



## Erasmus+ project European qualification concept – Specialist for Vocational Orientation



### Guideline for Good Practice for the Implementation of Vocational Orientation Measures

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The guideline for good-practice approaches for the implementation of vocational orientation measures was developed under the direction of the ibw - Austrian Institute for Educational Research and with the Pädagogische Hochschule Schwäbisch Gmünd. For the development of the guideline, all the project partners have contributed through their good practice and status quo analysis at the national level, as well as through the presentation of individually selected good practice examples that can be transferred to other countries.

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## Introduction

The guideline for good practice approaches for the implementation of vocational orientation measures is based on a comprehensive investigation of the status quo of measures, activities, models and concepts in vocational orientation (VO) in the five involved partner countries of the project "BOQua - European Qualification Concept for Specialists for Vocational Orientation" (Germany, Austria, Spain, United Kingdom and Slovenia). Within the framework of the investigation, existing VO approaches were identified and subsequently documented, and then checked to see if they were transferable to other countries. Subsequently, the results were discussed in cooperation with all project partners, and transferable, practical examples from the individual countries were selected in order to include them in the guideline for good practice approaches.

The guideline for good practice approaches includes numerous examples of good practice measures and activities that help pupils at the interface between the school and the workplace to acquire a variety of knowledge/skills about different apprenticeships and professions, in order to orient themselves in depth, before deciding on a particular career path. The represented good practice examples of vocational orientation measures can also be applied to other target groups who want to orient themselves professionally. The measures contribute, inter alia to initial training and study drop-outs as well as to young people who have already learned a profession and who are looking for a new profession. The measures enable them to orientate themselves before making a career decision in the large field of vocational training possibilities and the large number of professions. The different described VO measures should show young people and young adults at the threshold of their professional life, their own strengths and weaknesses, as well as the different requirements for different professions in different vocational fields. These are the basis for a decision for or against a certain professional direction, in order to prevent young people discontinuing later training due to insufficient prior information and incorrect ideas about a specific apprenticeship/vocational training.

The guideline has been prepared for all participants of the vocational orientation in Europe. Teachers in general and vocational schools should be addressed, as well as experts in vocational counselling in institutions such as chambers, labour administration, institutions of free youth work and company associations. The presented examples are, on the one hand, directly transferable and usable, and on the other hand, they are practical suggestions for the work of the VO experts or can help them to develop new measures.

A particularly important emphasis was placed on a comprehensible presentation of the different good practice approaches in order to enable the experts to plan and implement the different measures independently. It is a practical guideline for the implementation of different VO measures and activities that have been assessed as good practice.

### **1. Instructions on the use of the guideline for the implementation of the VO measures**

The following VO measures described are generally applicable to any target group that wants to orient themselves vocationally. In addition, the implementation of the measures and activities can be adapted individually, by the beneficiaries, to the regional and national conditions, as well as possible framework conditions of the executing institution, and can be adapted individually to the respective target groups. The presentation of the individual measures or activities describes the current objectives/orientation and exemplary implementation as well as the framework of the measures or activities.

In order to facilitate the implementation for the beneficiaries, the following criteria are defined:

1. The country in which the measure or activity has been identified as good practice.
2. The target group for which the measure or the activity is implemented.

3. The institutions or the experts who plan and implement the measure or activity
4. The objective and direction of the measure or the activity in detail.
5. A detailed description of the measure or the activity and its implementation.
6. Further information on the framework conditions, necessary materials and sources of information on the measure or the activity.

On the basis of the descriptions, potential beneficiaries can decide whether, and in which form, the individual measures are usable and transferable in their country and in their institution.

## 2. Good-Practice measures and activities (models or concepts)

In the following, 17 different measures or activities for vocational orientation are described. This is a good practice selection from a total of more than 50 identified measures/approaches in five European countries. In order to make available to potential experts the additional identified measures or activities, as well as the status quo of the vocational orientation, a summary of all research results in English was drawn up in addition to the good practice guidelines. The summary also includes, next to the presentation of the identified measures or activities (models and concepts), a detailed description of the implementation of the vocational orientation in the participating partner countries, as well as a description of existing qualification approaches for VO experts.

### 2.1 Vocational/Professional Information Center

**Identified in:** Germany

**Target group:**

The Vocational Information Center is generally aimed at all persons who need information on topics related to education, occupation/professions and the labour market. There are four target groups:

1. Persons who need information on work and professions as well as professional alternatives and job offers
2. Persons who are interested in taking up work abroad
3. Persons who need information and support regarding applications for employment or training places
4. Persons who are in, or who are participating in, the vocational orientation process.

These are:

- Pupils of all schools (especially at the interface school - occupation)
- Trainees who want to reorientate themselves vocationally (and plan maybe to discontinue their current initial training)
- Initial training drop-outs
- Students who are close to choosing a professional specialization
- Study drop-outs who are seeking an apprenticeship
- Persons who plan to be trained in general (e.g. young adults who want to pursue an initial training course - after an unskilled job or time of unemployment)
- Adults who want to re-orientate themselves vocationally
- Adults who would like to return to work after a family break
- Parents who want to get information about apprenticeships and career possibilities
- Teachers who, for example, want to prepare their lessons for vocational choice classes
- Associations, chambers, guilds, as well as all participants who are actively involved in the vocational orientation/choice process and who offer or need information (see BA 2017a)

**Currently responsible institution for implementation:**

The Vocational Information Center is a firmly anchored institution of the Agency of Employment and is constantly updated and supervised by this and its employees. All employees are specialists trained by the Agency for Employment, mainly professional advisors, who know the employment and training market in general as well as specifically the regionally ones.

In general, the Vocational Information Center is freely accessible for anyone who is interested and provides free information and offers on the subjects of education, occupations/professions and the labour market. With a focus on the vocational orientation, in addition to individual visits it is also possible to visit the center with larger groups, such as school classes or youth groups. The responsibility for the implementation of a visit to the Vocational Information Center lies with the persons who are responsible for these groups such as: teachers, school social workers or psychologists, youth group leaders, social pedagogues and possibly parents. (see BA 2017a)

**Aim and direction of the measure/ activity:**

The main objective of the Vocational Information Center is to provide independent access to all the above mentioned topics (but always with the support of the employees of the Agency of Employment of the local Center). The objectives regarding the vocational orientation are to provide information on different aspects of education and training - both specific and in general. Aspects are:

- Training professions and their contents (Initial)
- Requirements for different training professions
- Requirements for the start of specific training
- Financial aspects
- Rights and obligations

The visitors of the Vocational Information Centers should be given the opportunity to get to know different vocational opportunities, and to compare them with one another, as well as with their own profile, in order to make a vocational choice later according to their own strengths, abilities and interests.

**Description of the measure/activity:**

The Vocational Information Center does not describe measures for vocational orientation, but provides information on professions and their requirements. It is not a single central institution, but there are regional centers (each regional district of the Agency of Employment has one), that are quickly and easily accessible to a wide range of interested people. All centers follow the same concept and offer the same information and offers, as well as individual regional additional information and offers. The center use is freely accessible and free of charge at pre-determined opening hours, without prior notice, both during school hours and during holidays. (see BA 2017a)

The offer of the Vocational Information Center comprises:

- Different information on training professions and further training
- Different information on universities, study courses, different degrees and access requirements
- Online searches for initial training/work places in the region
- Creation of professional application documents, either independently or with the support of the staff
- Consultations, by appointment, for mentioned target groups by vocational advisors with regard to their vocational possibilities or alternatives



The information on different training professions (or occupations) and study courses is prepared in the Vocational Information Center through different media. The Center resources include:

1. Detailed information folders on more than 350 training professions which are classified according to 28 vocational fields; containing up-to-date information on training, tasks and activities, access requirements, opportunities for earning and working, perspectives and alternatives. These can be, inter alia, downloaded via an Internet platform, so that after the visit information can be reread or supplemented. The individual professions are divided into vocational fields so that the search can be carried out in a targeted way. The digital processing of the information makes it possible to search by the following criteria: vocational fields sorted A - Z, MINT (mathematics, computer science, natural sciences and technology), fields of activity, study subjects and regulated professions
2. Detailed and illustrated information folders with exciting reports and background reports and outline perspectives, in which professions are presented, for which studies are a prerequisite.
3. About 200 images of professions and video documents, by means of which they can be experienced. The individual film sequences are subdivided into different vocational fields and provide reports of trainees and students' experiences with regard to their vocational choice, their daily work and what is fun in their profession. The young people receive a detailed insight into the respective requirements of the professions and can compare them with their abilities and interests.

