hour</div> <div>15 mins</div> <div>15mins</div> <div>30 mins</div>	<p>Pens, flip chart paper, scrap paper, internet access, art materials (play-do, felt pens, colouring pens)</p> <p>2.1 Life Spiral</p> <p>2.2 Reflexive Practice Worksheet</p> <p>2.3 Emotional Literacy Scale</p> <p>2.4 Cultural Identity Theory</p> <p>2.5 Legacy of Experience and Oppression</p>
Learning Outcome Unit 2	Knowledge <ul style="list-style-type: none">Can identify a sense of developing awareness of selfCan identify some of those life experiences which may	Skills <ul style="list-style-type: none">Can explain the difference between personal self-awareness and Reflective Practice within a professional contextCan explain the principles of Reflective Practice	Competences <ul style="list-style-type: none">Demonstrates appropriate and effective application of Reflective PracticeCan apply an interactive approach including direct	

	<p>have influenced their own attitudes and behaviour and those of others</p> <ul style="list-style-type: none"> • Acknowledges the need to develop Reflective Practice in order to form an appropriate relationship with the learner • Knows how to support learners in their perception of the effects of all forms of oppression 	<p>as a useful tool in the trainer's role</p> <ul style="list-style-type: none"> • Uses the Cultural Identity Theory to guide learners' understanding of oppression and oppressing 	<p>teaching, individual and group work, use of case studies, role play/simulation and small and large group discussion</p> <ul style="list-style-type: none"> • Explores personal reactions to the effects of oppression • Explores the levels and diversity of personal prejudice • Uses understanding of the learner's emotional intelligence to develop strategies to work through learning blocks
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[illegible]

	<p>actively when developing a relationship with another person</p> <ul style="list-style-type: none"> • Recognises the need for boundaries in teacher-learner relationship • Understands attachment and attunement theories 	<p>development skills with others</p> <ul style="list-style-type: none"> • Can identify clear routes of support and reporting • Can identify how attachment and attunement can have an effect on ability to form relationships and triggers for violence 	<ul style="list-style-type: none"> • Can analyse how developing awareness can be applied in new and appropriate behaviours • Can analyse learning styles through the use of case studies • Can apply learning styles to work with a learner • Can apply theories of attachment and attunement in practice • Is able to demonstrate collaborative and democratic ways of working.
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<u>Unit</u>	<u>Content</u>	<u>Methods/Tools</u>	<u>Time</u>	<u>Resources</u>
			40 mins	
4	<p>Link with Parents</p> <p>To ensure the agreement of outcomes and methods between all parties involved in working with the client so as to support effectiveness</p>	<ul style="list-style-type: none"> • Read the Spirit of Partnership – explain and discuss the different aspects of partnership work • Recap on Values, Knowledge, Practices, Qualities demonstrated in the previous modules. How can they be utilised within the Spirit of Partnership? • Discuss as a group for the spirit of partnership can be used to best respond to the needs of the client and create a sustainable and reflective within the organisation and between organisations 	<p>10 mins</p> <p>15 mins</p> <p>15 mins</p>	Partnership working worksheet and other relevant resources from previous modules
Learning Outcome Unit 4	<p>Knowledge</p> <ul style="list-style-type: none"> • Knows how to work in partnership with statutory and voluntary staff to increase effectiveness 	<p>Skills</p> <ul style="list-style-type: none"> • Identifies needs of learners/families and wider community and the links between them 		<p>Competences</p> <ul style="list-style-type: none"> • Applies the theories involved in working in partnership

Unit	Content	Methods/Tools	Time 30 mins	Resources
5	Engaging/Experiential The young people we work with need to be able to experience our trust and dependence. We need to do advocacy for them in different environments and situations so that they experience the care and the work	Trainer to summarise the importance of the following: <ul style="list-style-type: none"> • Honesty, Integrity, Sincerity and other key human qualities • Dependence / Interdependence / Independence • Nurturing • Safe to trust and be vulnerable • Building of relationships that are based on honesty and trust and that cultivate the culture so as to enable transformation TASK: Using the theory of epistemic culture from Unit 1, how do we weave the knowledge of all the modules into a practical and working structure for lifelong learning? Discuss and map as a group	30 mins	Creating an appropriate working environment that can facilitate the building of safe and trusting relationships.
Learning Outcome Unit 5	Knowledge Engaging through experience	Skills <ul style="list-style-type: none"> • Can support the learning and emotional development of learner • Can identify areas of personal growth and develop lifelong commitment to improving one's skills 	Competences <ul style="list-style-type: none"> • Displaying action orientation – a disposition and readiness for engagement and action in society in order to enhance the common good, especially through the reduction of prejudice, discrimination and conflict 	

1.1 Constructive Feedback

Why the need for Constructive Feedback in this module?

a). Constructive feedback is necessary to ensure that the values, aims and policies of an organisation but also of a partnership of different organisations are discussed and so that there can be broad agreement between all.

b). So that staff and trainers have an introduction into the types of behaviour that are important for effective communication and practice.

Feedback is a way of learning more about ourselves and the effect our behaviour has on others.

Constructive feedback is useful, gives us choices, and helps us to grow as people. It is important to learn to give and receive it. Constructive Feedback means positive and negative feedback, but given skillfully.

Giving Feedback

- Start with the positive and with whatever needs to be improved
- Be specific; avoid comments like 'good' and 'awful'. Being specific makes feedback easier to learn from
- Refer to behaviour that can be changed
- Offer alternatives; suggest different ways of doing what you observed
- Own the feedback. Remember – this is only your opinion
- Leave the person with a choice; feedback that demands change is unsuccessful

Receiving Feedback

- Listen to the feedback rather than immediately rejecting or arguing with it
- Be clear about what is being said
- Check it out with others rather than relying on only one source
- Decide what you will do as a result of the feedback
- Thank the person for giving the feedback

1.2 The Human Qualities

Relationships are a key aspect of any teaching and/or training work. How to cultivate appropriate human qualities within the professional role is an important and ongoing process. Below is a list of positive human qualities and their opposites.

How can the process of developing these qualities be incorporated within your organisation's way of working?

How can they be applied to all aspects of your work: with your clients *and* colleagues?

The Human Qualities – Process

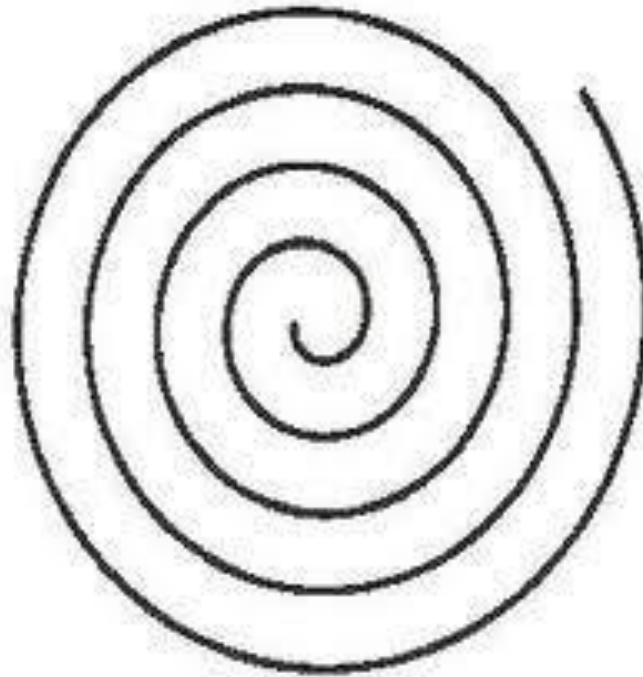
Honesty	Deceitfulness
Humanity	Insularity
Humour	Superficiality
Humility	Arrogance
Integrity	Prejudice
Trust	Insecurity
Accurate Empathy	Identification
Respect	Fear
Care	Defeatism
Hope	Judgemental
Love	Defensiveness

The qualities, generally taken for granted, cannot develop without actively exploring the oppositional nature of the conflicts listed above.

