



Erasmus+ - project  
„European qualification concept –  
Specialist for Vocational Orientation“



Summarization of the investigation results  
“Case studies with regard to work processes, needed  
competencies/skills/experiences and requirements”

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The results of the investigation of the work processes, needed competencies / skills /experiences and requirements that an expert for vocational orientation needs to do his work professional were identified by uniform structured case studies and carried out and documented by all project partners on their national level. The investigation was done under the responsibility of the project leadership Pädagogische Hochschule Schwäbisch Gmünd. The following document is a summarization of the results documentation of the individual partners which were created independently by them.

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## Case Studies for the European Qualification Concept BOQua – Germany

### Description of the sample

The investigation by case studies examines, on the one hand, the group of direct beneficiaries of the European qualification concept, as well as the group of indirect beneficiaries, who ultimately profit from a qualification of the vocational orientation experts. With regard to the first group, the competences, skills and experience which are needed for the work processes of counseling and supporting were identified, and with regard to the second group, the requirements that the indirect beneficiaries have to the direct beneficiaries.

Because the vocational orientation in Germany is carried out in schools or in the context of preparatory vocational training measures at free education institutions as well as at institutions representing training companies, an interview with a teacher, a representative of a chamber as well as a social / professional pedagogue of a free educational institution for youth work was carried out. It was essential that the interviewed persons have many years of experience in vocational orientation (VO) and thus have a knowledge of the system of vocational orientation and the possibilities in Germany (in particular in their regional and, in some cases, supra-regional environment). They all have both a planning and consulting and partly supporting function in vocational orientation.

In relation to the survey of the requirements to VO experts, a training/apprenticeship company, a pupil (secondary school I at the interface school - occupation) as well as an expert from the field of university with a focus on teacher training were interviewed. Regarding the training company, it was ensured that it was a company (questioned by the responsible instructors), that had many years of experience in training, and that the trainees have had different levels of schooling. The interviewed pupil should come from a school which is highlighted by a particularly strong commitment to vocational orientation. In addition, the survey of a university expert should ensure that a person is interviewed about the requirements who is a multiplier with regard to the teaching of know-how of vocational orientation.



# 1. Documentation of the case studies part 1 – Work processes of the direct beneficiaries (Germany)

## 1.1 Case Studies Part 1 – Interview No. 1

**Target group:** Social / professional pedagogue (working in the field VO and vocational training measures and training assistance)

**Institution, where the person is from:** International Federation - Free sponsor of youth, social and educational work (Offering measures in professional preparation, training support, measures / projects for vocational orientation and career advancement etc.)

**How long is the person working in the field vocational orientation?**

The interviewed social worker has been working in the field of professional preparation and VO for about 14 years.

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

The interviewed social / vocational pedagogue first learned an apprenticeship in the industrial and technical field (heating - air-conditioning - sanitary) and then completed a diploma study at a college of higher education for social pedagogy. In addition, after several years of work for various educational institutions in the field of vocational training measures, training accompanying aids and vocational training in off-site facilities, he completed his apprenticeship as a "certified professional pedagogue" at the Chamber of Industry and Commerce (IHK) (2013). The experiences with regard to vocational orientation are primarily related to the planning and implementation of various kinds of VO measures, as well as the counseling and supporting of disadvantaged young people in the transition to the professional life. In addition, the interviewee supports his colleagues in the planning and implementation of VO measures and, in his function as a professional pedagogue and as a career advocate, cooperates with different general and vocational schools, other free education providers, employer / company associations, different chambers and guilds of craftsmen, the vocational advice service from the Employment Agency as well as numerous training companies in the region.

### 2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)

The interviewee has acquired his knowledge and experience formally. Partly in the context of the studies of the social pedagogy as well as in the course of training as a professional pedagogue at the Chamber of Industry and Commerce, as well as in numerous supplementary continuing education seminars (e.g. with regard to his own social competencies such as conflict management, project management, personnel planning, competency assessment procedures). The interviewee has acquired the necessary expertise in counseling and guidance in the field VO mostly through on-the-job training. Experienced colleagues as well as cooperation partners, with whom a close cooperation exists in the VO, have introduced him to the topics and the direct implementation of VO. In addition, he has gained extensive knowledge of possible VO measures in the course of an exchange with other educational institutions and the employees of the Employment Agency. He acquired knowledge about training opportunities, different occupational fields and training professions and professional and operational requirements through self-



organized and informal learning. Furthermore he has done during his studies and periods of unemployment different activities in various vocational fields, e.g. in the field of gardening and landscaping, gastronomy, technology and crafts, administration and office.

### **3. Description of the requirements to the job of the interviewed person (from his point of view)**

To do the job in the field VO professionally he needs, a large number of different requirements and needs. Beside the professional knowledge, social competencies are most important, because the work is done directly to young people, who each have a different background, differing requirements and characters. First and foremost, a good knowledge of the human being is required, as well as empathy, conflictability, communication skills, patience, creativity, assertiveness, negotiation skills, partly intercultural skills as well as educational and psychological skills. In addition to the social competencies, it is important to be able to organize, network and train young people and be willing to communicate. Furthermore, someone should have didactic and methodological knowledge to implement different measures and have good media knowledge (know-how about information sources).

If you are working in the field of VO, you should have a basic knowledge about further and advanced vocational training, the access requirements, requirements and basic conditions of different types of training/apprenticeships (knowledge about different professions), advisory strategies and different measures and tools of the VO (e.g. the Employment Agency, projects) as well as about the regional actors in the VO, the use of competence assessment tools, a bit marketing know-how, planning and implementing of VO measures (developing concepts), as well as knowledge on application training.

### **4. Short description of the working frame, the target group (clients) and the conditions of work**

His company is active in various fields where VO plays a role: vocational preparation, occupational field studies, career advancement, vocational training in out-of-business facilities, practical career orientation. With regard to the VO and the tasks to be performed there are to be named: marketing tasks, administrative tasks, training counseling of young people, placement of young people in training, networking (with companies and actors of the VO), observation of the training and labour market as well as the information media, development and implementation of profilings, preparation / monitoring / follow-up of individual measures with the target group, application training, information events and vocational training courses.

The respondent's target group is mainly pupils (partly from the 7th school grade onwards - mainly from the 8th school grade and depending on the type of school) as well as disadvantaged and untrained young people and young adults without an apprenticeship. The target group is usually assigned by the Employment Agency or by appropriate contracting entities.

Because of the establishment of his institution at the market, all necessary conditions for the exercise of VO are given. A good network to the players of the VO and companies (databases), digital media (PCs, internet, video sequences), competency measuring instruments of various kinds, literature, workshops for work testing. The only negative thing is the personnel key, because one expert is responsible for e.g. more than 50 young people, so that the monitoring of individual measures is extremely difficult.



## 5. Description of the organisation of the work process „consultation“

### Time and time frame of consultation:

At the beginning of the measure, a first consultation and interview takes place, which is approx. 1 hour, followed by an analysis of the strengths and weaknesses (e.g. by the HAMET method or suitability analysis). After the identification of the strengths and weaknesses, an individual support plan is drawn up in an advisory discussion, which assigns the young people to a specific professional field (e.g. house economics, color / design / metal technology and where they can test and orientate themselves). Furthermore it will be fixed which measures are necessary to make them more educated, for example social training, application training, remedial teaching. In addition, there are regular consultations (every 4 weeks) to document the progress and to initiate targeted further measures and to check whether the orientation process is taking the right path. The young people are suggested different training courses/apprenticeships and internships will be organized. (Duration of consultations is individually 20 - 40 min). Furthermore, there are individual consultations on planned internships, their course and potential training opportunities and the necessary procedures. At the end of the measure, a final consultation (approx. 1 hour) takes place. At this consultation career opportunities and / or further life path will be discussed..

### Kind of clients:

Disadvantaged young people, young people with no education, young people without school leaving qualifications and young adults without education

### Needed resources for consultation:

Communication guideline, competence analysis instruments, documentation documents, staff (trainers, consultants, etc.), meeting room and PC room

### Financing of the process:

The counseling is an integral part of the program at the institution/vocational measure and is financed by the Agency for Employment

### Network and cooperation partner in the field VO:

There are internal co-operation with different working fields / workshops (masters, specialists) as well as social pedagogues of the institution. In addition, there are co-operation agreements with the Employment Agency, the school where the school graduation is made, corporate associations as well as chambers and numerous training companies. Partly also with other educational institutions, in so far joint VO activities are planned or their resources are used.

### First step and last step during a consultation process:

The consultation process begins with an initial interview, in order to collect the status quo of the individual. The last step in the consultation process is either the application for an apprenticeship place or the planning of the further life path.



### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Data acquisition / determination of the status quo - inclination - suitability</b>	Collection of the status quo (personal data, background, experiences) and documentation	Ability to communicate, empathy, psychological negotiation/conversation skills, openness, intercultural competence, ability to work structured and to document
	Identification of the performance status quo and documentation	Ability to communicate, knowledge of school degrees and levels of achievement, ability to identify basic school skills, ability to work structured and to document
	Identification of the inclinations and interests and documentation	Ability to communicate, ability to conduct a structured interview, analysis skills, experience in case documentation, ability to work structured and to document
	Analysis of the strengths and weaknesses and documentation	Ability to communicate, ability to conduct a structured interview, analysis skills, methodological skills, expertise on the use of different competency instruments
<b>Explanation of possible vocational fields and related jobs that requires training (apprenticeship)</b>	Detailed analysis of all collected data and comparison of abilities, inclinations and strengths / weaknesses. Exact identification and documentation of the interests, strengths and inclinations against the background of a potential vocational field	Analysis skills, knowledge of vocational fields and related jobs that requires training, overview knowledge, knowledge of the regional training market, methodological skills
	Determination of a possible vocational field and possible apprenticeships (allocation to work areas/fields)	Ability to communicate, decision-making ability, ability to handle conflicts, problem-solving ability, knowledge about vocational fields and the possibilities of training/apprenticeship, professions, advanced training and further education, professions with a future
	Detailed explanations on vocational fields and the corresponding jobs that requires training (apprenticeships)	Knowledge about different vocational fields and training opportunities/apprenticeship, professions, further education, training, professions with a future, requirements and conditions, duration, training market situation



<b>Explanations of the process of vocational orientation (e.g. in workshops or in the context of internships or other activities)</b>	Detailed explanations of different VO activities	Ability to communicate, empathy, creativity, knowledge of activities in different workshops, about different VO activities and how to implement and organize them
<b>Suggestions and information on career choice (about different professions)</b>	Providing concrete information on suitable professions (or jobs)	See above
	Providing further information materials and sources (brochures, leaflets, websites, apps, etc.)	Knowledge about different sources and information materials, knowledge about the use of digital media (apps, websites)
<b>Providing support for the application process and / or extensive support measures</b>	Providing information and preparing the general (or branch-specific) application process	Knowledge about different sources and information materials, knowledge of application procedures, writing of CVs and cover letters, job interviews and assessment centers, as well as on branch-specific application specifics
	Providing information on far-reaching measures (life planning)	Knowledge about existing measures in the field of VO and the use

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Accompanying in special working areas of different vocational fields</b>	Regular progress talks	Ability to communicate, ability to handle conflictst, ability to solve problems, empathy, intercultural competencies
	Explanation of necessary tasks in different vocational field and establishing a relationship to the individual abilities	Ability to observe, knowledge of requirements and work tasks in the vocational fields and related professions
	Support in the execution of work tasks / the acquisition of professional basic skills in the context of a vocational testing	Ability to work in team, ability of motivation, individual expert know-how in different areas of work
<b>Organisation of vocational orientation activities</b>	Organizing the participation in vocational information fairs	Organizational skills, ability to work in a team, communication skills, marketing skills, good know-how in project and time management, ability to network, IT skills
	Organizing and carrying out of company visits	See above and training/ apprenticeship market knowledge, knowledge about training companies; knowledge of different professions (conditions, contents, requirements)



	Organizing and carrying out of group work regarding VO	Organizational skills, ability to handle conflicts, creativity
	Organizing and carrying out a visit of a vocational information center (BiZ)	See above and knowledge about the use of the BiZ
<b>Organization and support of internships</b>	Maintaining contact with company associations, chambers and training companies	Knowledge of the regional training/apprenticeship market and jobs that requires training, requirements of the training companies and tasks of associations and chambers, communication skills, creativity, problem-solving ability
	Implementation of internship contracts or framework conditions	Knowledge about the implementation of vocational internships, on professions and requirements (rights and obligations), knowledge of legal requirements (youth protection law, financing, insurances), negotiation skill etc.
	Documentation of the internship procedure	Ability to document, ability to work structured
<b>Planning and implementing of additional VO measures such as e.g. application training</b>	Organizing of the training or measure	Organizational skills, competencies in project and time management, knowledge in teaching planning (methods and didactics)
	Development of training materials for the application or information materials for the measure	Knowledge of information and training materials, presentation techniques,, application knowledge and measure knowledge
	Carrying out the training or measure	Presentation skills, social competencies like e.g. organizational skills, empathy, communication and conversation management skills, knowledge about didactic/teaching and methodological skills
<b>Preparation and accompaniment of talks with the Employment Agency</b>	Documentation of the status quo and preparatory conversation, what the young people expect and what is required of him	Ability to work in a team, communication skills, ability to think holistically, knowledge about training market instruments

## 7. List the instruments, tools, measures and activities the interviewed expert uses to carry out vocational orientation

During the work are used instruments to identify competencies, done visit of the vocational information center, training market trade fairs, internships, accompaniment in different areas of work to acquire professional basic skills, company visits, a exchange with apprentices and trainers, development of occupational quiz



### **8. Description how the person ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

The young people are questioned during the consultation about their satisfaction during the consultation. Also they will receive a questionnaire to assess the measure as a whole during the half-time of the measure and at the end of the measure. Furthermore there is a scale of quality – the number of adolescents who are successfully trained and find an apprenticeship. In addition, regular discussions are held with the workshop managers in order to ensure the progress and quality.

### **9. Short description of the need of future qualifications for VO-experts**

The interviewee sees a steady change in vocational education and training - professions fall away, new professions are added. And the requirements in the individual training professions also change with the increasing technicalisation and digitization. Frequently, there is a lack of knowledge about what is going to happen where and how, what requirements exist on the companies side and what conditions must be fulfilled. About these aspects the experts should be better trained. Furthermore the plenty of information sources about professions increases. It is necessary to know the sources and to use them properly to achieve the greatest effect. It would also be meaningful to offer further training in the development and planning as well as the implementation of new VO measures or to transfer good solutions and to train the experts in using them. Also it is beneficial for the experts to be able to recognize developments in the training market more quickly and to build up targeted networks (e.g. company co-operations) and to gain knowledge about the individual activities, tasks and work processes of other VO experts to avoid double work and to work better hand in hand.

### **10. Description of the handling with the beneficiaries like companies on the one side and the labour market needs on the other side**

In the interviewee's view, the VO experts should maintain a close contact with training companies, as well as with the institutions that do VO such as chambers, guilds, associations. It should be encouraged that, in particular, the company representatives regularly collect the needs of the companies and reflect them to the VO experts. It requires a high degree of regional knowledge and good observation skills, as well as a continuous exchange with the companies in order to know their interests. It would also be desirable that the different actors cooperate more closely and coordinate their activities better.



## 1.2 Case Studies Part 1 – Interview No. 2

**Target group:** Teacher at a general gymnasium; Head of the working group "School - economy - university" (Higher Education College) at the Government Headquarters Stuttgart

### **Institution, where the person is from:**

Mörike Gymnasium in Göppingen (general education) The school has about 900 pupils in 36 classes. It is an open-day full-day school with a language profile: third foreign language Spanish or French; from class 8, a scientific profile: natural science and technology (NwT); a sport profile: four hours of sports per week in the classes 5 to 7, six hours of sports per week (including one hour of sports theory) from class 8. Special features of the school are among other things. special days for study and professional information as well as the implementation of a school company. In total two teachers are responsible for questions regarding study and professional orientation at the Gymnasium. Therefore a reduction of two deputat hours is foreseen.

### **How long is the person working in the field vocational orientation?**

Since 2009 he has been head of the working group "School - economy - university" at the Government Headquarters Stuttgart. At the Mörike Gymnasium he is together with one colleague responsible for the vocational and academic orientation. He is a specialist teacher for civics and for measures of study and vocational orientation (in the course level). At his previous school he was already confronted with questions of vocational orientation in the context of the subject civics.

### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

In the teacher study, there was no focus on vocational and study orientation. Further training only takes place within the meetings of the working group "School – economy – university". The work group meets twice a year

### **2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)**

There was no special training and seminars for the task of the person who is responsible for the BOGY. Further training takes place within the working group. Last training offer was e.g. "Working world and BOGY process (vocational and study orientation) in transition", as a one-day advanced training. In the focus was the topic industry 4.0 - among other things through the visit of the Learning Factory 4.0 at the Vocational School in Göppingen. Furthermore the social sector with its employment market opportunities was another main aspect. In addition, innovations in the BOGY process which are implemented in the new educational plan in Baden-Württemberg and the guideline for course were another topic.

### **3. Description of the requirements to the job of the interviewed person (from his point of view)**

The following requirements are placed on the tasks of vocational and academic orientation at the general gymnasium: knowledge about the study and professional landscape, suitability and competence assessment tests and how to use it, overview of the actors of the vocational and study orientation in the region – knowledge about networks and how to build up them (Employment Agency, universities, companies, ...). In summary: "How can I bring the expert knowledge to practice at school? The school needs to open up more."



#### 4. Short description of the working frame, the target group (clients) and the conditions of work

Up to now, the measures for vocational and study orientation have taken place outside the classroom. The BOGY responsible persons receive a small deputat reduction. Through the initiation of the subject Economy / Vocational and Study Orientation from the class 8, more specific vocational and study orientation is implemented. The vocational and study orientation (BOGY) is a process that, starting with class 9, aims to teach the pupils a wide range of skills in personal and vocational development.

#### 5. Description of the organisation of the work process „consultation“

Class level	Period/time	Activity
9	Spring	Girls and Boys Day
9/10	1. half year	<b>Parents' Evening: Alternative ways to study</b> - Information about secondary schools (in cooperation with vocational schools and the Employment Agency)
10	1. half year	BOGY-AG: Vocational and study orientation in 5 modules (in cooperation with Kreissparkasse Göppingen = regional bank)
	Januar/Februar	BOGY-Internship
10-12	Whole year	<b>BOGY at the learning platform Moodle:</b> ALL around the BOGY process
KS 1	Autumn	<b>Information evening (for parents of class 11)</b> - in cooperation with the Ministry of Science and the Employment Agency Topic: Study and vocational information - News from the university landscape
	Autumn	Introductory Event "Vocational Orientation in the Course Level" + Preparation Study Information Day (in cooperation with the Employment Agency)
KS1	November	<b>Study Information Day</b> („Uni-Day“)
KS1	Januar/July	<b>BEST-Seminar (Vocational and study orientation seminar)</b> - in cooperation with the educational partner Kreissparkasse (regional bank)
KS1	July	<b>Visit of education fair “Vocatium” with job interview</b> , preparation of the fair visit, check of the applicant's portfolio
KS2	Autumn	<b>Study ambassadors present their studies</b> (cooperation with the Ministry of Science)
11/12	Whole year	<b>Participation in individual vocational and study consultations at MÖGY</b> (Employment Agency)
10-12	Oktober (each 2. year)	Professional Information Day - Information day for parents and pupils - „Former pupils“ present their course of studies/parents their field of working activities (their profession/job) - Lectures by partner companies



Various events, which are firmly anchored in the school curriculum, are intended to help the pupils by their study and vocational orientation. The BOGY-AG for the pupils of the tenth class is every school year very popular and includes a one-week BOGY internship. On the basis of self-assessment tests and researches according to occupational fields and study possibilities, the participants go through an application training. Parents are the most important persons regarding their vocational orientation process. But especially among parents, the uncertainty about the many changes in today's educational landscape is particularly pronounced. Because of this regular events take place with parents. So a professional information day is organized every two years. Here former pupils and parents are equally involved and report in numerous events from their professional and study practice.

The BOGY process can not only be reduced to vocational information. It is not precisely the "fitting" of the pupils to the requirements of the labour market, but the help with the inner, personal orientation of young people. This will particularly be clear in the BEST events for the pupils of the first level, which has great importance at the Mögy. In this two-day decision-making training, the main focus is on getting to know the own skills and reflecting the personal interests. Therefore in the BOGY process the focus is on the individual support of the pupils as well as the training of practically relevant skills. In this case can be acquired analysis, research and method competencies and also personal and social competencies, with a clear reference to practice and decision-making competence.

In the framework of the educational partnership with the Kreissparkasse Göppingen, an application program is regularly held. Here are given practical information on application documents, attitudinal tests and job interviews.

## **6. Description of the organization of the work process „support“**

Three steps are in the main focus of the study and vocational orientation:

1. Inner orientation - What interests do I have (pupil perspective)?
2. Outer orientation - Where can I find information on study and vocational orientation?
3. Fitting between inner and outer orientation

The following center-modules were developed for the general gymnasium in relation to the study and vocational orientation in Baden-Württemberg (<http://www.schule-bw.de/schularten/gymnasium/bogy/>):

1. Orientation test
2. Study and education ambassadors
3. Study Information Day
4. Skills, interests, values, goals
5. Targeted research
6. Application training (elective module)
7. External advice and information

In the BOGY process, the Employment Agency and the school work closely together: in order to ensure clear structures and responsibilities, and to coordinate the offers, a tandem of school and career counseling - consisting of the responsible teacher for BOGY and the consultant's specialist of the Employment Agency for the schools - is provided. In annual consultations, this team creates a concept to coordinate the offers of companies, universities, educational partners,



chambers and social sponsors, and to ensure that the presentation of the offers is independent of the interests of the different institutions.

Vocational orientation measures according to § 48 SGB III need-oriented, accurate module selection by tandem-teacher-expert:

1. National services offered by the Regional Directorate with the Ministry of Culture: Cooperative BO - KooBO,
2. National offerings of the Regional Directorate with other partners: VO modules Südwestmetall -COACHING4FUTURE - Baden-Württemberg Foundation (MINT) -DISCOVER INDUSTRY Baden-Württemberg Stiftung & Südwestmetall,
3. Regional offers of the Employment Agencies: needs-oriented complementary regional offers

### **7. List the instruments, tools, measures and activities the interviewed expert uses to carry out vocational orientation**

The Internet platform Moodle, a school-own BOGY website, provides regularly information on current events and news in the educational landscape and provides a comprehensive overview of the information offers on the Internet.