In addition, Internet workstations can be used in the Vocational Information Center in order to use different online offers and portals not only for the collection of information, but also for the self-assessment of their own interests, inclinations and abilities.

In addition to the purely stationary offers the Centers are also involved in regional events and fairs that focus on the subject of initial training and choice of study courses. They also organize specific information events e.g. about vocational fields or current topics, mostly in their own premises, in schools or in companies. (see BA 2017a)

### **Structure of the Vocational Information Center:**

In order to get a quick overview, the Centers are structured according to a fixed structure and are subdivided into topic islands like "work and professions, initial training/apprenticeship and study, applications and abroad". For orientation, these are divided into different colours for the different information materials, so that they can be quickly assigned to the different topics. In order to be able to read the information in peace, special reading areas are provided with additional information from the daily and specialist press as well as a children's play area.

Furthermore, there is also an information screen to display current information and events as well as an information desk, as a central point, to ask for any kind of information.

Individual Internet workstations are assigned to the topic islands and are freely accessible. In addition, there are application PCs with colour printers, scanners and USB access to create and send application documents. (see BA 2017a)

### **Preparation and post-processing and implementation of a visit to the Vocational Information Center:**

On the one hand, the visit can be made unarranged to collect initial information. On the other hand, this can also be prepared in a targeted manner, which is particularly appropriate when whole groups, such as classes and youth groups, visit the Center. The preparation should be mainly done against the background of the time limitation of the visit. Prior to the visit the following is to be done:

- Inform the participants about the possibilities and the structure of the center so that they can quickly find the information they are looking for.
- Set the time frame and a clear goal of the visit.
- Identify the strengths, abilities, interests and inclinations of the participants before the visit, so that they are looking for their own tailored information.
- Give the participants special working tasks, for example, looking for and matching information about the eligible professions.

After the visit it is necessary to document it. This can be done, for example, by means of a verbal exchange, in which the participants report what information they have acquired or by means of written documentation, in which essential findings are documented and possibly referred to.

**Further information:**

**Vocational Information Center:** In German, English and French for everyone interested  
<https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/berufswahl/BIZBerufsinformationszentren/index.htm>

**Talent-Check-Portal:** In German for pupils, teachers, parents  
<http://planet-beruf.de/index.php?id=119>

**Information folder and picture material:** In German for everyone interested  
<http://www.biz-medien.de/>

**Information folder for students:** In German for everyone interested

**Related links:** In German  
<https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/berufswahl/BIZBerufsinformationszentren/AusbildungundStudium/Ausbildung/index.htm>



## 2.2 Vocational Orientation Camps (VOC)

**Identified in:** Germany

### **Target Group:**

The Vocational Orientation Camps (VOCs) are aimed primarily at pupils of general education schools who are looking for an apprenticeship after school. The focus is on pupils who will finish school in one to two years and who want to continue their professional future outside the normal learning environment.

However, the concept of the VOCs can also be adapted to any other target group, such as young adults, who have previously done unskilled activities and who are seeking an apprenticeship, and disadvantaged young people in vocational preparation measures - generally persons who want to orient themselves vocationally. However, when adapting to other target groups, their needs as well as their experiences and previous knowledge, as well as their current status quo, must be taken into account and the individual actions within the camp must be adapted accordingly.

### **Currently responsible institution for implementation:**

The implementation of the VOCs can be carried out independently by different participants, but takes place primarily through schools. Other facilitators involved in the VOCs or implementers are:

- The Agency for Employment
- Foundations
- Experienced educators
- Educational institutions
- Universities
- Chambers
- Community colleges
- Youth Offices
- Parents' councils
- Counselling centers for vocational orientation and life planning
- Institutions of free youth work
- Trade unions/employers' organizations
- Financial institutions (e.g. banks, insurance companies) (see Wolters 2010)

### **Note on financing:**

In Germany, the VO measure "Vocational Orientation Camps" is part of the extended, in-depth vocational orientation and is funded accordingly by the Agency for Employment. In addition, there are also other facilitators to whose task profile "vocational orientation" belongs and who promote appropriate measures. Here can be mentioned: federal states, municipalities, chambers, associations of schools, foundations, business and professional associations, employers'/workers' associations as well as free education providers.

### **Aim and direction of the measure/ activity:**

The main focus of the VOCs is to create an experience and action-oriented access to vocational choices.

The objectives of the VOCs vary depending on their individual orientation and content. Objectives, amongst others, can be:

- the discovery of their own talents and abilities and their transfer to the professional world
- the simulation of vocational action
- the delivery of training-relevant social and employment competencies. (see Wolters 2010)

**Description of the measure/activity:**

The VOCs should, if possible, be initiated one to two years before the end of school or in advance of a vocational decision. They enable the participants to deal intensively with their vocational future, to improve their professional knowledge, to become aware of their own decision-making structures and to gain self-confidence with the support of various external partners and, as far as possible, outside the school learning environment. Through the experience-oriented and action-oriented access to the vocational choice, the motivation to enter working life in particular is promoted. At the center of the VOCs are playful tasks, independent research and practical testing as well as the reflection on relevant aspects for vocational orientation. The participants learn about themselves, the labour market, training courses and different professions in the context of a reality-related project.

The content orientation, encompassing which occupational fields and professions in the VOCs are covered and what the participants should learn, can be defined individually. Thus young people can, for example;

- discover their own strengths and weaknesses with regard to different activities and related professions
- define and formulate their own concrete wishes regarding their personal and professional future
- broaden their knowledge about different occupational fields/professions and the requirements in these fields, and then they can compare their skills with regard to which occupational field/profession or course of studies or school career will be the best for them (against the background of their strengths and weaknesses)
- develop their own application strategies at an early stage
- improve their social competencies and teamwork

In addition to the focus on vocational-oriented topics, which are the main topic of the VOCs, modules are also offered in the framework of the VOCs, in the form of personal coaching and training, to improve personal presentation techniques and behaviors in situations such as job applications and interviews or in everyday work situations. They learn through different individual presentations, group communication and contact exercises how to behave in the best possible way in certain situations and thus gain more self-confidence.

The duration of the VOCs usually takes two to three weeks and can, depending on the content, comprise up to 60 participants. Another alternative is the modular implementation on several weekends. (see Wolters 2010)

**Preparation/post-processing and implementation of VOCs (example):**

Before the visit of a VOC, the purpose of the visit should be explained to the participants, as well as the content and the process, so that their expectations are met and a sustainable benefit is achieved. To ensure the smooth running of the VOCs, it would be beneficial to organize an initial meeting for the participants and camp leader a few weeks before the start. This is to get to know each other and should be a taste for the time to come in the camp. Also the meeting can be used to carry out small exercises, so that the participants know what is going to happen in the following VOC.

At the beginning of the VOC, the participants will learn the rules, forms of interaction and formalities of living together, as well as the structure of the VOC. They also have the opportunity to get to know each other. In addition to the allocation of housing groups, the young people have the opportunity to assign themselves to different project groups. While the housing groups serve as a place of retreat and reflection on the experiences, the young people can learn, in the first two days, by using fundamental working methods such as: researching, documenting and presenting as well as by the application and testing of different media. The direct implementation of the VO takes place in the form of individual VO

sub-projects, which contribute to the VO in various forms and complete each other. Corresponding sub-projects are carried out in small groups and can be;

- practical work in individual branches of a profession (e.g. in companies, workshops of educational institutions or free youth work or guilds) or in accordance with clearly defined tasks
- company visits to various vocational fields
- visits of experts or exchanges with experts.

In addition to the assignment to the individual VO sub-projects, also work groups and leisure groups are offered, including; sports, games, cultural and music offers, organization of a final camp event and theatre. This is done against the background of the VOC and is carried out in the leisure time of the participants mainly during holidays and fun should be promoted. Furthermore, a daily plenum is planned where the participants can exchange ideas and actively influence the camp structure. In addition, there are various exercises for the promotion of social competencies, which have a special relevance to professional life.

