



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



Summarization of the investigation results  
“Status quo and good practice of vocational orientation”

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The results of the investigation of the status quo and good practice of vocational orientation was carried out and documented by all project partners on their national level and on the basis of the same investigation instruments and questions. The investigation was done under the responsibility of the project leadership Pädagogische Hochschule Schwäbisch Gmünd. The following document is a summarization of the results documentation of the individual partners which were created independently by them.

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## 1. Investigation results of the status quo and good practice in Germany

### 1.1 General remark

The implementation of the vocational orientation is mainly carried out in the transition from school to work, as well as for young people and young adults who have no training place and who are not mature to be trained after obtaining a school leaving certificate. In addition to the vocational orientation at general schools, which is anchored in the framework curricula, the **general vocational orientation** is given by the Federal Labor Office (BA) (presented in § 33 SGB III sentences 1 and 2). These are differentiated into a **deepened vocational orientation** (presented in § 33 SGB III sentences 3 to 5) as well as the **extended deepened vocational orientation** (presented in §421q SGB III), which are legally anchored in the Social Code.

**1. General vocational orientation:** For the implementation the Federal Employment Agency (BA) is responsible and covers following tasks: 1. the preparation of young people and adults for career choice, and 2. the briefing of those who are seeking a training place, jobseekers, employees and employers with necessary informations. It provides comprehensive information and advice on questions about career choices, on the professions and their requirements and prospects themselves, on ways and support in vocational education and training, as well as on career-relevant developments in businesses, administrations and the labour market. These are purely informal consultations, which are discussed in individual talks and partly also in the form of information events e.g. at schools.

**2. Deepened vocational orientation:** It includes the possibility to prepare and support pupils of general education schools by means of measures for professional choice. The duration of the measures covers a period of more than 4 weeks and takes place in the teaching-free periods. 50% of the measures must be funded by third parties.

**3. Extended deepened vocational orientation:** It includes the possibility to prepare and support pupils of general education schools by means of measures for professional choice. The duration of the measures covers a period of up to 4 weeks and takes place in the teaching-free period. The aim is to increase young people's professional choice competencies to promote their orientation and decision-making processes. These are supplementary offers on the general vocational orientation of the BA and in schools which provide the young people an in-depth insight into the world of work and working life and support them even better in the professional choice. These are measures which enable young people to gain immediate experience by testing professions and by getting to know training companies and professions. 50% of the measures must be funded by third parties.

In addition to the statutory tasks of the BA with regard to the implementation of the vocational orientation, the vocational orientation should be also done by support especially in the family, the school and the economy (according to the definition of the BA). The deepened and extended deepened vocational orientation preceded is always the general vocational orientation. Moreover, variations 2 and 3 are intended to contribute to carry out individual advice in a more structured and targeted manner, because so gained experience from the done measures can be evaluated individual over a longer period of time and taken into account.

### 1.2 Target groups of the within the scope of vocational orientation

#### a) direct

- Pupils with migration background
- Pupils of schools for mentally handicapped children (special schools)
- Pupils of Secondary level I
- Pupils of Secondary level II

**b) indirect = companions and multipliers of professional choice**

- Parents
- Teachers
- School management
- Social workers
- School psychologists
- Career entry companions
- Mentors
- Coaches

These should be, and will be informed about possible measure action plans and should be included in preliminary considerations. In addition, they are intended to contribute to the sustainable safeguarding of the effects and measure results and to include them in the vocational orientation which is done at school and in the family.

**1.3 Providers of extended vocational orientation measures**

BA, general education schools, general education institutions, foundations and economic institutions (e.g. chambers, guilds, business associations), institutions who offer measures (e.g., those who offer open youth work) (see Handbuch Vertiefte Berufsorientierung, Bundesagentur für Arbeit, 2010)

**Complementary institutions in the implementation and initiation of vocational orientation measures / activities:**

School boards, parents 'councils, coordination centers school - profession, integration council, youth offices, training companies, employers' associations, trade associations, municipalities, universities, trade unions, counseling centers for vocational orientation

**Creation of further vocational orientation measures:**

A large part of the vocational orientation measures are developed and initiated by the various institutions involved in vocational orientation. These are mostly individual projects, which are closely related to the objectives of the respective institution, the requirements of the addressed target group and the regional framework conditions. In addition, in the focus is more and more the vocational orientation done by the family or in self-initiative. Beside the private commitment and the legal mandate of the BA to carry out vocational orientation activities and measures, the general education schools are responsible for the assignment of vocational orientation. It is true that, for the most part, the preparation of application documents as well as professional internships or information events of the BA are firmly anchored in the schools curriculums, but further concrete measures as well as the implementation as such can be freely developed by the schools. The individual creation and implementation of vocational orientation measures at schools is mainly due to the different regional framework conditions on the training market, the needs of the respective pupils and the commitment of the individual schools or the responsible teachers.