2.1 Life Spiral

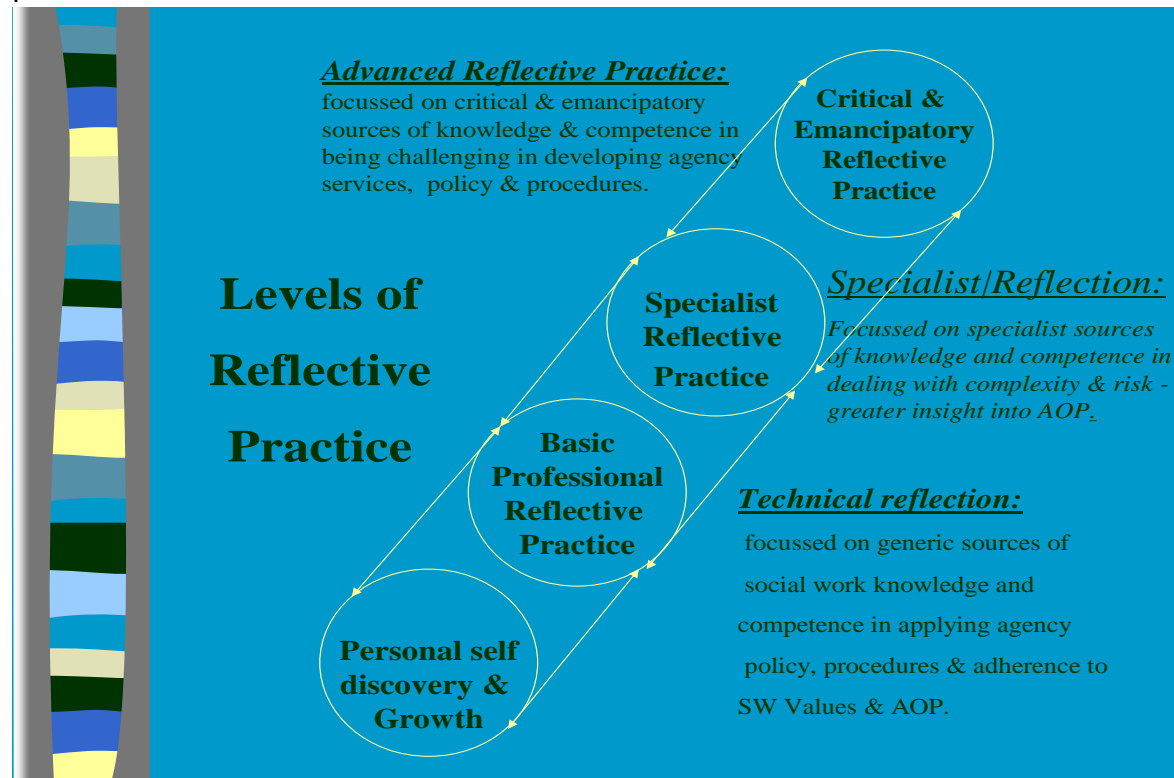
Fill out significant events from your life, starting from the inside of the spiral, outwards. Identify some themes that stand out from your spiral that might be important for you to reflect on and list them.

1. What relationship do you feel these themes have with each other?
2. Do any significant patterns emerge?
3. Have you learnt anything new about your life?
4. Try repeating this exercise over a period of time. Do your life spirals change?



2.2 Reflective Practice

Now that you have experienced personal self-awareness, how can you apply these skills in a professional situation? The following diagram outlines the possible development of reflective practice within a social work context:



(George Wilson 2007 *Levels of Reflective Practice*)

Reflective Practice: Aims and Purpose

- A series of thinking habits that shape learning, leading to improved decision making and professional effectiveness

Reflective practice is about 'professional artistry' – it offers a model for dealing with the complexity, uniqueness and realities of professional practice and is inclusive of evidence based research'

(Donald Schön 2009
How Professionals Think in Action)

Becoming aware of things within ourselves/our organization

'Reflective practice is the activity of thinking about one's own actions and analysing them in a critical manner, with the purpose of improving a professional practice. It requires of actors a capacity to place themselves as external observers of their own presuppositions, attitudes and sentiments. And of how these influence their practice...'

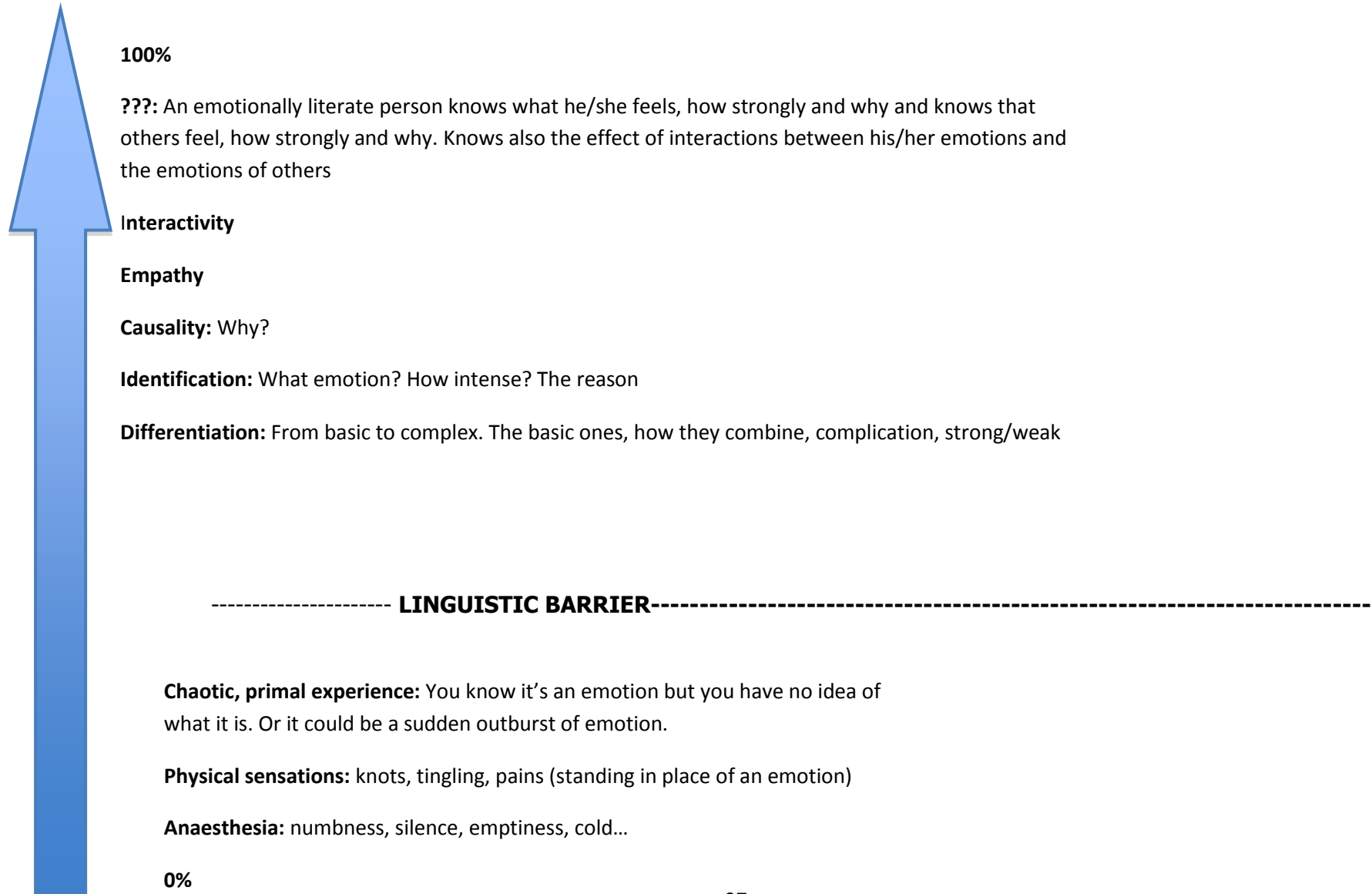
(Philippe Baumard 1999
Tacit Knowledge in Organisations)

Exercise (with a partner):

- Reflect on why you have chosen this area of work
- Share any important events in your life that you feel may have contributed to you working in this area

2.3 Claude Steiner's Emotional Literacy Scale (1999)

Awareness of emotions is a fundamental skill of the larger ability, which Claude Steiner calls emotional literacy. The emotional awareness scale represents a hypothetical continuum of 0 to 100% of emotional awareness.