Finally, the experiences of the VOC are mostly documented in a type of professional choice or talent pass or in another format, in order to provide the participants and teachers with information on the strengths, abilities and experiences of the individual participants.

**Further information:**

Manual of advanced vocational orientation: In German

<https://www3.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mdk5/~edisp/l6019022dstbai391207.pdf>

Examples for VOCs: In German

[www.leuphana.de/sommerakademie.html](http://www.leuphana.de/sommerakademie.html)

[www.zukunftscamps.de](http://www.zukunftscamps.de)

[www.partner-fuer-schule.nrw.de/dev/t3/zukunft-foerdern/module/2-berufsorientierungscamp.html](http://www.partner-fuer-schule.nrw.de/dev/t3/zukunft-foerdern/module/2-berufsorientierungscamp.html)

[www.lasa-brandenburg.de/Berufsorientierung-als-Chance.1079.0.html](http://www.lasa-brandenburg.de/Berufsorientierung-als-Chance.1079.0.html)

## 2.3 Pupil Companies

**Identified in:** Germany

**Target Group:**

Within the framework of a pupil company, a company is built as a holistic learning project and is led by its own pupils. The target group is usually pupils of general schools. However, the measure is also used as a junior company in the vocational sector.

**Currently responsible institution for implementation:**

Pupil companies are not real economic enterprises. These are school projects that have educational objectives. If the pupil company is recognized as a school event it is in a legal protection area. The primary objective of a pupil company is the understanding that it has a vocational orientation measure.

The task of the pupil companies is to enable the pupils to plan their activities themselves and to produce and sell the created products at the same time or to offer services. Teachers or cooperation partners of companies are only supporters in the learning process or consultants. It is important that the pupils themselves decide and learn to bear responsibility. The teachers also have the task of resolving conflicts and concluding contracts where necessary. This is because the pupils are only authorized to a limited extent.

Pupil companies that are approved by the school management are insured as a school event under the umbrella of the school or sponsoring association. This does not include all special situations, such as product liability, operational liability or accident. In individual cases an examination or risk assessment may be necessary, for example, with the reprocessing of antiques.

When a company is established the founders have to think about the legal form of the company and how it is to be insured. Furthermore, they have to develop the name of the company and the business idea. Pupil companies that are founded with an outside school partner, e.g. within the framework of JUNIOR, are recognized by the competent ministries of education as a school event. Thus they can work under the protection of the school and gain experience. At the same time, important insurance questions are clarified.

**Aim and direction of the measure/ activity:**

Pupil companies provide a range of competencies that are not generally covered by "classic" teaching. The project nature of such companies, with a high degree of real relevance, is demanding and stimulates the pupils with their whole development and increases motivation for learning. Economic aspects and the insight into the working world are experienced in a practical way. This is an action-oriented form of teaching to impart competencies in order to get to know one's own strengths and interests. This should help the pupils to develop and improve through the way that interdisciplinary and action-oriented teaching contents are interlinked and a relation to reality is established. In addition, existing weaknesses can be analyzed and dismantled in a practical manner. Furthermore, they help pupils to build up contacts with potential training companies and to get to know different working processes.

Key skills are acquired by assuming responsibility, working in a team and contacting customers, suppliers and business partners. This contributes to the development of the personality of the pupils and also to the strengthening of their training and working ability. In contrast to other methods such as planning games, the pupils take part in the real-life market and learn directly the effects of their actions (a real business operation with existing goods and cash flows takes place).

**Description of the measure/activity:**

Pupil companies are basically not real companies. Nevertheless, all processes are identical to a real existing company. All activities are school events and thus legally secured. Pupil companies are not allowed to compete with real companies. The business ideas of the pupil companies are very different and should be based on the interests and the skill of the pupils, the possibilities in the environment and, of course, the potential customer base. A market analysis at the beginning of the project makes sense. It underlines an idea with a realistic market assessment. The pupils can thus check whether the implementation of the idea is feasible and meaningful.

The following examples of pupil companies exist: cafeteria/catering for school breaks, catering, pupil newspaper, pupil radio, internet cafe, web design, business card printing, travel agency, event agency, textiles printing, theatre, schoolchildren's workshop, school laundry and teaching materials.

**Ideal course of actions of a pupil company establishment:**

- Initiation of the pupil company
- Compilation of a team
- Finding a business idea and name
- Working organization
- Establishing processes
- Raising capital
- Product development and sales
- Accounting
- Project completion and releasing of certificates

**Further information:**

Information about pupil companies: In German

<http://schuelerfirmen.com/>

[http://www.wirtschaft-4u.de/JW/Redaktion/DE/Themen/thema3\\_schuelerfirmen.html](http://www.wirtschaft-4u.de/JW/Redaktion/DE/Themen/thema3_schuelerfirmen.html)

Guidelines/handbooks in German:

<https://www.junior->

[programme.de/fileadmin/user\\_upload/iw\\_junior\\_allgemein/Bundesweit/Leitfaden\\_Schuelerfirmen.pdf](https://www.junior-programme.de/fileadmin/user_upload/iw_junior_allgemein/Bundesweit/Leitfaden_Schuelerfirmen.pdf)

[www.schule-wirtschaft.ihk.de/schule/media/pdf/schuelerfirma.pdf](http://www.schule-wirtschaft.ihk.de/schule/media/pdf/schuelerfirma.pdf)

## 2.4 Vocational Orientation Office

**Identified in:** Germany

### **Target Group:**

The Vocational Orientation Offices (VOO) are information and vocational choice centers, which are exclusively set up in general schools and aimed at pupils, who are at the transition school stage - profession (grades 8 to 13 depending on the type of school). The use of the VOOs is optimal for pupils of the 8th grade. They belong to the core target group. Pupils who visit lower school classes and who are already looking for a vocational career can also visit the VOOs. In addition to the core target group of the pupils, the VOOs are also open to parents, teachers, specialists for school social work, vocational counsellors, as well as external partners such as youth welfare and companions to the vocational start.

### **Current responsible institution for implementation:**

The general schools are responsible for the inception and design of the VOOs. The students in the VOOs are assisted by counselling teachers who carry out this activity in addition to their teaching activities. In some cases, there are teachers with the additional function of "Representatives for vocational orientation" or "Study and Vocational choice coordinators", who are responsible for the management of the VOOs in accordance with their additional tasks.

### **Note on financing:**

The financing of the VOOs belongs to the extended deepened vocational orientation of the Agency for Employment. The structure and, in particular, measures or projects that are initiated by the VOOs are carried out inter alia through: ministries of education, foundations and partly through sponsorship of companies. In general, any institution that has an interest can support the VOOs financially.

### **Aim and direction of the measure/ activity:**

The main objective of the VOOs is the support of pupils in their studies and vocational choice. In detail,

- professional skills should be improved
- decision-making ability should be strengthened against the background of knowledge of different training professions or study courses, the regional training market or study offers
- knowledge of their own strengths and potential should be opened to them
- a sustainable contribution to the reduction of training dropping outs should be made,
- motivation of the pupils to finish school successfully and to be able to start a apprenticeship should be promoted

### **Description of the measure/activity:**

VOOs are not a single VO measure or activity, but they are an institution behind which a defined VO concept is standing. It is an information and counselling center, set up centrally in schools, within a special room or office, which is responsible for answering all questions relating to the professional world as well as apprenticeships and study. The VOOs are used to support work and life planning. In this case, the pupils have the opportunity to be accompanied individually, according to their needs, by experts in their training and/or study decisions. Furthermore they are responsible for the planning, organization and coordination of school activities for vocational and study orientation.

In order to optimally fulfil its function as an information and Counselling center, it is necessary to divide the VOOs into different areas:



1. An information area - a media library - with a wide range of information from various institutions involved in the vocational choice process, such as the Agency of Employment, the school authority, universities and other institutions such as chambers, guilds and professional associations. The offer should include information on different professional profiles, the transition to the working world and to the training system, universities, other technical colleges and study courses, etc. The information spectrum is supplemented by literature on application procedures as well as on other vocational topics, such as internships and holiday jobs.
2. A working area with several internet-capable PC workstations (e.g. 4 to 6), including printers and scanners, as well as the necessary software for independent research and for the creation of application documents.
3. A consultation area in which individual and group counselling takes place by teachers, representatives for vocational and study orientation or other deliverers of vocational orientation. Parents can also be advised here.
4. A workplace for the responsible experts of the VOO, which serves the preparation, organization, implementation and evaluation of the complete vocational orientation including all school measures.
5. An event area/room in which individual VO activities, e.g. workshops take place.

