

**Teaching and learning contents for the
additional training module**

**"Vocational orientation in the
green economic sector"**

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INTRODUCTION

The challenges humanity has to face are numerous, especially those related to environmental problems. Direct problems such as climate change, deforestation, starvation, management of huge amounts of waste, soil contamination and water reserves, etc. There are also indirect problems associated with them, such as the substantial increase in migratory movements that involve environmental crises, the inheritance left by current generations to future generations (waste, increased temperature, increased desertification, etc.)

For all these reasons, a wide range of responses to these global challenges has been called green economy, new (or not so new) approaches from the economy, the social world, the working world and from the promotion of entrepreneurship and innovation.

In this search for solutions, professional guidance can and should serve to undertake these necessary and significant changes in our European environment. A discipline, Orientation, must be a useful tool for achieving large-scale economic and social goals, especially in the medium and long term.

Vocational orientation is applied by persons, the professionals of orientation. There are different professional profiles, which have the challenge of developing diverse competences that allow them to implement diverse adaptive guidance solutions and interventions to their closest contexts. And, as we have been saying, the interventions linked to the green economy and entrepreneurship are being demanded and replicated significantly in Europe.

In this way, these didactic notes try to develop and guide the training module on Orientation in the green economy sector, in such a way that it is a useful tool for guidance and training professionals who need to use it in their closest environments.

The document is structured in the seven key points that are considered milestones to train professionals (theoretical bases, regulations, labour market,

green economy, green orientation, eco-entrepreneurship, useful tools, and orientation in competences). As you will see, one of them is specifically dedicated to useful tools to proceed in orientation on the one hand, and in a greater knowledge of the territory of the green economy on the other. All this is complemented by: An explanation of the teaching-learning content associated with each of the points, bibliographic references, and a series of useful links.

A. THEORETICAL BASES IN VOCATIONAL ORIENTATION.

Various research studies point to the need to improve the levels of professionalization and specialization of people who provide professional and job guidance. One of the points to improve the professional skills of any profession is to understand and integrate the theoretical foundations of a discipline. In our case, we will dedicate the first of the five sessions to review the main keys of the intervention in professional orientation, deepening in the orientation closest to the labour insertion.

In order to do so, the session is divided into four different parts. In the first part there will be a general introduction to the course, with a presentation by the organizing entity, and people attending will introduce themselves and explain their expectations for this course. This introduction is focused on breaking the ice among participants and having a basic knowledge of the field in which the participants work, their specific prior knowledge on the subject, their opinion on the state of play, their opinion on the situation of the guidance system in the region where they work, as well as their specific expectations about the possibilities of implementing their interventions towards the green orientation sector.

Once introductions are made and methods for tracking and evaluation of the course are explained, comes the starting point of the first of the five sessions.

A.1. Key points in the current intervention in vocational orientation

The first part (A.1) of the first session (A) will be devoted to clarifying what we are talking about when we refer to professional orientation. To this end, the evolution of the concept of orientation from its oldest and pre-scientific origins to its appearance as a scientific discipline in the Western world will be covered. We will trace its evolution in the different cycles of the 20th century and its current situation in the 21st century, paying attention to the definitions

set out by the EU in several of its Rules on vocational orientation frameworks. The standard description at the international level will be completed with the main milestones at the state level, an element to be taken into account in their adaptations to the realities of each country.

At this point, a specific exercise will be carried out (*What type of intervention/procedure did you apply in orientation?*), with participants gathered in groups according to intervention contexts (labour, educational, and socio-community). They are asked to describe in their own words the type of orientation they make in their daily work. Later, a discussion on the resulting aspects will point out similarities and differences.

In addition, a comparison of the several concepts related to professional guidance proceeds: career guidance, vocational orientation, job orientation. Subsequently, the contexts of educational, labour, and socio-community intervention are described theoretically. And the subsystems that various authors propose for the professional guidance system in Spain are also mentioned. We will reflect on the main organizational models in our context, and finally we will introduce the main concepts associated with the current intervention: career management, life and professional project, orientation for transitions.