The following tools and tests are used: BEST (2-day training, [www.bw-best.de](http://www.bw-best.de)), the orientation test ([www.was-studiere-ich.de](http://www.was-studiere-ich.de)), the study information day ([www.studieninfotag.de](http://www.studieninfotag.de)), the study ambassador ([www.studienbotschafter.de](http://www.studienbotschafter.de)) and the training/apprenticeship ambassadors ([www.gutausbildung.de](http://www.gutausbildung.de)).

Training courses to individual test methods are offered by the Ministry: functions, feasibility, background model as well as evaluation of the results / consulting.

### **8. Description how the person ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

Specific tools/instruments for quality monitoring are not used, partly feedback in the seminars e.g. BEST-seminar. And there exist possibilities of feedback in the self-evaluation within the quality monitoring of the school.

### **9. Short description of the need of future qualifications for VO-experts**

- Dealing with test procedures
- Fit between the interests of young people and the requirements of the labour market
- Knowledge about the challenges of the working world (where to go?) - Understanding and estimating relationships

### **10. Description of the handling with the beneficiaries like companies on the one side and the labour market needs on the other side**

The school has two current educational partnerships (see explanations above). There are so far only a few co-operations with companies. The activities until now have mainly been carried out by the school. The interest in co-operation of companies is very low.



### 1.3 Case Studies Part 1 – Interview No. 3

**Target group:** Professional advisor of the Employment Agency (2 interviewees)

**Institution, where the person is from:** Employment Agency - vocational counseling, counseling is divided into secondary level I, secondary level II and for people with limitations / inclusion – the interviewed persons are responsible for the vocational counseling of Sec. I (To the team belong: 25 persons - ¼ Sec. II, ¾ Sec. I and five persons for limitation / inclusion) - third largest area in Baden-Württemberg

In the Social Code III, the following tasks for the vocational counseling have been defined (in the case of people who do not need special assistance - delimitation to youth welfare): vocational orientation, vocational counseling (individually or in groups), placement of apprenticeships and the promotion of training and education and ability to be trained.

**Wie How long is the person working in the field vocational orientation?** Person 1 is working at the Employment Agency since 30 years and person 2 since 35 years

#### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

Answer included in question 2

#### 2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)

Person 1: Apprenticeship, advanced technical college certificate and three-year studies in the field of employment services, 3 years work in the employment placement, additional qualification 9 months consulting, external training examination at the IHK, responsible for a series of modules for further qualification - 13 months duration - week seminars and web seminars - consulting concepts with work assignments for the practice.

Person 2: Training as a nurse, from job counseling to vocational counseling, 3 years of study in Mannheim with a focus on counseling, different training courses, among others trainer for vocational counseling, individual co-worker with implementation of qualification offerings for employees of the Employment Agency, from 2008-2011 accompanied by a Master's degree with a high scientific orientation.

#### 3. Description of the requirements to the job of the interviewed person (from his point of view)

Standard knowledge of a vocational counseling: Knowing the mix of all professions - having an overview - bringing together the interests, abilities and requirements with the professions, ability to analyze - evaluating information meaningfully. The relationship level must be appropriate in counseling - Consultant basic setting: appreciation / acceptance / empathy - other level than the teachers in the school - flexibility in thinking, empathy, knowledge about people (psychology, pedagogy), social communication skills. Knowledge about decision-making models, motivation, career choice theories. Social context education and employment. Consulting theories and approaches.



#### 4. Short description of the working frame, the target group (clients) and the conditions of work

Close agreements with the responsible teachers for the VO at the schools in advance in order to determine how and where the VO can be anchored in the school (see career schedule). Start of VO usually approx. 1,5 years before graduation (different depending on the type of school - factory junior high school = class 7, junior high school = end 8 class, gymnasium = end 9 class). For this purpose, the coordination of the vocational orientation process at the school is regulated by the Professional Choice Coordinator of the school and the school-supervising advisory staff, who develop a needs-oriented vocational orientation concept for the school. To the target group of the Employment Agency regarding VO in the field young people in the transition from school to work belong all young people under the age of 25 who have not yet succeeded in successful integration.

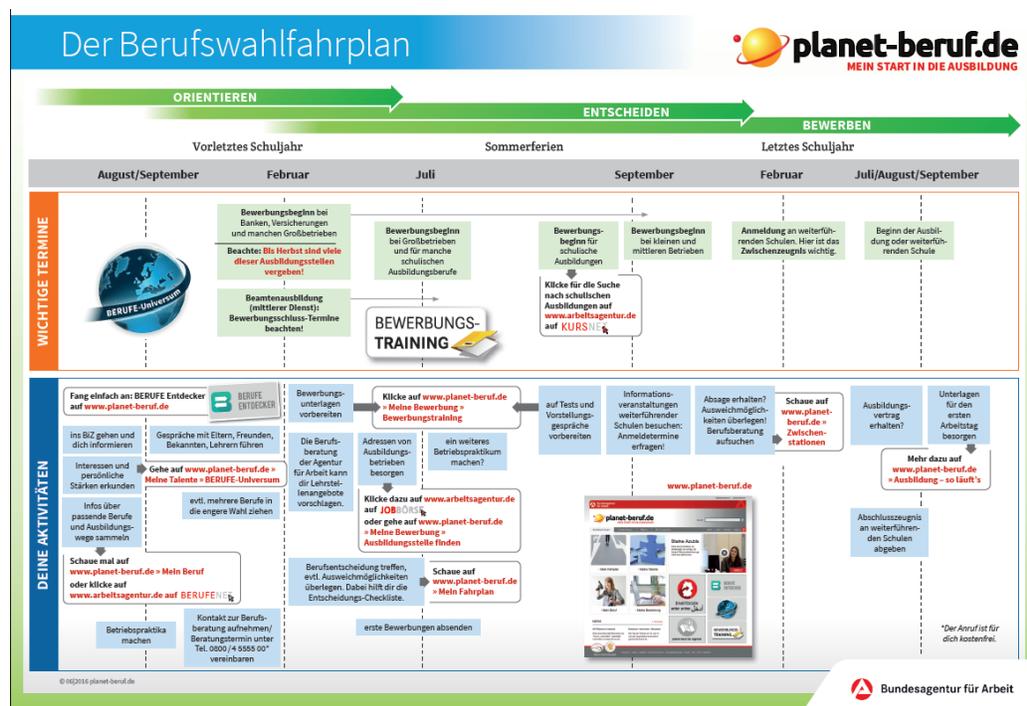


Fig. Career choice schedule

The structures in the classes have changed considerably in the last 20 years. "What is important for the young people", with the focus on this aspect the offers are constantly being further developed, also because the learning forms changes: e.g. "COACHING4FUTURE" for offers in the MINT area (subjects: mathematics, computer science, natural science and technology). Further development takes place through cultural developments or questions of inclusion. "How do I recognize the developmental status of young people" – the classification is very important for the decision-making process and pupils are often not homogeneous in their personality.



## 5. Description of the organisation of the work process „consultation“

### General vocational orientation (§33 Social Code III Satz 1 und 2):

The Federal Employment Agency is responsible for carrying out the following tasks: 1. the preparation of young people and adults for career choice, and 2. the provision of information to those seeking apprenticeship, jobseekers, employees and employers. It provides comprehensive information and advice on career choices, on the professions and their requirements and prospects, on ways and support in vocational education and training, as well as on career-relevant developments in businesses, administrations and the labour market. These are purely informal consultations, which are discussed in individual talks and, also in the form of information events e.g. in schools. At all secondary modern, factory junior high, junior high and community schools of the region take place school hours in "Career Choice Classes", an event in the vocational information center and a parents' event. There exist a tandem between school and vocational counseling

### Deepend vocational orientation and professional choice preparation

Vocational orientation measures according to § 48 Social Code III are an additional offer in order to offer pupils of general schools a more detailed orientation in addition to the regular orientation offer of the professional advisors of the Employment Agency at schools, in the vocational information center, in the context of fairs etc. Specifically, this can include, for example, measures to provide and reinforce professional knowledge, support for the identification of interests and competencies, and support for independent decision-making. A successful example of such a measure is the Girls' Day Academy (weekly working groups in leisure time within a school year on the subjects of technology and natural sciences).

## 6. Description of the organization of the work process „support“

Formats at the school: Counseling sessions and groups / class offers, needs-oriented at schools - different projects - e.g. project and use of media (future project), follow-up talks if needed (often with parents). This is how parents can be integrated to increase their commitment. Here, the school must demand more bindingness from the parents, the willingness to do so is partly missing. The development must go away - from supply control to demand orientation. The young people have to be picked up where they are at the moment actually standing.

### Occupational entry support

The aim of the occupational entry support is to provide individual support for pupils who are expected to have difficulties (problems - obstacles - inclusion) in the achievement of the school qualification/ graduation (all kind of graduations) as well as in the transition from the general education school to apprenticeship (up to medical advice and special assistance from specialized colleagues) and thereby facilitating professional integration. The accompaniment begins in the pre-graduation class and is continued after leaving the general education school during the training period and in the initial phase of vocational training. Taking into account their personal strengths, interests and abilities, the occupational entry assistants determine together with the participants, how this support looks in detail. The professional advisors are involved in the support during the entire participation. To the most important tasks of the occupational entry support belongs the support of the



- Achieve the graduation of the general education school
- Vocational orientation and professional choice
- Training place/apprenticeship search
- Support in the transitional system
- Stabilization of the training relationship

#### Parents' evenings

Evening events are offered together with the school or on the initiative of the parents. Focus: current situation on the training/apprenticeship market, educational paths and funding possibilities.

#### Class events

Early informing of for all young people who are standing close to the training and career choice. Focus in all general education schools and partly in vocational schools:

- The training/apprenticeship market
- Basic questions of training, occupation and study choice
- Educational paths and study courses
- Promotion opportunities
- Ways and means of intensive self-information
- Offers and assistance of vocational advice.

#### Personal advice (individual consultationng)

The professional advisors help with all questions arising in the course of the career or study selection. Individual counseling - reflect the experiences and response to people.  
**Scientifically founded uniform consulting concept of the Federal Employment Agency as a quality standard**

**Counseling situation:** Situational analysis (needs / wishes) - goal finding - solution strategies / action strategies - agreements ...

**Principles of action of the Federal Employment Agency:** Identifying customers as a self-responsible partner - aims of the young people (identifying problems): Transparency, commitment, resources, seriousness and the best possible support, result orienting

**Basic attitudes in counseling:** Appreciation, empathy, acceptance, self-reflection, flexible thinking, willingness to engage in new forms of learning.

### **7. List the instruments, tools, measures and activities the interviewed expert uses to carry out vocational orientation**

#### Instruments of th Employment Agency:

"Planet Beruf" - The portal planet-beruf.de was already introduced in autumn 2008 for high school pupils and offers numerous tips and information on topics related to education and training and professional choice. In the self-study program BERUFE-Universum, pupils can, for example, enter their strengths and interests, and find out which professions are best suited to them.

BIZ (digital BIZ with tablets) - Vocational information center. Topics related to education, profession and the labour market. For example by searching online for suitable training and job places.

Professions TV - The film portal of the Employment Agency. At BERUFE.TV, suitable professions and other films relating to the topics of work, occupation, education and training and further training are available.



Close co-operation with the schools - holiday offers and programs of the Vocational information center - participation in the training trade fairs. Organization of internships within the framework of the curriculum are the task of the schools (for example, educational partnerships with companies), which can be supported if necessary.

### **8. Description how the person ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

The instrument of the deepened VO supplements and intensifies the personal and medial vocational orientation and counseling of the Employment Agencies, the occupational entry support for pupils with special support needs. The Employment Agency is not the only provider of VO. In order to avoid redundancies, overlaps and conflicting offers as well as to optimize the transition management, networking with other regional actors is therefore necessary.

The Employment Agency and the network "Professional Choice-SIEGEL" pursue comparable objectives in the establishment of a high-quality VO. In order to make use of synergies, the Employment Agency has decided to support the network "Professional Choice-SIEGEL" and to support the development of uniform quality standards throughout Germany.

For this purpose, the coordination of the VO process at the respective school is regulated by the professional choice coordinator of the school and the advising staff responsible for the school, who develop a needs-oriented VO concept for the school, that means, coordinating the offers of the network partners meaningfully.

### **9. Short description of the need of future qualifications for VO-experts Bedarf und**

#### Requirements in the consultation:

- Knowledge about professions – expert knowledge in different professions,
- Doing a conversation - relationship quality - basic attitude: openness, appreciation, empathy, flexible thinking,
- Ability to design the communication process securely,
- Process competence from the situation analysis to the goal determination through the development of solution strategies up to the implementation of actions.
- Result quality - e.g. In the form of a recognizable increase in competence with associated recognizable extended competencies and behavioral changes among the young people

#### The need for future skills in vocational orientation:

- Networking and organization (coordination) - motivation to participate e.g. companies,
- Pedagogic / psychological know-how: forms of learning, addressee-appropriate communication
- Basic knowledge in education and professions,
- Network and teamworker with a positive basic attitude to network partners,
- Willingness to engage in new learning processes - constant changes (media, professions, regional developments, demands of the working world).
- Willingness to self-reflection

### **10. Description of the handling with the beneficiaries like companies on the one side and the labour market needs on the other side**

About this question and aspect the interviewees gave no answer.



## 2 Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge (Germany)

### 2.1 Case Studies Part 2 – Interview No. 1

**Type of the surveyed target group:** Pupils of secondary school level I, 17 years, junior high school, class 10 (leaving class)

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist:

The interviewed pupil considers it necessary and indispensable that all those who carry out their VO (here are especially mentioned the teachers and experts of the VO offices, as well as the professional advisers) are well trained. As a reason, he mentioned that these people are decisively involved in his profession selection process. The persons involved in his professional selection process should, above all, have special social competences and expert competences. They are all very hard-working, but they are not always able to understand him and why he want a special profession and want to do a special apprenticeship. As requirements the pupil named:

Social skills: Creativity, organizational ability, communicative ability, decision-making ability, empathy, ability to explain things practically and intelligibly, organizational ability, willing to communicate

Expert competencies: Competencies using methods to find an apprenticeship, media competency (should know sources of information on the Internet, apps), should know the regional training/apprenticeship market as well as professional fields and training professions (e.g. prerequisites, requirements, scope, salary, professional follow-up qualifications, alternatives like FSJ, FÖJ), Knowledge about further schools and vocational possibilities, should be networked with the important actors of VO (professional advisors, professional associations, associations and chambers), have contacts with companies, have to know when and where information events to the VO takes place, should be able to make a link between professions and different subjects, should be familiar with the application and procedure, should be able to develop projects to get to know professions, should know different tools of the VO and know what is achievable with them (Vocational information center, fairs, internships, fatherday, pupil companies, professional videos at You Tube, training camps, training parcours, training pass, etc.)

#### 2. Description of the organization of the work process „consultation“ from her point of view:

**Time of consultation:** The consultation of the pupils should start at an early stage, starting with class 7 by already referring to different professions in the classroom. From the 8th class onwards (against the background that after the 9th class school can be finished and a training can be started), the consultation should become more intensive and be continued continuously until the school leaving. Especially at the transition from school to profession the consultation is particularly important because the decisions are made at this time. Also, the possibility of individual counseling should always be possible, which is fortunately in some schools done, where professional orientation office.



**Range of consultation:** The pupil did not want to and could not make a commitment about this aspect, but he think that an initial consultation should take at least an hour. Further consultations depend on the respectively clarification requirements. However, it should give so much space that you can get concrete information about different professions and not just the note where you can find the information.

**Kind of clients:** Pupils who are aiming a certificate/graduation at the scndary modern school or the junior high school, from special schools, school dropouts or without a graduation, high school leavers

**Needed resources for support activities:** Information materials, BerufeAktuell (book including informations of all training professions), videos about professions, competence tests (potential analyzes, inclination test, strength and weakness profiles etc.), PC (Internet)

**First and last step during the consultation:** The first step should be an initial talk, in which the inclinations and interests are clarified and what has already been initiated – that should be the first step in a consultation process. Finally, there should also be a talk in which amongst other things open questions can be clarified, such like e.g. where are possible training companies, how should the application look like, etc.

### 3. Description of the organization of the work process „support“

**Time of support activities:** Supporting measures should be accompanied by the counseling and should start after the first consultation and be carried out continuously until the end of the school. Internships only make sense for him from class 8 onwards, because before young people are not maturity and don't understand the meaning of the internship. And also other activities only make sense when the time of entry into an apprenticeship has come closer and the topic has become more concrete.

**Range of support activities:** At least every school year, an internship should take place from class 8 onwards in order to get to know different professions in practice. Also teachers should take up all offers from the business community for VO and incorporate them into the school. It would also be good if there were half-year workshops or project weeks to get a better overview of the vocational training/professions and the work processes in these as well as more company visits. The surveyed pupil found the range of measures at school too low, and there was also too little reference between teaching material and the real working world. Perhaps it would be possible to offer a voluntary subject "professional studies".

**Kind of clients:** Pupils who are aiming a certificate/graduation at the scndary modern school or the junior high school, from special schools, school dropouts or without a graduation, high school leavers

**Needed resources / tools for support activities:** Information materials, BerufeAktuell (book including informations of all training professions), videos about professions, competence tests (potential analyzes, inclination test, strength and weakness profiles etc.), PC (Internet), vocationa information center, short observation days in comapnies , company visits, exchange with apprentices, vocational information fairs, training parcour/ -camps



#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

Here, the surveyed pupil pointed out the aspects already mentioned in response 1:

Social skills: Creativity, organizational ability, communicative ability, decision-making ability, empathy, ability to explain things practically and intelligibly, organizational ability, willing to communicate

Expert competencies: Competencies using methods to find an apprenticeship, media competency (should know sources of information on the Internet, apps), should know the regional training/apprenticeship market as well as professional fields and training professions (e.g. prerequisites, requirements, scope, salary, professional follow-up qualifications, alternatives like FSJ, FÖJ), Knowledge about further schools and vocational possibilities, should be networked with the important actors of VO (professional advisors, professional associations, associations and chambers), have contacts with companies, have to know when and where information events to the VO takes place, should be able to make a link between professions and different subjects, should be familiar with the application and procedure, should be able to develop projects to get to know professions, should know different tools of the VO and know what is achievable with them (Vocational information center, fairs, internships, fatherday, pupil companies, professional videos at You Tube, training camps, training parcour, training pass, etc.)

#### **5. Description of the kind of qualification a specialist for VO should have (in the future)**

The interviewee considers that an expert in VO should, in addition to his or her teacher training, make qualification/training in which he acquires knowledge about the different professions as well as the requirements, prerequisites and framework regarding different professions. However, the experts should also learn the legal basics and the methods and tools that can be used to carry out VO measures. It would also be useful for the experts to know more about the contents of individual professions and to relate them to the content of the lessons and subjects at school so that one knows for what certain things are learned at school and for what they can be used for later. Furthermore, he found many teachers are badly networked with the business. That would be another aspect that they should learn. To ensure that teachers do not fail too much in the classroom because of doing own qualifications, such a qualification might be a part of their studies, or they can go to different seminars if needed and continue to train during their free time.

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

According to the interviewee, the experts should always be up-to-date regarding to the training/apprenticeship market and professions so that they can advise and accompany the pupils in an optimal manner and avoid misinformation. Thus, pupils do not have a false impression of individual professions and the requirements and they can develop the right expectations. In addition, the experts can thus carry out better and more practical projects / workshops at the school with the focus on professions and can also respond more individually to their needs and desires. They can therefore provide more targeted advice and accompany the career selection process.



## **7. Description of used feedback instruments to check the success of the done vocational orientation.**

Currently, the respondent is not aware of any feedback instruments. With regard to his done VO measures, he was only interviewed by the instructors of his internships or in the course of job interviews. However, at some schools, there exist the vocational passport, said the interviewee, in which all the activities that someone has done in VO are listed.

## **8. Description of making contact with the VO experts / VO consultants and the cooperation with them**

At school, contacts are made by the teachers and with them the pupils are in contact each day. In addition, if a consultation is required, the interviewee asks the teachers if he has the need. Furthermore there are also contacts with the experts for vocational advice from the Employment Agency. They came to an information event in the school and offered individual consulting appointments in prospect. The appointment with the advisor was then made by the pupil on his own initiative. In addition to the purely counseling, the school organized a visit to a regional vocational fair, where the pupil have had the chance to get in touch with different actors of the training/apprenticeship field as well as with institutions such as chambers. And he has also visited the fair on his own initiative on a free day, in order to get more information and to orientate about the training professions that exist and how they are created.



## 2.2 Case Studies Part 2 – Interview No. 2

### Type of the surveyed target group:

Head of municipal education office of the city of Schwäbisch Gmünd, task areas: Transitions in the education system, transition "school - profession", school development planning, focus in the university: teaching in vocational orientation - secondary level I; Research focus: Evaluation of the regional transition management school - occupation, extracurricular co-operation.

### 1. Description of the requirements the interviewed persons has regarding a VO specialist

The specialists have to bring empathy and they have to be a kind of school social worker, because they have to advise people who often do not get support at home. A pedagogical background is very important in order to be able to advise the young people in a not easy life phase. "What can I do, expect and demand". There is no person who has an overview of all professions and study places. However, the person must be able to use different sources and recognize the potential of the pupils. Communication is a very important requirement, so with colleagues - pupils – parents.

Their own professional background is very important for the counseling - with an academic background one can advise well for the gymnasial areas and with a professional background, good for the education sector. "Good networker" for co - operations with companies, educational partners etc.

### 2. Description of the organization of the work process „consultation“ from her point of view

**Offer of consultation:** VO in schools; **Clients:** Pupils

"VO should be implemented in school in such a way that someone does not speak specifically of VO", that means to integrate it in the different subjects. In class 8, the first introduction to the VO is to be carried out - with which graduation can you chose which professions. Consciousness about notes plays here no role. In the 8th class also the internships begin, in the factory junior high school already in the 7th class.

There is a pool of companies for internship, the teaching staff gets two hours of relief for the care and accompaniment of the pupils. This is often done by the school's VO representative. An integration into the classroom is strived for by the new subject "economy".

Networks: Partner companies for internships

In the run-up, the information on the internships has to be provided: "What is really fun to me?". First strength and weakness analysis with "Profile AC". Since the school year 2013/2014, the competence analysis "Profile AC" takes place at junior high schools in class 8 at all schools in Baden-Württemberg as well as at special schools with the education course junior high school. It is used comprehensively across the whole country.