2.4 Cultural Identity Theory

Way, Allen E. (1995) *Psychotherapy as Liberation*

Cultural Identity Theory	Action Needed to Produce Change to Next Level/Stage
Naiveté	Describing life experience
Acceptance	Name and note contradictions in experience with emphasis on contextual issues
Naming and resistance	Encourage examination and reflection on contradictions in system. Major emotional change frequently occurs, often anger
Redefinition and reflection	Encourage examination of self and self-in-system. Emotional pride in self and culture
Multi-perspective Integration	Continue emphasis of dialogic thought and co-investigation of reality and joint action to transform reality

2.5 Case Study – Legacies of Oppression and Experience

Think of an example of potential discrimination from your own experience (sexism/ racism etc...) How can you apply the above theories to get to a different outcome?

Example questions

1. What must it be like for a black student in a predominately white environment? What are some of the sources of stress and strain that a minority student might encounter?
2. What unwarranted assumptions about difference might we be harbouring? How do they emerge in our behaviour?

3.1. Learning styles - The "How I Learn Quiz"

Below are some sentences which describe how people learn. Use the scoring system below to find out how you learn.

4 = The closest to describing you

3 = Next best description

2 = Next best

1 = The least descriptive of you

1. I make important decisions based on:

- Gut level feelings
- Whatever sounds best
- What looks best to me
- Thinking about arguments for and against

2. During an argument, what affects me most is:

- The other person's tone of voice
- Whether or not I can see the other person's point of view
- The logic of the other person's argument
- Whether or not I am in touch with how the other person feels

3. I find it easiest to:

- Find the ideal volume (loudness) on a stereo system
- Pick out the most important part of an interesting subject
- Pick out the most comfortable piece of furniture
- Choose attractive colour combinations

4. I let people know what is going on inside me by:

- The way I dress and look
- The feelings I share
- The words I choose
- The tone of my voice

5. Things I should say about myself:

- I'm very tuned in to the sounds around me
- I'm very good at understanding new facts and information
- I am very sensitive to the way clothes feel on my body
- Colours and the way a room looks have a strong effect on me

How to Score

1: - K - A - V - D	2: - A - V - D - K
3: - A - D - K - V	4: - V - K - D - A
5: - A - D - K - V	Totals V = K = A = D =

3.1.1 Visual / Auditory / Kinaesthetic Definitions**Visual**

- Less distracted by noise
- Have trouble remembering verbal instructions
- Important to you that your writing looks neat
- Memorise by picture – remember what you have seen
- Observant, quieter

Auditory

- Easily distracted
- Learns by listening
- Likes music
- Enjoys reading aloud
- Most talkative of the three – loves discussion but may take over
- Tends to talk better than they write and like to talk as they write

Kinaesthetic

- Learns by doing
- Moves a lot
- Memorises by walking, seeing
- Likes plot-orientated books (an action story)
- Strong on insight/intuition, weak on details

Digital

- Works using the above 3 styles – but the process is an ‘inner dialogue’, talking through of options within oneself.

3.2 Listening Skills

Imagination

What separates us from animals? Why has it evolved in humans? An essential for all relationships.

Empathy

The ability to enter into the world of another and to feel what it is like to be that person.

Non-Judgemental Acceptance

A fundamental attitude that should be offered consistently, and not be determined by the child's behaviour. Without this, very little useful dialogue will occur.

Summarising

Requires the listener to construct an accurate and empathic summary of the main feelings, thoughts, and themes that the child has been conveying.

Paraphrasing

A process of attentive listening and then selecting your own words to describe the child's experience.

Reflecting Feelings

Content + Feeling = Meaning.

The above three strategies are used to check the accuracy of your understanding and to make the child feel more understood. They provide a mirror for the child to see him/herself more clearly.

Use of Questions

Can be useful in encouraging the child to be more specific. Open/Closed questions.

Knowing Your Limitations

This is a real strength.

3.3 Theory of Attachment

What is Attachment?

Attachment is an emotional bond to another person. Psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969, p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. According to Bowlby, attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival.

The central theme of attachment theory is that mothers who are available and responsive to their infant's needs establish a sense of security in their children. The infant knows that the caregiver is dependable, which creates a secure base for the child to then explore the world.

If a child does not attach securely to a carer during these early years, what effects does it have in later life?

3.4 Multi-Cultural Counselling and Therapy (MCT) theories:

How could the use of:

- **Psychodynamic** – The effect of our past on our life choices
- **Humanistic** – a belief in the process of self-actualisation
- **Behavioural/Cognitive Behavioural (CBT)** - changing our thinking in order to change behaviour
- **Multi-Cultural Theories** – the effects of being discriminated against, or discriminating against

help you to understand and manage your behavior?

4.1 The *Spirit* of Partnership

Irvine, Bruce (2002) *"Developing effective working practices to deliver quality public services"*

Spirit

It's important to build the right spirit around shared values

System

The purpose of any system should be to support and develop the shared values. What would this look like?

Person

How do we identify the right people and encourage them to participate in the process of change?

Imagination

Do we stick to what we know or risk building something new?

Role

Role should be allocated according to interest and competence through a consensus

Inclusion

How do we respond to the needs of the client as opposed to the impact of those needs on us?

Transformation

Is not straightforward. How do we measure and evaluate it in our organisations/partnerships?

If we address these in all our partnership work whether it is with parents, partner organisations or policy makers, our collaborations will be far more successful.

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Module 6: Support Measures By Public Administration in VET

1. VOCATIONAL EDUCATION AND TRAINING AS AN ENGINE OF INNOVATION AND GROWTH FROM THE MS' COUNTRY PERSPECTIVE

- 1.1 The EU strategy for VET as a core element of the Union's growth agenda
- 1.2 Continued investments and fair burden sharing for effective VET strategies

2. FINANCIAL INCENTIVES OF THE PUBLIC ADMINISTRATION FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

- 2.1 Evidence on the effectiveness of incentives and funding mechanisms for CVET
- 2.2 Financial incentives for individuals to stimulate participation in CVET
 - a) Individual learning accounts, vouchers and training allowances;
 - b) Training loans;
 - c) Tax-based schemes.
- 2.3 Financial incentives for employers to stimulate supply of CVET
 - a) Compulsory arrangements – levy-exemption schemes
 - b) Non-compulsory arrangements – subsidies, tax incentives and payback clauses

3. BEST PRACTICES OF SUPPORT MEASURES OF THE COMMUNITY OF MADRID'S ADMINISTRATION AND EXAMPLES FROM LITHUANIA; UK; GERMANY AND AUSTRIA

- 3.1 Initial Professional Qualification Programmes
- 3.2 Educational mediators
- 3.3 Educational Project at CEPs

1. Where are you from?

Paloma: Equatorial Guinea

2. What was your educational/vocational way so far?

Paloma: Primary and secondary school

3. Have you received any support? If so, what was it and if not, what would have helped you?

Paloma: No, nothing. Any labour opportunities, job qualification may be...

4. What are your future work expectations?

Paloma: A good job that will permit me paying for a flat and living with my son.