A.2. Specific key points over job orientation

In the second part (A.2.) of the first session attendees will go in depth in the keys of specific intervention of job orientation, establishing the differences with vocational orientation in general.

Participants will be split into small groups and they will perform an exercise in which they will have to discuss on the issues that make the differences between both kinds of orientation. Once different opinions are exposed, the single keys of job orientation will be shown. Specifically:

- Its principles of action for job orientation.

- Factors of influence: employability-occupability, social and human capital, competence development.
- Explanatory models: personal infrastructure, personal determinants, resources and insertion skills.
- Reflection on transitions in the active life.
- Strategies and main actions for job orientation.

A.3. Outstanding trends in Vocational Orientation

Once the theoretical framework is established, it is considered very convenient to dedicate a space to the most outstanding trends and methodologies. In order to achieve this, the first session ends with the development of a last part (A.3.) which indicates some current trends in the intervention in vocational orientation. In particular, the following aspects will be addressed :

- Constructivism and socio-constructivism.
- Positive Psychology.
- Orientation for competences.
- ICT tools.
- Portfolio and life stories.
- Coaching and Mentoring.

This first session will finish with references to complementary readings of development to expand knowledge, and the filling of an assessment test.

B. POLICY FUNDAMENTALS.

For a good intervention in orientation, it is important to have a good knowledge of the theoretical bases, as well as to have the vision of the regulatory framework in which the system, the structures and the services of professional orientation are framed. In that sense, the second session is dedicated, in order to be able to visualize the growing importance of orientation in the regulations and legal references. First, there is a European vision, secondly, the framework is reviewed in Spain, and thirdly, reflection will be made on the indications in favour of an integrated information and guidance system.

B.1. Main aspects of the European Framework.

The first part of the second session (B) Existing difficulties to articulate this border space between the systems of formal education, employment, and training will be explained, and how they are developed at different pace. In this way the students can integrate their vision of the guidance system in its closest context, with the main lines that the EU marks in this area, which include the Europe 2020 Strategy, from which the European Employment Strategy arises. In this way, the following points will be developed

- Main aspects of the framework of guidance in the European Union.
- The Activation Paradigm.
- The growing strategic role of guidance in employment, training and education policies.
- The 2020 Strategy.
- Contributions of the European Employment Strategy.

B.2. Spanish framework.

The second part (B.2.) of the session is devoted to describing and getting acquaintance with the professional orientation framework in each country, in our

case in Spain. In particular, attention will be paid to the main milestones in its construction, and the development of active employment policies. Likewise, the organization of the orientation system will be described in the educational administration as well as in the labour administration. In Spain, it is interesting to detail the structure of the National Employment System and the National Qualifications System and Vocational Training.

It is suggested to perform a **debate** among small groups, with the subject: *Orientation, theory and practice in my daily life*, trying to compare European and Spanish regulations, and the daily practice of orientation professionals, pointing up the strengths and areas of improvement or the orientation system. Finally, main conclusions are shown for the whole group.

B.3. Guidelines for services integration

The third part of the second session (B.3) will be focused on exposing the regulative guidelines that propose the creation and improvement of integrated systems of information and professional orientation. The course, aimed at professionals of the orientation of both the educational world and the world of work, is an exceptional atmosphere not only to raise that goal of integrated systems, but to know the weaknesses of this guidance system in each territory, and to raise proposals for the establishment of this system integration.

The exercise (*SWOT of the regional system of orientation*) that is proposed is performed dividing the participants into groups, one for each intervention context: labour, educational, and socio-community. Then they are asked to develop a SWOT on the reality of the system in your community or regional area of work. Finally, the contributions of each sectoral group are presented in the large group, and general conclusions are sought.

This second session will finish with references to complementary readings of development to expand knowledge, and the filling of an assessment test.

C. TRENDS IN THE LABOUR MARKET

The third session proposes to work on two types of content. First of all, the labour market trends of each state / region will be analyzed. Secondly, the green economy sector will be defined and framed.