The procedure includes areas of competence that are necessary for professional and social integration. The individual characteristics of these fields of competence are defined and are documented by systematic observation, standardized test procedures and questionnaires. In addition, the pupils appreciate the competencies themselves. All results are presented in an



individual competency profile, which is the basis for a feedback talk, the individual support and career planning.

The process competence analysis “Profile AC” at junior high schools is supplemented by requirements profiles for various professional groups in a module for individual support (occupational requirements profiles / profile comparison).

The goal is to recognize and to assess where preferences and weaknesses are – do I want to work in a team, rather in an office or outdoors. What are the special working methods ...? The Employment Agency is starting with this activity in class 9, because the young people are often still in a phase of self-discovery. The children should be strengthened in what they do. Parents are indirectly involved but need to be enlightened about the possibilities. Because often they have a different cultural background and they do not know the education system of Germany. Here a communication competence with partial intercultural references is required.

The VO office in Schwäbisch Gmünd offers individual consulting services. Since 2014 the pupils of the schools in Schwäbisch Gmünd have the opportunity to participate in the project "Zukunftneu (future new)". This project involves a more in-depth VO as well as assistance with the seamless transition from the general education school to an apprenticeship or a secondary school (higher school level). Together with the pupils, possibilities of a vocational perspective are developed and they are supported in a variety of ways. In addition, the pupils get support after the school leaving. The pupils have the opportunity to visit the VO office at the respective school during the consultation hours. The project is financed and supported by the Landratsamt Ostalbkreis and the city of Schwäbisch Gmünd.

For all parents of the pupils of the 8th class, a first parents' evening takes place in the first half of class 8, in which all the possibilities are presented in detail that pupils with the certificate of a junior high school have after leaving school.

At the end of the 8th class, the pupils go to the Professional information center of the Employment Agency. There they get to know all the computer-programs that are important for VO and professional choice. They do self-research regarding professions in order to be well prepared for the BORS internship in class 9 and to collect information for the application letter. In consultation with the school, after completing the BORS internship, the pupils will be given vocational courses at the school (in the 9th class).

### **3. Description of the organization of the work process „support“**

There are curricularly integrated activities such as the internship, application lettering and compilation of a CV. In addition, some schools are still implementing project weeks for VO. Educational fairs must be prepared and post-prepared in the school context. Together with the young people questionnaires are developed, which companies have to be addressed, what are the concrete questions to the companies? The counseling offers of the VO office have the great advantage that the individual needs of the pupils can be addressed. Here it can be asked whether the application was submitted. Regular, individual conversations can be implemented, but there are also offers for classes as well as parental talks. The focus is on a uniform concept for linking all activities of the VO.



#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

Pedagogical knowledge about dealing with young people is essential. The way of conversation must be designed differently, e.g. in adult education. Vocational knowledge must be available, and there is often a dilemma between vocational and academic professional practice. Educational conditions and opportunities for VO in schools must be known. Communication and consultancy competence as well as intercultural competence must be available. Settings and tolerance must be there "stay by if it does not work without taking the decision itself".

#### **5. Description of the kind of qualification a specialist for VO should have (in the future)**

- The development of the VET system as well as new education paths and structures,
- Consider regional conditions,
- Labour situation in the region and its economic development (e.g. occupations which do not play a role in the region),
- Knowledge about local conditions and cooperation partners - pilot projects or education office,  
Knowledge about the partners of the VO process and how to build networks - educational fairs, schools, chambers, Employment Agencies, school external cooperation partners

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

All options must be presented to the young people. Opportunities and possibilities in the region should be presented and possible alternatives to their own ideas should be highlighted if greater chances of success exist. For study dropouts can be shown here future chances regarding different professions/apprenticeships.

#### **7. Description of used feedback instruments to check the success of the done vocational orientation**

It is very difficult to measure the success of the VO measures, because this process depends on many factors, among others friends and parents. Partly there are certain trends in the class, which does not tell us whether the VO measures were successful or not. In part, the pupils push the decision out a long time. Pupils who do not have support from the parents' home need a more individual consultation. Often simple things are missing. The VO offices have no performance pressure (in contrast to the school). The main process, however, should take place in the schools and should be implemented as individually as possible by the pupils.

#### **8. Description of making contact with the VO experts / VO consultants and the cooperation with them**

Contact by the schools – VO Office: Consultation hours for the young people.



## 2.3 Case Studies Part 2 – Interview No. 3

**Type of the surveyed target group:** Managing director of a company in the IT sector, who is responsible for the apprenticeship in the company. The company has been trained apprentices since 15 years to media designers (all three disciplines) as well as specialist informatics, mathematical-technical software developer, IT-buyer. In total 15 trainees were trained, one of them had quit the apprenticeship. The trainees have had and need a good high school diploma.

### 1. Description of the requirements the interviewed persons has regarding a VO specialist

The interviewee mentioned that from an employer's point of view, VO should be practical. A purely theory-based VO can not reflect the working reality. Beside social competencies such as empathy, communication skills, creativity, empathy and friendliness, the VO experts should have organizational skills, methodological competence, and be able to network. For him it has a great importance that the VO experts is able to recognize, identify and properly analyze the strengths and weaknesses as well as the inclinations and interests of their pupils (or other target groups) in order to assign them professions. The interviewee stressed the importance of VO's experts to maintain good contacts with companies and do so directly and not just in paper form. They should go to companies to find out what the operational requirements and training requirements are, because they change very quickly in the digital age (to be always up-to-date).

In addition, he should have knowledge of professional fields and training professions and the requirements, the prerequisites (which an apprentice must bring along) and the content (learning fields / learning objectives). He should be able to make a link to the learning content in the classroom and to make the lessons practical. With regard to guidance / support in the VO, VO experts should focus their attention not so much on the social competences of their pupils, but rather on the question whether a pupil, for example, in the course of an internship meets the professional requirements. He thinks that a further education / training for persons who are active in the VO is necessary. Because the fact is that the number of training professions and professional opportunities in Germany is very complex and extensive.

### 2. Description of the organization of the work process „consultation“ from his point of view

**Time of consultation:** In general, the consultation in VO should start before the time when a young person is at the transition school – professional life. Not until shortly before e.g. graduation, because the process of orientation needs a longer period in which different information have to be collected and compared, little knowledge about different professions have to be acquired and the skills and interests have to be compared with the requirements for individual training professions.

As a concrete point in time for the entry into the VO consultation, the interviewee considers class 8 to be meaningful, because at this time all relevant learning subjects are taught, and the school's strengths are known and can already be used to identify the possible career path for a pupil. From the age of 15 onwards, the interest in training is aroused and the young people develop first inclinations and interests for a possible vocational direction.

Regarding to other persons (young adults without education) who have already graduated from the school, the consultation should be provided when there is a need for training/apprenticeship (they are aimed at), or at universities, as and when required, if a study should be dropped out.



**Range of consultation:** Die Beratung sollte individuell und bedarfs- und zielorientiert angelegt sein. An erster Stelle sollte immer ein Neigungstest stehen, so der Befragte. Auch sollte die Eignung der Jugendlichen ermittelt werden, um diesen entsprechend die nachfolgende Beratung und Unterstützung anzulegen. Wie lange eine solche Beratung vom Zeitfenster sein sollte, hängt von den Testverfahren ab und ist schwer zu benennen. Neben der Erstberatung sollten aber weitere Beratungen punktuell und individuell erfolgen. Auch kann sich der Befragte Beratungen in Form von Workshops in Gruppen gut vorstellen, in denen man Gleichgesinnte (Klienten mit ähnlichen beruflichen Zielen) zusammenfasst und gemeinsam berät. Somit besteht seiner Ansicht nach die Möglichkeit, dass Fragen einzelner für alle kommuniziert werden und das Thema ganzheitlicher besprochen werden kann (denn jeder Klient hat andere Fragen, von denen andere auch profitieren können in einer Beratung).

**Kind of clients:** Pupils from class 8 up to the transition to the professional world, as well as those study dropouts and persons without education

**Needed resources for consultation:** Competence measure instruments, profiling instruments (Strength-weakness analyzes, inclination tests), information material, network to companies and associations

**Networks, cooperation partner in the field VO:** Employment Agency, companies, technical colleges, universities, chambers (in particular the chambers of different sectors), qualification companies

**Financing of the process:** As usual, funding should be provided by the state. However, the interviewee can well imagine that e.g. the continuing education / training to become an expert for VO is financed by the chambers or they pay for a part. If companies are financing the qualification, there is a risk that the experts will only be trained according to their needs and interests.

**First and last step during the consultation process:** At the end of a consultation process, VO experts should suggest them specific profession fields and training/apprenticeship possibilities and motivate them to do internships in these fields (1 to 2 weeks). Furthermore there should be addressed a wide range of possibilities and clarified so that the client does not run into a dead end after the training/apprenticeship.



### 3. Description of the organization of the work process „support“

**Time of support:** The support in the VO and vocational orientation measures should be started at the same time like the consultation up from class 8 and for other target groups if necessary. But even before class 8 can be started the preparation for the professional life through targeted measures. In essence, it should be an ongoing process that prepares for the later life.

**Range of support:** The support should be as comprehensive as possible, because even more information is provided the better is the VO and the final decision for a specific training/apprenticeship or career path. However, according to the interviewees the support should always be targeted and leaned against the identified inclinations, strengths and interests of the supporting person. It makes no sense to test nursing professions, when a person wants to work in the craft.

The establishment of a vocational choice subject for pupils is not meaningful according to the opinion of the interviewee, because there also knowledge is taught, which the one or the other does not need at all. However, he considers the regular implementation of disciplinary project weeks with regard to different occupational fields / professions (at least once a year, preferably every half a year until the end of the school time). In addition, more internships (2 weeks) should be carried out and a stronger relationship with the real professional world in the classroom should be produced as well as complementary measures such as taster training, company visits, exchange with trainees, VO camps, etc

**Kind of clients:** Pupils from class 8 up to the transition to the professional world, as well as study dropouts and persons without education.

**Needed resources for support:** Information materials, videos, apps, VO fairs, internships, taster training, company visits, literature about professions like “Berufe Aktuell”, databases of the employment Agency, Vocational information center, VO planning games, workshop days, projects like pupil companies, etc.

**Networks, cooperation partner regarding the support in VO:** Employment Agency, chambers, associations of companies, companies themselves, secondary schools, qualification institutions, guilds, private providers carry out the profiling.

**First and last step during the support process:** There is no specific starting time and when then accompanying after the first consultation and until the entrance or the decision for a profession (continuously).

### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

According to the interviewee, VO experts should have the following knowledge and experience:

- Professional knowledge of vocational fields and professions (including study possibilities)
- Knowledge of the vocational education and training system
- Knowledge of teaching content and objectives
- Knowledge of requirements, range and prerequisites regarding individual training professions and the requirements of the companies
- Be able to make a relationship between teaching theory and practice
- Be able to use competence instruments and to analyze the results
- Knowledge of training needs
- Knowledge of the regional training market (situation)
- Expert knowledge about VO measures and their implementation



- Be able to build and use networks
- Be able to develop and implement new VO projects
- Empathy, communication skills, creativity, willingness to make decisions, willingness to communicate, problem solving skills, organizational skills, etc.

### **5. Description of the kind of qualification a specialist for VO should have (in the future)**

From the perspective of the interviewee and the training companies, VO experts should have the following qualifications in the future:

- All above mentioned social skills
- Advanced pedagogical skills with a focus on vocational training
- Analysis competencies (use of competence instruments (profiling, Inclination, suitability) and their evaluation of results and documentation)
- Vocational skills (legal basis, requirements of companies) to trainees, prerequisites)
- Carrying out practical lessons
- Use of methods
- Knowledge about applications
- Knowledge of occupational fields, professions (overview)
- Analyze the training market and business requirements
- Use of different sources and instruments (digital)

The qualification should be modular in order to be able to integrate it into the working day and these should be repeated from time to time, because the requirements change rapidly like the rapid change in the working world. They should also be qualified to build up an appropriate network with companies and other stakeholders of the VO. They should be so qualified that they are able to perform holistically and purposefully VO without taking influence to the decision of the person which has to be orientated. You should be able to pick up the status quo and targeted them to the VO measures.

### **6. Description of the handling with the labour market needs and the own interests of the clients**

The interviewee said that training companies would prefer potential trainees who are professionally oriented by numerous VO measures, which are aligned to their profiling. This includes not only measures such as a visit to the vocational information center or vocational fairs or workshops, but more internships and perhaps with regard to one and the same profession in different companies. The expert for VO should be well-trained and should prepare young people in such a way that he finally makes a career choice that corresponds to both, his interests and inclinations as well as his abilities and skills. However, the experts for VO should not only point out in consultation and support how a profession looks like, what can be learned, etc., but also explicitly on additional aspects such as, for example, required social competencies, demands on working pressure, the need for independent learning, performance pressure, willingness to learn, self-organized learning, financial problems (e.g., if the training place is not at home). The interests and inclinations of the potential trainees should always be taken into consideration in order to avoid dissatisfaction and dropouts.



## **7. Description of used feedback instruments to check the success of the done vocational orientation**

This is done according to the interviewee in the course of an internship interview or during the job interview. Here will be asked for:

- Expectations regarding work?
- How did he find out the right profession?
- How did he find the company?
- What are his ideas about the profession and what does he want to do with it later?
- What has he done to make a decision?
- Who or what has influenced his decision?

In addition, the company provides the same tasks for each trainee during internships and documents their activities and results. Thus they ensure the comparability between the trainees, especially if they apply later in the company.

## **8. Description of making contact with the VO experts / VO consultants and the cooperation with them**

Regarding this question the interviewee have had no answer



## Case Studies for the European Qualification Concept BOQua – Austria

### 1 Description of the sample

The sample of the case studies carried out in Austria encompasses direct as well as indirect beneficiaries of the European qualification concept BOQua. The group of direct beneficiaries includes specialists that operate in the field of vocational orientation (VO). Four out of the seven interviewed people in total are VO-specialists. The sample includes a teacher for lower secondary education, a teacher for higher secondary education, a career advisor working at a university's career center and a vocational orientation trainer who mainly offers career guidance measures in the context of Austria's labour office. Since not only VO specialists are beneficiaries of the European qualification concept but also pupils / young people as well as unemployed people and companies offering apprenticeships, three people of the so called "indirect beneficiaries" of the qualification concept were interviewed as well, that is an 18-year old pupil attending a commercial college, an unemployed university graduate and a former HR manager of a major retail company. As far as the selection of interviewees is concerned, attention was given to the fact that the interviewed experts come from different professions (HR expert, teachers, career advisor etc.) and have professional work experience in the field of vocational orientation. The relatively young age of the majority of the interviewees is a specific feature of the composition of the sample, which entails the advantage of offering more up-to-date information i. e. as far as qualification for VO-specialists (in teacher training etc) in Austria are concerned.



## 2 Documentation of the case studies part 1 – Work processes of the direct beneficiaries (Austria)

### 2.1 Case Studies Part 1 – Interview No. 1

**Type of the surveyed target group:** general advisor / career counsellor

**Institution where she is from:** career centre located at a university, Vienna

**How long is she working in the field vocational orientation?**

The interviewed career counsellor is working in the field of vocational orientation for approx. 3 years.

#### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

The interviewed career counsellor completed a bachelor's programme on Human Resources. She was working as a tutor in the field of youth and adult education for a couple of years and then started working at the career centre.

#### 2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)

The interviewed career counsellor has acquired her knowledge about vocational orientation (VO) mainly at university (HR Management) as well as through internships and training-on-the-job at the career centre. The interviewed person states that she regards training-on-the-job as vital in order to enhance her knowledge about VO. The expert mentions that she can learn a lot by means of the informal exchange of knowledge between colleagues, probably even more than by attending a further training course on VO.

#### 3. Describe the requirements of her work (from her point of view)

In order to perform the work as a career counsellor well the interviewed person claims that an open personality and sensitivity in interpersonal communication are important. According to the career counsellor VO specialists have to like approaching people. Furthermore the interviewed career counsellor points out that an adequate qualification and a stock of knowledge and experience in the field of VO are essential requirements to do her work in a professional way.

#### 4. Short description of the working frame, the target group (clients) and the conditions of work

The core tasks at the career centre are the observation of the labour market, networking with companies, career counselling, organising certain events such as a career fair and holding workshops. The target group of the career centre mainly are students looking for a job. There are several business units at the career centre: the executive board, marketing and event management as well as HR counselling, which is the business unit with the most employees. The career centre either gets contacted by the students themselves or they get in contact with their clients via the Austrian labour organisation AMS.

#### 5. Description of the organisation of the work process „consultation“

**Time of consultation:** The initial consultation lasts one hour.

**Range of consultation:** After an initial consultation the clients are likely to attend workshops that are of the client's interest. Those workshops often take place directly at the career centre



and cover application trainings, assessment centre trainings, workshops regarding the salary etc. Continuing consultation after having participated in a workshop is possible.

**Kind of clients:** students, unemployed people

**Needed resources for consultation:** Conversation guideline, workshop materials, trainers, seminar rooms, computers

**Financing of the process:** The consultation process and attending the workshops are financed either by the Austrian labour office (AMS) or by direct payers.

**Networks, cooperation partners in the field VO etc.:** The career centre the interviewed person is working for has several cooperations with other educational institutions as well as with the Austrian labour office (AMS).

**First step and last step during a consultation process:** According to the interviewed person the first step of a typical consultation process is getting in touch with the career centre and asking for information / a personal consultation appointment, followed by an initial consultation. The last step is either attending a workshop or another final consultation.

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Investigation of the clients status quo</b>	Initial consultation: Documentation of the status quo	Communication skills Social skills (empathy, open-minded, intercultural comp. etc.)
	Documentation of wishes	Communication skills experience in case documentation
	First level assessment of existing competencies and qualifications	Analytical capabilities Communication skills Knowledge about questioning techniques
<b>Clarifying working possibilities</b>	Exact identification and documentation of interests, strengths, weaknesses of the client (by means of assessment instruments)	Analytical capabilities Communication skills Knowledge about questioning techniques Methodical capabilities (if assessment tests are used)
	Derivation of work possibilities in accordance with previous documentation	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results) Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills
<b>Suggestions and information about different professions</b>	Offering information about fitting jobs	Compare above
	Offering further information	Information acquisition skills in



	(brochures, leaflets, websites, offering workshops etc.)	VO: Knowledge about tools and resources of VO (websites, brochures etc.) Information skills
<b>Providing support for the application process</b>	Offering information on general as well as sector specific application processes	Information skills Knowledge about application processes, writing a CV and cover letter, job interviews and potential analysis via assessment centre as well as sector-specific application processes
	Pointing out which types of assistance there are in order to support clients in the application process (workshops, professional analysis of CV at career centres etc.)	Knowledge about existing VO measures and events (workshops etc.) Information skills

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Organisation of events</b>	Organisation of fairs	Organisational skills Project management skills Time management skills Social skills Networking skills: experience in networking, getting and remaining in contact with companies Marketing skills (in order to reach the target group) Skills regarding the use of new media to promote events
	Organisation of company days (companies offering information about their organisation)	Compare above
	Organisation of networking events	Compare above
<b>Holding workshops</b>	Organisation of a workshop	Organisational skills Project management skills Time management skills Marketing skills Didactics
	Developing workshop material	Know-how about how to generate professional training resources (presentations, flipcharts etc.) Didactics New Media skills Profound knowledge about VO,



		professions, career prospects etc.
	Holding a workshop in the field of VO	Presentation skills Social skills Communication skills Didactics Knowledge about group interaction Methodical knowledge (use of group works etc.) Specialist knowledge about the workshop topic

**7. List the instruments, tools, measures and activities the interviewed expert uses to carry out vocational orientation (to do her job)**

The interviewed career counsellor uses the following instruments, tools, measures and activities to carry out VO: Giving workshops (on the salary, on the application process etc.), networking events with companies, career fairs for students, counselling in an individual setting and assessment centre simulations.

**8. Description how she ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

The career centre the interviewed expert is working for uses questionnaires in order to collect data and get information about the satisfaction of its clients. The interviewed career counsellor appreciates this feedback instrument and states that some clients give detailed feedback which helps her to constantly improve in her profession as a career advisor.

**9. Short description of the need of future qualifications**

The interviewed expert states that more and more online tools are used in VO. Therefore VO specialists should have media competence and should learn how to include and use online tools and apps in the consultation process. Furthermore VO specialists will have to be trained to monitor labour market changes and trends as the changes in some branches and professions are massive according to the interviewed career counsellor.

**10. Description of the handling with the beneficiaries like companies on the one side and the labour market needs on the other side**

According to the interviewee VO specialists can only try to monitor the companies' needs / labour market needs and inform pupils and students about those trends. Career centres, schools and labour offices can then try to incorporate a training programme that also focusses on qualifications that are needed on the labour market.



## 2.2 Case Studies Part 1 – Interview No. 2

**Type of the surveyed target group:** teacher at lower and upper secondary school

**Institution where she is from:** secondary school (for children with special needs), Lower Austria

**How long is she working in the field vocational orientation (VO)?**

The interviewed teacher has been working in the field of VO for approx. six years now.

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

The teacher studied at teacher training college (bachelor's degree) and completed a master's programme in Political Education at a university in Austria. VO was neither a significantly important issue at college nor at university.

### 2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)

The interviewed teacher mainly gained knowledge through learning-by-doing in class (partly by means of sitting in on classes during the time of teacher training at college) but also acquired her know-how in VO in three obligatory further teacher training courses that dealt with VO.

### 3. Describe the requirements of her work (from her point of view)

According to the interviewed person teachers should have the competences to organise and carry out action-orientated lessons. Furthermore VO specialists should have profound knowledge about professions, should be and stay in contact with companies, schools, vocational colleges, transition projects and qualification projects.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

The teacher works with pupils at the age between 10 to approximately 15 years and mainly works with pupils with behavioural problems or learning difficulties. It can therefore be assumed that not all pupils will find an apprenticeship or a job at the labour market, which is why the school is cooperating with transition and qualification projects and an initiative called "Jobcoaching". Contact persons of the Jobcoaching come to school weekly and work with the pupils individually to figure out their strengths, interests and job opportunities.

### 5. Description of the organisation of the work process „support / career guidance classes“

**Time of support:** One hour per week career guidance class at school at lower secondary school.

**Range of support:** Apart from the career guidance class there are four excursions per school year: two excursions to companies, one excursion to a qualification project and one excursion to a career fair or to an open house day at a vocational college.