Paloma Sam Tomi, Madrid (Spain), 20 years old

3.4 Employment Initiatives for Young People

3.5 Best practice of support measures of public administration in Lithuania

3.6 Best practice of support measures of public administration in United Kingdom (separate services that run in England, Scotland, Wales and Northern Ireland)

3.7 Best practice of support measures of public administration in Germany

3.8 Best practice of support measures of public administration in Austria

4. PRACTICAL EXERCISES AND WORKSHEETS

4.1 Unit 1

Worksheet 1 - good examples of better exploiting the potential of VET for growth

4.2 Unit 2

Worksheet 2 – financial support for participation in CVET

Worksheet 3 – Good practice examples of CVET financial support

4.3 Unit 3

Worksheet 4 - Best practice examples of support measures by public administration in VET in ES, LT, UK, DE, AT

5. REFERENCES

<u>Unit</u>	<u>Content</u>	<u>Methods/ Tools</u>	<u>Time</u> 40 min.	<u>Resources</u>
1 Vocational education and training as an engine of innovation and growth from the MS' country perspective	Introduction to the European VET strategy up to 2020, calling for an active policy to enhance the potential of VET to support smart and sustainable growth, and to turn VET across the EU into a highly attractive learning choice	<p>Exposition of the topic</p> <p>Explanation of concepts (underlined in the unit content)</p> <p>Discussion with participants, questions and answers</p>	<p>10 minutes</p> <p>10 minutes</p> <p>20 minutes</p>	<p>ImPro-F training handbook printed copy/digital version</p> <p>The Bruges Communiqué of December 2010 (see N°22 of the bibliography)</p> <p>Video projector, laptop, internet access if applicable</p>
Learning Outcome Unit 1	Knowledge <ul style="list-style-type: none"> ▪ Has strategic knowledge of EU and MS policy towards VET for growth ▪ Knows contextual, institutional, structural aspects of educational policies ▪ Is able to refer to the evaluation and assessment processes of VET 	Skills <ul style="list-style-type: none"> • Can present information on the EU VET strategy • Can define basic concepts of the EU VET strategy • Understands the importance of VET • Can adapt to educational contexts characterised by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics) • Can analyse good practice examples 	Competences <ul style="list-style-type: none"> • Is able to reflect about the importance of VET for growth • Can provide information about work-based learning as tool for successful transition to the labour market • Can make use of good practice examples 	

<u>Unit</u>	<u>Content</u>	<u>Methods/ Tools</u>	<u>Time</u> 40 mins	<u>Resources</u>
2 Financial incentives of the public administration for continuing vocational education and training (CVET)	Necessity of public support to further increase training demand and supply Main mechanisms that are used to (co-)finance CVET, distinguished between those targeting individuals and those directed to enterprises	Introduction to funding mechanisms for CVET Explanation of different forms of financial support for participation in CVET Present/discuss already existing financial incentives in the partner countries	10 minutes 20 minutes 10 minutes	ImPro-F training handbook printed copy/digital version Video projector, laptop, internet access
Learning Outcome Unit 2	Knowledge <ul style="list-style-type: none">• Has basic knowledge on financial support for individuals in CVET• Knows about financial support offered to employers for CVET• Has knowledge on successful good practices in different MS• Is able to identify trends of the EU policy towards CVET	Skills <ul style="list-style-type: none">• Can provide information on planning, managing and coordination of CVET• Can use CVET financial support possibilities• Is able to reflect on interpersonal skills for learning individually and in professional communities	Competences <ul style="list-style-type: none">• Can make effective use of financial support in learning• Is able to use learning to learn• Is opened to change and flexibility, ongoing learning and professional improvement, including study and training• Is able to develop critical attitudes to one's own teaching (examining, discussing, questioning practices)• Can create sense of self-efficacy	

<u>Unit</u>	<u>Content</u>	<u>Methods/ Tools</u>	<u>Time</u> 40 mins	<u>Resources</u>
3 Best practices of support measures of the Community of Madrid's administration and examples from Lithuania, UK, Germany and Austria	<p>Action policies in the Spanish educational framework from the different public administrations to design interventions and actions focused on preventing dropouts during compulsory education, inform on professional resources and promote labour integration of ethnic and cultural minorities and young people in risk of social exclusion</p> <p>Best practices in the field from partner countries</p>	<p>Exposition of different measures applied by the Community of Madrid's public administration</p> <p>Presentation of best practices from Lithuania, UK, Germany and Austria</p> <p>Discussion and exchange of experiences among the participants</p>	<p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>ImPro-F training handbook printed copy/digital version</p> <p>Links to different websites used in the exposition</p> <p>Video projector, laptop, internet access</p>
Learning Outcome Unit 3	<p>Knowledge</p> <ul style="list-style-type: none"> Has basic knowledge on the main support measures offered by the PA of the Community of Madrid to VET teachers and final beneficiaries – young people in risk of social exclusion Knows different employment initiatives for young people offered by the CM Has knowledge of best practices in the field applied in partner countries 	<p>Skills</p> <ul style="list-style-type: none"> Can present information on the support measure offered by the CM public administration Can define basic employment initiatives for young people in the CM Can identify suitable information for interested young people who need support Can analyse good practice examples from different MS 	<p>Competences</p> <ul style="list-style-type: none"> Can use suitable background information to support young people in risk of exclusion Can use possibilities for support to VET teachers offered by the CM Can make use of good practice examples from different countries 	

Module 6 - Support measures by public administration in VET

Unit 1: Vocational education and training as an engine of innovation and growth from the MS' country perspective

The Bruges Communiqué of December 2010, which defines the European VET strategy up to 2020, calls for an active policy to enhance the potential of VET to support smart and sustainable growth, and to turn VET across the EU into a highly attractive learning choice.

1.1 The EU strategy for VET as a core element of the Union's growth agenda

Targeted investment and reforms in vocational education and training are necessary to boost innovation and competitiveness. Member States should engage in reforms promoting excellence in VET and better connecting VET to local and regional economic strategies, in particular in the context of research and innovation strategies for smart specialisation linked to cohesion policy support. New types of strategic partnerships between VET providers, companies, other economic actors, social partners and authorities are crucial in this respect.

Countries with strong and attractive VET systems, and notably those with well-established apprenticeship systems, tend overall to perform better in terms of youth employment.

The political commitment to promote apprenticeships is there. The European Council in its January 2012 informal meeting called on Member States to substantially increase the number of apprenticeships and traineeships. Member States and social partners committed themselves in the Bruges Communiqué to the objective of including work-based learning in all initial VET courses. The challenge remaining in many countries is to identify, adapt and adopt the best measures to put these commitments into practice.

Countries can tackle this challenge in different ways, by investing in work-based learning which is tailored to their situation. Alternating schemes or apprenticeships are typically known in Austria and Germany as the "dual system". These are based on the integration of companies as training providers together with VET schools or other education/training institutes. In these programmes, learners spend a significant time on training in companies. In parallel, in "alternating" periods, they acquire general and occupation-related knowledge and key competences in VET schools or other education/training institutes. This model typically shows strong results in terms of successful transitions to the labour market. Another model is school-based VET which includes on the job training periods in companies, typically covering internships, work placements or traineeships that are incorporated in VET programmes leading to formal qualifications. Finally, work-based learning can be integrated in a school-based programme, through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments which aim to create a "real life" work environment.

Given the diversity of experiences and models, the potential for mutual learning is clearly high. Some Member States are already engaged in peer learning activities, and the Commission is ready to support further collaboration of this type to fully exploit the potential of work-based learning to support employability.

1.2 Continued investments and fair burden sharing for effective VET strategies

Bringing reform efforts to fruition also requires substantial investments, which will certainly be seen as difficult to fund in times of tight public finance. Delaying the modernisation and improvement of VET means to relinquish the growth and innovation potential that is inherent in better VET systems.