Imperative for the successful implementation of the VOOs is the respective room concept. For this reason, it is recommended that all users of the VOOs are involved in the planning and creation of the VOO (see Servicestelle BOSO 2013). It is important to emphasize that the creation is clearly different from that of a classroom and that a good working atmosphere is created.

According to the objectives of the VOOs the following tasks are carried out and offers are made:

- Information events
- Consultancy offers and vocational advice
- Individual needs-oriented counselling of pupils
- Independent research and reflection on vocational training
- Creation of portfolios
- Media, library and material collection
- Teacher company internships
- Meetings with parents
- Study orientation
- Acquisition of cooperation partners for VO
- Organization of practical activities such as company examinations, internships, expert exchange, professional testing

In order to ensure the operation and the success of the VOOS, reliable opening times must be ensured, especially during breaks and after lessons. A further possibility is the integration into the lessons; that means during lessons fixed times are scheduled during which the VOO can be frequented.

#### **Further information:**

Examples of VOOs: In German

[http://servicestelle-boso.de/wp-content/uploads/2013/11/Berufsorientierungsbuero\\_Modulbeschreibung.pdf](http://servicestelle-boso.de/wp-content/uploads/2013/11/Berufsorientierungsbuero_Modulbeschreibung.pdf)

[http://www.berufsorientierung-nrw.de/cms/upload/Konkretisierende\\_Hinweise\\_Berufsorientierungsbuero.pdf](http://www.berufsorientierung-nrw.de/cms/upload/Konkretisierende_Hinweise_Berufsorientierungsbuero.pdf)

[https://www.bocholt.de/intabox/medienarchive/fb21/21\\_a\\_j\\_s\\_konzept\\_berufswahlvorbereitung.pdf](https://www.bocholt.de/intabox/medienarchive/fb21/21_a_j_s_konzept_berufswahlvorbereitung.pdf)



## 2.5 Girls' and Boys' Day

**Identified in:** Germany

### **Target Group:**

The objective of the annual "Girls` and Boys` Day" in Germany is to make girls and boys curious about new vocational pathways. Each year on the fourth Thursday of April, girls and boys are given the opportunity to get to know vocational fields, which are outside a traditional orientation. In this way, girls can look around for scientific and technical professions and boys can get an insight into social, educational or nursing areas.

The objective of the Girls` Day is to interest girls more in new vocational fields, which differ from traditional female professions, and offer more opportunities for the future. Pupils from classes 5 to 10 can gain insight into the practice of various areas of the working world through workshops, offices, laboratories and editorial offices, and make contacts. The objective of the Boys` Day is to interest boys more strongly in new vocational fields, which differ from traditional male professions, and offer more opportunities for the future.

In nearly all federal states, an annual participation in "Girls' Day or Boys' Day" from grade 5 to 10 is recommended by the ministries of education. For the schools, the day of action - especially in connection with any age-related preparation and post-processing - is a useful part of the vocational orientation.

### **Currently responsible institution for implementation:**

It is important to communicate to the pupils the background and objectives of the action day and to provide them handouts and possible questions, that they can prepare themselves, for a visit to a company or institution. The planning and implementation of the action day is in the hands of the institutions that are implementing the day. You can search for offers and places on the online portal for the action days. At a regional level, these offers are often bundled and advertised. After the action day, the experiences and insights of the girls and the boys, who spent the day externally and those who spend it internally, will be brought together and exchanged within the classroom.

The nationwide Office for Coordination is sponsored by the Federal Ministry of Education and Research and the Federal Ministry of Family, Senior, Women and Youth. Furthermore the regional initiatives are often supported by the Federal Agency of Employment.

### **Aim and direction of the measure/ activity:**

At "Girls' Day or Boys' Day", pupils can take part in school or non-school activities such as workshops, training and practice sessions in institutions and companies in the region in order to get to know vocational fields outside a traditional orientation for the respective target groups.

These three aspects are especially important at Girls' Day:

- To get to know new vocational prospects: vocational fields in which, until now, only a few women are working, e.g. in the field of science and technology professions.
- The examination of the female role: to discuss different life plans, taking into account family planning.
- Strengthening of social skills: e.g. training of teamwork and conflict skills.

These three aspects are especially important at Boys' Day:

- To get to know new vocational prospects: vocational fields in which, until now, only a few men are working, e.g. in the field of education, social services and care.

- The examination of the male role: to discuss different life plans, to strengthen family orientation, to question the image of the men as the only earner in the family.
- Strengthening of social skills: e.g. training of teamwork and conflict skills.

**Description of the measure/activity:**

Companies, businesses, universities and research facilities are inviting pupils from the 5th grade on Girls' Day. Girls get to know more about their prospects in the fields of crafts, technology, computer science and natural sciences. They get to know about female role models and women in leadership positions. Girls' Day is a special offer for girls. Gender clusters fall into the background. To experience this day without boys is an important experience for the participants, because on this day they can show their individual strengths.

Boys have new experiences within the Boys' Day for their vocational and life planning. They gain insights into the education, health and social services as well as services in general. In particular male models, and persons they can relate to, provide orientation. The Boys' Day is a special offer for boys. To experience this day without girls is an important experience for the participants. In workshops, boys can discuss topics such as male role models, life drafts, and social competencies.

Both days of action expand the vocational and life planning of pupils and institutions open up new human resources. Usually the young people spend one day in the institutions and get to know the working world.

**Further information:**

Information about the action days in German

<https://www.boys-day.de/>

<https://www.girls-day.de/>

## 2.6 Occupation Safari®

**Identified in:** Austria

### **Target Group:**

Pupils from grade 7 to 9 (pupils aged approximately between 13 and 15) are the target group of this vocational orientation measure and take part in the occupation safari together as a class. Therefore this vocational orientation measure is aimed at pupils who are about to plan their educational path and have to take a decision regarding their occupational future at the end of the 8<sup>th</sup> or 9<sup>th</sup> grade.

### **Currently responsible institution for implementation:**

The occupation safari takes place at the Institute for Economic Promotion (WIFI) in Innsbruck. The Institutes for Economic Promotion are part of Austria's Chambers of Economy of the federal states and are located at all nine federal states.

### **Aim and direction of the measure/ activity:**

By taking part in the occupation safari pupils get to know six different vocational sectors. For this purpose all pupils must pass through six stands. At these stands important basic knowledge about the six different vocational sectors can be acquired by means of different activities and practical tasks.

### **Description of the measure/activity:**

In total the occupation safari consists of six stands, where each stand deals with one particular vocational sector. Together with their school class the pupils get to know these vocational sectors and job opportunities within these sectors. At each stand important basic knowledge about a vocational sector is taught by means of different activities and practical tasks. The six stands are located at the buildings of the Institute for Economic Promotion in Innsbruck and an adjacent apprentice training centre building. The spatial arrangement of the stands shall strengthen the perception of a safari or expedition.

In total the stands deal with the following six vocational sectors:

- tourism and food industry
- retail/commerce/trade
- media and information technology
- beauty, health and fashion
- metal technology, electrical and electronic engineering
- construction (cf. <http://www.berufs-orientierung.at/de/berufssafari.html>)

For each vocational sector there is a stand. At this stand the pupils get to know the professions which exist within each vocational sector. Apart from this, pupils are given the possibility to try occupationally specific working tasks. The time the pupils spend at each station follows a logical plan/path. The pupils have to go through these three phases at each stand (cf. <http://www.berufs-orientierung.at/de/berufssafari.html>):

### Phase 1: Warming Up

First of all the pupils get to know different professions exist within a specific sector. Furthermore, they are given an overview on the related activities that are typical of these professions.

### Phase 2: Phase of actions

In this phase pupils are given the opportunity to have a go at two to three profession and job-related tasks. A playful, hands-on approach to get to know these professions and job-related tasks is applied. Trying out different job-related tasks supports pupils in assessing their career aspirations better and deciding whether or not they like certain jobs and activities.