**Kind of clients:** Pupils at lower secondary school.

**Needed resources for support:** Websites, VO folder offered by the federal government of Lower Austria, the labour office as a partner for "Jobcoaching" as well as social partners (to carry out workshops about apprenticeships, worker rights etc.).

**Networks, cooperation partners in the field VO etc.:** There are cooperations with the labour office, social partners, companies in the region, regional qualification and transition projects.



### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support process (career guidance classes)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Parental work</b>	Organisation of information campaigns / events for parents	Communication skills Organizational skills Know-how about the influencing factors of VO processes and how to address them
	Preparing and offering information (leaflets) on VO especially for parents	Communication skills Knowledge about information processing Know-how about the influencing factors of VO processes and how to address them
<b>Making an excursion</b>	Establishing contacts to VO institutions, social partners, companies, qualification projects etc.	Networking-competence Social skills Communication skills Personal initiative
	Organisation of and making the excursion (by drawing on established contacts)	Organisational skills Project management skills Communication skills Knowledge about regional companies, VO events, open house days etc. Social skills
	Reflection of the excursion in career guidance class at school	Reflection capability Presenting information in an appropriate way
<b>Supporting pupils to identify and work on personal strengths, weaknesses, interests and career choices</b>	Identification of strengths, weaknesses and interests of pupils (strength-weakness-analysis; interest-profiles by means of self-evaluation or external assessment)	Methodical knowledge (assessment tests and evaluation-tools) Didactics
	Deduction of possible professions based on youngsters' interests and strengths and reflection of career choices	Analytical competences Reflection capability Social skills Gender sensitive teaching skills Special knowledge about professions, apprenticeships, schools etc.
	Working on pupils' weaknesses / supporting pupils in developing their personality (by means of class projects e.g. "showing responsibility")	Social learning competences Methodical competences (group activities etc.) Social skills Didactics
<b>Job application training</b>	Teaching youngsters how to write a CV and a cover letter	Knowledge about writing CVs and cover letters IT-competence Language skills Didactics
	Offering information on typical application procedures	Presentation skills Information competence
	Practicing job interview situations	Social skills



		Capability of creating a pleasant surrounding for learning Knowledge about typical job interview procedures
<b>Offering information in the field of VO</b>	Presenting information in class (with worksheets, videos)	Special knowledge about VO Skills regarding the preparation of worksheets and information material
	Inviting VO specialists, companies, social partners to class	Networking-competence Organisational skills Personal initiative Knowledge about potential partners of VO
	Training the self-help capabilities of pupils by informing them about online tests, job encyclopaedia etc.	(New) Media competence and literacy Keeping up-to-date with tools of VO Readiness for continuous education and further training Presentation skills IT-Skills
<b>Teaching pupils to reflect "the world of work"</b>	Reflection and discussion of gender-specific career choices	Gender sensitive teaching skills Reflection skills Didactics
	Reflection of different forms of works and changes in the world of work	Profound knowledge about different forms of work and changes in the world of work Reflection skills Didactics Analytical skills (analysing labour market trends etc.)

**7. List the instruments, tools, measures and activities the interviewed experts uses to carry out vocational orientation (to do her job)**

The interviewed expert lets her pupils use the computer in order to collect information about professions, apprenticeships and schools. Furthermore the teacher watches short videos with her pupils which shall inform them about the main tasks of various professions. In addition, there are 4 excursions per year (2 company visits, 1 qualification programme, 1 fair or open house day at a vocational college). The teacher also works with worksheets and a VO folder offered by the federal government of Lower Austria which cover the identification of interests, strengths and weaknesses of pupils and provide information about professions etc. Additionally, the teacher develops application documents together with the pupils and prepares them for a job interview.

**8. Description how she ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

The teacher states that apart from direct feedback of the pupils or partners (qualification programmes, Jobcoaching etc.) there are no feedback instruments that evaluate the success of the VO process at school.

**9. Short description of the need of future qualifications.**

The interviewed teacher claims that offering studies in vocational orientation at university based on the model of Germany would be important in future in order to ensure a professional counselling and support for young people. From her point of view it would also be important to gain some work experience apart from teaching or VO. This would ensure that VO specialists can gain some insight knowledge in certain fields of professions.



## 2.3 Case Studies Part 1 – Interview No. 3

**Type of the surveyed target group:** teacher at upper secondary school

**Institution where she is from:** business school and commercial academy, Vienna

**How long is she working in the field vocational orientation?**

The interviewed teacher has longstanding relevant training experience as well as teaching experience for several years.

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

The interviewed expert holds a teacher's degree in Spanish and English. VO was not covered in the lectures and courses when she was studying at university.

### 2. Explain shortly where the interviewed expert has her know-how and experiences acquired (e.g. special training, learning-by-doing)

The interviewed expert mainly acquired know-how and experience in the field of VO by reflection of her own VO process as well as through learning-by-doing.

### 3. Describe the requirements for her work (from her point of view)

In order to perform tasks in the field of VO the teacher claims that an appropriate qualification (further teacher training or an incorporation of VO in teacher's training at university) would be helpful and definitely a requirement for VO specialists. On the other hand the teacher claims that experiences in VO regarding appropriate tools etc. are required in order to offer a professional support process for youngsters. The teacher states that in case of no experience at the beginning of a teacher's career the exchange of information about VO between colleagues is extremely important.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

The interviewed person is teaching at a business school and commercial academy. Her pupils are between 14 and approximately 20 years old and receive qualification for commercial occupations. The first vocational orientation process of the pupils is completed: They decided for a higher secondary school which prepares them for occupations in the commercial sector.

### 5. Description of the organization of the work process „support / career guidance at school“

**Time for career guidance:** There is no special career guidance class at higher secondary school but pupils are offered workshops, excursions or events with companies, internships at companies and a training firm, which enables them to gain work experience and competences that are requested at the labour market in a sheltered surrounding.

**Kind of clients:** Pupils at the age between 14 and approx. 20 years (upper secondary school)

**Needed resources for support / career guidance:** office equipment for the training firm at school, contact with VO experts and companies, online platform (networking and information platform for companies and pupils of the school), information leaflets about professions, universities, apprenticeships, open house days, fairs etc.

**Networks, cooperation partners in the field VO etc.:** There are cooperations between the school and universities as well as several companies (banks, insurance companies, logistics companies etc.). The pupils can gather experiences at those companies which offer internships.



### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes (career guidance at school)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Offering special seminars and workshops in the field of VO</b>	Organisation of workshops / seminars etc.	Organisational skills Project management skills Special knowledge in the field of VO Networking skills (if other institutions are involved) Presentation skills Knowledge about designing workshops and seminars
	Passing on information about seminars/workshops	Communication skills Knowledge about appropriate communication channels to address different target groups
<b>Supporting pupils to find internships (or jobs after graduation from school)</b>	Building networks with companies	Networking skills Close contact to the economy/industry Communication skills Social skills
	Acting as an intermediary between pupils and organisations by using different communication channels	Communication skills Social skills (empathy, good judgement of human character) Knowledge about communication models (4 sides of a message / 4 ears model etc.) Information skills
<b>Organisation of a training firm</b>	Developing a business plan for the training firm	Business knowledge Organisational skills Project management skills
	Establishing true-to-business practice for pupils and therefore professional reappraisal.	See above. Didactical skills Reflection skills Strong perception skills (when is advice etc. needed?)
<b>Offering information in the field of VO</b>	Presenting information in class (with worksheets, videos)	Skill to process (complex) information suitable for different target groups Special knowledge about VO Skills regarding the preparation of worksheets and information material Knowledge about appropriate communication channels to address different target groups
	Inviting VO specialists, companies, social partners to class	Networking-competence Organisational skills Personal initiative Knowledge about potential partners of VO
	Training the self-help capabilities of pupils by informing them about online tests, job encyclopaedia	(New) Media competence and literacy Keeping up-to-date with tools of



	etc.	VO Readiness for continuous education and further training Presentation skills IT-Skills
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**7. List the instruments, tools, measures and activities the interviewed experts uses to carry out vocational orientation (to do her job)**

The school offers special seminars (business etiquette, admission procedure at universities etc.) in cooperation with certain institutions. These seminars do not take place at school but pupils of the commercial academy can attend them (mainly at the weekend) for a special price. Furthermore the school offers a special job portal for its pupils. Based on a network with organisations as well as former pupils the school can act as intermediary between the pupils who look for an internship or a job and companies that offer internships or jobs. Not only by means of internships the pupils can gain work experience and assess their career choice, there are also training firms at schools. Those training firms aim at providing pupils with the skills and competences needed for jobs in the commercial sector. These experiences gathered at the training firm might also help the pupils to (re-)assess whether or not a job in the commercial sector is (still) desirable for them.

**8. Description how she ensures the quality of her job (the feedback instruments about the success of the vocational orientation)**

There are no feedback instruments at school apart from direct feedback of the pupils who can submit their wishes and suggestions i. e. by informing their form teacher.

**9. Short description of the need of future qualifications.**

As there is an enormous variety of professions and of concepts of life and work the interviewed expert states that it will be important for specialists of VO to get to know the clients' interests, ideas, strengths and competences as closely as possible. VO specialists should be persons of trust that are capable of finding a personal approach to their clients.

**10. Description of the handling with the beneficiaries like companies of the one side and the labour market needs of the other side**

The interviewed expert states that to make sure that pupils are prepared adequately for the labour market, curricula and teaching material will have to be constantly adapted to meet the needs of the companies. Nevertheless the teacher wants her pupils to learn for life and not mainly for meeting labour market needs. The teacher claims that in the process of VO as well as at school pupils acquire lots of skills and competences (i. e. teamwork) that will be helpful for their future professions but are especially important for them as a person.



## 2.4 Case Studies Part 1 – Interview No. 4

**Type of the surveyed target group:** freelance trainer in the field of vocational guidance

The interviewed person works as a professional trainer and has experience in holding VO workshops inter alia in the context of the labour office.

**Institution where he/she is from:**

The interviewed trainer works as a freelancer for several (educational) institutions.

**How long is he/she working in the field vocational orientation?**

The trainer is working in the field of vocational orientation for approximately ten years now.

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

The interviewed expert has finished a training designed for working as a professional trainer. This training encompassed presentation skills, the designing of workshops for different target groups, didactics and methods suitable for workshops, the use of media, knowledge about group dynamics, conflict management, gender mainstreaming and diversity management.

### 2. Explain shortly where the interviewed expert has his know-how and experiences acquired (e.g. special training, learning-by-doing)

The interviewed person regards this training (see above) as important for holding workshops in the field of VO but concludes that he has acquired most of the skills regarding VO by learning on the job or by reading practical handbooks that some institutions he is working for offer.

### 3. Describe the requirements to his work (from his point of view)

From his point of view a specialist in vocational orientation has to have social competences as well as know-how concerning special tools and methods in VO and should know how to address many different kinds of people with different social backgrounds, educational statuses, ages, experiences, qualifications etc.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

The trainer works for institutions that offer vocational guidance mainly for unemployed people but also for young people and people with physical or psychological problems. Most of the clients are sent to the institution by labour office. Most vocational guidance courses last between three and seventeen weeks. In these courses the participants receive vocational guidance, can build up their social competences, undergo application training and sometimes even make an internship.

### 5. Description of the organization of the work process „consultation“

#### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

<b>Designing a career or training plan</b>	Definition of the status quo and the desired target	Know-how about influencing factors of VO Analytical competence Communication skills (Methodical) Know-how about different communication styles
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		and communication guidelines
	Clarification of working possibilities	See above. Special knowledge about the education system Special knowledge about occupational fields and professions at different qualification levels Special knowledge about financing options of (further) trainings Special knowledge about the regional labour market, qualification projects and transition projects Special knowledge about current and future labour market needs, jobs with good perspectives and demanded qualifications
	Making and discussing suggestions about different professions	See above. Know-how about changes in the work environment Reflection competence
	Definition of the steps to reach the desired target	Analytical competence Decision-making power Communicative skills Know-how about application procedures

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Carrying out an assessment test / profiling</b>	Spreading out questionnaires	Communication skills
	Explaining the test	See above. Competence to process and pass on (complex) information for different target groups
	Monitoring the test	Special psychological and socio-scientific skills relevant for VO specialists: Methodical competence concerning psycho-diagnostic tests
<b>Use of methods / self-assessment tools that make people reflect their learning biography, skills, competences, interests and</b>	Explaining the method and steps	Communication skills Competence to process and pass on (complex) information for different target groups
	Application of self-assessment tools	Methodical competence concerning self-assessment tools Methodical know-how about



<b>wishes</b>		making the client's environment part of the VO process
	Analysis and reflection of the results	Communication skills Perception skills Methodical know-how about evaluation methods Methodical know-how about communication models
<b>Application training</b>	Teaching youngsters how to write a CV and a cover letter	Special Knowledge about writing CVs and cover letters IT-competence Didactics
	Offering information on typical application procedures	Presentation skills Information competence
	Practicing job interview situations	Social skills (perception competence, skill to encourage and motivate people, empathy) Capability of creating a pleasant surrounding for learning Special knowledge about typical job interview procedures and admission procedures
	Assessment Centre Simulation	Special knowledge about diagnostic tools used in admission procedures (AC) Social skills Communicative Skills Knowledge about group dynamics
<b>Training of social competences (or of other qualifications demanded on the labour market) that are needed to meet the requirements of the labour market</b>	Application of self-assessment tools concerning social competences such as self-confidence, trust in other people, dealing with stress etc. (by using diagnosis models)	Methodical competence concerning self-assessment tools and diagnosis models Communicative skills Social skills
	Using methods to train social competences	Methodical know-how about the training of groups (tools and methods) in VO

### 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his job)

The interviewed trainer uses group activities and methods in the field of VO such as the creation of an educational family tree, writing down one's own learning biography or visualising that VO is a transition process by stretching up a rope between two flipcharts which should symbolise the status quo and the future. The participants can then reflect which steps in the VO process are necessary in order to make a right career choice. He also uses (psychological) tests (profiling of interests, finding out which learning type people are, strength-weakness-analysis etc.) so that his clients can find out what their interests and strengths are. In addition, the trainer supports his clients in designing their individual training or career plan and trains them in social competence by using different group activities. Furthermore the trainer offers application training and prepares his clients for a job interview. A further work area of the VO trainer is case documentation. In the labour market context the trainer has to write a final report for the client's consultant at the labour office, which must provide information about the client's competences as well as recommendation for employment and/or qualification measures.



### **8. Description how he ensures the quality of his job (the feedback instruments about the success of the vocational orientation)**

The trainer states that in some institutions he is working for his clients have to fill out a questionnaire after having completed the VO workshop but he also tries to incorporate feedback elements in the support process. Sometimes he hands out envelopes and sheets and asks his clients to give him feedback by writing down anonymously what they like about the training and can learn in the workshop he is offering as well as what they dislike and want the trainer to improve.

### **9. Short description of the need of future qualifications.**

According to the trainer it is very important for future qualifications that VO specialists know good and useful methods that can help their clients in the VO process. As far as he is concerned he had to collect suitable methods at the beginning of his career. Equipping VO specialists with practical handbooks, conversation guidelines, methods and tools therefore is vital for the interviewed trainer.

### **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side**

According to the VO trainer a VO specialist has to be able to deal with contradictions (i. e. labour market needs and individual needs) since he is constantly confronted with them. He exemplifies that he has to offer vocational orientation inter alia for unemployed people knowing that there are considerably fewer vacancies than unemployed people – therefore not everybody will be able to realize their career aspirations or find a job at all. Nevertheless he tries to react to both needs: Offering information about competences and professions that are demanded on the labour market and training those competences but also taking a close look on people's interests and strengths.



### 3 Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge (Austria)

#### 3.1 Case Studies Part 2 – Interview No. 1

**Type of the surveyed target group:** Pupil

The interviewed pupil is 18 years old and attends 4<sup>th</sup> grade of an Austrian Commercial College in Lower Austria.

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist

According to the interviewee a VO specialist should have undergone special training since VO specialists are substantially involved in the career choice process of (young) people and therefore contribute to the (professional) future of individuals. The respondent is of the opinion that VO specialists mainly have to meet professional requirements (adequate knowledge, competences, skills and experience).

#### 2. Description of the organization of the work process „consultation“ from her point of view

**Time of consultation:** In accordance with the interviewed pupil the time of consultation should predominantly take place at the age between 12 to 14 years as pupils in this age range have to make a school choice which is often a (first) career choice since special school types in Austria focus on certain fields of professions. Furthermore the consultation should take place before deciding upon an apprenticeship, training or university study etc.

**Range of consultation:** According to the interviewee a VO consultation process for example vocational guidance at the Austrian Institute for Economic Development (Wirtschaftsförderungsinstitut / WIFI) which includes a potential analysis lasts a few hours in order to meet a pupil's or client's needs properly. The interviewee regards this temporal dimension as adequate whereas the consultation process itself (exclusive of the potential analysis) should optimally last approx. one hour.

**Kind of clients:** The respondent states that pupils at secondary school at the age between approx. 12 and 19 years as well as students are the main target groups of VO consultation since each of them in that age group has to make a school as well as career choice.

**Needed resources for consultation:** Information brochures and booklets, assessment tests (potential analyses, strength-weakness profile etc.)

**First step and last step during a consultation process:** According to the interviewed pupil an initial conversation with a VO specialist should be the first step of a consultation process, whereas the last step could be a concluding conversation in which remaining questions of the client can be dealt with.

#### 3. Description of the organization of the work process „support“

**Time of support activities:** In Austria the vocational orientation process starts at secondary school when pupils are approximately 12 years old. The interviewee claims that VO makes sense in this very age group out of logical reasons since in Austria pupils have to make a choice of school at the age of 14. In Austria making a choice of school at the age of 14 often also



means making a (first) career choice because special school types focus on certain fields of professions. Therefore the time of VO support should start at the latest at the age of 12 and should take place continually in the following years throughout secondary school (and ongoing in case of attending university etc.) according to the interviewee.

**Range of support activities:** According to the interviewed pupil the VO support process should encompass one hour a week throughout secondary school starting approximately at the age of 12 (for reasons see above).

**Kind of clients:** Mainly pupils but also students.

**Needed resources for support activities:** Practical guides as well as information booklets, websites helping pupils to make future career choices, trial days, internships, application trainings, VO fairs, analysis of personal strengths and weaknesses.

**Miscellaneous:** It is vital for the interviewed pupil that personal interests and needs of the pupils are perceived by VO specialists. VO specialists should respond to individual needs also in the classroom setting.

#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

In accordance with the interviewee VO specialists should have methodical competence (consolidated knowledge about assessment tests etc.) as well as specialist knowledge regarding schools / education, trainings, apprenticeships, professions and their special requirements. Furthermore VO specialists should have conversational skills as well as personal and social skills (i. e. sensitivity). VO should also be aware of the influencing factors (parents, friends, teachers etc.) on the VO process and how to deal with them. Moreover, a VO specialist should have organizational skills in order to arrange workshops, fairs etc. The interviewed pupil also expects the VO specialists to have experience in supporting pupils to find internships. In the optimal situation, VO specialists keep in contact with companies.

#### **5. Description of the kind of qualification a specialist for VO should have (in the future)**

As already mentioned, a VO specialist should have undergone special training according to the interviewed pupil. The interviewee can imagine that a special certificate for VO specialists could be introduced which could consist of certain modules which must be completed in order to obtain the certificate. Teachers could probably attend the modules that are needed in order to get the certificate in the course of their compulsory teacher training.

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

According to the interviewee VO specialists should constantly observe the labour market needs and inform their pupils / clients about those needs. This might help to turn career aspirations of individuals to the direction of labour market needs or rather pupils / clients might acquire certain qualifications if they know what is required on the labour market. Nonetheless the interviewee states that career aspirations of pupils / clients must be consistent with their interests.

#### **7. Description of used feedback instruments to check the success of the done vocational orientation**

The interviewed person has not used feedback instruments regarding the vocational orientation but would be fond of giving her teachers or VO specialists anonymous feedback by means of questionnaires.



## 3.2 Case Studies Part 2 – Interview No. 2

### Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge

**Type of the surveyed target group:** Unemployed person

The interviewed person is 25 years old, studied linguistics and was unemployed at the time she was interviewed.

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist

The interviewed person states that it is not only important that VO specialists undergo training in the field of vocational orientation but it is also vital for VO specialists to keep their knowledge up-to-date. Professions, labour market needs as well as forms of work are all constantly changing in the course of time. The unemployed person concludes that this constant change taking place – as far as the labour market and professions are concerned – is why further training is highly relevant for VO specialists.

#### 2. Description of the organization of the work process “consultation” from her point of view

**Time of consultation:** According to the interviewed person the time of consultation should take place before pupils have to make a school choice at the age of 14. Moreover, pupils throughout secondary school and university as well as persons/employees which face changes in their professional interests should benefit from vocational guidance.

**Range of consultation:** The consultation process should encompass a couple of hours and should include consultation as well as testing/assessment elements.

**Kind of clients:** Pupils, students, unemployed persons and employees/people with a desire for a career change.

**Needed resources for consultation:** Information leaflets / brochures, assessment tests / profiling, career advisory tools / career portals

**Financing of the process:** According to the interviewee a distinction of the financing of VO consultation must be made regarding the different target groups as well as the place where VO consultation takes place. If VO consultation for instance takes place in the context of labour office there might be public funding for this consultation. If parents / pupils contact an external VO institution for consultation (on top of VO which takes place at schools) probably the individuals should pay for the VO consultation themselves.

**First step and last step during a consultation process:** An initial conversation should set the starting point of the consultation (personal data, interests, needs...). According to the interviewed person a final conversation in which individual education and career opportunities (in accordance with the identified personal interests and strengths) are made subject of discussion should be the last step of a consultation process.



### 3. Description of the organization of the work process „support“

**Time of support activities:** VO support activities should aim at youngsters in secondary school at the latest. Support activities could start even earlier, that is starting at kindergarten or primary school as far as the reflection of gender-specific career choices and the process of getting to know different professions are concerned. According to the interviewee the support process should also cover other target groups (i. e. students, the unemployed etc.).

**Range of support activities:** One or even more hours per week at school. Furthermore special events should be organized for pupils / young people (company visits, application training etc.)

**Kind of clients:** Pupils of all ages, students, unemployed people and people with a desire for a career change.

**Needed resources for support activities:** Information leaflets / brochures, career advisory tools / career portals and websites, VO worksheets and questionnaires (What are my interests, my hobbies? What are my strengths / weaknesses according to me and others?)