C.1. Main indicators of Labour Market in Spain and in Navarra

In this first section of the third session (C) we begin to develop a specific module to understand the dynamics of the labour market in which professional guidance systems have to take part. The profile of a good orientation professional has the challenge of knowing the evolution of the labour market that is closest to its scope of action (district or region), and be able to compare it with the general figures at European, state and regional level.

Indicators of the last decade, disaggregated by sexes, are analyzed in terms of: active population, percentage of foreign population, employed population, wage-earning population, employed population, unemployed population in all its variables and new emerging phenomena in the post-economic crisis.

C.2. Analysis of the kinds of contracts.

In this second part we will analyze in more detail the current trends in filling contracts and forms of employment, for example, distribution of the salaried population per type of contract, and the weight of each economic sector in the labour market. The options presented by the Spanish model of flexicurity in employment will be studied. The phenomena of employment outsourcing and dependence of labour relations on the dynamics of the financial market will be pointed out. A debate on the transformations of the labour market in the last decade will be brought up. Figures on the economic sectors linked to the green economy, and their evolution in the last decade will be presented.

C.3. Consequences of the 4th Industry Revolution

The third part of this module dedicated to the analysis of the world of work closes with a necessary reflection on the impact of the fourth industrial revolution (Industry 4.0). A debate of interest for any professional linked to professional guidance. The trends and projections for the international and Spanish context of this paradigm shift in the labour world will be presented, specifying the different transformations in different production areas whose joint action is defined as Industry 4.0. The reflections, opportunities and threats presented to the traditional employment levels will be considered.

As a closing of these three parts dedicated to the labour context that encompasses the orientation in green economy, an exercise is proposed with the participants (*Changes in the labour market and opportunities for the green economy*), in which participants will be divided into groups and two main issues will be discussed among them, some conclusions will be captured and presented to the whole group. The first of the issues will be to agree on and identify the main features that make a difference in the current labour market with the labour market existing 10 years ago. The second of the questions will be to discuss in these groups the hypothetical opportunities that the new labour market opens for the creation of jobs and labour pathways linked to the green economy. The conclusions of the groups generated will be presented in a big board, building a draft of these opportunities for the closest context (labour market of Navarra - Spain).

D. THE GREEN ECONOMY SECTOR

During the third session of the course we will go into detail about the idea of green economy. Theoretically, green economy can be placed as one of the employment niches pointed out by the European institutions in the 1990s. The well-known New Sources of Employment proposed by Delors (1993). This reflection has been evolving in recent years, experiencing adaptive concretions to the reality of the Europe of Regions, appearing in all strategies of county, region and state development.

This D section is divided into two parts. The first focuses on clearly defining the features of green economy and the wide range of economic subsectors that it comprises. In the second part, the need to develop this economic and employment sector is justified.

D.1.Green economy

This section opens the Green Economy subject. It defines the green economy and describes its characteristics. A link between this sector and the current sources of employment is established, and its future prospects in the context of Navarra - Spain. Likewise, the detected training options associated with this sector will be described.

Afterwards, an **exercise** (*Green Economy, contrast between reality and practice*) will be proposed, in which, working in small groups, the theoretical map of these sectors of green economy will be contrasted with the reality experienced by the professionals of orientation in the community of Navarra after almost 25 years of the definition of New Sources of Employment. In order to achieve this task, a debate will be generated in small groups, proposing two questions to be discussed among the participants:

1) What employment opportunities do you identify in your environment associated with green economy?

2) What is the reality of your practical interventions in professional orientation linked to consultations, job insertions, academic or professional pathways, related to the green economy sector?

The conclusions of each small group will be presented to the large group, and joint on the board.

Finally, the conclusions arisen in the debate are contrasted with the figures of the present and future potential of employment in green economy in the Community of Navarra.

D.2. Reasons and need for its implementation.