The lower the development level of a county's VET system, the bigger the overall funding needs will be. Interventions of EU structural funds can help to meet these funding needs. At national level, the strategy to improve VET should be reflected in a country's budgetary policy, as part of smart fiscal consolidation.

In the area of continuing vocational education and training, the situation is even more complex: it is difficult to strike the balance between the interests and motivation of employees and employers respectively, as it is necessary to share the potential benefits and the financial burden of training measures in a way that creates positive incentives for both sides.

There is structural under-investment in the skills of adult workers. The stagnating share of adults taking part in lifelong learning activities attests of it. And this insight is a cause of concern in view of the global, knowledge-based economy that is propelling constant technological change. It might only be possible to overcome this stalemate by agreeing, in a broader framework, on the conditions for taking part in and for shouldering the financial burden of CVET activities.

Unit 2 Financial incentives of the public administration for continuing vocational education and training (CVET)

2.1 Evidence on the effectiveness of incentives and funding mechanisms for CVET

The importance of continuing vocational education and training (CVET) is rising hand in hand with ageing population and changes in technology and work processes. An efficient and effective system of CVET is contributing to VET excellence by making sure that people continually acquire and update the skills needed by the labour market.

In order to further increase training demand and supply, public support is necessary. This unit discusses the main mechanisms that are used to (co-)finance CVET.

Several financing and regulatory mechanisms, such as levy-based schemes (training funds), tax incentives, vouchers/individual learning accounts, (low-costs) loans, training leave and payback clauses have been set up to stimulate the demand for continuing learning, which can be distinguished between those targeting individuals and those directed to enterprises. Most of these mechanisms are at least partly financed by governments; most of them also require a contribution from employer or employees.

2.2 Financial incentives for individuals to stimulate participation in CVET

Across Member States, financial support to individual learners can take the form of:

a) Individual learning accounts, vouchers and training allowances;

These three financing instruments are the most widely used instruments in Europe. The main characteristics of a funding system based on *vouchers or learning accounts* are:

- Rather than allocating public funding to education and training providers the purchase power of individuals is stimulated;

- The demand from the side of individuals should affect the supply in terms of type of offer as well as its costs;
- Such system requires a comprehensive information system to: 1) enable information flow between supply and demand side, 2) control the utilisation of loans and vouchers, 3) ensure the quality of education training supplied meets the required standards.
- In terms of socio-economic characteristics of participants: women tend to benefit more, utilisation increases with education levels; evidence on the extent to which the funding is effectively used by those who would not have been able to benefit from training otherwise is mixed, and a significant proportion of those who benefit would have funded the training even in the absence of the vouchers or account system (i.e. there is considerable deadweight funding); older people are underrepresented.
- There is a need to monitor the quality of training provided (e.g. through accreditation) which creates other types of costs compared to direct subsidies to providers.

b) Training loans

Some countries allow learners to benefit from training loans that are guaranteed by public authorities.

In the EU, 19 countries have loan schemes, but most of them are aimed at higher education. However, this could benefit adult learners as it might facilitate adult access to higher education. These bank loans must be repaid by learners at the end of the learning period. In the case of loans:

- The principle is to provide individuals with insufficient liquidity/purchase power with the possibility to fund education and training;
- Public loans intervene in the absence of lack of private bank loans which do not exist because the investment is considered insecure;
- Given that loans are to be repaid they are more likely to be employed for professionally relevant learning;
- This mechanism could be a good complement to fund education and training that is costly or to intervene in times of economic downturn when employers have less funds to support training.

Evidence of their effectiveness is not broadly available, but in the UK the evaluation of the Career Development Loans shows that those who benefit most are males and people with relatively low incomes, though being in general qualified or highly qualified. In the United Kingdom, there exists one loan scheme expressly targeted at disadvantaged groups.

c) Tax-based schemes

Half of the European countries have set up various ***tax-based schemes*** to encourage individuals or certain groups of individuals to participate in learning activities, although in many countries tax policies are still disconnected from education and training policy.

Tax-based schemes for individuals mainly consist of tax allowances, tax credits, and tax exemptions.

Tax incentives for individuals are often more restrictive than those for employers. They often require individuals to undertake learning in the tradition formal education and training system, generally at secondary or higher education level. In addition, not all individuals undertaken such learning can benefit from these taxes in several countries where they are available. Finally, the type of costs supported by tax incentives can be restricted to course fees only. According to

Cedefop studies, tax credits for individuals are effective, whereas tax allowances (both for individuals and for legal entities) are in many cases regarded as ineffective. Tax incentives to individuals are more interesting to those with high incomes than to those with low incomes which results in lower net costs for those with higher incomes. Overall, it seems that tax reductions for direct training expenditure are an effective means to stimulate participation in education and training and up-skilling of people in employment.

Based on calculations that build on empirical evidence it seems that at a marginal tax rate of 0.4, every euro invested by the government in the form of tax deduction, leads from 0.75 to 1.5 euro of private expenditure on training.

Time is an important resource for training – about 70 % of those not engaged in adult learning mention time as a constraint (AES 2007), either because of family responsibilities (particularly female) or work schedule (particularly male). This is why an important source of support to individuals is **time for training or paid (or unpaid) leave**. Most countries have in place some form of educational/training leave. Training leaves can be funded either publicly or by employer. SMEs experience probably the highest difficulties in using training leave.

Alternative solutions to subsidised training leave are learning time accounts. Documentation of the effectiveness of these funding forms is limited but they seem to be rather underused.

2.3 Financial incentives for employers to stimulate supply of CVET

Funding mechanisms for employers can be divided in two main categories:

a) Compulsory arrangements – levy-exemption schemes

Many European countries have set up compulsory arrangements to ensure a minimum financial commitment of employers in learning. Levy schemes, based on a contribution of a given percentage of firms' payrolls (fixed by governments or collective agreements) set up predetermined minimum levels of funding in training to be committed to by employers.

These schemes can be sectoral, regional or national. Especially the sectoral schemes address the poaching problem. In general they reach their aim of increasing the incidence of training in companies, and thus they also contribute to raising the productivity, competitiveness and incomes of enterprises and individuals by providing them with needed skills. However, it has also been noted that for those companies that would train in any case, these schemes may reduce training to the minimum required.

These arrangements mainly consist of levy-grant schemes. The French model is significantly different from the others. French enterprises are subject to a 'levy-exemption (also called train-or-pay) mechanism. Firms can then reduce their levy obligations and even be exempted of such obligations by financing training to their employees. Unspent funds are then transferred to special funds.

b) Non-compulsory arrangements – subsidies, tax incentives and payback clauses

Through non-compulsory arrangements, employers can receive financial incentives to invest in learning, mainly subsidies and tax incentives. The eligibility requirements to benefit and use these financial mechanisms are often targeted at certain groups (e.g. SMEs or groups of workers), certified learning programmes, accredited training providers, direct training costs, and firm and sector specific learning content.

Subsidies to employers are used by governments to share the direct costs of training and also a substantial share of the indirect costs (e.g. foregone income) of internal or external training

borne by employers. These subsidies are frequently granted to firms on a selective basis, often to firms in the framework of active labour market policies in order to provide learning to at-risk workers so that they are not excluded from the labour market. Subsidies are also often used by governments to support the training of workers in SMEs who are often less likely to receive the most formalised forms of continuing vocational training than their counterparts in larger firms.

In many European countries, governments provide **tax incentives** for employers to give them the right incentives to invest in training, including initial vocational training. These taxes for employers consist of tax allowances, tax credits, and tax exemptions. Most of them are however tax credits.

Government intervention to support investment by enterprises can take the form of training loans, especially for SMEs.

Payback clauses are another form of encouraging employers' investment in training. They are essentially a legal instrument that encourages companies to bear the costs of training by allowing them to retain employees for a certain time after training in compensation for its provision. In fact, employees are free to move to another company but, if they terminate the contract within contractual retention period, they may be requested to reimburse (a share of) the costs of training.