**Financing of the process:** Since the support process mainly takes place at schools it should be financed by public authorities or in case of private schools by school fees. Additional in-depth support might be privately financed or financed via the institutions that are involved (labour organisations etc.).

**Networks, cooperation partner regarding support activities etc.:** According to the interviewed person it would be vital to build relationships especially between schools and companies. This would render it easier for pupils to find internships which are even obligatory at some school types in Austria.

### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

According to the interviewed person a VO specialist should have profound knowledge about career options, educational pathways, further training opportunities, the labour market itself and resources/tools in VO etc. Furthermore a VO specialist must have methodical know-how about assessment tests and the analysis of strengths and weaknesses and interests of clients. VO specialists should also have communication skills and must be able to create a comfortable setting for the consultation process. The interviewed person also states that time management skills as well as organisational skills and personal initiative are important for VO specialists.

### 5. Description of the kind of qualification a specialist for VO should have in the future

The interviewed person claims that nowadays there are many professions that didn't exist back then when she had VO at school. VO at lower secondary school faces the challenge that the time until pupils enter the labour market is a long one for many pupils. Professions and labour market needs change in the course of time, which is why VO should be seen as a process and should not focus on one career choice. On the contrary, pupils should get encouraged by VO specialist to reflect changes of professions, labour market needs, gender-specific career choices and work forms. Therefore VO specialists should undergo special training on how to support youngsters over a longer period of time in their VO process and on how to encourage young people to reflect their own career choices as well as changes on the labour market.



## **6. Description of the handling with the labour market needs and the own interests of the clients**

On the one hand young people should be aware of their strengths and interests. On the other hand they receive relevant information about labour market needs and trends by VO specialists (Which jobs have good perspectives? Which qualifications are required now and in future? ...).

## **7. Description of used feedback instruments to check the success of the done vocational orientation**

The interviewed person has never used a feedback instrument to check the success of the VO process and cannot think of such an instrument apart from direct feedback.

## **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

Pupils get in contact with VO advisers automatically at school. Since schools are in contact with social partners, multipliers, institutions which offer assessment tests, organisations etc. pupils might get in contact with all these advisers and supporters in the field of VO by means of their school/teacher.



### 3.3 Case Studies Part 2 – Interview No. 3

#### Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge

**Type of the surveyed target group:** (former) employee of a human resources department of a large retail chain which also offers apprenticeships

The interviewed person is currently working in the (HR) Management unit of an NGO and is a former employee of a large retail's HR department. Therefore she has a clear insight in what is important for companies which offer apprenticeships.

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist

The interviewed person declares that in a company's perspective it is important that VO is practice-oriented, which is why VO specialists should take a practice-oriented approach. VO should encourage pupils to gain experiences at companies in professional fields that meet the interests and strengths of young people. By means of practical experience pupils can reassess their career choices and find out whether their idea of a profession coincides with reality. Therefore VO specialists should have a profound knowledge about professions and apprenticeships and strong analytical skills (What are the strengths and interests of young people?, Which professional fields match those strengths and interests?). In order to meet those requirements the interviewed person states that adequate training / education is important for VO specialists.

#### 2. Description of the organization of the work process “consultation“ from her point of view

**Time of consultation:** According to the interviewee the consultation time is especially important before “transition stages”, in which young people have to decide for a profession or school type. Those transition stages take place for example when pupils at lower secondary school have to decide for a school type or apprenticeship or when pupils who have graduated from school have to decide on a study subject, a profession or training/apprenticeship.

**Kind of clients:** Pupils at lower secondary school and upper secondary school, early school leavers, students, graduates, unemployed people / employees with the desire for a career change

**Needed resources for consultation:** psychological assessment tests, profiling (of interests, strengths etc.), information material, network with companies

**Networks, cooperation partner in the field VO etc.:** labour office, companies, schools, universities, qualification projects etc.

**First step and last step during a consultation process:** According to the interviewed person a first step of a typical consultation process starts with the documentation of personal data and gathering information about the client's needs, wishes, strengths, qualification etc. At the end of a consultation process the VO specialist might suggest adequate fields of professions in accordance with the collected data (and conducted assessment tests) and discusses those suggestions together with the client (and his/her parents). Furthermore the VO specialist might give an overview of sources for further information and of next possible steps in the client's VO process.



### 3. Description of the organization of the work process “support“

**Time of support activities:** According to the interviewed HR specialist support activities regarding VO might even start at kindergarten if VO is interpreted more broadly. In kindergarten kids might get information on different professions and related work tasks. Kindergarten children might also get in touch with science and technology in order to promote a gender-sensitive approach towards VO. The interviewed person regards VO as an ongoing process and therefore support activities can take place in all age classes with a strong focus on young people in education.

**Range of support activities:** Offering information, using assessment tools, company days, excursions to companies, open house days, fairs, internships, trial days etc.

**Kind of clients:** Kindergarten children, pupils, early school leavers, students, graduates, unemployed people / employees with the desire for a career change

**Needed resources for support activities:** Tools and methods of VO, information brochures, VO games and worksheets, online-tests, videos on professions, online job encyclopaedia, assessment tests and profiling methods, network to companies

**Networks, cooperation partner regarding support activities etc.:** VO institutions which offer psychological assessment tests; companies; VO experts on applications, assessment centre and admission procedures

**First step and last step during support activities:** The interviewee regards VO as a process without a concrete starting or endpoint. Support activities accompany this process, which is why it is hard to tell what the first or last step of support activities might be.

### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

According to the interviewed HR specialist and out of a company's perspective it is important that VO specialists have knowledge about the range of professions and apprenticeships that exist. The interviewed person claims that many VO specialists and teachers do not know which apprenticeships there are apart from the typical ones. Additionally they should have knowledge about VO tools and methods. Therefore they might also need appropriate media skills and skills concerning new media.

Methodical know-how is also required as far as testing elements such as psychological assessment tests are concerned. VO specialists should know which types of assessment tests there are, how to use them, how to explain and monitor the tests.

Furthermore VO specialists should have social and personal competences (intercultural competences, gender sensibility and empathy) as well as communicative skills. Networking-competences as well as organisational skills are also required in order to organise company visits, fairs, information events for different target groups etc.

Furthermore a VO specialist should have reflection skills and should know what influencing factors there are as far as educational and career choices are concerned. Especially the parents seem to be a huge influencing factor according to the experiences the HR expert has made so far. VO specialists should know how to address and inform parents.

### 5. Description of the kind of qualification a specialist for VO should have in the future

The interviewed person states that out of a company's perspective VO specialists should closely monitor labour market needs. In the course of time new professions and demanded skills emerge, which is why VO specialists should exchange experiences with companies and colleagues and undergo further training in the field of VO. They should also use modern



counselling methods and new media in the consultation process. The HR expert is of the opinion that VO should focus more on parental work and possible channels to reach parents. According to the interviewed HR specialists parents often have distorted ideas about their children's career choices and force them towards a career path which is inappropriate for their children.

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

The interviewed person states that – based on her experience at a HR department – pursuing a career which does not fit a person's interests and strengths is very likely to lead to dissatisfaction and probably to quitting a job or an apprenticeship. Schools and VO can inform young people about competences and skills that are demanded on the labour market and equip pupils with those demanded skills / competences. Nevertheless, young people should – also in the interest of the economy – opt for a career which fits their interests and strengths.



## Case Studies for the European Qualification Concept BOQua – Spain

### 1. Description of the sample

The interviews carried out in Spain include two different kind of beneficiaries. For direct beneficiaries we have tried to cover every different sectors we have offering orientation services. Thus, we have

- counsellor (in a public job agency)
- educational guidance agent (in a VET school – technical college)
- guidance agent (foundation – NGO)
- expert of social partner (training and employment foundation belonging to a trade union)
- professional training and guidance teacher

And for indirect beneficiaries, the ones that get advice from the specialist mentioned above, we have a simple including

- 2 representatives of companies that cooperate in VET students internships
- 2 young boys seeking advice
- 1 VET student

Interviews took place in Pamplona, between December 2016 and January 2017.



## 2. Documentation of the case studies part 1 – Work processes of the direct beneficiaries

### 2.1 Case Studies Part 1 – Interview No.1

**Type of the surveyed target group:** Adviser

**Institution where he/she is from:** SNE (Public Employment Service)

**How long is he/she working in the field vocational orientation?** 15 years

#### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

She completed a Bachelor's degree in psychopedagogy, and she has also completed her training by taking a postgraduate course in Strategic Management of Human Resources, a and a Master course in prevention of occupational hazards (workplace safety).

Working as Professional adviser at the Public Employment Service of Navarra, from 2012 and still working there. And Previously:

- ✓ Technician of Training and Employment in the training section of a Union for longlife training and recycling.
- ✓ Management assistant in a Pharmaceutical Company
- ✓ Employment coordinator at local level
- ✓ Staff selection manager in a Temp Agency (Adecco)
- ✓ Human resources coordinator in BSH Home Appliances-Navarra

#### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

From her training and experience already pointed in the previous question.

To date there has not been a training plan for the counsellors but a plan is currently being developed that includes different training actions (separate **document** with the list of topics).

Updating courses in professional tools.

Informally, some cases are worked together between counsellors and mid-level technicians in training and employment.

#### 3. Describe the requirements to his/her work (from their point of view)

Strong desire to approach and work towards people and in particular, in orientation field.

To be Interested in socializing, empathizing with the users.

To have a special sensitivity, to accompany the persons that demand this service. Interest and competence to get the users' needs, and be able to pick their inner resources, and skills.

#### Academic requirements:

Pedagogy or Psychology +

Labour Guidance master degree, or Human resources master degree, or master degree in psycho-pedagogy.

As a syllabus, training including: attention to persons, knowledge of educational resources, knowledge of labour market, personal selections techniques, job active search techniques.

#### 4. Short description of the working frame, the target group (clients) and the conditions of work

Professional advisor in a County Public Employment Office (belonging to SNE), implementing the employment policies.

Note: In Spain, the national public Employment Service doesn't carry out services of Orientation. The regional public services are the ones in charge of executing this task.

##### Clients:

Unemployed people or people trying to have a job improvement. In both cases they can request guidance voluntarily or be derived from another entity (eg Social Services) so that we can assist them in orientation. In the case of unemployed people, they can also access the service because they are beneficiaries of a specific insertion program that includes an economic aid that 'forces' to carry out an accompanying job search program.

For people under the age of 30 there is a specific program called Youth Guarantee, which has a technician in every local office exclusively dedicated to assist this group.

Ways to get in touch:

Request guidance through the Employment Services web portal

They go to the office, apply for guidance and leave their data.

They come after being derived from other entities.

#### 5. Description of the organization of the work process „consultation“

**Time of consultation:** usually 4 sessions 1 hour duration with a total duration of 6 months (usually the first session is longer).

**Range of consultation:** Vocational integration pathway, Design an itinerary of insertion, setting a series of actions with a deadline. A timetable is established to complete the actions and several follow-up meetings are called for the actions themselves. In these sessions, depending on the evolution and results obtained by the user new actions can be redesigned.

**Needed resources for consultation:** typical facilities of Employment Agencies, questionnaires, Orientasare web-program

**Financing of the process:** It is state funded. Regional Labour offices pay the maintenance of the facilities and the professionals salaries.

**Networks, cooperation partner in the field VO etc.:** RIOP, social services,

**First step and last step during a consultation process:** In the first session (1-1.5 hours) the professional profile is defined and the insertion pathway is established.

Core working process	Sub-working tasks	Know-how, competencies, skills
Design of the Vocational integration pathway	Detection of needs	Communication skills Organizational skills, questionnaires, interview techniques
	Analysis of the user's previous job search	Questionnaire (time spend in the search, tools used, media used) Employment search techniques
	Profile diagnosis-	Questionnaires related to



	employability	interests Assessment tools Analysis of CV Labour market needs
	DAPO (Develop personal competences for employment)	Lists of competences Training programs, courses Develop a schedule to fulfil actions
	Professional recycling (if necessary)	Existing qualifications. Knowledge of existing training programs, courses
	CV improvement	Personnel Selection techniques, Interviews, group dynamics

**Description of the organization of the work process „single consultation“**

**Time of consultation:** 20 min- 1 hour

**Range of consultation:** Individual action of guidance/information. People who know perfectly what they want and ask for a specific orientation and / or information service (for example, reformulation of the curriculum vitae according to the professional objective, public job search, preparation of a selection interview, etc.)

**Needed resources for consultation** facilities of Labour office

**Financing of the process:** It is state funded. Regional Labour offices pay the maintenance of the facilities and the professionals salaries.

**Networks, cooperation partner in the field VO etc.:** RIOP,

**Last step:** Advice itself

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the single consultation processes**

<b>Individual action of guidance/information</b>	Interview	Communication skills, empathy,
	Information giving	Existing job offers Knowledge of labour market Job networks
	advice	Communication skills

**6. Description of the organization of the work process „support“**

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes**

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Professional objective definition</b>	User's academic training analysis	
	User's Experience analysis	



	User's competences diagnosis	
	Links among previous sub-working tasks and with his/her personal availability	
	Follow-up sessions	
<b>Design of actions to take</b>	Search of training courses	
	Search of companies of his professional sector	
	Self proposal (offering your services to companies)	
	Information about self-employment	
	Follow-up sessions	
<b>Deliver to other institutions</b>		

**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

Employment figures (database)  
 Existing professional qualifications (National Institute of Qualifications Database), and professional certificates  
 websites: RIOP and other official sites like Todofp, SEPE, Department of Education website,...  
 Employment search station database  
 Procedures drawn up in work teams

**8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Only speaking with users and showing interest for their impressions and satisfaction.  
 Currently a project on assessment of the orientation is being developed by SNE; hopefully a feedback tool will be soon available.

**9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

**Requirements:**

Updated knowledge of the labour market, new qualifications, Educational System, new professional profiles; improvement of competences like teamwork, resilience, etc.

**Needs of future qualifications:**

Foreign languages (above all mother tongue of immigrant users)  
 Cultural mediation  
 Knowledge of Orientation systems, job requirements, existing qualifications, etc. in other countries.  
 Constant update in TICs

**10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

We deal with a huge lack of knowledge concerning the companies needs regarding job profiles. On the other side, we must insist on enhancing social and behaviour skills (punctuality, responsibility, commitment, attitudes toward the others...).



## Collaborating entities

There are several entities collaborating the Navarra Employment Service which have been working for years through the signing of agreements and grants for professional guidance (and specific attention to specific groups in specific cases (Anafe, Guiding Center, Gypsy General Secretariat, Cocemfe, etc.)

Foundations: Gaztelan, University-Society Foundation, University- Company Foundation,  
Unions: UGT

Training entities belonging to unions and state funded.

NGOs: Red Cross

## 2.2 Case Studies Part 1 – Interview No.2

**Type of the surveyed target group:** educational guidance agent

**Institution where he/she is from:** VET School CI Burlada FP (Department of Education).

**How long is she working in the field vocational orientation?** 34 years

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

Master Degree in Education Sciences (1978).

From January 1980 to April 1981, she worked as educator in a juvenile protection centre (living with adolescents with criminal offenses, at risk of social exclusion coming from the closure of a reformatory).

Since 1981, she has been working as educational counsellor in VET Schools. Simultaneously, she has taken part in several specific tasks related to orientation:

She has taken part in the design of curricula contents related to Vocational Orientation (Labour market, decision making, looking for a job) aimed at 16 year students.

She has also participated in the team that designed the RIOP web portal (Vocational Information and Guidance Network of Navarra).

She has also worked in Orientation for the procedures of accreditation of prior learning.

### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

Everyday work.

Everyday contact with VET teachers from the Schools she has been working in.

Continuous and long-life training courses organized by the Teacher Support Centre.

Conferences and workshops organized by the Navarre Employment Service.

Collaborations with Guidance and counselling professionals from the Navarre Employment Service.

Meetings with colleagues (counsellors) from other VET Schools

### 3. Describe the requirements to his/her work (from their point of view)

Knowledge of pathways and the labour market

- The professions on which to orient (with information on specific professional tasks; on technical, personal and social required competencies; information about training courses related to that profession and its on-site and online offer; information on the environment and working conditions). If you do not have contact with the different professions, at least you must be handled with ease in web portals and online resources related to training and employment (professional profiles, labour market) in the 26 professional families of VET.



- Of the different possible formative itineraries and their complementarity (Face-to-face VET titles, online training subjects; system for recognition, assessment and accreditation of prior learning; training courses in order to obtain Certificates of professionalism, ...)
- Information resources in the area (professionals, agencies, entities, publications) and on the internet.
- Training and employment in the European Union
- Resources for groups at risk of social exclusion (disability, immigration, mental illness...)

#### Tools management

- Interviews,
- portfolio, self-descriptions,
- competences questionnaires, values and professional interests questionnaires,
- Group dynamics, role playing.

#### Good command

- Of connecting with users, to establish a friendly and confident relationship.
- Of empathy and listening to the needs, situation or user's expectations
- To accompany users without forcing or replacing their decisions
- Of help / service to define their goals in according to their situation, personal resources and environmental conditions, limitations and opportunities, to determine the professional profiles suitable for each position, etc.

## 4. Short description of the working frame, the target group (clients) and the conditions of work

### Working frame

A state vocational training centre providing different levels of qualification (specific VET for special needs students, Foundation VET courses, Middle School VET and Higher Education VET courses) in the fields of Tourism (travel agencies and events management), restaurants (cook, waiters..) Personal Image (Hairdressing, Aesthetics and Wellness).

### Target groups

Mainly 3 kind of VET students

- Possible future students who want to explore the specific VET certificates offered in the School. They are usually students in Secondary Education or A-levels who choose VET as their further education, that come with their present classmates to the open day (week). They may also come individually to request information about our training offer.
- Current students in our School: Most of them want to continue further education after certificating with us. We have an information group activity about selection of further education (careers that fit with their current studies). Afterwards, every student can individually ask for more specific information or guidance with me.  
There are also students that want to give up the training course they are in and change their previous career choice. They might come on their own or sent by their tutor-teacher.
- Former students (alumni) who are attending other specialization courses at the moment, or taking part in prior learning assessment and recognition, or taking official examinations.  
They use to ask for consultations that last 1 session.

### Conditions of work

School facilities.



**5. Description of the organization of the work process „consultation“**

**Time of consultation:** 1 session (about 1 hour)

**Range of consultation:** Usually informative

**Kind of clients:** students

**Needed resources for consultation:** typical facilities of the School, portfolio, questionnaires of interest, values,... CV, websites,

**Financing of the process:** Public. It is part of her job (civil servant)

**Networks, cooperation partner in the field VO etc.:** RIOP, other colleges' colleagues, teachers of my College, counsellors from the SNE and other entities' job agencies, and the person in charge of the job offers arriving to the school.

**First step and last step during a consultation process:** The first step is an informal conversation with questions on the specific interests of the person, and the last one the advice or piece of information itself.

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
e.g. Investigation of the clients status quo	Have a first conversation	Communication skills Organizational skills
	Documentation of the status quo	
	Documentation of wishes	
Clarifying working possibilities		
Suggestions about different professions		
Clarifying studying possibilities to possible future students	Show and explain the different specialities and activities carried out in the VET centre she is working in	

**6. Description of the organization of the work process „support“**

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes**

Core working process	Sub-working tasks	Know-how, competencies, skills
Carry out an assessment test / profiling	Have a first conversation	Communication skills Etc.
	Spread out questionnaires	
	Explain the test	
	Monitor the test	
Attendance to fairs	With groups of students, visiting stands of companies and centres of further education	
Organization of company visits	Visits for groups of students	
Organization of annual infoweek	Mainly for students of secondary education schools	



**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

Questionnaires

Websites (sites of Educational resources, official site of Department of Education, Employment Service website,

CV and Portfolio organization techniques,

**8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Carrying out satisfaction surveys

**9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

**Requirements:**

Be willing to give a good service to citizenship, help users to plan and manage their own learning pathways according to their vital objectives, connecting them with the real chances for employment and/or entrepreneurship. Have a strong collaborative working capacity (face to face and online), in order to optimize resources.

**Training:** being well trained in Education Science and keeping updated by longlife and continuous learning.

**Needs of future qualifications:**

University degree in one of the following disciplines (Education, Social Work, Social Education, pedagogy, psycho-pedagogy).

**10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Being informed of the offers arriving to the School from partner companies.

Getting information from Employment Services of the most demanded job profiles by companies.

Reading related information on the press

With this information, I help students to take decisions in a responsible manner.

I work with students personal, communicative, and social competences in order to improve their employability.



## 2.2 Case Studies Part 1 – Interview No.3

**Type of the surveyed target group:** Manager of social inclusion programs

**Institution where he/she is from:** Acción contra el hambre Foundation

**How long is he/she working in the field vocational orientation?** 15 years

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

University studies:

Degree in Labour Relations

Master Degree in Teaching

Master degree in Vocational Orientation

Master degree in Risks at work Prevention

#### **Experiences:**

At the moment (1 year) he is Manager of Social Inclusion Programs in the Third Sector of Social Action in Navarre and the Basque Country. (Guidance for employment and self-employment, comprehensive programs). Previously, he has worked as VET Trainer for Employment programs. Schools Workshop- Labour Orientation and Safety at work. Less than a year.

Technician in Professional Orientation Entity Consultancy Companies. Less than a year.

Socio-Labour Technical. Association Third Sector of Social Action Navarra. 10 years.

Youth informer. Sociocultural Manager at the Local Administration. 3 years.

### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

Special training in Youth information, Coaching, and Research methodologies

Learning by doing

### 3. Describe the requirements to his/her work (from their point of view)

Firstly, big interest in the social and labour field (labour market, employment policies, social inclusion, labour relations,...).

Secondly, theoretical fundamentals of the scientific discipline of professional orientation.

Third, theoretical bases of labour relations and employment policies.

Fourth, theoretical and practical bases in training and teaching.

Fifth, social soul and interest in enhancing the development of people, especially those in more vulnerable sectors.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

#### **Working frame**

Management of employment programs, entrepreneurship, in an international entity of the third sector of social action (NGO). Collaboration with other entities of the third sector and with public donors (ESF, Autonomous Governments, Local Administration).

Territorial scope (Navarra, Basque Country, and actions at state level).

#### **Clients**

Vulnerable people (unemployed people, especially more than 45 year old people, young people (including VET students), immigrants and people with low level of competences.