### Phase 3: Cool down period

At the end each stand offers certain goodies for the pupils. Pupils can make a personal gift by carrying out job-related tasks, using materials typical of certain jobs/vocational sectors or they can try out something related to the vocational sector once again.

Each school class is guided through the occupation safari by trained staff. The so called occupation safari guides have undergone special training. This training consists of several modules that aim at preparing the guides for their job. After an employee instruction phase the guides can complete training and are then certified occupation safari guides. (cf. <http://www.berufs-orientierung.at/de/berufssafari.html>)

**Further information:** (In German)

<http://www.berufs-orientierung.at/de/berufssafari.html>

## 2.7 Board Game ‘Adventure Career Choice’

**Identified in:** Austria

**Target Group:**

“Adventure Career Choice” is designed as a board game for young persons aged 12 or over. The board game can be used in schools and youth groups as well as in the context of families.

**Currently responsible/editor:**

The board game was published by the Working Group on Economy and Schools AWS, which is a platform for teaching materials regarding business issues, and is implemented as a project at the Austrian Institute for Research & Development in VET (ibw). Wolfgang Bliem is the author of the board game.

**Aim and direction of the measure/ activity:**

By means of the board game “Adventure Career Choice” young people are tempted to deal with vocational orientation in a playful way. Furthermore, they can implicitly get to know some general aspects of vocational orientation.

**Description of the measure/activity:**

The board game “Adventure Career Choice” is a dice and card placing game. On the game board an adventure island can be seen that has to be investigated in the course of play. From the edge of the game board all players have to find a way towards the treasure in the middle of the game board which can be seen as the epitome of the players’ pool of experience and knowledge in the field of vocational orientation. By means of solving different tasks, which are written on cards, the players have to find a way towards the treasure and collect as many “*experience coins*” as possible.

The various tasks on the playing cards make the players think about their interests, allow them to try out and assess their strengths, or deal with different professions and job-related tasks. For example, on some cards players are instructed to name the job they can see in a picture or they are asked to combine a main task mentioned with a profession. The so called ‘action cards’ also cover tasks such as presenting a job through pantomime or enumerating professions that can be found at a special place (such as at a commercial centre etc.). On other cards job-related equipment is depicted and the players have to find out which job relates to this picture.

Apart from the activity cards there are also cards which make the players assess their own strengths and weaknesses. There are play cards that deal with special issues such as spatial imagination, calculation, concentration, logical thinking and technical understanding etc. Therefore the board game also aims at motivating the players to address their personality traits and potential.

All players have to reach the treasure in the middle of the game board. The winner of the board game is the player that has collected the most experience coins on the way towards the treasure.

**Further information:** (In German)

<http://aws.ibw.at/angebote/aws-spiel/2013/>

## 2.8 Vocational Orientation Tool Boxes

**Identified in:** Austria

**Target Group:**

Pupils at grade 3 and 4 at lower secondary level (pupils aged between 12 and 14 years) are the target group of this vocational orientation measure. Schools can order the tool boxes free of charge.

**Currently responsible institution for implementation:**

The conception and development of the vocational orientation tool boxes is part of the project “Creative Apprenticeship Worlds” and was done together with companies and experts that cover a wide range of different professions. Furthermore, there is cooperation with a project called “Werkraum Bregenzwald” which takes a similar approach. “Werkraum Bregenzwald” aims at giving young persons an understanding of professions and job-related tasks by ensuring that they can try out various professions i.e. by making work pieces that are typical of certain professions. (cf. <http://www.lehrlingswelten.at/>)

In the period between 2013 and 2014 the project “Creative Apprenticeship Worlds“, which offers the vocational orientation tool boxes, was financially supported by the federal state Styria as well as subsidised by the European Agricultural Fund for Rural Development and the European Regional Development Fund. Afterwards the project was financially supported by Styria’s federal state Department of Education, Youth and Family. The costs for material, transport, professional guidance and support in school classes are entirely covered by the project. Therefore schools do not have to pay for using the vocational orientation tool boxes in class. (see above)

**Aim and direction of the measure/ activity:**

This measure aims at offering practical oriented vocational orientation and information about creative apprenticeships by means of so called “tool boxes”. These tool boxes are designed as mini labs or as a workbench and are equipped with materials and tools/items that are needed for carrying out a certain profession. Pupils shall discover their talents and interests by means of trying various job-related tasks and producing work pieces that are typical of a particular job.

**Description of the measure/activity:**

Schools can order the tool boxes at the project’s website by filling out a contact form. Currently 12 portable mini labs/tool boxes are available. Each mini lab consists of a workbench, tools and equipment as well as job-related material. The schools receive the twelve tool boxes for one to two days and can also make use of an expert per tool box who instructs the pupils. Nevertheless the staff at school can also instruct the pupils without the support of experts. (cf. <http://www.lehrlingswelten.at/>)

Basically this vocational orientation measure can be seen as a workshop that consists of two parts:

At the beginning the twelve professions are presented. This presentation includes information about each job, the work environment, the most important tools and materials. The second part is practically oriented. The pupils can work at the different mini labs/workbenches and move around the classroom. Depending on their personal interests each pupil can choose which stands he or she wants to visit. At each stand pupils can produce/design one to two work pieces or try out typical working tasks. According to the project’s experience it takes pupils approximately four hours to make four to five work pieces.

The following vocational orientation tool boxes which offer an insight in different professions are offered:

### Professional area 1: Food related handicrafts

- *Cook/Chef*  
Work piece: Preparation of pancakes.
- *Confectioner/Pastry cook*  
Work pieces: Baking cookies as well as production of cake decorations.
- *Butcher*  
Work piece: Sausage production - after the pupils have got to know different meat parts and tools for the sausage production process.
- *Fruit growing specialist*  
Work piece: Production of apple juice - after the pupils have got to know different fruit trees and received information about grafting and pruning.

### Professional area 2: Professions in the field of material design

- *Carpenter*  
Work pieces: Milling a wooden board manually, production of a key fob.
- *Painter/Coating technology specialists*  
Work piece: Designing/Painting wooden boards with different colours and techniques.
- *Potter*  
Work pieces: Creation of a small model of a tiled stove or laying tiles.
- *Upholsterer/Decorator*  
Work pieces: Making a seat padding; production of a leather purse.
- *Metal technician*  
Work pieces: Production of a bracelet made from copper and brass; production and minting of a steel cube or production and sanding of a key fob.

### Professional area 3: Professions in the field of media

- *Bookbinder*  
Work pieces: Making a small booklet, a bookmark and a puzzle by getting to know the process of punching paper.
- *Media specialist*  
Work pieces: Designing a logo, designing stickers or business cards.
- *Professional photographer*  
Work pieces: After the pupils have got to know how to handle a camera and received information about how to make a good photo (sharpness, professional lighting etc.) the pupils can take a photo. (cf. <http://www.lehrlingswelten.at/>)

**Further information:** (In German)

Creative trainee worlds: <http://www.lehrlingswelten.at/>

Workplace Bregenzerwald: <http://werkraum.at/>



## 2.9 Talent Check and Talent Center

**Identified in:** Austria

**Target Group:**

The target group of the Talent-Check in Salzburg and the Talent Centre in Graz are pupils in particular in grade 8 (pupils aged approximately between 13 and 14). The tests therefore target pupils who are about to plan their educational path and make a decision regarding their occupational future. One of the test's special features is that nearly all pupils of an age group/grade in these federal states (Salzburg and Styria) are addressed. This is achieved by addressing schools. School classes are usually taken to the test centres by bus.

**Currently responsible institution for implementation:**

The Talent-Check Salzburg is the result of cooperation between the Austrian Economic Chamber of Salzburg, Salzburg's education authority and the federal state government of Salzburg. The Economic Chamber of Salzburg paid the cost of around 3 million euros for the implementation of the Talent-Check as well as for logistics. Since 2016 the federal state government of Salzburg is funding half of the costs for running the Talent-Check. (cf. <http://www.talentecheck-salzburg.at/>)

The Styrian Economic Chamber is the Talent Centre's operator. The implementation costs also amounted to 3 million euros. In Graz scientific support for the Talent Centre is given by the University of Graz. (cf. Lugger/Schweiger 2016) On the whole, participating in the tests is free of charge for schools.