Payback clauses and associated with them contractual retention period should not be seen, however, only as a safeguard for employers (preventing from poaching, fluctuations of trained staff) but also as a safeguard for employees (who may feel more secure about continuity of employment after training). Although payback clauses can be found in most European countries (regulated through national law, collective agreement (at (inter-)sectoral level between social partners) or agreements at company level (between employer and individual, or management and trade union representatives), little data is available on their implementation in employment/training contracts or enforcement.

Unit 3 Best practices of support measures of the Community of Madrid's administration and examples from Lithuania, UK, Germany and Austria

The European strategy against social exclusion includes the educational field as one of the areas of action in the fight against exclusion.

Action policies in the Spanish educational framework, from the different public administrations, are primarily intended to: design interventions and actions focused on preventing dropouts during compulsory education, inform on professional resources and promote alternative recreational and leisure activities, aimed at families and children from ethnic and cultural minorities and in situation of social disadvantage.

In the Community of Madrid, the Regional Ministry of Education holds the educational skills. From the point of view of integration, education is a key element in the short, medium and long term, in three aspects: social and economic integration, cultural aspects, and acceptance of immigrants in the society.

The students resulting from migration integrated into the education system, face deep personal challenges, changes in expectations, different curriculum standards and different cultural contexts that directly affect the quality of education they receive.

The educational and vocational guidance, as means for achieving personalized and comprehensive training, is a trainer's individual effort for student motivation, shared with families and society.

3.1 Initial Professional Qualification Programmes

They are aimed at students aged 16 and over who do not have the title of Graduate in Secondary Education ESO (compulsory education).

PCPI are established in the LOE Act with the aim that all students achieve a professional qualification of level 1 of the National Catalogue of Professional Qualifications. These are divided into four types: General, Special, Professional Classrooms, and Transition to Employment, and include three types of modules:

- a) Aimed at obtaining a professional qualification.
- b) General training.
- c) Volunteers, leading to the award of the certificate of completion of Graduate in Secondary Education ESO (compulsory education).

The National Catalogue of Professional Qualifications incorporates both technical skills (specific to the qualification and transversal) as well as key competencies. **Key competences are those that allow individuals to adapt to a changing work environment.** Key competences provide good results for the occupation in different domains or social contexts. They are therefore the key to professional or functional flexibility of workers to facilitate their mobility, either within the same occupational field or between fields.

There are currently **664 qualifications** approved by the Government of Spain that have been published in the BOE (Government Gazette).

3.2 Educational mediators

The Community of Madrid promotes various mediation projects, the main aim of which is to help immigrants to adapt to the Spanish educational system.

A project involving 120 immigration mediators and monitors is taking place in educational centres in the Madrid region, the main objectives of which are:

- Mediation between the immigrant student and their social-educational environment.
- Detection of action requirements in the social-family field of immigrant students, and collaboration with parent associations to develop proposals to promote dialogue and communication between families and educational centres.
- Support with activities to reinforce learning by immigrant students, principally in their use of Spanish as a second language, both inside and outside the classroom.
- Support to resolve educational issues through the direct assessment of immigrant students outside the standard school day.
- Support in job search activities and preparation for transition to the labour market.

3.3 Educational Project at CEPIs

CEPIs are Public Centers for Participation and Integration of Immigrants, funded by the Community of Madrid. They have two main objectives:

- Increase the integration and academic success of immigrant students.
- Encourage the participation of their families in the process.

The actions are grouped mainly in this area under the supervision of a Monitor and school support reinforcement (reinforcement tasks and curriculum support, coexistence and integration and social and family mediation and access to resources).

In the CEPI, training activities are conducted as:

- Employment and training workshops.
- Workshops to facilitate employability skills.
- Technical and organizational training.
- Orientation workshops and information for the social inclusion of immigrants.
- Training and orientation workshops on self-employment

The training courses help the young people to join the employment market, in addition to providing spaces to meet others from the same country and to take part in social activities that help immigrants to integrate into Madrid's life.

3.4 Employment Initiatives for Young People

▪ First Job Activation Forum

In 2013 will be held for first time the First Job Activation Forum.

It's directed to young people seeking their first job. They might be new graduates or groups who are suffering from unemployment in particularly intense.

The aim is to improve their employability through:

1. Workshops of skills and competencies for the job search, job search via the Internet, assertiveness in job search, employment trends, etc.
2. Direct contact with companies with job vacancies in general and more specific aspects such as internships, scholarships, training and apprenticeship contracts, junior positions, etc.

The use of social networks in spreading information on the forum and the job search will be increased, and at the same time, will be adapted spaces available to companies for conducting interviews.

▪ EURES Network

Two youth initiatives are highlighted:

1. Your first EURES Job

It is an initiative funded by the European Commission for 18-30 years old (occupations as nurses and engineers up to 40 years). The aim is to provide financial support for:

- Conducting job interviews in another country.
- Covering travel expenses when hiring young people in other countries as long as the contract is made with a company with less than 250 workers and for a period of at least 6 months. The company can also get financial support if the contract is made for more than 6 months.

2. "The job of my life "

This initiative comes from the German Employment Service and aims at the realization of dual training in Germany. It is addressed to the group of unemployed youth aged from 18 to 35 who lack training title and has finished the minimum obligatory schooling.

The training consists of a German language course of 170 hours, which is developed in Spain and then continues with three years training in Germany, where are done internships, technical training and German language lessons.

The applicants who have been selected (this year 2013), have already finished the training course in German, and on 1st July have departed to Germany to do interviews with the companies where will start the dual training. Total of 80 applicants were selected (among them

some foreign nationals with Spanish status). During the selection process was conducted a survey in the employment offices of the Community of Madrid, and this way were detected enrolled unemployed people that might be interested; since these offices they were informed on the project. Those who maintained their interest were called for interviews with the German EURES selection officers.

This whole project is financed by the German Public Service. The persons selected can not be from outside the European Economic Area or German nationals, but naturalized immigrants can participate. The student pays 10% of the German course in Spain which later is being reimbursed.

More information on the "Job of my life" project could be received on the web page:

<http://www.myforeignjob.com/es/alemania/123-the-job-of-my-life-el-nuevo-portal-de-empleo-aleman-para-jovenes-europeos.html>

▪ **Entrepreneurship at the University**

Until 2011 the university was carrying out the initiative "entrepreneurial campus." In 2013 has been launched the University Entrepreneurship initiative.

Through a partnership with the School of Industrial Organization, will be developed four editions, four weeks each one, with students from the last year Degree of the Madrid's public universities.

The aim of this initiative is to promote entrepreneurship spirit and give first tools orientation for business plans development to the students.

3.5 Best practice of support measures of public administration in Lithuania

In 2010 a national project that will last 4 years "Development of Career Education and Monitoring Models in Secondary Education and Vocational Training" was started. The coordinator of the project is an institution authorized by the Ministry of Science and Education - Lithuanian Pupils Non - Formal Education Centre.

The main aim of the project is to pursue development and harmonization of the national career designing system by assuring succession and accessibility of the career education services as well as the equal possibilities for all participants of the education system.

Within three years of the project career education, information and counselling services for the youth of all Lithuanian secondary schools and vocational training institutions were updated, a career education model was designed, modern career education methods and tools were developed. A learners' career education information system (MUKIS - <http://www.mukis.lt/lt/idarbinimas.html>) which is devoted to spreading information and cooperation of target groups (learners, career counsellors, coordinators, other teachers, parents, non-formal education specialists and representatives of the world of work) is worked out. Over a thousand career counsellors, coordinators, other teachers and specialists of educational support are prepared to deliver career services and use created methodical measures.

During the project "Development of Career Education and Monitoring Models in Secondary Education and Vocational Training" a monitoring system will be designed and implemented. It will allow evaluating career education services providers' competence as well as resources and management of all career education system in schools and addressing deficiencies in time.