## 5. Description of the organization of the work process „consultation“

**Time of consultation:** 1 hour/month (usually more) in individual session, and also complemented with wassaps connections, email, telephone, and 9-10 teamwork (group sessions) hours/week (3 hours/day)

**Range of consultation:** both individual and Group sessions in the same program.

Two different kind of programs:

- programs in which a technician lead the process (6 months). With assistance of coordination and mediation.
- Programs with a multi-discipline team of professionals in guidance, mediation and management.

Two different philosophies: guidance work days (punctual, short in time) and comprehensive or semi-comprehensive pathways (4-6-9 months duration).

**Needed resources for consultation:** portfolio, questionnaires, CV, websites,

**Financing of the process:** Public (through benefits and public calls) and private donors.

**Networks, cooperation partner in the field VO etc.:** other social entities, Employment services and Education Administration.

**First step and last step during a consultation process:**

Analysis of the user's record

**Last step:** Evaluation of the orientation process

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Diagnosis of the user's status quo</b>	Analysis of record	Analytical tools to show user's professional profile, social and family situation. Team building
	First competence assessment	Through the records
	Initial interview	Communication skills Organizational skills questionnaires Etc.
<b>Job plan - pathway</b>	Development and follow up	Individual sessions Group sessions interviews
<b>Development of social competences</b>	Group programs	Teamwork, communication , self-esteem, emotional intelligence Group dynamics
<b>Training (professional qualifications)</b>	Group programs	Training programs to requalificate or develop competences related to employment and entrepreneurship
<b>mediation</b>	Job offer management	Prospecting and labour intermediation, follow-up, contacts and practices.



<b>Evaluation of the process and report</b>		Questionnaires Projects management Assessment of the process Justification of expenses vs results Final reports
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## 6. Description of the organization of the work process „support“

### 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

Questionnaires

Always

- Team Management tools: Software
- Project management tools and monitor of results: software
- Classic TIC tools: Skype, email, etc.
- Social networks

Group

- High range of group dynamics

Individually

- Coaching and guidance interview
- Competences assessment tools
- Personal schedule for the process
- Start methodology
- Life Stories
- Websites
- CV and Portfolio organization techniques,

### 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

Direct communication with foundation social services, and social entities getting information of results of employability and longlife training.

Assessment of competences improvement

Carrying out satisfaction surveys of users

App for follow-ups of users

### 9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.

#### Requirements:

Good knowledge of:

- Labour market
- Educational System
- Social Services
- Vocational Orientation deontology

#### Needs of future qualifications:

TICs

Emotional intelligence

Coaching

Specific training in vocational orientation

## 10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)

Ethical dilemma: trying to find the balance between the user (future worker) interests and the ones of companies offering a job.

Informing users about labour rights.

### 2.2 Case Studies Part 1 – Interview No.4

**Type of the surveyed target group:** Expert of social partner

**Institution where he/she is from:** Forem Navarra – Training and employment foundation

**How long is he/she working in the field vocational orientation?** 16 years

#### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

University studies:

Degree in Psychology

Master Degree in Human Resources

Complementary training related to vocational guidance

Training related to occupational skills as well as generic skills

#### **Experiences:**

Work experience since 1998, initially as Training Technician in different organizations (multinational company of automotive, entity belonging to the public administration) and since 2001 work as Job Technician in an organization dedicated to training and employment.

#### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

From direct work with people and companies and from training done both at the level of new knowledge and updates. The experience is continuous and the acquisition and updating of knowledge as well. On the other hand there is a lot of contact with professionals in the sector, participation in seminars, forums ... from which experience and training is acquired.

#### 3. Describe the requirements to his/her work (from their point of view)

Get the technical skills related to occupation and the generic competences, and have the chance to work in this field.

Speaking about technical competences it is important to be able to identify the environment surrounding you, to schedule a guidance process, to carry out direct intervention. At the level of generic competences we could talk about organization and planning, communication, orientation to people.

#### 4. Short description of the working frame, the target group (clients) and the conditions of work

##### **Working frame**

She works in a training and employment entity, belonging to a trade union, and is a collaboration centre for the Navarro Employment Service. It is an entity that enjoys a high level of social prestige.

##### **Clients**

Her clients are persons that come as users of the different services of the entity. Clients attending training, participating in different training and employment programs (eg Workshop Schools), clients seeking professional guidance, registering as candidates in the management of job offers.



## 5. Description of the organization of the work process „consultation“

**Time of consultation:** The consultation time will be established by the own needs of the user and the itinerary agreed between user and counsellor to. Sometimes it is a fast process and others it is a longer process. It is also important to consider the time needed to keep track of the care taken.

**Range of consultation:** .

**Needed resources for consultation:** personnel (technical staff) and the material resources needed to use to perform the care (both computer resources and paper support, etc.),

**Financing of the process:** The advisory service is a subsidized service, which means that it is free of cost for the person.

**Networks, cooperation partner in the field VO etc.:** SNE, other training and employment entities, teaching staff, professionals participating in workshops

**First step and last step during a consultation process:**

The user applies for a program (either participating in a specific training and employment program, or receiving employment counselling).

**Last step:** once the program in question ends or when the person is autonomous to continue with his/her process

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Environment identification</b>	Environment research (collect and organize environment information)	<p><b>Knowledge:</b> Labour regulation, National Qualification system, Labour market</p> <p><b>Skills:</b> communication, analysis and synthesis skills, critical thinking</p> <p><b>Attitudes:</b> counselling to the individual, the company and the entity.</p>
	Market research	
	Relationships with the environment	
<b>Programming of the orientation process</b>	Design, plan and schedule the goals to achieve and actions of the process	<p><b>Knowledge:</b> Planning and evaluation tools, programming methodologies, Orientation Services</p> <p><b>Skills:</b> HR, communication, organization, problems solving</p> <p><b>Attitudes:</b> counselling to the individual, adaptation to different situations</p>
	Definition (decision) of the indicators to track	
<b>Direct intervention</b>	Come to an action plan with the user	<p><b>Knowledge:</b> HR, training techniques, orientation methodologies</p> <p><b>Skills:</b> flexibility, self-determination, communication, social skills</p> <p><b>Attitudes:</b> orientation to the individual, social and ethic commitment</p>
	Develop monitoring actions of the user's personal pathway	
	Evaluate the personal counselling pathway	



## 6. Description of the organization of the work process „support“

Question 5

## 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

In terms of material resources, we could consider IT management systems and new technologies, material resources for the collection, search and monitoring of information, reports, guides, publications on the labour market, agendas, schedules, communication and evaluation systems, tools and resources for computerized employment and training, records, calendars, etc.

## 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

Continuous evaluation along the counselling process, final evaluation to monitor de goals achieved and follow up some time after finishing the process, planned in advance. It is very important to monitor and analyse the results of the process assessment and the impact of the actions in order to better adapt for future processes. We use questionnaires via telephone, email, face to face, and we also have a complaints and suggestions box.

## 9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.

### Requirements:

Specific competences that we can identify, and that relate to generic competences, are Organization and planning, communication, orientation to the person. Other important competencies may be: adaptation to different situations, counselling to companies and to results, ethic and social commitment ....

Good knowledge of labour regulations, professional qualifications, labour market analysis, formal education and training for employment, active employment policies, professional profiles, project planning, orientation services, care for people, HR, gender, interculturality, ...

Skills: Ability to communicate, critical thinking, analyze and synthesize ability, organization, empathy, flexibility, social skills, problem solving

Attitudes: adaptation to different situations, social commitment, orientation to people / entities / results

### Needs of future qualifications:

Flexible profile always getting update according to the way the labour market evolves, changes that are taking place in labour regulations, employment regulations, etc.

Qualifications related to the profession: Teaching for employment, job placement for people with disabilities, promotion for the equality of women and men, community mediation, etc.

## 10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)

It is important to identify th the labour market needs and the companies' needs, detect, collect and systematize them in order to be able to respond as closely as possible to these needs, reply at the level of training and employment services. It is very important to create and maintain links of stable relation with the companies of the surroundings facilitating a fluent, permanent and bidirectional communication.

The needs of the people we help / advise are also important to identify them first, by means of an individualized diagnosis, and to propose the work itinerary according to these needs and the response that can be elaborated.



## 2.2 Case Studies Part 1 – Interview No.5

**Type of the surveyed target group:** Professional Training and Guidance teacher

**Institution where he/she is from:** CI Virgen del Camino VET School

**How long is he/she working in the field vocational orientation?** 18 years

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

University studies:

Bachelor in business studies

Further Training in Orientation

#### **Experiences:**

ERA Project

Academia Project (about academic and vocational orientation)

Initially she was teacher in the field administration and finances, but soon she became Professional Training and Guidance teacher. She combines it with the training in labour rights to workers (in longlife learning programs)

### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

From direct work at School, contact with the educational guidance agent in the School, and the professional in the school that is in charge of the relations with companies.

### 3. Describe the requirements to his/her work (from their point of view)

University studies in psychology or pedagogy

Skills: Conciliator, mediator, good at listening, know how to extract, detect the concerns, interests, abilities, skills of students.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

#### **Working frame**

VET School Virgen del Camino

#### **Clients**

Students from 16 to 20 years old, in two types of contact: in class, and out of class when they come to demand information.

Alumni seeking guidance

Derivation from the centre's orientation service

### 5. Description of the organization of the work process „consultation“

**Time of consultation:** two hour per week in class

**Range of consultation:** information, training, guidance

**Needed resources for consultation:** classroom (School facilities), Websites, books, updates on labour market, acts on labour, safety at work,...

**Financing of the process:** public.

**Networks, cooperation partner in the field VO etc.:** other colleagues, internship companies, the school guidance agent, vocational counsellors at the SNE, Counsellors from unions who come to the School to advise the students on the selection process of personnel, specifically, on job interviews.

**First step and last step during a consultation process:**

The project is funded by the European Commission



**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Work with families</b>	Conference at the beginning of the academic year for parents	schedules projects
	Courses for parents	TICs Educa portal (to check punctually their offspring records)
<b>Development of social competences</b>	In class	Teamwork, communication , self-esteem, emotional intelligence Group dynamics
<b>Job Application</b>	CV making Places to look for job offers Professional interview Motivation and commitment letter Self-presentations	Labour market Interviews dynamics IT skills Narrative skills Synthesis capacity
<b>Entrepreneurship activities</b>	Attendance to the annual week of innovation, creativity and entrepreneurship (ICE)	
	Following reflection in class	Competences needed for entrepreneurship (Autonomy, effort)
	Invitation to give a meeting to former students who started a successful enterprise	Records and tracking of alumni
<b>Encouragement</b>	Invitation to give a meeting to former students who found the perfect work for them	Records and tracking of alumni
<b>Information on further studies</b>	Attendance to the annual Students' Hall (fair with stands of colleges of further education and universities,...)	It is mainly aimed at secondary education students
<b>Individual consultations at request</b>	They use to be more informative rather than orientative	

**6. Description of the organization of the work process „support“**

**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

RIOP and other websites, specialized books, press and other media, social networks...



## **8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

There is no established procedure to assess the vocational orientation, just a satisfaction survey, that students fill in, and it is about didactic questions of the subjects.

## **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

### **Requirements:**

Good knowledge about the labour market and the training offer.

Humanistic and social psychology.

Knowledge of qualities, skills and abilities that the labour market demands for each of the job profiles.

How to elaborate the possible formative and professional itineraries of the student.

Qualities: A person with good social skills, empathic, conciliatory, mediating, communicative (clear language), good at listening, good detecting concerns, interests, abilities, skills of students.

University studies in Psychology, Pedagogy, Sociology, Labour Relations, Economics, Business Administration and Management or Law.

### **Needs of future qualifications:**

Better knowledge of the behavior of the new generations (thoughts, attitudes, habits, interests...).

Collaboration with agencies that have up-to-date information on the labour market situation.

Collaboration with other entities that carry out career guidance.

## **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

In a satisfactory way. However, it could always be improved if there was greater collaboration with different social entities.



### 3. Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge

#### 3.1 Case studies part 2 - Interview No. 1

##### Type of the surveyed target group

M Torres (<http://www.mtorres.es/en>), Company who offers apprenticeships

##### 1. Description of the requirements the interviewed persons has regarding a VO specialist

The future VO specialist must be someone committed to the institution he/she is working for, with good communication skills and being updated on several topics such as labour market, regulation, international affairs, benefits available) with two important characteristics: be discreet and be draw to his job.

##### 2. Description of the organization of the work process „consultation“ from his /her point of view

There is no clear difference between support and advice for him.

The school counsellor knows the student in depth, he has first hand information and works in a coordinated way with the teacher. A series of consultations can be successful if we wish to follow up. You can also do a counselling or support procedure by combining other tools such as surveys, group sessions, centre visits, apps. From our experience, when we talk about student monitoring during their internship, I think that it is more convenient for the counsellor / tutor to approach the student to his or her place of internship. It is the student himself who has to explain to his tutor what he is working on, how he is doing what has been entrusted to him and what difficulties he is encountering. In addition, MTorres people who are tutors of trainees must follow an internal monitoring procedure, periodic evaluation questionnaires, etc.

**Time of consultation:** several sessions

**Range of consultation:**

**Kind of clients:** students in their internships

**Needed resources for consultation:** surveys, group sessions, personal interviews, visits to companies and apps

**Financing of the process:** Public

**Networks, cooperation partner in the field VO etc.:** companies cooperating with Training Schools through workers that play the role of mentor of the student during the work placement. They also collaborate receiving visits of students and explaining their activity

**First step and last step during a consultation process:**

##### 3. Description of the organization of the work process „support“

**Time of support activities:**

**Range of support activities:**

**Kind of clients:**

**Needed resources for support activities:**

**Financing of the process:**

Networks, cooperation partner regarding support activities, etc.:

Teaching staff, tutors and students from VET Schools during their internships.

**First step and last step during support activities:**



#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

Knowledge of TICs

Knowledge of the enterprise world

Internationalization (different cultures...)

Psychology, Education Science, Pedagogy, Psycho-pedagogy, professional experience

#### **5. Description of the kind of qualification a specialist for VO should have in the future**

Apart of the written above, languages and TICs

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

We spread out satisfaction surveys to our clients regularly.

Watching and analysing our competitors

Constant communication and feedback with our employees (meetings, coffee sessions, newsletter, etc)

Promote longlife training among our workers

#### **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

We have an insite tutoring procedure based on a manual delivered to every tutor from the VET School with questionnaires and open answer questions. There is also a periodic consultation from HR Department since the very beginning of the internship period until the end.



## 3.2 Case studies part 2 - Interview No. 2

### Type of the surveyed target group

Company offering internship to VET students

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist

On his point of view, he/she has to be a professional with a deep knowledge of the labour market, with a good level of social skills, with capacity to motivate and empathize with people and with a positive vision of the human being, who believes in their possibilities . It is important to have a real knowledge of the work that is done in the companies, how they are organized, what training and employment needs they have, etc., so that they can then use this information when they guide people.

#### 2. Description of the organization of the work process „consultation“ from his /her point of view

He thinks they are services that have to be financed by the public administrations. He also thinks they have to be available to anyone who needs the service, especially if it is an unemployed person.

**Time of consultation:**

**Range of consultation:**

**Kind of clients**

**Needed resources for consultation:**

**Financing of the process:**

**Networks, cooperation partner in the field VO etc.:** Headmasters of training-workshops

**First step and last step during a consultation process:**

#### 3. Description of the organization of the work process „support“

**Time of support activities:**

**Range of support activities:**

**Kind of clients:**

**Needed resources for support activities:**

**Financing of the process:**

**First step and last step during support activities:**

#### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

Knowledge: university studies, with further studies and experience in the discipline.

Very good social skills and handling social networks.

He has to be an excellent adviser, encourage users, believe in people's possibilities to achieve their goals.

#### 5. Description of the kind of qualification a specialist for VO should have in the future

#### 6. Description of the handling with the labour market needs and the own interests of the clients

#### 7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?



## **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

When he needs to employ a professional he gets in touch with employment services, with the technicians who take them to manage the job offer. Sometimes they are the ones who contact him to take interns in their programs.

### **3.3 Case studies part 2 Interview No. 3**

#### **Type of the surveyed target group**

18 year old boy, using orientation services

#### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

Be qualified, with good knowledge of the topic he/she is going to inform, good communication skills.

Values as responsibility, respect, well dressed (smart). Ethics.

Concerning training: psychology, law (to be acquainted with the workers' rights and responsibilities), IT tools.

#### **2. Description of the organization of the work process „consultation“ from his /her point of view**

Informative: in order to clarify the opportunities that arise and how to take advantage of them, how to access the requirements of the work that one wants to achieve.

Several phases: information, give the user time to be prepared, and then follow up and keep him with good expectations: encourage the user.

**Time of consultation:**

**Range of consultation:**

**Kind of clients**

**Needed resources for consultation:**

**Financing of the process:**

**Networks, cooperation partner in the field VO etc.: y**

**First step and last step during a consultation process:**

#### **3. Description of the organization of the work process „support“**

**Time of support activities:**

**Range of support activities:**

**Kind of clients:**

**Needed resources for support activities:**

**Financing of the process:**

**First step and last step during support activities:**

#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

Communication. Good at listening

Knowledge: psychology, labour rights, ICT, resources in the area, productive sectors

Experiences: participation in teamworks.

Attitude and courage to obtain good results, vocation.



### **5. Description of the kind of qualification a specialist for VO should have in the future**

Broaden knowledge of new technologies, new knowledge on productive sectors of the area.

### **6. Description of the handling with the labour market needs and the own interests of the clients**

I assume that I must adapt and try to be the person they are looking for. I must expand my knowledge to get the proper qualifications.

### **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

I assume that I must adapt and try to be the person they are looking for. I must expand my knowledge to get the proper qualifications.

### **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

Friends who had already used the service (word of mouth).  
The process has been pleasant and fulfilled my expectations.  
The first session (1 hour, 15 minutes) has been adequate in length.

#### **Preferred tools/instruments:**

Job search software or App, job websites

## **3.4 Case studies part 2 - Interview No. 4**

### **Type of the surveyed target group**

Young boy, seeking orientation services

#### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

Show closeness and empathy with the workers, either in a personal relationship or at work.

#### **2. Description of the organization of the work process „consultation“ from his /her point of view**

According to the interviewee the process should be organized by individualized consultations, since the subject of counselling corresponds to a fairly personal part of the people.

#### **3. Description of the organization of the work process „support“**

It should be organized at the choice of the workers, since they are the protagonists of the whole process.

#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

The Counsellor should know how to treat people correctly, with cordiality and kindness, in addition to knowing correctly all the requirements of a Vocational Orientation professional. Counsellors should be close to the people, they should inspire confidence so as the user observes a total implication of the advisor. In this way, in a trusting environment, the work will be much more effective.



### **5. Description of the kind of qualification a specialist for VO should have in the future**

A broad knowledge of the variety of paths that are directed towards different jobs, and the needs that a professional must meet to accomplish those requirements that make up the work.

### **6. Description of the handling with the labour market needs and the own interests of the clients**

I go to different companies in person and I leave my CV, or I send it via email.

### **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

### **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

I contacted a counsellor in an agency recommended by a friend of mine.

## **3.5 Case studies part 2 - Interview No. 5**

### **Type of the surveyed target group**

Student

#### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

He thinks the specialist for VO should be a person with a University degree, but with a good knowledge of VET, either because of having studied VET before going to University, or because of having taught in VET.

#### **2. Description of the organization of the work process „consultation“ from his /her point of view**

The counsellor should offer each student two or three meetings throughout the 2-year course with a time of 15-30 minutes per meeting

#### **3. Description of the organization of the work process „support“**

The counselor should ask the student for their interests and concerns and guide him in the professional field and then, with the report created, inform the student about the options he has to start his professional career.

#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

He/she should know the titles (professions) that are taught in the School and the training that the students receive, as well as the companies in the area, and finally the existing grants and scholarships so that the student can go abroad to study or practice.

University graduates with experience in the labour market and knowledge of the surrounding companies

#### **5. Description of the kind of qualification a specialist for VO should have in the future**

University studies + VET with the professions taught in each School.



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**6. Description of the handling with the labour market needs and the own interests of the clients**

I adapt my interests to the needs of the labour market

**7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

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**8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

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## Case Studies for the European Qualification Concept BOQua – United Kingdom

### 1. Documentation of the case studies part 1 – Work processes of the direct beneficiaries

#### 1.1 Interview 1 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

Careers Advisor within FE Organisation

**Institution where he/she is from:**

Careers

**How long is he/she working in the field vocational orientation?**

6 years

#### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

Qualified careers advisor – advice and guidance qualification

#### **2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Achieved qualification specific to careers advice and guidance. Based within FE setting so understand and have sound knowledge of the education system post 16.

#### **3. Describe the requirements to his/her work (from their point of view)**

My role includes providing careers advice and guidance to those in post 16 education. Offering them options for further study within FE or HE, or obtaining employment post completion of qualification. Work with curriculum areas to support learners and organise events/fairs for Careers.