## 1.4 List of VO measures, tools and instruments used by VO experts

Name of the measure /action	Brief description / note
<p><b>Erlebnisparcour – komm auf Tour</b> <b>Experience parcour – come on tour</b> (extended VO measure of the BA)</p> <p><a href="http://www.komm-auf-tour.de/module/erlebnisparcours/">http://www.komm-auf-tour.de/module/erlebnisparcours/</a></p>	<p>Approx. 500 square meters of experiences parcour to discuss aspects of vocational orientation and life planning. (Supplemented by a teacher workshop and parent's evening for preparation), which will be passed by groups of up to 17 persons in about 2 hours. Each of the 6 stations (stage, labyrinth, Travel terminal, storm-free room, time tunnel, starch cabinet) is moderated by a pedagogical employee. The aim is to provide access to vocational orientation and life planning, and to improve self-knowledge and professional knowledge.</p> <p>The young people resort to a journey through various stations where they can get to know their strengths and interests and solve different tasks such as practical work, fantasy, handling with money/numbers, a green / animal thumb, advise / sell / trade, organize, help / support people. At the stations, the young people receive strengths points, which are at the end assigned to a strength profile. And then they can playfully check whether this is true. The corresponding strength profiles are assigned to individual professions so that it becomes clear what they can and what not relate to the professional world.</p>
<p><b>Planspiele zur Berufswelt</b> <b>Simulation games to professional world</b> (extended VO measure of the BA)</p> <p>Simulation game catalog published in the multimedia publication „Planspiele der Beruflichen Bildung“ <a href="https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7504">https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7504</a></p>	<p>The three areas of life, working, learning and playing are linked to each other in a playful and action-oriented manner. They contribute to the development contents, to get to know rules, and to develop abstract knowledge patterns for vocational orientation. The young people learn to deal with risks and appropriate behavior without risking like in the reality. The duration ranges from a few hours to a year. For example simulation games for training in trade, company simulation games, simulation games to acquire vocational competencies as well as the form of the simulation games can be chosen (e.g. boardplans, online simulation games, reality-related simulation games) Example: JOBLAB <a href="http://www.joblab.de/das_planspiel_joblab.html">http://www.joblab.de/das_planspiel_joblab.html</a></p>
<p><b>Camps zur Berufsorientierung</b> <b>Camps for vocational orientation</b> (extended VO measure of the BA)</p>	<p>The camps (duration from a few days to max. 4 weeks) enable school leavers to deal with their professional future 1 to 2 year time before the end of school out of the normal learning frame in an action-oriented way. The general objectives are to improve their professional knowledge, to get to know their own decision-making structures, to strengthen self-confidence, to improve the appearance, to acquire labour market knowledge and to promote professional motivation. In the camps, tasks are solved in a playful way, independently researched and relevant professional aspects of vocational orientation are practically tested and reflected as well as made decisions. The young people shall discover their talents and skills with regard to the professional world</p>