<http://uks.lmnsclt.lt/projektai/1/>

3.6 Best practice of support measures of public administration in United Kingdom (separate services that run in England, Scotland, Wales and Northern Ireland)

The National Careers Service provides information, advice and guidance to help young people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

The National Careers Service <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> aims to:

- help young with careers decisions and planning
- support young people in reviewing their skills and abilities and develop new goals
- motivate young to implement their plan of action
- enable young people to make the best use of high quality career related tools

The website offers the following services:

- | | |
|-----------------------------|--|
| • Lifelong learning account | • Job profiles |
| • Course searches | • Job market information |
| • Types of learning | • Job finding advice |
| • Funding advice | • Advice on choosing a career |
| • Skills health check tool | • Advice for your situation |
| • Action plan tool | • Case studies |
| • CV builder | • Advisers – online, on the phone and face-to-face (you have to be over 19 for this support) |
| • CV covering letter advice | • Forums and chat rooms |
| • Learning record | |
| • My funding information | |

It could serve as a good place to start for young people who are at risk of or already not in employment, education or training (NEET). It has lots of useful advice and information for young people who are looking for their next step and acts as a good motivational tool that is easy to navigate once you know how.

This is supposed to run alongside much more targeted local support offered in school and by local education authorities for young people replacing the previous Connexions Services in England.

3.7 Best practice of support measures of public administration in Germany

„Berufseinstiegsbegeitung“- mentoring for job start is part of “Education Chains”, a nationwide special programme of the Ministry of Education and Research.

About 1.000 full time tutors support pupils from ca. 1000 secondary modern school and special schools with special needs regarding professional orientation and transition to work life.

It starts with competence assessment and potentials analysis (grade 7); then, tutors develop individual support plans and measures. With grade 8 practical professional orientations begin. Support measures from the Employment Agency like e.g. career counselling may be involved in the guidance process if applicable.

Tasks of the tutors: to take care of the pupils, getting to know their social background and school matters, individual coaching and guidance regarding the needs, demands and requests of the pupils; reflecting career wishes also in a critical way; achieve graduation, attending activities e.g. for professional orientation, looking for a suitable internship, preparing for job interviews, to cope with the first year of apprenticeship/ first time in the job.

The pupils receive individual counselling and mentoring and also are being supported after entering job life/ starting an apprenticeship in order to avoid early drop- out.

<http://www.bmbf.de/de/14737.php>; <http://www.bildungsketten.de/de/237.php>

3.8 Best practice of support measures of public administration in Austria

Lobby.16 is a non-profit organisation founded in 2008. It aims to promote the education of minors and young adult refugees up to the age of 24 who are without parents and/or family in Austria. Many of these young people (approximately 67% male) come from countries like Afghanistan, Nigeria, Somalia and Guinea. Around 75% have been granted subsidiary protection and 20% are entitled to asylum – thus, giving them legal access the labour market. Another 5% are ‘asylum seekers’ – some of whom have been waiting years for their cases to be decided – thus, limiting their legal access to the labour market.

Lobby.16 has four goals in supporting these young people:

- 1) Development of training-related prospects
- 2) Integration in the Austrian labour market
- 3) Promotion of interests, potential and talent
- 4) Promotion of autonomy and self-determination

The flagship project *Bildungswege* was begun in 2010 and is partially funded by the *Bundesministerium für Inneres* (i.e. Federal Ministry of the Interior).

Project activities include:

- 1) Educating companies on the life experience of young refugees and the challenges they face when trying to enter the Austrian education system
- 2) Collaborating with companies to give young refugees a good career start, e.g. companies invite project participants to interviews and ‘taster’ days which upon going well can lead to traineeships
- 3) Training project participants in German, English and Maths before traineeships begin
- 4) In-company *Praxistage* (i.e. training days) before traineeships begin, which run in parallel to German, English and Maths training

Lobby.16 works closely with the Public Employment Service (AMS) to support *Bildungswege* participants by covering their living expenses. 20 to 25 young refugees participate in the project each year.

Unit 4 Practical exercises and worksheets

4.1 Unit 1

Time 40 minutes; required material: paper, pens, printed worksheets, flipchart

Task: Get acquainted with internationally recognised good examples of better exploiting the potential of VET for growth (Worksheet 1). The class is separated in working groups and each group is studying different best practices (10 minutes). The group prepares SWOT analysis of the practices after internal discussion (10 minutes). Presentation of each group’s report to the class and common discussion of the results (20 minutes).

Worksheet 1 - good examples of better exploiting the potential of VET for growth (working group 1)

Developed and imagined economies: investment in VET to support growth and productivity

- **In 2012 the US** president Barack Obama committed 8 billion dollars for a period of three years to boost partnerships between community colleges and regional employers with the aim of training 2 million workers for careers in high-growth industries such as advanced manufacturing and health care.¹
- **Australia** emphasises the role VET in driving economic growth and social inclusion. The current National Skills and Workforce Development Agreement aims for a VET system which delivers a productive and highly skilled workforce and sets the target of doubling the number of people who hold higher level (VET) qualifications.²
- **China's** national medium and long term talent development plan 2010-2020 sets out an ambitious programme for VET which is seen as a major channel to boost economic growth.³ Support shall be made available for the development of excellent VET schools and colleges.⁴

¹ http://www.americanprogress.org/issues/2012/02/community_colleges_budget.html

² Council of Australian Governments (2008); National Agreement for Skills and Workforce Development Available from Internet:

http://www.federalfinancialrelations.gov.au/content/national_agreements/skills_workforce/skills_agreement_new.pdf

³ Source: English translation of the Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020),

https://www.aei.gov.au/news/newsarchive/2010/documents/china_education_reform_pdf.pdf

⁴ Assistance shall be available to turn some secondary vocational schools into model schools for vocational education reform, or into schools that excel in particular fields. Support shall be provided to the construction of exemplary vocational colleges. Source: English translation of the Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020)

Worksheet 1 - good examples of better exploiting the potential of VET for growth (working group 2)

VET and smart growth in practice: Sweden, The Netherlands

In Sweden the Centres for Advanced VET as well as the Centre of Vocational Excellence can be seen as attempts to situate VET as a central player in smart growth. Both in Sweden and the Netherlands, partnerships not only rely on indirect representation through employer or social partner organisations, but are based on direct involvement with enterprises. Central to the partnerships are opportunities to develop innovative teaching and learning processes based on work based learning models, where students get genuine opportunities to learn through and from tackling complex and authentic challenges.

In the Netherlands, VET excellence centres typically comprise both vertical and horizontal cooperation with other VET institutions, universities, and research and business organisations and businesses, mirroring the characteristics of the regional innovation system.

In Karlstad, Sweden, the 'Paper Province' develops cooperation between pulp and paper technology businesses in Värmland, northern Dalsland and the county of Örebro in central Sweden. Around 200 companies with approximately 12.000 employees are active in the sector. Karlstad Technology Centre plays an important role in ensuring a qualified workforce for the industry. The Technology Centre offers tailored work force development programmes as well as a two year vocational programme. It is developed in close cooperation with industry. Students undertake a placement scheme, which aims to train the students in using theory to solve complex practice based problems and as the foundation for building skills conducive to practice based innovation.