This section complements the defining and comprehensive framework proposed in the previous part. Closing in this way the contents treated in the third session of the course. Once visualized the regional reality in green employment, students will go in depth in the argument that supports the justification and need for the implementation of the economy oriented to the green sector. The following points will be addressed:

- Considerations on the levels of poverty and risk of exclusion, and the role of guidance as a way to intervene in them, as well as possible connections with the green economy sector.
- The phenomenon of the depopulation crisis in the rural world; possibilities of rural development in connection with jobs and activity linked to green economy.
- Environmental crisis and unavoidable development needs of the green economy.

With these points, this first theoretical part will be closed. Then a complementary reading and an assessment test will be proposed.

E. CONTRIBUTIONS OF GREEN GUIDANCE

The fourth session is devoted entirely to two theoretical-practical developments, two aspects directly associated with the implementation of professional orientation interventions linked to the green economy sector. The first one goes further into the theory of green orientation (E.1). The second one deals with the promotion of self-employment and entrepreneurship linked to the green economy, eco-entrepreneurship (E.2.).

E.1. Green guidance fundamentals

This part develops the keys of the theory of green orientation, one of the current tendencies detected in professional orientation. Thus, its definition, features, and benchmark authors will be addressed in depth.

E.2. Green guidance implications

In this second part of the green guidance section, the principles guiding the green orientation will be detailed and will affect the methods and approach of the daily work of the guidance professionals. Its development aims to implement a facilitator orientation of measures that sustain an intelligent, sustainable and inclusive economic growth within the European framework.

This section will finish with an **exercise** (*Integration of green guidance in our day-to-day*), where we will discuss the quantity and quality of interventions carried out by the participants in their daily work in relation to the principles indicated by this theory of the green orientation. Attendees will be divided into small groups, with the enquiry of the number of actions they are incorporating in their daily work, and what kind of actions of those exposed in this section can be more easily incorporated into their daily practice. The main conclusions will be presented on a board, proposing a general picture of already incorporated actions, and actions to incorporate in the nearest future.

F. ECO-ENTREPRENEURSHIP

Job orientation and entrepreneurship promotion measures are not new in our contexts, although it is true that they have played the main figure role in recent years, especially in the Spanish context, where the latest employment crisis has caused an increase in the efforts to make the most of all possible work spaces, and where there is an improvement of the competence level in terms of entrepreneurship, innovation and initiative taking of the population in relation to their future work, especially the youngest. Entrepreneurship is the number 5 key area of the Spanish Employment Activation Strategy, and within it there are general areas (public in general linked to traditional self-employment projects) and more specialized areas by types of business projects, among which we can stand out:

- Social enterprise-cooperatives.
- Technological projects.
- Cultural projects.
- Projects linked to green economy. Eco-entrepreneurship

F.1. Concept

En la primera parte de este módulo se reflexionará sobre la opción del emprendimiento como oportunidad. Exponiendo el marco definitorio:

In the first part of this F section we will broach the option of entrepreneurship as an opportunity. The defining framework will be exposed:

- Concept.
- Raising the issue of the need to profile and typify the entrepreneur.
- Detailing the psychosocial model for the development of entrepreneurial behavior.

This part will be completed with a board of outstanding projects linked to eco-entrepreneurship in the context of the community of Navarra. And we will finish with an **exercise** (*My impulse to eco-entrepreneurship projects*). The aim of the exercise is to bring out the specific aspects that the attendees have experienced in their accompaniment and guidance work for people who have finally developed entrepreneurial projects associated with the fields defined as eco-entrepreneurship. Splitting participants into small groups, the aim is to identify features of the interventions with profiles of people who go for this type of projects. Afterwards these characteristics will be considered in common, classified as typical or not typical of this type of interventions, drawing up a board with practical answers to this type of orientation demands.

Finally, an assessment test will conclude the session, and a complementary reading will be proposed to read at home.

F.2. Social and inclusive connections.