**Aim and direction of the measure/ activity:**

In Salzburg and Graz two large test centres were established which allow pupils of the region (mainly from the federal states Salzburg and Styria) to undergo an analysis of their potential by means of participating in several test stands all across the building for half a day. The test stands support pupils in becoming aware of their abilities, talents and personality traits as well as in dealing with their vocational future.

Comparable federal state-wide vocational counselling and testing centres also exist in other federal states in Austria or are under development. Nonetheless, the special feature of the two test centres in Graz and Salzburg is that these are large and highly innovative centres that are especially attractive and are based on a highly innovative concept.

**Description of the measure/activity:**

Together with their school class pupils from all across the region come to the test centres by buses. In general, the Talent-Check in Salzburg not only targets pupils but also apprentices, students, adults, people re-joining the labour market or school leavers. In Graz tests for other target groups, apart from pupils, are currently being planned.

The development of the Talent-Checks was conducted by psychologists, experts in the field of education and vocational orientation specialists. Furthermore, these tests are scientifically sound and meet the quality standards of test theory. The test centres in Graz and Salzburg are highly attractive and innovative. Pupils can deal with their potential and talents at more than 30 test stands. These test stands cover practical tasks; the pupils have to perform manual tasks as well as computer-based tasks.

In total, the Talent-Check in Salzburg and the TalentCenter in Graz cover the following test dimensions:

- personal interests
- motor skills and capacity
  - manual skills
  - resilience
  - psychomotor coordination of hand, eye and foot
- cognitive skills
  - logical thinking
  - retentiveness
  - spatial imagination
- vocational and generic skills
  - practical maths
  - language skills (German and English)
  - power of concentration
  - sensitivity for form and space
  - basic understanding of physical-technical procedures
  - IT skills
  - organisational talent
  - commercial talent
- personality traits

(cf. <http://www.talentcenter.at/> & <http://www.talentecheck-salzburg.at/>)

The test centers' stands cover all these test dimensions. There is, for example, a computer-based test stand that deals with the participants' resilience and stress level. Furthermore, coordination and courage are demanded at a climbing wall. Another test stand deals with the test participants' fine motor skills; each pupil has to move a small metallic loop around a bent wire without touching the wire. Another stand's topic is talent in handicrafts and dexterity; Pupils have to bend wires at a work bench with appropriate tools. (cf. <http://www.talentecheck-salzburg.at/>)

After the testing process at the TalentCenter Graz each test participant receives an individual report which provides insight in the pupil's strengths, interests and potential. Furthermore, the report includes suggestions regarding appropriate jobs at different levels of training. At the Talent-Check Center in Salzburg pupils can discuss their test results directly together with a vocational orientation specialist and their parents at the test center. (cf. <http://www.talentcenter.at/> & <http://www.talentecheck-salzburg.at/>)

**Further information:** (In German)

Talent-Check Salzburg: <http://www.talentecheck-salzburg.at/>

TalentCenter Graz: <http://www.talentcenter.at/>

## 2.10 WatchaSkool

**Identified in:** Austria

**Target Group:**

WhatchaSkool is designed for young people between 14 and 18 years of age to encourage them to deal with vocational orientation. The motivation seminars/lectures are held in front of large groups such as a whole school or a class

**Currently responsible institution for implementation:**

WhatchaSkool is a whatchado project. Whatchado is a start-up company in the field of Human Resources and operates in the German-speaking countries. Whatchado offers a video platform which focuses on individuals' professional biographies in the form of interviews. Whatchado is not only a platform that targets people who are in the vocational orientation process and are trying to gain an insight into certain professions, but also provides a good opportunity for companies to pass on information about their career and job opportunities.

Since whatchado is seen as a forward-looking and modern platform for career information, that is also relevant from the perspective of businesses, several companies provide financial support for whatchado whereas WhatchaSkool mainly receives funding from the Umdasch Foundation. (cf. Trend.at 2016)

**Aim and direction of the measure/ activity:**

WhatchaSkool offers motivation seminars directly in schools in order to motivate young people to address vocational orientation. Apart from vocational orientation WhatchaSkool particularly targets motivating and inspiring pupils to reflect on their future occupation.

**Description of the measure/activity:**

Within the scope of an interactive motivational lecture/seminar pupils get motivated and inspired for vocational orientation and for dealing with their strengths, potential and their personal career path. Communicating openly with young people on an equal basis, as well as a highly authentic lecture, constitutes the seminar's special features.

The interactive motivation seminars last 60 to 90 minutes. Since 2014 more than 80.000 young people have been addressed. In total WhatchaSkool operates in four countries and offers seminars there.

(cf. <https://www.whatchado.com/de/whatchaskool> )

The interactive motivation seminars consist of **three elements**:

- One part of the presentation deals with the presenter's personal career path and vocational orientation process.
- Apart from this, information about how to use the platform whatchado is given. If this measure is implemented in a country without access to whatchado this element could simply be left out if no similar platform exists.
- An interactive part with quiz questions and the opportunity for questions rounds off the motivation seminar. (cf. <https://www.whatchado.com/de/whatchaskool> )



The motivation seminars stand or fall with inspirational and authentic speakers/presenters. Therefore only inspiring personalities with the gift of motivating others hold the seminars. WhatchaSkool wants to ensure that pupils believe in themselves and go their own way. By means of the seminars WhatchaSkool wishes to achieve understanding for pupils of their own strengths, interests and their concept of living; so that they should try out different jobs and obtain information on different professions.

**Further information:** (In German)

<https://www.whatchado.com/de/>

<https://www.whatchado.com/de/whatchaskool>

## 2.11 VET Fairs

**Identified in:** Spain

**Target Group:**

The main target group that address VET fairs are people who have compulsory secondary education and A-level students as well as Educational Guidance agents and teachers at these educational levels. Furthermore, families, companies and the public in general can visit VET fairs.

**Students:** Groups (class groups) of Secondary Education and A-Level students attending with their teachers in a scheduled joint activity. Before the event teachers will explain to their students what the fair consists of, what large areas of knowledge they can find there and which ones will be missing and the fact that it is an interesting conference to attend, etc. After the fair they will discuss their common views and impressions of their experience in class.

**Families:** Secondary and A-level Schools can also organize visits for their students' families, with the objective of informing parents about the different courses' opportunities for their offspring.

**Counsellors / Advisers** mainly of Secondary and A-level Schools, to always be updated on new and existing VET offer.

Of course, being a public event of interest to every citizen, anybody can attend the fair privately, with no established schedule.

**Currently responsible institution for implementation:**

The educational administration entity responsible for organization and management of such fairs is VET Services or similar.

Partaker entities: VET Schools

**Aim and direction of the measure/ activity:**

The main aim of VET fairs is to show what is done in each of the VET courses by showing or making onsite products and activities etc., taking into account that here we can include every vocational level (basic courses, intermediate courses, higher education and arts). Furthermore, the fairs give information about the teaching of VET courses and offers present in the county, entry requirements and career opportunities.

At the same time, there will be talks and round tables on topics related to the choice of career path.

Besides this there can also be workshops in which the public can participate in a sample of small practices that are usually done in VET courses.

**Description of the measure/activity:**

The VET fairs are events that can take part in different places. There are two possibilities:

1. Events and congress centres. These centres already have the necessary premises to carry out the fair: big halls to place the stands, electricity, and water supply in the stands that need it, etc.
2. Empty big area: (not every city has a congress centre or similar). Here you have to install everything, from the big top to the toilets, including a water supply to every stand that needs it, electricity and enough power outlets, etc.

In both cases the location must be an easily accessible place. It is much better if it is downtown, and with public transport stops (urban bus, tube, etc.) with lines connecting to as many areas as possible.

The implementation of the VET fair needs different working steps. So the **Education Administration** must provide every VET School with common instructions concerning: plans for the fair, the specific location of every single stand distributed by professional sectors, where to place leaflets, information sheets, counters for exhibition of products produced in the courses' practices, location of equipment etc. There must also be a specific location for common areas: a conference hall, leisure and relaxing areas.

Instructions must also contain a rough timeline to organize jointly with VET Schools the workshops, talks and roundtables. Another timetable including visits of groups of students (Secondary Education and A-level) must be agreed with Secondary Education and A-level Schools.