#### **4. Short description of the working frame, the target group (clients) and the conditions of work**

Learners are post 16. Careers advice is available:

- Pre course selection
- During course if learner is experiencing issues with course
- During studies to assist learners in making informed decisions about next steps on leaving college
- Promote opportunities for HE
- Liaise with job centres to promote job opportunities for college leavers



## 5. Description of the organization of the work process „consultation“

**Time of consultation:** Dependant on learner needs or request of college

**Range of consultation:** one to one, careers fairs, attend tutorials with groups, drop in sessions, pre made appointments

**Kind of clients:** learners in post 16 education

**Needed resources for consultation:** Careers Wales online platform

**Financing of the process:** Careers Wales

**Networks, cooperation partner in the field VO etc.:** Careers Wales/Job Centre/FE/HE/Employers

**First step and last step during a consultation process:** Initial meeting with individuals to identify type of support/advice/guidance required resulting in them making informed decisions as to the next steps they wish to take

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Investigation of the clients status quo</b>	Initial consultation: Documentation of the status quo	Communication skills Social skills (empathy, open-minded, intercultural comp. etc.)
	Documentation of wishes	Communication skills experience in case documentation
	First level assessment of existing competencies and qualifications	Analytical capabilities Communication skills Knowledge about questioning techniques
<b>Clarifying working possibilities</b>	Exact identification and documentation of interests, strengths, weaknesses of the client (by means of assessment instruments)	Analytical capabilities Communication skills Knowledge about questioning techniques Methodical capabilities (if assessment tests are used)
	Derivation of work possibilities in accordance with previous documentation	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results) Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills



<b>Suggestions and information about different professions</b>	Offering information about fitting jobs	Compare above
	Offering further information (brochures, leaflets, websites, offering workshops etc.)	Information acquisition skills in VO: Knowledge about tools and resources of VO (websites, brochures etc.) Information skills
<b>Providing support for the application process</b>	Offering information on general as well as sector specific application processes	Information skills Knowledge about application processes, writing a CV and cover letter, job interviews and potential analysis via assessment centre as well as sector-specific application processes
	Pointing out which types of assistance there are in order to support clients in the application process (workshops, professional analysis of CV at career centres etc.)	Knowledge about existing VO measures and events (workshops etc.) Information skills

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Identifying needs</b>	Have a first conversation	Communication skills
	Complete online programme for profile	Computer skills Programme content/design
	Discuss action plan	Communication skills Evaluate and analyse results
<b>Monitor progress</b>	Hold one to one meetings with participant	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results)



<b>Drop in sessions</b>	One to one with individual	Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills
<b>Career Fair</b>	Host events to promote job opportunities/education options	Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills Liaise with employers/job centres/external stakeholders to attend
<b>Evaluate impact and result</b>	Learner making an informed decision as to career/education pathway	Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills

**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

- Assist with CV writing
- Develop employability skills
- Offer advice and guidance of education opportunities
- Offer advice and guidance for employment/job opportunities
- Arrange career fairs
- Engage with external agencies to promote opportunities

**8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Reports, documents and action plans are stored centrally for review and monitoring by company. Liaise with course tutors within college to identify those needing support. Provide a flexible, adaptable and supportive service as and when required ensuring company paperwork is completed to track and monitor progress and



achievement of outcomes. I am subject to a Performance Development Review to evaluate my performance and also request support or additional training if needed to ensure I improve in my role.

### **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

#### **Requirements:**

Formal training given by Careers Wales. Professional qualification in career advice and guidance – not a standardised requirement of a particular qualification from one awarding body.

#### **Needs of future qualifications:**

As funding is reduced the need for specialist experts is decreasing as the role and responsibility of careers advice and guidance is becoming everyone's role. However with increasing workload would suggest there's a need for specialist advisors to maintain a service and support learner needs.

### **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Links with the job centre and Careers Wales to promote job opportunities and career pathways. Also link with college staff (curriculum) to provide training to upskill if qualifications are needed for desired job role.

## **1.2 Interview 2 – work processes**

### **Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

Teacher

### **Institution where he/she is from:**

Secondary School

### **How long is he/she working in the field vocational orientation?**

8 years

### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

Qualified teacher and holds BA

### **2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Qualifications achieved at university and progression in career through professional development.



### **3. Describe the requirements to his/her work (from their point of view)**

Delivery of Key Stage 3 and 4 within secondary education system. Specialise in the delivery of Physical Education

### **4. Short description of the working frame, the target group (clients) and the conditions of work**

Main focus is to deliver a curriculum for pupils to achieve expected outcome targets for GCSE.

### **5. Description of the organization of the work process „consultation“**

This point do not apply to individuals in the setting – holistic approach to all as discussed in later questions

### **6. Description of the organization of the work process „support“**

This point do not apply to individuals in the setting – holistic approach to all as discussed in later questions

### **7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

We have dedicated career advisors within the school setting who play a vital part at year 9 stage prior to students choosing their GCSE options. In year 11 the career advisors provide guidance and advice to the students leaving school, informing them of the career pathways or educational pathways available to them e.g. further education, employment, A Levels.

Within 6<sup>th</sup> Form use an online tool which is a programme that assists students to look at career options and where their current skills are best suited to give them an indication of what career pathway/higher education course would fit their skills set.

### **8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Specific personnel within setting who complete the role of career advice and guidance. However staff are encouraged to discuss the career/educational pathway of students during their pastoral sessions in the timetable.

### **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

#### **Requirements:**

Qualified career advisors linked to Careers Wales.

#### **Needs of future qualifications:**

Training for staff at teaching level to help assist with the discussions, advice and guidance of our students.

### **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Links with the job centre and Careers Wales to promote job opportunities and career pathways. Also link with colleges and universities providing vocational and academic pathways for school leavers.



### 1.3 Interview 3 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

Employment Support Officer

**Institution where he/she is from:**

Local Authority (Council)

**How long is he/she working in the field vocational orientation?**

1 year

**1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

No formal qualifications needed

**2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Worked in further education sector before being made redundant. Holds a PGCE and level 3 management qualifications. Training for this post was provided and no formal qualifications required.

**3. Describe the requirements to his/her work (from their point of view)**

My role includes finding participants who are over 25 and are either long term unemployed (over 1 year) or Economically Inactive (Not working or claiming a work based benefit) with the aim of getting them back into work

**4. Short description of the working frame, the target group (clients) and the conditions of work**

Participants who are over 25 and are either long term unemployed (over 1 year) or Economically Inactive (Not working or claiming a work based benefit) meet the participants and complete an assessment to show what potential barriers the individual may have into work

**5. Description of the organization of the work process „consultation“**

**Time of consultation:** 1 hour initial one to one

**Range of consultation:** an action plan that can be worked through and reviewed on a regular (3 monthly) basis

**Kind of clients:** over 25 and are either long term unemployed (over 1 year) or Economically Inactive (Not working or claiming a work based benefit)

**Needed resources for consultation:** online programme used to develop action plan

**Financing of the process:** Tax payers/Local Authority



**Networks, cooperation partner in the field VO etc.:** Careers Wales/Job Centre  
**First step and last step during a consultation process:** Identifying barriers to work and creating action plan to hopefully securing employment and having a better understanding of career pathway

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Investigation of the clients status quo</b>	Initial consultation: Documentation of the status quo	Communication skills Social skills (empathy, open-minded, intercultural comp. etc.)
	Documentation of wishes	Communication skills experience in case documentation
	First level assessment of existing competencies and qualifications	Analytical capabilities Communication skills Knowledge about questioning techniques
<b>Clarifying working possibilities</b>	Exact identification and documentation of interests, strengths, weaknesses of the client (by means of assessment instruments)	Analytical capabilities Communication skills Knowledge about questioning techniques Methodical capabilities (if assessment tests used)
	Derivation of work possibilities in accordance with previous documentation	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results) Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills
<b>Suggestions and information about different professions</b>	Offering information about fitting jobs	Compare above
	Offering further information (brochures, leaflets, websites, offering workshops etc.)	Information acquisition skills in VO: Knowledge about tools and resources of VO (websites, brochures etc.) Information skills



<b>Providing support for the application process</b>	Offering information on general as well as sector specific application processes	Information skills Knowledge about application processes, writing a CV and cover letter, job interviews and potential analysis via assessment centre as well as sector-specific application processes
	Pointing out which types of assistance there are in order to support clients in the application process (workshops, professional analysis of CV at career centres etc.)	Knowledge about existing VO measures and events (workshops etc.) Information skills

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

<b>Core working process</b>	<b>Sub-working tasks</b>	<b>Know-how, competencies, skills</b>
<b>Carry out an assessment test / profiling</b>	Have a first conversation	Communication skills
	Complete online programme for profile	Computer skills Programme content/design
	Discuss action plan	Communication skills Evaluate and analyse results
<b>Monitor progress</b>	Hold one to one meetings with participant	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results)
<b>Evaluate impact and result</b>	Final task to measure impact and distance travelled of participant	Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills



## **7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

Depending on participant needs we support with the following:

- CV's
- Search online for jobs
- Support filling in forms

All participants need to complete the initial online interview which is company resource.

## **8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Reports, documents and action plans are stored centrally for review and monitoring by my manager. Observed during interviews with participants to ensure I provide the level of service expected of me. I am subject to a Performance Development Review to evaluate my performance and also request support or additional training if needed to ensure I improve in my role.

## **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

### **Requirements:**

Need to understand the labour market and what skills gaps/shortages there are to promote industry/sectors where there are large employment gaps. However need to understand individual needs/barriers and identify individual capabilities. Need excellent communication skills to deal with participants. No formal qualifications as training is provided.

### **Needs of future qualifications:**

Need for training to use the companies tools/resources and programmes. However this is an internal training need not a standardised approach to everyone working in careers.

## **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Links with the job centre and Careers Wales to promote job opportunities and career pathways. Also link with training providers to provide training to upskill if qualifications are needed for desired job role.

### **1.4 Interview 4 – work processes**

#### **Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

Shared Apprenticeship Programme

#### **Institution where he/she is from:**

Shared Apprenticeship Programme (Work Based Learning)



## How long is he/she working in the field vocational orientation?

4 years

### 1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert

Level 4/5 no specific academic/occupational area

### 2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)

Holds management qualification and BA. Training for this post was provided and no formal qualifications required.

### 3. Describe the requirements to his/her work (from their point of view)

Engage with those completing apprenticeship programme in occupational areas which include manufacturing and engineering

### 4. Short description of the working frame, the target group (clients) and the conditions of work

Priority age of 16-24, employed in manufacturing/engineering sector and working towards apprenticeship programme which includes level 2 and 3 and increasingly higher apprenticeship programs.

### 5. Description of the organization of the work process „consultation“

These question is not applicable as the apprenctices are already employed and have chosen their pathway

### 6. Description of the organization of the work process „support“

These question is not applicable as the apprenctices are already employed and have chosen their pathway

### 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

- Initial literacy and numeracy test
- One monthly reviews to track progress against qualification
- Link with college for delivery of qualification
- Interview for post (not advice and guidance on the industry as the applicant has already applied and chosen the industry as career pathway)

### 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

Reports, documents and action plans are stored centrally for review and monitoring by college and local authority. Observed during recruitment with participants. Performance Development Review to evaluate my performance and also request support or additional training if needed to ensure I improve in my role.



## **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

### **Requirements:**

Need to understand the labour market and what skills gaps/shortages there are to promote industry/sectors where there are large employment gaps. Work with industry to ensure that qualifications and applicants meet industry/company needs.

### **Needs of future qualifications:**

Not relevant

## **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Link with local college/training provider to deliver the apprenticeship programme to employers in the area. Focus on employer engagement and looking for training opportunities for staff to upskill but this is determined by employer.

### **1.5 Interview 5 – work processes**

#### **Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

Deputy Head Teacher

#### **Institution where he/she is from:**

Primary School (Wales)

#### **How long is he/she working in the field vocational orientation?**

11 years (Deputy Head post for 3 years)

### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

Qualified teacher with PGCE in Early Years

BA 2.1 French and Education

Continuous professional development within the role of Deputy Head (CPD)

11 years' experience in teaching

### **2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Qualifications achieved at university and progression in career through professional development.

Current position has been achieved by upskilling and completing higher level qualifications for school management



### **3. Describe the requirements to his/her work (from their point of view)**

Delivery of foundation phase curriculum key stage 1 in primary education. Currently teaches year 2 class (ages 6-7).

<http://gov.wales/topics/educationandskills/foundation-phase/?lang=en>

(Link to curriculum for Foundation Phase)

In addition to teaching given remission for Deputy Head duties which include, governing body representation, cover for the Headmistress, and day to day management of the school

### **4. Short description of the working frame, the target group (clients) and the conditions of work**

Main focus is to deliver a curriculum for pupils to achieve expected outcome targets for age group. As mentioned pupil are aged (6-7) but primary education is for 3 -7 year olds. Liaising with parents, school management team and governing body to ensure the effective day to day operations of the school and support strategic planning.

### **5. Description of the organization of the work process „consultation“**

This point do not apply to individuals in the setting – holistic approach to all as discussed in later questions

### **6. Description of the organization of the work process „support“**

This point do not apply to individuals in the setting – holistic approach to all as discussed in later questions

### **7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

Within the setting there is not a big focus on career advice/guidance

### **8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

There are themes within the curriculum that encourage pupils to develop career aspirations and goals however this is one part of a larger programme of delivery. We do not use particular programmes, tools or resources but use role models (e.g. school visit from police service, nurse etc.) to promote careers.

### **9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

#### **Requirements:**

Need for appropriately trained teachers who can support pupils in choosing career pathways. There needs to be standard approaches and statutory for all educational settings.

#### **Needs of future qualifications:**

A standardised qualification for all those working in the education setting but designated personnel in post to support the career advice and guidance.



## **10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Engage with the community and role models to demonstrate job roles. External companies and agencies will visit the school to discuss their business/charity etc. and provide pupils with insight into the world of work.  
Curriculum is set by government and where appropriate/applicable career/job aspirations are incorporated into the delivery.

## **2. Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge**

### **2.1 Interview 1 – requirements**

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Career Advisor within FE organisation

### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

Qualification in Careers Advice and Guidance Level 4 (or equivalent as a minimum).  
Formal training for career advice and guidance (VO) needed but this is provided through the organisation to ensure that advisors follow and adhere to policies and procedures.

### **2. Description of the organization of the work process „consultation“ from his /her point of view**

**Time of consultation:** 1 hour initial one to one

**Range of consultation:** an action plan that can be worked through and reviewed on a regular basis dependant on client need. Intervention if learner is undecided with career/education pathway

**Kind of clients:** full/part time learner aged 16 + within further education

**Needed resources for consultation:** Online questionnaire that determines clients action plan and is based on individual needs

**Financing of the process:** Local government/Careers Wales/FEI

**Networks, cooperation partner in the field VO etc.:** Careers Wales/Job Centre/FEI/HE Organisations

**First step and last step during a consultation process:** Initial one to one with client – end result is determining career/education pathway following on from studies.

### **3. Description of the organization of the work process „support“**

**Time of support activities:** average. 6 hours per person

**Range of support activities:** CV skills, employability skills, consultation for career/education pathway, Career Fair, Job Fairs

**Kind of clients:** Learners aged 16 +



**Needed resources for support activities:** Careers Wales platform (online resource) external agencies for events

**Financing of the process:** Careers Wales/Government/FEI

**Networks, cooperation partner regarding support activities etc.:** External stakeholders such as Job Centre, Universities, Careers Wales, training providers and trainers for employability skills delivery

**First step and last step during support activities:** Initial one to one to determine learner needs and action plan accordingly

#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

As in point 1 for formal qualifications. Need to understand the labour market to be able to advise on entry criteria into industry and advise and educational pathways available to upskill. In addition knowledge of education options available HE, funding opportunities for further learning.

#### **5. Description of the kind of qualification a specialist for VO should have in the future**

Level 4 Advice and Guidance or equivalent as a minimum

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

Liaise with Job Centre to promote job opportunities post course completion. Host career and job fairs to promote opportunities. Liaise with curriculum staff to ensure that learners are given the correct advice and guidance throughout the duration of the course.

#### **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

- Career Advisors are qualified within role however engagement with external stakeholders play a vital role in ensuring a full holistic approach to advice and guidance which includes education and career opportunities. Platform used is a nationwide system that ensures all those in FE access the same resources and opportunities

#### **8. Description of getting in contact adviser/supporter for VO and the cooperation with them.**

Based within the college to be able to respond to learner needs in a flexible manner. Offer drop in or appointment basis for individuals. Liaise with college staff to attend tutorial sessions and arrange events within the college such as Career /Job Fairs to promote opportunities to learners.



## 2.2 Interview 2 – requirements

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Teacher is from Primary School setting (England)

Person has been in post for over 12 years

### 1. Description of the requirements the interviewed persons has regarding a VO specialist

Qualified teacher with PGCE in Early Years. No formal training for career advice and guidance (VO) due to the ages of pupils. However elements of curriculum focus on the World of Work – subject matter to be planned and delivered as per each individual trainer.

### 2. Description of the organization of the work process „consultation“ from his /her point of view

**Time of consultation:** There is no formal consultation. The theme within curriculum is approx. 4 – 6 weeks of delivery

**Range of consultation:** Includes guest speakers, role play and planned activities to encourage young pupils to consider what they want to be when they grow up. Link with Kidzania (real life experience for young children as discussed in case study)

**Kind of clients:** Pupils ages 3 - 7

**Needed resources for consultation:** Curriculum planning and delivery and resources relevant to planned activities

**Financing of the process:** School/Government/Sponsorship/Parents

**Networks, cooperation partner in the field VO etc.:** External stakeholders such as police, fire service for role models and link with Kidzania for day activity in setting

**First step and last step during a consultation process:** N/A

### 3. Description of the organization of the work process „support“

**Time of support activities:** Term within the curriculum

**Range of support activities:** Includes guest speakers, role play and planned activities to encourage young pupils to consider what they want to be when they grow up. Link with Kidzania (real life experience for young children as discussed in case study)

**Kind of clients:** Pupils ages 3 - 7

**Needed resources for support activities:** Curriculum planning and delivery and resources relevant to planned activities

**Financing of the process:** School/Government/Sponsorship/Parents

**Networks, cooperation partner regarding support activities etc.:** External stakeholders such as police, fire service for role models and link with Kidzania for day activity in setting

**First step and last step during support activities:** N/A



#### **4. Description of the special knowledge, skills, experiences a specialist for VO has to have**

Whilst it was acknowledged the school and teachers have responsibility for preparing pupils for the world of work there is no formal training or guidance. With a demanding curriculum staff would need a considerable amount of training and support to do justice to this role.

#### **5. Description of the kind of qualification a specialist for VO should have in the future**

Would be beneficial if VO was delivered by specialist, trained staff within the school setting and the school takes a strategic approach to implementing and embedding this in to the curriculum.

#### **6. Description of the handling with the labour market needs and the own interests of the clients**

At key stage 1 and 2 this is not a subject we would research or focus on within the curriculum. However we would discuss careers and jobs in the world of work and have role models to talk about what they do in their job e.g. police. This allows pupils to engage in activities and meet real life people in the role.

#### **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

- Role models
- Curriculum delivery – World of Work
- Visit to Kidzania

#### **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

There is no link with external VO agencies and therefore activities are supported by staff within the school or parents/external services such as police and fire service

### **2.3 Interview 3 – requirements**

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Employment Support Officer

#### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

Formal training for career advice and guidance (VO) needed but this is provided through on the job training. No formal qualifications needed for the position.



## 2. Description of the organization of the work process „consultation“ from his /her point of view

**Time of consultation:** 1 hour initial one to one

**Range of consultation:** an action plan that can be worked through and reviewed on a regular (3 monthly) basis

**Kind of clients:** over 25 and are either long term unemployed (over 1 year) or Economically Inactive (Not working or claiming a work based benefit)

**Needed resources for consultation:** online programme used to develop action plan

**Financing of the process:** Tax payers/Local Authority

**Networks, cooperation partner in the field VO etc.:** Careers Wales/Job Centre

**First step and last step during a consultation process:** Identifying barriers to work and creating action plan to hopefully securing employment and having a better understanding of career pathway

## 3. Description of the organization of the work process „support“

**Time of support activities:** average. 6 hours per person

**Range of support activities:** Includes guest speakers, role play and planned activities to encourage young pupils to consider what they want to be when they grow up. Link with Kidzania (real life experience for young children as discussed in case study)

**Kind of clients:** Pupils ages 3 - 7

**Needed resources for support activities:** Curriculum planning and delivery and resources relevant to planned activities

**Financing of the process:** School/Government/Sponsorship/Parents

**Networks, cooperation partner regarding support activities etc.:** External stakeholders such as police, fire service for role models and link with Kidzania for day activity in setting

**First step and last step during support activities:** N/A

## 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

Whilst it was acknowledged the school and teachers have responsibility for preparing pupils for the world of work there is no formal training or guidance.

With a demanding curriculum staff would need a considerable amount of training and support to do justice to this role.

## 5. Description of the kind of qualification a specialist for VO should have in the future

Would be beneficial if VO was delivered by specialist, trained staff within the school setting and the school takes a strategic approach to implementing and embedding this in to the curriculum.



## **6. Description of the handling with the labour market needs and the own interests of the clients**

At key stage 1 and 2 this is not a subject we would research or focus on within the curriculum. However we would discuss careers and jobs in the world of work and have role models to talk about what they do in their job e.g. police. This allows pupils to engage in activities and meet real life people in the role.

## **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

- Role models
- Curriculum delivery – World of Work
- Visit to Kidzania

## **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

There is no link with external VO agencies and therefore activities are supported by staff within the school or parents/external services such as police and fire service



## Case Studies for the European Qualification Concept BOQua – Slovenia

### 1. Documentation of the case studies part 1 – Work processes of the direct beneficiaries

#### 1.1 Interview 1 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

career adviser

**Institution where he/she is from:** private HR consulting company

**How long is he/she working in the field vocational orientation?**

6 years

#### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

For the last 6 years she works as career and HR counsellor for a private HR and training organization. She covers individual and group career counselling mostly for youth and job seekers, she runs career planning lectures and workshops for different target groups (students, parents, job seekers). As a HR counsellor she is involved in designing competence models and execution of assessment centre activities for different companies.

#### **2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

She gain most of her experiences and knowledge during her current job position (workplace learning). In the first months she has participated in two trainings for career guidance providers (Workshops for efficient transfer to the labour market-target group were long term unemployed and New beginning for long term unemployed young people with no vocational qualifications). Otherwise she reads career guidance related literature and participate in conferences and other professional events.

#### **3. Describe the requirements to his/her work (from their point of view)**

Background in psychology, counselling, social science, pedagogy and adult education additional trainings in NLP, transactional analysis, narrative approach to counselling or similar is welcomed, training/experiences in individual and group counselling, familiarization with career guidance tools and questionnaires, knowledge about labour market, different professions, educational system etc., good communication, presentation and listening skills, emotional intelligence, intercultural competence has become very important in the last few years.

#### 4. Short description of the working frame, the target group (clients) and the conditions of work

There is no explicit coordinated policy for career guidance and its providers in Slovenia, and no cross-sectorial coordination body exists. Her target groups are youth and job seekers.

#### 5. Description of the organization of the work process „consultation“

**Time of consultation:** 1 hour to 1,5 hour

**Range of consultation:** conversation, information, decisions

**Kind of clients:** youth, job seekers

**Needed resources for consultation:** questionnaires, computer

**Financing of the process:** self payment

**Networks, cooperation partner in the field VO etc.:** Slovenian employment Service, Ministry of work, family and social affairs, National Education Institute of the Republic of Slovenia, University Career Centres, org. providing career guidance services, ...

**First step and last step during a consultation process:** first step questions by email, last step is decision/CV/job application.

#### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Investigation of the clients status quo</b>	Have a first conversation Discussion Questions	Communication skills Organizational skills
<b>Clarifying working possibilities</b>	job advertisement analysis	Updated knowledge about occupations, job advertisement, lack occupations Psychological knowledge (personal questionnaires)
	job descriptions	
	questionnaires about personal characteristics,	
	field of work	
<b>How to reach the goal</b>	Action plan with activities	Experience on field career guidance Practice and new trend writing applications/CVs Job interview knowledge and practice Knowledge how to make analysis
	create CV	
	create job application	
	changing negative beliefs	
	simulation job interview	
	analysis of examples of good and bad CVs/job applications	

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Prepare lectures</b>	Prepare content for target group (parents of children, pupils, unemployed people, youth, ...)	Communication skills Proper knowledge Experience from work
	Make presentation	
	Make materials	
<b>Knowledge for application and explanation questionnaires/tools</b>	Take care to be up to date with news on VO field Participation on seminars, congresses, workshops, ...	Network Communication Experience sharing

### 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

Career anchors, Holland`s questionnaire, Gati`s Taxonomy of Difficulties in Career Decision Making, Motivation for work-questionnaire, Myers Briggs typology, Strength Deployments Inventory (SDI), Exercises for goal setting and decision making, Wheel of life, other self-assessment questionnaires of skills, values, personal traits.

### 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

In groups sessions they use satisfaction questionnaires. Beside that they ask participants to inform them when they succeed to achieve their goals but unfortunately they don't use any other instruments or approaches to collect feedback.

### 9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.

**Requirements:** Broad, relevant knowledge and experiences. Being prepare to learn every day.

**Needs of future qualifications:** No special needs as she thinks for requirements.

### 10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)

Although labour market needs need to be acknowledged she believes that personal interests should be the main focus of career guidance interventions.



## 1.2 Interview 2 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):**

**Institution where he/she is from:**

Vocational and grammar school.

**How long is he/she working in the field vocational orientation?**

25 years

### **1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

She is a pedagogue. She has experiences from work at different vocational schools, participating on seminars, collaborate in some projects with topic VO. Should be updated with new things through employment centers, enrollment services, career centers, from other VO counselors and online.

### **2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Expert knowledge at university, mostly with learning by doing at work, trying different approaches and continue with successful ones.

### **3. Describe the requirements to his/her work (from their point of view)**

Cooperation in team of different experts, regularly being up to date what is new at the field of VO.

### **4. Short description of the working frame, the target group (clients) and the conditions of work**

Annual working plan of the school and counselling service, Guidelines for counselling service at secondary schools, law on secondary schools. Her target group are: children from primary schools – promotional activities, and last two grades of pupils who are choosing between job or college/university. Problem is that is not enough time planned for VO.

### **5. Description of the organization of the work process „consultation“**

**Time of consultation:** it depends on individual pupil usually from 30min – 2hours

**Range of consultation:** information, interview, set the goals, explanation of enrolment rules

**Kind of clients:** pupils, sometime primary school children and parents

**Needed resources for consultation:** office, pens, paper, computer

**Financing of the process:** in working time no extra financing

**Networks, cooperation partner in the field VO etc.:** school counsellors from other schools, Institute of Education, Centre for Vocational Education, sometimes local companies-if it's in their interest.

**First step and last step during a consultation process:** conversation is first and last step. Finish is usually with some decision, conclusion, goal.

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Investigation of the clients status quo</b>	Have a first interview	Communication skills
	Look at the status quo	Organizational skills
	Documentation of wishes	Psychologically knowledge
	Set the goals	interview skills
<b>Clarifying working possibilities</b>	Documentation of professional goals	Collaboration
	Find possibilities how/on which ways he/she can reach the goal	Searching Planning connection
<b>e.g. Suggestions about different professions</b>	Read "call for the enrollment" Check the conditions Look the enrollment limits	Searching Being up to date
<b>GROUP</b>		
<b>Giving information about different jobs and enrolment process</b>	Questions for Group discussion job descriptions Power point presentation with core information Web application	Searching Communication Organization Collaboration with class teachers
<b>Holland test</b>	Preparation pupils for doing the test and explanation of results	Knowledge about Holland test and its benefits

### 6. Description of the organization of the work process „support“

#### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Organization of fairs</b>	Determine the dates	multimedia
	Collaborate with other professionals at school	Communication
	Connection with companies	Statistics
	Connection with target group	Organisation
<b>Organization of company visits</b>	Prepare the program Organize transport Choose pupils and prepare them on visit	
<b>Organization of informative days</b>	Collaborate with other professionals at school Prepare information for parents Connection with companies Connection with target group Make promotional materials	Communication Organisation Statistics multimedia



**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

Her own knowledge and experiences, conversation, Guidelines for counselling service at secondary schools, Rule for enrollment, call for the enrollment", Holland test, Where and How – payable program, Holland's questionnaire, brochures of colleges/faculties.

**8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

No feedback – Personal data protection Act.

**9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

**Requirements:** good conversation skills, information, being up to date, flexibility and sensitivity

**Needs of future qualifications:** IKT knowledge and research skills.

**10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

Very hard because is not good collaboration between schools and companies. Schools hardly teach everything companies want future workers to know. School never give enough practical skills. We are trying to do our best in stay in touch with companies and labour market.

### 1.3 Interview 3 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):** school counsellor

**Institution where he/she is from:** Vocational school

**How long is he/she working in the field vocational orientation?** 18 year

**1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

She is a psychologist. She has experiences from work at secondary school, collaborate in some projects with topic VO, participating on seminars, trying to be updated with new things through enrollment services, career centers, employment centers, online, from other VO counselors.

**2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Some expert knowledge at university, but the most at work, with learning by doing, trying different approaches and continue with ones, which have shown the results.

### 3. Describe the requirements to his/her work (from their point of view)

Regularly being up to date what is new at the field of VO, at labour market, at vocational schools, universities. Cooperation in team of different experts, take working opportunities.

### 4. Short description of the working frame, the target group (clients) and the conditions of work

Working frame are: annual working plan of the school, Guidelines for counselling service at secondary schools, law on secondary schools. Her target group are: children from primary schools – promotional activities, that they enrol at vocational school, and last two grades of pupils who are choosing between job or college/university. Work conditions are good but always lack of time.

### 5. Description of the organization of the work process „consultation“

**Time of consultation:** different from 45min – 1h.30min/ starts at 3 grade and end with finishing secondary school and enrolment to College/or looking for job.

**Range of consultation:** introduction, interview, core debate, goals, closure

**Kind of clients:** pupils

**Needed resources for consultation:** office, computer, knowledge, paper, pens,

**Financing of the process:** in working time no extra financing

**Networks, cooperation partner in the field VO etc.:** school counsellors from other schools, sometimes local companies, Institute of Education, Centre for VE

**First step and last step during a consultation process:** non-formal introduction and wish list, last step is knowing the possibilities how to reach the goals.

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>INDIVIDUAL</b>		
<b>Investigation of the clients status quo</b>	Have a first interview	Communication skills Organizational skills Psychologically knowledge interview skills
	Documentation of wishes	interview skills
<b>Clarifying working possibilities</b>	Documentation of professional goals Find possibilities how/on which ways he/she can reach the goal	Searching Planning Collaboration connection
<b>Suggestions about different professions</b>	Check the conditions Look the enrollment limits Read “call for the enrollment”	Searching Being up to date
<b>GROUP</b>		
<b>Giving information about different jobs and enrolment process</b>	job descriptions, ppt with core information, questions for Group discussion	Searching, Communication, Organization, Collaboration with class teachers
<b>Holland test</b>	Preparation pupils for doing the test / explanation of results	Knowledge about Holland test and its benefits

## 6. Description of the organization of the work process „support“

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Organization of fairs</b>	Determine the dates Collaborate with other professionals at school Connection with companies Connection with target group Make promotional materials	Communication Organisation Statistics multimedia
<b>Organization of informative days</b>	Collaborate with other professionals at school Connection with companies Connection with target group Make promotional materials	Communication Organisation Statistics multimedia

## 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

Guidelines for counselling service at secondary schools, call for the enrollment", Rule for enrollment, Holland test, Career anchors, Where and How – payable program, brochures of colleges/faculties.

## 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

No feedback instruments, just maybe oral feedback from pupils, their brothers/sisters, teachers, parents, ect.

## 9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.

**Requirements:** keeping up to date, working office inside the school, responsive, flexible.

**Needs of future qualifications:** more international options about schooling and work, more IKT knowledge.

## 10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)

Monitoring labor market needs with help of employment centre, information, support to enrol for shortage occupation. It's hard to handle this area because we could never satisfied both sides. Innovations, new occupations are too fast and school hardly follows companies needs.



## 1.4 Interview 4 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):** school counsellor

**Institution where he/she is from:** secondary school

**How long is he/she working in the field vocational orientation?** 13 years.

**1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

She is psychologist. For six months she worked in an organization which was helping unemployed to find work. Now she is working at school counselor service.

**2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

She has no special training in this field (except a short training organized by organization she worked with unemployed). She is learning by doing.

**3. Describe the requirements to his/her work (from their point of view)**

She must know Slovenian school system, inscription process for studies, how to motivate students to explore their interests, competences, different studies etc.

**4. Short description of the working frame, the target group (clients) and the conditions of work**

She works with groups of pupils (between 16 and 19 years old) in classroom or with them individually in her office. She also look for information of studies, different events, scholarships, work needs (labour market)...

**5. Description of the organization of the work process „consultation“**

**Time of consultation:** during lessons, so 45 minutes

**Range of consultation:** two school years

**Kind of clients:** pupils between 16 and 19 years old

**Needed resources for consultation:** information, computer

**Financing of the process:** this is one of my working task

**Networks, cooperation partner in the field VO etc.:** Employment centre, Career canters at faculties.

**First step and last step during a consultation process:** First step: exploring pupils readiness for study and their interests. Last step: chose whether study or work and what to study.

### List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>IDIVIDUAL</b>		
<b>Investigation of the clients status quo</b>	Have a first interview	Communication skills Organizational skills
<b>Investigation of the clients interests</b> (not every time, if needed)	Apply tests of interest	Knowledge what test to choose
	Interpretation of result	
<b>Advise what study choose</b>	Find connection between clients interests, competences, motivation and different studies	Informed about studies, competences, labour market
<b>Inform clients about application process</b>	Inform clients	Knowledge about application process
<b>GROUP</b>		
<b>Informing pupils</b>	Explore different studies, scholarships, application process and deadlines, labour market...	Communication skills
<b>Informing parents</b>	Explore different studies, scholarships, application process and deadlines, labour market...	

### 6. Description of the organization of the work process „support“

#### List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
<b>Organization of fairs</b>	Collecting ideas Distribution of tasks to coworkers Inform and invitate people Realization Reflection	Communication skills Organizational skills Creativity Leadership skills (sometimes)
<b>Organization of informative days</b>	Collecting ideas Distribution of tasks to coworkers Inform and invitate people Realization	Communication skills Organizational skills Creativity Leadership skills (sometimes)



	Reflection	
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**7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)**

She use interviews, tests of interests (if needed), lessons to give different information, organize informative days and workshops in which children can try some of the job tasks (of jobs for which we educate at their school).

**8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)**

Vocational orientation is one of many her working tasks, so usually she doesn't find time to collect feedbacks of pupils.

**9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.**

**Requirements:** communication skills, organizational skills, knowledge how to motivate people, knowledge where to find different information

**Needs of future qualifications:** knowledge about competences, about decision-making process about labour market.

**10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)**

At Employment centre she look for information about which are shortage occupations, then she present these information to pupils. She doesn't press pupils to choose these occupations. Her role is to give support and guide them to the final decision. Our country made some efforts to promote and encourage young people to choose occupations in technical field? There is also a scholarship for pupils who chose shortage occupation. At the school they also organize visits of companies which are interested to employ or give scholarships to pupils.

### 1.5 Interview 5 – work processes

**Type of the surveyed target group (e.g. general adviser, social worker, teacher etc.):** Adviser in adult education – workshop performer for lifelong career guidance

**Institution where he/she is from:** Public university Nova Gorica

**How long is he/she working in the field vocational orientation?** 10 years

**1. Describe shortly the qualifications, vocational background and experiences (especially regarding the vocational orientation) of the interviewed expert**

She started as advisor in Career corner where she inform children and pupils about further education, than she works at ISIO (inform and advice in adult education) where she advise to adult people about further education, possibilities of integration in education, retraining's, employment chances... ect. Last year she organise

workshops for lifelong career guidance for unemployed adult people (older than 50 years, long time unemployed, very short time unemployed persons.)

**2. Explain shortly where the interviewed expert has his/her know-how and experiences acquired (e.g. special training, learning-by-doing)**

Training for ISIO (inform and advice in adult education) advisers at Slovenian institute for Adult Education, training MUKS (modular training for career counsellors/advisors). She regularly participates trainings for ISIO advisors at Slovenian institute for Adult Education.

**3. Describe the requirements to his/her work (from their point of view)**

Person should be a good listener and shouldn't provide solutions instead of client. Well informed that can help client set the goals and the way how to reach them. Should know questionnaires, carry out testing and explain results. The specialist should be up to date, educate, training and deepe him/her self.

**4. Short description of the working frame, the target group (clients) and the conditions of work**

In last year are her target group unemployed persons (older than 18. years). Her working frame is Law about adult education, Employment law and knowledge from trainings and experiences. She perform workshops for groups of unemployed, where she teaches participants how to make good presentation for employers, about possibilities how and where looking for job. She also has individual interviews.

**5. Description of the organization of the work process „consultation“**

**Time of consultation:** 1h

**Range of consultation:** from first interview to the list of goals

**Kind of clients:** adult unemployed, job seekers

**Needed resources for consultation:** different questionnaires, tests, personal education plan, action plan.

**Financing of the process:** Ministry of education, science and sport, Ministry of Labour, family, social affairs and equal opportunities.

**Networks, cooperation partner in the field VO etc.:** Employment centre, schools, public universities, adult education.

**First step and last step during a consultation process:** collecting information about client

**List of individual work processes and tasks and needed know-how/skills/competencies regarding the consultation processes (advice)**

Core working process	Sub-working tasks	Know-how, competencies, skills
Investigation of the clients status quo	Have an interview	Communication skills
		Organizational skills
Set the goals	Questionnaires	Psychological knowledge
	Explanation results	Analysis skills
	Set the goals	

## 6. Description of the organization of the work process „support“

List of individual work processes and tasks and needed know-how/skills/competencies regarding the support processes

Core working process	Sub-working tasks	Know-how, competencies, skills
To motivate Be up to date	Remind people e-mails searching for information	consistency psychology of relations

## 7. List the instruments, tools and measures, activities the interviewed experts uses to carry out vocational orientation (to do his/her job)

Test professional interests Where and How, Holland questionnaire, questionnaire assessment values questionnaires to identify competencies, test personality traits, questionnaire attitudes to seek employment, questionnaire on the website e-advise, personal training plan, employment plan ...

## 8. Description how he/she is ensure the quality of his/her job (the feedback instruments about the success of the vocational orientation)

After the workshops survey questionnaires for the unemployed, feedback regarding the inclusion of workshop participants in employment or in another activity (education, voluntary work ...).

## 9. Short description of the criteria (requirements) an expert for vocational orientation needs as well as the need of future qualifications.

Proper knowledge, experiences, additional trainings on VO field. Personal characteristics of VO expert (empathy, kindness, accessible, respectful attitude ....)

## 10. Description the handling with the beneficiaries like companies of the one side and the labour market needs of the other side (see question 19. in the case study questionnaire)

As an adviser of career orientation, she is much devoted to the situation on the labor market and regularly monitor information on these needs.  
Due to the unstable situation in the economy, ongoing development, etc. permanent changes happen, so the companies generally do not dare to predict which occupations will be needed. If it appears a person who has a "solution", an innovative idea for company and the employer has seen the benefit of it, a person will be hired. So, the individuals should be well equipped with different skills and prepared that will have a lifetime learning, to be flexible and will need to change career fields many times.



## 2. Documentation of the case studies part 2 – Requirements regarding competencies, skills and knowledge

### 2.1 Interview 1 – requirements

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Representative of the company

#### 1. Description of the requirements the interviewed persons has regarding a VO specialist

VO specialist should be good communicator, person who are up to date with new trends on career orientation field and labour market. Good listener, flexible, open minded and well informed (school system, enrolment rules, CV, applications, employment policy ect.)

#### 2. Description of the organization of the work process „consultation“ from his /her point of view

**Time of consultation:** 45min – 1h30min for one session

**Range of consultation:** from wishes to goals

**Kind of clients:** primary school children, pupils, students, (first) job seekers.

**Needed resources for consultation:** office, computer, knowledge, experiences

**Financing of the process:**

**Networks, cooperation partner in the field VO etc.:** employment centre, schools, HR agencies, other experts from career orientation field

**First step and last step during a consultation process:** find who the consultant is and what he wants, wishes, goals, way to the goal.

#### 3. Description of the organization of the work process „support“

**Time of support activities:** 45min; month or two

**Range of support activities:** from wishes to goals

**Kind of clients:** primary school children, pupils, students, (first) job seekers.

**Needed resources for support activities:**

**Financing of the process:**

**Networks, cooperation partner regarding support activities etc.:** schools, HR agencies, other experts from career orientation field

**First step and last step during support activities:**

The same as at consultation process

#### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

Psychological and sociological knowledge, psychology of relations, how to make interview, how guide people, make the right questions, be a good listener.

#### 5. Description of the kind of qualification a specialist for VO should have in the future



Social studies with experiences from labour market or different companies

## **6. Description of the handling with the labour market needs and the own interests of the clients**

Listen to the client and knowing the function of labour market, that help him/her to guide client to the goal = personal interests and work what he/she wants to do.

## **7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

They have no feedback what is bad, companies would be grateful if VO specialist will use such instruments and forward the results to them. In Slovenia is not so easy collecting data of persons because of Personal data protection act.

## **8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

VO specialist should be at every primary, secondary school at employment centre and in big companies. All VO advisers should be connected and collaborate with each other this is the only way their work is beneficial for clients and companies.

## **2.2 Interview 2 – requirements**

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Private vocational school

### **1. Description of the requirements the interviewed persons has regarding a VO specialist**

Accessible, flexyble, informed, open-minded, expresses clearly his/her mind.

### **2. Description of the organization of the work process „consultation“ from his /her point of view**

**Time of consultation:** 45min-90min

**Range of consultation:** from the introduction to the activities which lead to the goal.

**Kind of clients:** pupils, adult, job seekers, unemployed

**Needed resources for consultation:** knowledge, office, computer, information, contacts

**Financing of the process:** Ministry of education, science and sport, maybe some donation from companies.

**Networks, cooperation partner in the field VO etc.:** other VO specialists, schools, non-formal organizations, companies.

**First step and last step during a consultation process:** get to know client and introduce the way of work at VO, last step: clarified activities how to reach the goal.



### 3. Description of the organization of the work process „support“

**Time of support activities:** when needed during advising process

**Range of support activities:** motivation, information, materials

**Kind of clients:** pupils, adult, job seekers, unemployed

**Needed resources for support activities:** expert knowledge, experiences and creativeness, perseverance.

**Financing of the process:** Ministry of education, science and sport, maybe some donation from companies.

**Networks, cooperation partner regarding support activities etc.:** other VO specialists, schools, non-formal organizations, companies.

**First step and last step during support activities:** motivation that client reach the goal.

### 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

Pedagogical knowledge, psychological knowledge, experiences, extravert person, sensitive.

### 5. Description of the kind of qualification a specialist for VO should have in the future

Psychological and information technology knowledge, good communication skills.

### 6. Description of the handling with the labour market needs and the own interests of the clients

It's hard and it depends of priorities, what is for client most important: just to have a job or his/her satisfaction with career path.

### 7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?

Are not used, but will be good to prepare and use them, because of self-reflection and further work.

### 8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.

Personally, e-mail, phone. Should be accessible and near to the people.

## 2.3 Interview 3 – requirements

**Type of the surveyed target group (e.g. companies who offer apprenticeship, experts of government, schools, youngster themselves etc.):**

Young woman (further student)



## 1. Description of the requirements the interviewed persons has regarding a VO specialist

- good listener
- sensitive for peoples personality, characteristics
- good with searching and collecting information
- can summarize key information in a few words

## 2. Description of the organization of the work process „consultation“ from his /her point of view

**Time of consultation:** 45 – 60 min

**Range of consultation:** personal interests of a person and where does she/ he sees herself in a couple of years

**Kind of clients:** clients with finished at least secondary/high school

**Needed resources for consultation:** knowledge, experiences, office, phone, brochures, questionnaires.

**Financing of the process:** Ministry of education, science and sport, schools themselves.

**Networks, cooperation partner in the field VO etc.:** other group with the same interests, schools, institutes, not just in Slovenia but also abroad

**First step and last step during a consultation process:** first is simple Hi and last is giving reassurance, that person is getting something out of this.

## 3. Description of the organization of the work process „support“

**Time of support activities:** when it needed

**Range of support activities:** focus on a group interest

**Kind of clients:** small groups or individuals

**Needed resources for support activities:** office, a hall, questioners, board games

**Financing of the process:** organisation or people who will came

**Networks, cooperation partner regarding support activities etc.:** other organisation like this and schools of different types

**First step and last step during support activities:** first get to know every person of the group, last to give motivation to do something by yourself.

## 4. Description of the special knowledge, skills, experiences a specialist for VO has to have

Pedagogical skills, strong character, leadership potential, speak and written knowledge of at least 2 foreign languages.

## 5. Description of the kind of qualification a specialist for VO should have in the future

Pedagogical skills, manager skills, skills of collecting useful information, foreign languages.

## 6. Description of the handling with the labour market needs and the own interests of the clients



VO needs to help a person to find his/hers own interest, what he/she wants to do and start there.

**7. Description of used feedback instruments to check the success of the done vocational orientation and which he/she prefer and if he/she use nothing, if he/she needs support of VO specialist to use such instruments?**

Feedback: by checking how many people used VO and than actually did what was planned (enrol to school, take training, requalification, find job, go abroad), and how they extend knowledge given from VO. You can check this by consulting with person once again when he/she come back.

**8. Description of getting in contact with adviser/supporter for VO and the cooperation with them.**

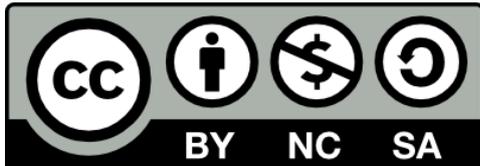
Brochures dispatch at schools, e-mail, social media, phone conversation.

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