En la práctica diaria de las y los profesionales de la orientación, especialmente de los pertenecientes a programas de autoempleo y emprendimiento es frecuente desarrollar intervenciones ante proyectos de emprendimiento que reúnen características diversas, lo que les hace abarcar varios tipos de emprendimiento. En el apartado anterior hemos situado a los proyectos de eco-emprendimiento, en este apartado se definen otro tipo de emprendimientos asociados al mismo, fronterizos. En concreto hablamos del concepto de:

In the daily practice of the professionals in orientation, especially those belonging to self-employment and entrepreneurship programs, it is common to develop interventions facing entrepreneurship projects that have different characteristics, which makes them include several types of entrepreneurship. In section F.1 we have defined the eco-entrepreneurship projects, in this section we explain another type of projects associated with entrepreneurship. Specifically, we talk about the concept of:

- Inclusive entrepreneurship, aimed not so much at developing large projects aimed at scalability and obtaining great economic benefits, but at creating useful jobs for people in situations of social difficulty.
- Social entrepreneurship, aimed at projects clearly focused on reacting to detected social needs. An entrepreneurship that goes beyond the projects under the legal figure of labour cooperatives.

These two perspectives enhance the interventions in professional orientation and draw a scenario of professional development of great interest in countries like Spain where these initiatives are not as developed as in the countries of central and north Europe. In this section, we will go in depth into their dimensions, characteristics, and development initiatives that are most interesting in our context.

Finally, an assessment test will conclude the session, and a complementary reading will be proposed to read at home.

G. TOOLKIT

Throughout the first four sessions of the course, the theoretical and regulatory frameworks have been studied in depth; the labour market in the green sector has been analyzed for orientation intervention; and we have discussed and understood concepts like green economy, green orientation and eco-entrepreneurship. It is time to close the course with two specific applications that will be addressed in this fifth and final session of the course. Firstly, a review of a series of orientation tools that can facilitate orientation in interventions clearly aimed at employment in the sectors mentioned (G.1.). Secondly, a series of references and tools to get a better understanding of the territory of the green economy (G.2.), in such a way that knowledge of the context and the environment facilitates the interventions of the orientation professionals.

G.1. Tools to develop interventions in Green Guidance.

In this section a whole series of usual tools in professional orientation will be described. These tools are perfectly applicable to specific interventions towards the green sector. They are aimed both at job orientation and at guidance for self-employment. A whole series of current tools in orientation will be described by surfing the web sites where they can be applied.

G.2. Tools to facilitate contact with green economy sector.

Apart from facilitating interventions, it is useful for guidance professionals to have the resources to have a good acquaintance with the sector or professional sectors to which they address their interventions. For this reason it is necessary to know in depth the dimensions of the sector. Agents trained by development agencies, associations, unions, business associations, and all kinds of key institutions to be able to make a map of calls, public benefits,

grants or consultations of any kind to do, as well as identify the proper places to address the derivations of the costumers.

H. ORIENTATION IN COMPETENCES

The last section of the course will focus on the specific orientation towards the development and improvement of the competences most demanded by the labour market, the most significant when undertaking an entrepreneurial project, the most remarkable when taking steps in the wide sector of the green economy, and finally the competences that are considered as key and strategic in the future of work.

H.1. A review of the relevant competences.

Cada vez hay más consenso en situar el desarrollo competencial integral de las personas como el elemento clave a la hora de implementar sus niveles de empleabilidad. Tradicionalmente el sistema educativo y productivo ha valorado especialmente las competencias técnicas de las personas, la especialización en un sector determinado. Ese enfoque técnico, se está viendo complementado por el interés en perfiles profesionales multifuncionales, que destaquen especialmente en competencias transversales. En este primer apartado se trabajará la clasificación de competencias y se subrayarán las más destacadas por diversos organismos e instituciones, y a se asociarán a las más necesarias en el mundo de la economía verde.

There is a growing consensus in placing the people' integral competence development as the key element when improve their levels of employability. Traditionally, the educational and productive systems have especially valued the technical skills of people, the specialization in a specific sector. This technical approach is being complemented by the interest in multifunctional professional profiles, which stand out especially in core competences. In this first section the competences will be classified and the most outstanding ones according to different organisms and institutions will be underlined; and they will be linked to the most necessary ones in the world of green economy.

H.2. Horizontal competences and their strengthening.