Information Sheets on every VET course offered must be prepared and distributed so to have enough copies on the stands. Furthermore, an information video can also be recorded and played in the fair.

Contacts with the media to guarantee that the different activities programmed and the fair itself will be on air on local TV and radio and in newspapers etc. For talks and round tables, it is highly advisable to count on the most representative companies' contribution, in every professional sector, to take part in the events.

### **The organization of the VET Fair**

A proposal is to set up a team of 4 or 5 persons:

- One of the persons will be in charge of the logistics. That is, make all arrangements necessary to get facilities ready, depending on a fixed estimate: renting of the hall, permission from the local authorities, contacts with companies to provide facilities (drawings, electrical facilities, water supplies, compressed air supply, partition of the hall and screens, desks, chairs, etc), transport of equipment that will be carried from the VET Schools or cooperating companies to the fair.
- During the fair, this person will be responsible for every technical issue, repair, etc. that may turn up. He/she must have every contact in order to act as soon as possible whenever a problem occurs.
- Another person will contact the different VET Schools with two objectives: one of them is to be informed of their needs to get the conditions necessary in the stand they are going to lead, taking into account that every vocational field must have at least one stand providing information. The VET Schools that offer the studies for that vocational field must be responsible for the stand dedicated to that field. This person will be in charge of recognition of participant teachers and students, for their cooperation, with thanks and small presents.
- The other objective is to detail schedules of assistance for every stand in the fair. While the fair lasts, during opening hours, every stand must be assisted by at least one teacher and one VET student from the field. There should be a list of alternative students and teachers in case anyone is absent. According to these schedules, lunches for participants must be arranged in advance.
- Another person should be in charge of invitations, communication with A-Level and Secondary Education Schools, schedules of attendance, transport for groups of students from the School to the fair, information about the contents of the fair, signposts, leaflets, publicity, presents, freebies, and contacts with companies or other entities, such as sponsors, to get funds or aid with lending equipment and machines. This person will be in charge of acknowledgements to participant teachers and students, for their cooperation, and will also be responsible for collecting satisfaction surveys after the fair.



- Optionally, if there is going to be a parallel schedule of conferences and/or general workshops, another person will be responsible for organizing these events. This person has to contact lecturers and establish a schedule, etc.
- Finally, we need another person to be in charge of Safety and Security. This person must discuss a contract with the company that provides the security covering risks at the facilities during preparation and the fair. In addition, this person must draw up a contract with the company of security guards that covers every item. Finally this person must always be ready, in case of unexpected events or accidents, to act as soon as they occur.

### Marketing activities

The fair must be advertised adequately so that everybody knows it is going to be held. Secondary and A-level Schools receive the invitation (via email) directly from the organizers, along with a request to organize the schedules for the attending groups of students.

Companies from different sectors are also invited with two aims: one is to participate in different conferences or workshops and the other is to attend privately and become acquainted with the different VET courses available in their area, and the possibilities of collaborating with these courses (in a dual system) and to target future workers.

For people in general there must be signposts, leaflets and advertisements through traditional media such as radio and TV. Besides this the fair must be advertised through networks such as Instagram and Facebook and on the official websites. Other administration services, such as employment offices, Health services and Environmental services can also be invited via email.

Contacts must be made with the media to guarantee that the different activities programmed and the fair itself will be on air through local TV and newspaper, etc. For talks and round tables, it is highly advisable to count on the most representative companies' contribution, in every professional sector, to take part in the events.

**Participating VET Schools** must fill a request form to get facilities for their stand concerning water supply, power outlets, counters, etc. Besides this they must prepare the equipment and materials that are going to be shown or working in the fair, taken from the School workshops, laboratories, etc. They must agree with the organizer the transport and assembly of these items for their stand in the fair. After this, they have to check that everything works perfectly on the stand, before the start of the event.

They must also organize a schedule with teachers and volunteer students who will be sharing information or acting as assistants in the stand.

Teaching staff have to realize that during the fair they cannot use these items in the school for routine practices. They also must have in mind when fulfilling the schedule in the fair, the way it will impact the usual lesson timetables.

Every minute during the opening time of the fair every stand must be attended by at least one teacher and one student.

This implies a large number of teachers and students, so it must be planned in advance with adequate time, with people committed to the whole activity.

The duration of the preparation and organization of the fair takes at least two months. The duration of a VET fair itself should cover one week. Students who are in the year before their final year (secondary education or A-level students) must fill the applications for next years' new courses.



## 2.12 Current pupils to alumni activities

**Identified in:** Spain

**Target Group:**

First year VET Students as well as final year of Compulsory Secondary Education and A-level students.

**Currently responsible institution for implementation:**

Entity responsible for organization and management: Educational Administration (VET Services or similar).

Partaker entities: VET Schools

**Aim and direction of the measure/ activity:**

The first aim of the VO activity is to show successful experiences due to a previous adequate pathway choice.

The second aim is to encourage students to take as much advantage as possible from the VET course they are attending and start thinking of the best way to integrate themselves in the job market.

The third aim is to inform secondary education students about successful experiences to encourage them to think of VET as an extraordinary way to access their professional life.

**Description of the measure/activity:**

There are two possibilities where the exchange can take part:

1. Each VET School can organize the speech with former students with successful job experiences related to their previous VET studies. The speech can be held in the meeting room.
2. The Education Administration can also organize a timeline with talks and speeches with former students from different professional sectors and successful job experiences. It can be held in a common large meeting room, a cinema, etc.

In this case the location must be an easily accessible place. It would be much better if it is downtown, and with public transport stops (urban bus, tube, etc.) with lines connecting as many areas as possible.

The implementation of such an exchange is done by the educational administration. They should produce a Schedule of talks so that the talks of different professional sectors do not overlap on the same dates. Likewise, it should establish preparation work in collaboration with the VET and high school to organize the talks and the visits of the students from the previous stages. The counsellors/tutors of these centres should look for and get in touch with students from previous academic years whose involvement has been successful and get their collaboration to give the talk. The duration of such talks is roundabout two hours.

## 2.13 KidZania

**Identified in:** United Kingdom

**Target Group:**

There is a broad range of target groups for KidZania, these are aimed at 4 – 14 year olds. These categories are from early years education (4 – 5 year olds) up to Secondary School pre- GCSE.

**Currently responsible institution for implementation:**

KidZania London is operated by Longshot Kids Limited. They are a private company who have legal responsibilities for the Company. KidZania have been awarded the Quality in Study Support (QiSS) Award which means they have achieved their first educational standard which is nationally recognised and supported by the Government.

**Aim and direction of the measure/activity:**

KidZania aims to give its users an insight into the real world of work. Just as in the real world, children can earn and spend money when taking part in activities.

Activities are all based around role play. The aim is to create knowledge and development within the following areas:

- Personal, Social and Emotional Development
- Knowledge and Understanding of the World

KidZania offers 75,000 square metres of learning and fun to bring your curriculum to life in a purpose-built City, designed exclusively for children. KidZania's educational offering is ideally suited to pupils aged between 4 to 14 years, where they are in charge of their own aspirations and their own learning journey.

KidZania is all about 'learning by doing' and represents experiential learning at its very best. Every activity has been developed and supported by qualified teachers and can be approximately cross-referenced to the National Curriculum. That's not all – the learning extends beyond the school curriculum and pupils will be able to develop a wide range of essential skills and attributes including: team work, communication, entrepreneurship, digital literacy, emotional intelligence and global citizenship.

**Description of the measure/activity:**

KidZania is an indoor centre run by children. Children can independently choose from more than 60 real-life entertaining activities in one safe and secure space. Children have the opportunity to experience activities/careers which range from Doctor, Dentist, and Police Officer to Firefighter, Actor and Singer.

As an example when you get in to KidZania, you will find yourself at our British Airways Airport check-in area which is operated by children as part of 'real life' work experience.

Once inside, all children aged 4-14 can independently explore the city and take part in the activities they choose. Activity durations range between 5 minutes and 50 minutes.

An average of 6 activities can be completed during your 4-hour visit depending on the activities you choose.

Take a look at our activities so your kids can prioritise and plan their day out to get the most from it!



It provides a fun and realistic insight into the adult world by taking part in a choice of 'jobs' which will earn Children kidZos (KidZania currency) and then leisure activities where they will need to spend their kidZos.