Worksheet 1 - good examples of better exploiting the potential of VET for growth (working group 3)

Excellence centred network to boost skills supply – North Carolina (USA)

The state of North Carolina in USA has been internationally recognised for its proactive use of community colleges as strategic partners in economic development. These colleges provide both postsecondary vocational qualifications as well as tailor made continuing training to companies. In the early 2000s North Carolina identified bio-technology as one of the sectors with the biggest potential for growth and jobs. An analysis showed that 2/3 of possible new jobs would require specific qualifications below bachelor level. To seize the opportunity the state launched a specific initiative to strengthen the supply capacity of the community college system. Seven centres of bio excellence were created in the state, linked to the network of 58 community colleges. This approach has dramatically increased the capacity – both quantitatively and qualitatively - of the community college and has directly benefited the development of the bio-technology industry in North Carolina. The employment in the sector grew from 34 500 jobs in 2003 to 58 000 in the year 2009, including a substantial amount of jobs for people with medium level qualifications below bachelor's degree.⁵

In Europe, Northern Ireland has drawn lessons directly from the experience of North Carolina and applied them within the "Assured Skills" programme.⁶

⁵ <http://www.delni.gov.uk/es/north-carolina-bioscience>

⁶ <http://www.delni.gov.uk/index/successthroughskills/skills-and-training-programmes-2/assured-skillsprogramme.htm>

Worksheet 1 - good examples of better exploiting the potential of VET for growth (working group 4)

Germany: initiative to adapt IVET and CVET to the requirements of the green economy

The Federal Government of Germany is currently acting upon the transition to the green economy by promoting sustainability and environmental protection as a transversal, overarching goal of VET. Rather than creating new, specific green occupations, many occupations and training curricula have been adjusted and refined to take account of the skills needs of increasingly green aspects of mainstream industry and business, as well as eco-industries. The skills response has followed an integrated approach, rather than focusing on specialised occupations, to guarantee flexible use of skilled workers and better job opportunities.

The approach favoured so far for the VET systems is “topping-up” competences to enhance the skills already possessed by the workforce, to collectively meet the demands of existing jobs requiring green skills or jobs that need retraining. This topping-up is most likely to be characterised by additional training to familiarise workers with new concepts and practices that will enable them to operate in low-carbon industries. Relevant developments in Germany’s initial training include the creation of 82 occupations and the modernisation of 219 occupations; only a small number of dual apprenticeship training schemes have been established related to green occupations.

Source: Thiele, P. (2011)

Worksheet 1 - good examples of how to make better us of the potential of VET for growth

SWOT ANALYSIS

	Strengths	Weaknesses
internal factors	Various capacities Natural advantages Superior resources	Scarce resources and capabilities Resistance to change Problems of motivation of personnel
	Opportunities	Threats
external factors	New technologies Weakening of competitors Strategic positioning	High risks - Changes in the environment

From the combination of strengths with opportunities arise the potentialities, which indicate the most promising lines of action for the organization. The limitations, determined by a combination of weaknesses and threats, place a serious warning. While the risks (combination of strengths and threats) and challenges (combination of weaknesses and opportunities), determined by the corresponding combination of factors require careful consideration when marking the direction the organization should take to the desirable future, as could be the development of a new practice.

4.2 Unit 2

Time 40 minutes; required material: paper, pens, printed worksheets, flipchart

Once given the explanation of different forms of financial support for participation in continuous VET each course participant fills in Worksheet 2 (5 minutes). Brief group discussion follows with common evaluation of the results (15 minutes) and the teacher presents some good practice examples (Worksheet 3) (10 minutes). Share of opinions and exchange of experiences (10 minutes).

Worksheet 2 – financial support for participation in CVET

1. What financial support for CVET offers your country/region from one side and your employer from other?

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2. Have you participated in any CVET receiving financial support by the public administration or your employing organisation?

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3. In case of positive answer to Q. 2, make short list of your benefits from the training and other one with the weak points

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4. In case of negative answer to Q. 2, comment on reasons for which you haven't benefit from this opportunity (ex. lack of knowledge, lack of time to participate, family reasons, cultural/religious obstacles, problem of eligibility, etc.)

.....

5. Which form of financial support for CVET you find more practical? Give reasons for your answer, please.

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Worksheet 3 – Good practice examples of CVET financial support

Training leave in Austria

During the crisis the regional governments provided additional funding through Bildungskarenz-Plus, which allowed overcoming reluctance of employers to send employees for training leave and preventing redundancies in companies. There was a sharp increase in take-up of training leave from 2008 onwards – up to 10.000, i.e. 0.3% employees (traditionally, on average there were 1.000 participants, i.e. 0.03% of employees). The training leave became more inclusive in terms of sectors, regions and qualifications covered. The take up of training leave for education and training at ISCED 2-3 increased sixfold and in seasonal qualifications increased sevenfold. Men, manufacturing sector employees and the regions hit hardest by the crisis started to use training leave more.

Source: Cedefop (forthcoming) Training leave in Europe: Regulations and practice

Agreement for information, communication and technology sector in Netherlands

In this sector, companies are requested to design a concept for easier access to qualification programmes. This agreement states how employers shall contribute financially to the development of employee's skills and acquisition of qualifications depending on the kind of training. The following differentiations are made:

- *training for current functions or tasks that need to be fulfilled on short notice within the company;*
- *training for future tasks within the company.*

In both cases, expenses are to be borne by the employer and training should take place as much as possible during working hours. In the case of training for maintaining and increasing employability that has no direct connection to the current employee's function or a task s/he will fulfil in the near future, but which can be regarded as reasonable for a possible future task, the following differences are to be made. The employer shall grant full financial support for tuition and enrolment fees, exams and administration costs, and 50% for the expenses for learning materials such as books for training that leads to a diploma or certificate within the period of time agreed prior to training. The qualification units shall take place as much as possible during working hours.

Reimbursement of training costs

The employer has the right to reclaim reimbursement of costs in case of training interruption by the employee without specific justification and due to termination of employment shortly after completion of training. The employee can be requested to reimburse 100% of the costs within the first year and 50% during the second year after completion of training. These standards are also valid if the employee is dismissed for reasonable causes.

Source: Cedefop, Payback clauses in Europe: supporting company investment in training; Office for Official Publications of the European Communities

The experience of an appliance manufacturing company in Sweden

A large Swedish appliance manufacturer with around 2 500 employees promotes career development by providing training. For higher and postgraduate education programmes the company reaches agreements on payback clauses only with employees with permanent employment contracts. The clause includes fees and payments for training courses as well as travel and subsistence costs. The retention period and the reimbursement conditions are specified case-by-case according to the amount of training expenses, but the following example is typical:

- contracts on the obligation to reimburse the cost of paid training;*
- the employee (name) has been offered and has accepted the invitation to attend the training course called XXXX on Trade;*
- the cost of training amounts to SEK (amount);*
- the training is conducted during the period up to (date);*
- the employee (name) agrees to reimburse part of the training cost upon the employee's voluntary termination of employment as follows:*
 - 100% of course fee has to be reimbursed prior to the completion of training;*
 - 100% of course fee within six months after the completion of training;*
 - 75% of course fee within one year after training;*
 - 50% of course fee within two years after training;*
 - 25% of course fee within three years after training.*

In the event that a newly hired employee has to reimburse the cost of training provided by former employers, the company assumes the reimbursement obligation if the new employee has left his or her former employer explicitly to join the company for professional reasons. Currently, only around 10 contracts contain agreements on payback clauses in this company. As the share of employees who undertake training and subsequently resign within the retention period is equal to zero, there have been no reimbursement requests in the last year and so far the company has never brought legal proceedings to obtain reimbursement from employees unwilling to reimburse.

Source: Cedefop: Payback clauses in Europe: supporting company investment in training; Office for Official Publications of the European Communities

4.3 Unit 3

Time 40 minutes; required material: paper, pens, printed worksheets, flipchart

The class is separated in 5 groups corresponding to the project partner countries. The students analyse the best practice examples from each country pointing out their positive and negative sides and making some recommendations, using Worksheet 4 (15 minutes). Brief presentation of each group and common discussion follows with evaluation of the results (15 minutes). Share of opinions and exchange of experiences (10 minutes).

Worksheet 4 – Best practice example of support measures by public administration in VET in Spain/Lithuania/Germany/Austria/United Kingdom

Short description of the practice (objectives, target groups, results):

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POSITIVE SIDES	NEGATIVE SIDES

RECOMMENDATIONS:

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