Watching different definitions and classifications of competences, we will pay attention to the so-called horizontal competences most demanded by the labour market and those responsible for Human Resources, focusing on the necessary skills to develop entrepreneurship projects linked to the green economy sector.

H.3. Horizontal competences in the future.

Once the general competences maps are located, together with the horizontal competences that can be better linked to green economy projects, this competence block will be finalized with the most outstanding competences in the near future of work and labour relations. Competences that clearly affect the personal and vital pathways associated with the green economy sector. With this part the last section of the course will be completed.

As a final touch to the contents of the course it is necessary to think about the ethics in the practice of the orientation professionals, highlighting the approaches indicated by the international orientation associations.

FRAMEWORK CONDITIONS AND LEARNING PROCESS

In order to develop the course the following premises and resources will be used.

Firstly, a classroom with capacity for 20-25 people, equipped with tables and chairs that facilitate grouping for the performance of teamwork. The classroom must have a computer, a projector, speakers and a blackboard or a clipboard. For the overall development of the module it will be necessary to have basic material such as: blank pages, post-it, and chalk or markers to write down on the blackboard or clipboard.

Secondly, a PowerPoint presentation is proposed for each of the eight sections, which are documents delivered apart from this Material Teaching. For each module, the fulfilment of two activities is proposed:

- A complementary reading to develop the theme.
- An assessment test of each module.

Finally, a global survey will be conducted on the development of the module, and areas for improvement in its design.

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“Vocational orientation in the green economic sector”

Course index

1st Session -(March 26, 2018)

A.- Theoretical bases in VO.

A.1.- Intervention in vocational orientation.

- Evolution of the vocational orientation concept.
- Contexts of intervention.
- Organizational models.
- Meaningful contents and constructs. Career Management, Vital and Professional Project, Transitions.

A.2. Specific key points over job orientation

- Clarifying the concept.
- Principles.
- Influence factors.
- Needs, functions, and intervention areas.
- Specific theoretical bases in the orientation towards job-finding.
- Transitions in working life and professional development programs.
- Employability factors.

A.3.- Outstanding trends in Vocational Orientation.

- Coaching.
- Mentoring.
- Portfolio.
- Life stories.

2nd session -(April 10, 2018)

B.- Policy fundamentals.

B.1. Main aspects of the European Framework.

- European social model.
- Paradigm of implementation.
- Strategic role of vocational orientation.
- Estrategy Europe 2020.
- European Employment Strategy
- Guidelines for services integration.

B.2. Spanish framework

- Active employment policies.
- Growing role of orientation.
- National Employment System.
- National Qualifications and VET System.

B.3. Guidelines for services integration

- Strengths and weaknesses in Orientations Systems.

3rd session -(April 12, 2018)

C.- Trends in the Labour Market.

- Main indicators.
- Analysis of the kinds of contracts
- The flexicurity model in Spain. Its relationship with orientation.
- Consequences of the 4th Industry Revolution

D.- The green economic sector.

D.1. Green economy.

- Definition and characteristics.
- Present and future perspectives (points of view).
- Market niches.
- Training options.

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- Risk of poverty and social exclusion.
- Environmental crisis.
- Population drift and promotion of rural development

4th session -(April 17, 2018)

E.- Contributions of Green Guidance

E.1. Green guidance fundamentals.

E.2. Green guidance implications

F.-Eco-entrepreneurship.

F.1. Concept.

- The entrepreneurial process.
- Conceptual delineation of the field of entrepreneurship in green economy.
- Psychosocial model of the development of entrepreneurial behaviour.

F.2. Social and inclusive connections.

- Border points with the development of social entrepreneurship, and inclusive entrepreneurship.

5th session -(April 19, 2018)

G.- Toolkit.

G.1. Green Guidance tools

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- Coaching and mentoring.
- Competences balance.



G.2. Green economy tools

- Tools to deepen in the green economy sector

H.- Orientation in competences

H.1. A review of the relevant competences.

H.2. Horizontal competences and their strengthening.

H.3. Horizontal competences in the future.

Freie Lizenz

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