<p><b>Practical examples (e.g.)</b></p> <ul style="list-style-type: none"> <li>➤ <a href="http://www.leuphana.de/sommerakademie.html">www.leuphana.de/sommerakademie.html</a></li> <li>➤ <a href="http://www.zukunftscamps.de">www.zukunftscamps.de</a></li> <li>➤ <a href="http://www.partner-fuerschule.nrw.de/dev/t3/zukunft-foerdern/module/2-berufsorientierungscamp.html">www.partner-fuerschule.nrw.de/dev/t3/zukunft-foerdern/module/2-berufsorientierungscamp.html</a></li> <li>➤ <a href="http://www.lasa-brandenburg.de/Berufsorientierungs-Chance.1079.0.ht">www.lasa-brandenburg.de/Berufsorientierungs-Chance.1079.0.ht</a></li> </ul>	<p>and training-relevant social and work competencies. The individual experiences and progresses are documented in a kind of career selection or talent passport, which provides information about their existing competencies, strengths, interests and experiences for the young people themselves as well as for teachers and employers.</p> <p>The implementation of the camp takes place by means of reality-related projects, through which the young people get to know themselves, the labour market, training paths and different professions. The topic selection includes, for example:</p> <ul style="list-style-type: none"> <li>• Discovery of the own strengths and abilities/skills</li> <li>• Defining and formulating of the personal / professional future</li> <li>• Extension of the vocational spectrum by providing different requirements for different occupational fields against the background which occupational field, which school career or which studies corresponds to their own interests</li> <li>• Development of own application strategies (preparation of applications, training of talks)</li> <li>• Promotion of social and team skills</li> </ul> <p>The projects are mostly carried out in a modular form of personal coachings, in which the young people e.g. learns to present themselves and to present their strengths. In detail, this is done through self-presentation, communication and contact exercises.</p>
<p><b>Kompetenzfeststellungsverfahren Procedure for competence assessment</b> (extended VO measure of the BA)</p> <p><b>Examples of preferred and recommended methods</b></p> <ul style="list-style-type: none"> <li>➤ Proilf.AC: <a href="https://www.profil-ac.de/">https://www.profil-ac.de/</a></li> <li>➤ HAMET 2: <a href="https://hamet.diakoniestetten.de/diagnostik-mit-hamet.html">https://hamet.diakoniestetten.de/diagnostik-mit-hamet.html</a></li> </ul>	<p>The process itself takes a few hours. However, the results analysis and processing can take several weeks. It is a complementary instrument in the context of other vocational orientation measures and before they start.</p> <p>In the course of the procedure, the young people evaluate their competencies (for example, social, methodological and self-competence) and use the result for vocational orientation. The process result is the basis for the creation of an individual, passable vocational orientation. It makes it possible to exclude specific occupational fields, as well as to place others more in the focus of further vocational orientation measures (e.g. competence-oriented professional practical traineeships). On the basis of the results of the procedure, an individual profile (competencies, interests, dispositions) is compiled and this is compared with the requirements of different professional profiles and adapted to the further professional-oriented support. It serves both the identification of strengths as well as weaknesses. The process can be carried out by means of different methods:</p> <ul style="list-style-type: none"> <li>• By computer-assisted self-assessment questionnaires on different competences</li> </ul>



<ul style="list-style-type: none"> <li>➤ ICOVET: <a href="http://www.dji.de/ueber-uns/projekte/projekte/informal-competencies-and-their-validation-icovet.html">http://www.dji.de/ueber-uns/projekte/projekte/informal-competencies-and-their-validation-icovet.html</a></li> <li>➤ JobGuide-pro: <a href="http://www.jobguide-pro.de/">http://www.jobguide-pro.de/</a></li> <li>➤ tasteMINT: <a href="http://www.komm-mach-mint.de/MINT-Projekte/Ehemals-gefoerderte-Projekte/taste-MINT">http://www.komm-mach-mint.de/MINT-Projekte/Ehemals-gefoerderte-Projekte/taste-MINT</a></li> <li>➤ plakos Berufstest: <a href="https://berufstest.plakos.de/">https://berufstest.plakos.de/</a></li> <li>➤ Berufs Universum: <a href="http://planet-beruf.de/schuelerinnen/meine-talente/berufe-universum/">http://planet-beruf.de/schuelerinnen/meine-talente/berufe-universum/</a></li> </ul>	<ul style="list-style-type: none"> <li>• By means of task sheets on different competencies for the assessment of the individual abilities (e.g. ability to communicate, spatial perception, technical understanding, organizational skills, creativity)</li> <li>• Observation procedures and subsequent assessment of specific practical tasks by experts (e.g. on creativity, organizational skills, eye-hand coordination, memory, endurance)</li> <li>• Time-intensive assessment center procedures, in which group and individual tasks have to be solved under expert supervision, followed by a self-assessment and a assessment bay others</li> </ul> <p>In order to achieve the greatest benefit a close co-ordination with all actors who take part in the career choice process is carried out</p>
<p><b>Theaterpädagogische Angebote</b> <b>Theater educational offers</b> (extended VO measure of the BA)</p> <p><b>Example</b> <a href="http://www.bildung-aller-sinne.de/">http://www.bildung-aller-sinne.de/</a></p>	<p>In the framework of the offers, the young people shall playfully simulate real orientation, decision-making and action processes with a focus on the professional choice. The aim is to argue actively with their own VO concepts, as well as others (e.g. the parents concepts), to present themselves and to discover ideas, interests, abilities and tendencies as well as strengths and weaknesses. In addition, the awareness of existing competencies relevant to the profession should be strengthened and the experience should be made that one is a self-acting actor. In addition, their own appearance, communication and conflict-related skills should be improved with regard to the career / study / training choice.</p> <p>The implementation takes place in so-called workshops (one to three days) in which, e.g. application situations, the perception of one's own person by the family or the professional desires of the parents / grandparents, occupational fields or upcoming internships are enacted. The young people are motivated and instructed to represent typical scenes from the family, school, professional day or professional choice periods with focus on VO. Therefore are used body-work, awareness, perception and speech exercises. E.g.: The young people will be asked to explain how their parents are imagining their professional future or how they are facing a study, craft or office education. Subsequently, the game is to be reflected together and analyzed (e.g., by video sequences). It should be made clear to the young people, where there is a difference between their own wish and the wishes of their parents and what prevents them from fulfilling their desires. The implementation always takes place against the background of a defined aim, which is communicated with all actors involved in the VO. The instrument can be also integrated in VO camps.</p>
<p><b>Integration von Praktikern</b> <b>Integration of practitoners</b> (extended VO measure of the BA)</p>	<p>The integration of practitioners, especially at schools, is a supporting VO activity beside the self-made preparation of vocational information through research and presentations. External experts (e.g. former</p>