KidZania have their own currency called kidZos that can be used in all the KidZania cities around the world.

As part of the realism of KidZania, children will reap the benefits of the working world by gaining financial awareness through learning how to budget, spend and save their money. Each Child receives cash upon entry, they choose how to manage their money throughout visits, they also receive their own bank card which they can use to pay for activities or have their salaries wired directly to their account.

***Further information:***

<https://kidzania.co.uk/>

## 2.14 miFuture

**Identified in:** United Kingdom

**Target Group:** School leavers. 12 – 24 year olds.

**Currently responsible institution for implementation:**  
miFuture Group Ltd is a limited Company who have sole responsibility.

**Aim and direction of the measure/ activity:**

MiFuture is an online application designed to support school leavers who are looking for their next step. The app is designed to career match an individual based on their qualifications, interests and aspirations.

The app gives a wide range of options which include:

- Employment
- Training
- Apprenticeships
- Volunteering

**Description of the measure/activity:**

The ranges of options will be created to support those who are unsure of their next steps in their career/learning pathway. Based on the data input by individuals, matches are found and the individual has the opportunity to accept or decline. The matches will be tailored to meet the individual skills.

The app is used by recruiter's e.g. business and training providers to promote and market opportunities for employment or further training. Individuals in the position of looking for the above create profiles and are provided with the relevant opportunities that match their search. The app combines business and education to offer a wide range of opportunities to suit the individuals' needs and career aspirations.

MiFuture is a swipe and apply career app for 16-24 year olds. They match your unique profile with live opportunities especially for the individual. MiFuture brings opportunities direct to the individuals live feeds allowing them to receive matches through live feed rather than looking themselves. MiFuture base matches by qualifications, skills, hobbies, interests, experience and more. It also creates CV's for the individual.

MiFuture developed the app to help make the process fun, fast and easy, no longer having to actively search, find and research. Once a single personal profile has been created they will start receiving matches, all the individual has to do is determine whether to apply or swipe to ignore.

**Further information:**

<http://mifuture.co.uk/>

<https://www.tes.com/teaching-resource/mifuture-user-guide-11279019>

<https://www.tech4goodawards.com/finalist/mifuturefoundation/>

<https://uk.linkedin.com/company/mifuture-foundation>

## 2.15 FA and Careers

**Identified in:** United Kingdom

**Target Group:** School Leavers and individuals looking to enter further education.

**Currently responsible institution for implementation:**

The minister responsible for further education, skills and lifelong learning. This role is shared between the Department for Business, Innovation and Skills and the Department for Education.

**Aim and direction of the measure/ activity:**

The college employs Career Information Advice and Guidance (CIAG) professionals at the college. There are impartial Careers Wales professionals in situ across all campuses. The advisors address careers advice and guidance through a variety of approaches that include:

- Embedding CIAG in the curriculum through qualifications such as the Welsh Baccalaureate
- Work experience in companies
- One to one initial meetings
- Action plans to monitor individual progress
- Skills competitions
- Vocational qualifications (practical)
- 'Real life' work experience in organisation e.g. restaurant, salons, gymnasium
- Career Events
- Employer events promoting apprenticeships and work placement
- HE fayres promoting progression opportunities for students

**Description of the measure/activity:**

The college works closely with industry to ensure that the qualifications and curriculum is designed and developed to meet industry needs. This includes the employers input into the apprenticeship programme where employers are able to choose units/modules relevant to the workplace and company needs.

Within the Welsh Baccalaureate there is a unit that includes working with an employer and taking part in a team enterprise activity to help students understand how businesses work. This component enables learners to investigate aspects of employment and reflect on their experiences when planning their careers in a more informed way.

Aims of this unit include:

- Opportunities to better understand the nature of working life by working directly with employers.
- Realistic and relevant opportunities for using and developing key skills/essential skills Wales in a working environment.
- A better understanding of employer's rights and responsibilities and the importance of following correct, safe working practices.
- The chance to work with others, and to develop more enterprising attitudes and approaches.
- A better understanding of the scope for future careers and to begin to think more seriously about career intentions.

**Further information:**

The college has a policy that addresses the Careers and the World of Work which aims to ensure that the college does its best to support learners to plan and manage their own careers effectively.

[Careers and the World of Work Policy.doc](#)

<http://www.welshbaccalaureate.org.uk/Welsh-Baccalaureate-Home-Page/Essentials/Specifications>

<http://www.careerswales.com/en/>

## 2.16 Holland's Interest Test

**Identified in:** Slovenia

**Target Group:**

Pupils in the last two years of primary school (13-14 year old pupils), 15-19 year old pupils, unemployed people, students etc.

**Currently responsible institution for implementation:**

The VO-instrument is used by schools in general as well as by job centres, career centres and human resources.

**Aim and direction of the measure/activity:**

The main aim of the activity is more self-cognition. By this instrument the pupils/children/persons get to know their strong areas of interest. They find out interest areas which they can discover among different professions and also find out what they wouldn't like to do as their professional career. The 'Holland code' can be the starting point for career planning for each individual.

**Description of the measure/activity:**

The instruments of 'Holland's interest test' are used in classrooms, offices and lecture halls. There there are six personality types and most people will fit into a few of the categories: realistic, investigative, artistic, social, enterprising and conventional. Most people are some combination of two or three of the Holland interest areas. These two or three areas become 'Holland Code'.

The person should first fill out quite a long questionnaire and then add the points for each interest area. The areas where the sum of points are higher compose 'Holland code'. After that, the performer is given the description about each interest area and an interpretation of the results. The last part is usually a discussion about different professions, ambitions, wishes of the children/pupils/persons for their career path. Because the results reflect the personality of an individual person and make it possible to make a statement about the career path, the Holland code can be also a good basis for individual counselling.

Because it is a test the duration is not too long. It takes in total about 60 – 90 minutes.

**Further information:**

<https://www.123test.com/holland-codes-career-tests/>

<http://www.onlinepersonalitytests.org/riasec>

[http://uhcc.hawaii.edu/jobcenter/riasec\\_multiLang.php](http://uhcc.hawaii.edu/jobcenter/riasec_multiLang.php)

<https://www.careerkey.org/choose-a-career/holland-personality-types.html>



## 2.17 Workshop for Discovering Professions

**Identified in:** Slovenia

**Target Group:**

Pupils from the last two grades of primary schools (12-14 years old)

**Currently responsible institution for implementation:**

The workshop is organized and carried out by primary schools as well as by school centers where different VET programs are provided.

**Aim and direction of the measure/ activity:**

The aim of activity is that during the workshop children can meet professors, pupils and practically experience a certain profession.

**Description of the measure/activity:**

Workshops are going on in different classrooms and areas at the host institution. Each workshop lasts 90 minutes. In every group there are 10-15 participants. Contents of workshops are prepared by facilitators of workshops (professors). Children can participate in two workshops that they can choose for themselves.

Participants (primary school children with companions - one companion for one class of children) are gathered in school lobby at the agreed time. Then participants are separated into the groups depending on which workshops they have chosen. Pupils guide groups of participants to the proper classrooms where the facilitators are waiting for them with all the prepared materials and activities. Every workshop starts with very short description of the profession and then an explanation of the activity they will do during the workshop. The activity depends on which profession is being presented. At the end of first workshop participants have 20 minutes break and then go to the next workshop. After the second workshop the programme is finished and participants leave the institution with their companion.

The duration of one workshop is 90 minutes. The whole programme together takes 4 hours (2x 90min + break)

## Outlook

The good practice examples included in the Good Practice Guideline for the implementation of vocational orientation measures are, as mentioned, a selection of existing measures and concepts. Due to the expected future developments in vocational orientation in the context of the future changes in the working world (such as the increasing digitalisation and new demands on the trainees), new VO measures and concepts will be developed continuously. For this reason, the guideline can always be supplemented by further examples and can be extended by the beneficiaries. It should also be pointed out that the examples cannot only be applied to the current and mentioned target groups or implemented by the mentioned institutions. They can be adapted to other target groups or to the implementing institutions at any time. However, their particular needs and framework conditions must be taken into account.

Vocational orientation measures, and concepts in general, allow a wide scope for their creation. They should only aim at advancing and assisting the target groups in their vocational decision-making process.

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