	<p>pupils, parents, relatives, co-operation companies, professional representatives) should provide a life-like picture of a profession within a project week, a company inspection, a trade fair or a school co-operation. The young people should be given the opportunity to ask questions in a relaxed atmosphere and a protected area and to acquire missing information from the first source. The aim of integrating practitioners is to improve young people's knowledge of "work and the world of work" and to promote contact with representatives of the industry. Most of the implementation is carried out within the framework of other VO measures (e.g. VO camps, company visits). The implementation is facilitated by the establishment of a former network or the co-operation with the regional economic associations and covers a few hours up to one day.</p>
<p><b>Schule - Wirtschaft</b> <b>School - Economy</b></p> <p><a href="http://www.schulewirtschaft.de">www.schulewirtschaft.de</a>, <a href="http://www.schulewirtschaft.de/www/schulewirtschaft.nsf/id/8MHD55-PageBerufsorientierung_DE?open">http://www.schulewirtschaft.de/www/schulewirtschaft.nsf/id/8MHD55-PageBerufsorientierung_DE?open</a></p>	<p>This is a network of partnership-based co-operation between schools and business, which is anchored in each region and is networked nationwide. The network is supported nationwide by the German Confederation of German Employers' Associations and the Institute of German Economy in Cologne and on the federal level through umbrella organizations and educational institutions of the employers in cooperation with ministries. The aim of the network is to bring schools and businesses together in order to make the transition to the professional world easier for young people and to ensure the next generation of skilled workers for the companies. Particular emphasis is placed on the creation of sustainable links between schools and companies, a co-operation on the same level, the creation of practical spaces through practical experience, the creation of the transition to the working world, the close experience of the economy and the active participation in the education landscape. A major focus of the work of the nationwide workgroups is the professional orientation beside the MINT promotion as well as economic education. The network initiates company visits as well as internships, co-operation between schools and companies, further training and information materials for schools / parents / companies and simulation games as well as competitions and supports schools in the practical-related planning of lessons.</p>
<p><b>Berufsinformationszentren der Arbeitsagentur (BiZ - BiZilla)</b> <b>Professional information centers of the employment agency</b></p>	<p>The BiZ is an information center, which is firmly anchored at the Federal Agency for Labour (BA), which is available in every agency (region). It is free of charge and freely accessible for everyone, who would like to get information on topics related to education, employment and the labour market. The information is structured in a thematic manner and divided into four themes: work and occupation, training and study, application and abroad. With regard to vocational / study choice orientation, detailed information on all types of training, on different colleges, on training</p>



<p><a href="https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/Berufswahl/BIZBerufsinformationszentren/index.htm">https://www3.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/Berufswahl/BIZBerufsinformationszentren/index.htm</a></p>	<p>courses, on courses of study and degrees, and on training / study places can be obtained there. The BiZ provides detailed information documentations on various professions, which contain up-to-date information about the training, tasks and activities, access requirements, opportunities for earning money and for finding jobs, perspectives and alternatives, which are available on <a href="http://www.berufenet.arbeitsagentur.de">www.berufenet.arbeitsagentur.de</a>. Furthermore, the work life of about 200 professions is made visible through pictures and films - which are also available on the Internet via the film portal of the Federal Agency for Labor (<a href="http://www.berufe.tv">www.berufe.tv</a>). The individual film sequences are subdivided into different professional fields and provide experience reports of trainees and students with regard to their professional choice, their daily work and what is fun in the profession. The young people receive a detailed insight into the respective requirements of the professions and can compare these with their abilities and interests. In addition to the information in the BiZ, in the case of a concretely professional choice, there is the possibility of individual career guidance as well as the possibility to use the job exchange with training offers.</p>
<p><b>Berufsinformationsbörsen/-messen</b> <b>Professional information exchange</b> <b>/fairs</b></p> <p><b>Examples:</b> <a href="http://www.bib-rd.de/">http://www.bib-rd.de/</a> <a href="http://www.bib-lueneburg.de/">http://www.bib-lueneburg.de/</a> <a href="http://www.berufsinformationsboerse.com/infos-fuer-schueler">http://www.berufsinformationsboerse.com/infos-fuer-schueler</a></p>	<p>Vocational information exchanges / fairs offer young people and pupils the opportunity to get to know a variety of apprenticeships/trainings or study courses within the framework of a public or internal exchange / fair organized by employers' / business associations and / or regional institutions such as chambers (or their subsidiary institutions), the Employment Agency as well as representatives from school and business or it will be organized from schools internally. This is usually done by means of informative interviews with the instructors or trainees of various companies. Beside the information, they can establish initial contacts with potential training providers for possible internships or training places. In addition to the informal character the exchange /fair offers the possibility to get insights into individual activities of different professions, which are presented e.g. in workshops. The objectives of the exchanges / fairs are:</p> <ul style="list-style-type: none"> <li>• Get to know different professions (from industry, crafts, administration, academic professions, etc.)</li> <li>• Get to know the necessary requirements to start different apprenticeships / study courses</li> <li>• Establish contact with potential training companies in the region</li> <li>• Support for decision-making</li> <li>• Reduction of uncertainties</li> </ul>
<p><b>Berufsorientierungsbüro (BOB)</b> <b>Vocational orientation office</b></p>	<p>The BOBs are information and career centers, which are institutions at schools and accessible to pupils at any time. They support pupils in all questions related to the world of work and professions, give advice and support for individuals, and initiate different measures for the deepened vocational / study orientation in</p>



<p><b>Examples:</b>  <a href="http://servicestelle-boso.de/wp-content/uploads/2013/11/Berufsorientierungsbuero_Modulbeschreibung.pdf">http://servicestelle-boso.de/wp-content/uploads/2013/11/Berufsorientierungsbuero_Modulbeschreibung.pdf</a>  <a href="http://www.ghs-overath.de/index.php/berufsorientierung/24-bo/39-bo-konzept-bob">http://www.ghs-overath.de/index.php/berufsorientierung/24-bo/39-bo-konzept-bob</a></p>	<p>order to support the pupils in their work / life planning. The BOBs are coordinating the planning and implementation of measures. The BOBs offer a wide range of information from the Agency for Employment, the school authorities, universities and other institutions as well as other vocational topics and application procedures in the form of literature. In addition, they include fully-equipped computer workstations for independent research and the creation of applications. With regard to the counseling offers, pupils (but also parents) can be advised on all aspects of transition to the professional world individually or in groups by teachers, job and career counselors, professional advisors, economic experts, trainees and other partners. Especially, also counseling sessions are offered outside the classroom. In many cases, event areas are integrated into the BOBs in which, e.g. workshops or projects can be carried out. The main planning aspect of the BOBs is a functioning room concept (central accessibility, with information areas, PC workstations, different media, etc.)</p>
<p><b>Berufswahlpass (BWP)</b>  <b>Professional choice passport (PCP)</b></p> <p><a href="http://www.berufswahlpass.de/">http://www.berufswahlpass.de/</a></p>	<p>The professional choice passport is a nationwide established instrument for the vocational / study orientation at schools. It supports not only young people in orientation, but also supports the whole professional choice process and promotes their own initiative, self-responsibility, orientation competence and individual learning planning. In addition, it helps parents, teachers, professional advisors and companies to help young people find the right profession and present vocational orientation offers by structuring the offers and by making the school-based VO concept transparent. It helps to find out the personal strength profile as well as the interests and supports the development of the learning ability and the handling with their own willingness to perform up to the planning and realization of the initial vocational training. It documents the path of the professional choice (e.g. participation in projects / measures such as internships, school internal / external activities, projects) and summarizes all necessary documents for a meaningful and well-thought-out professional choice and helps with the planning of life.</p> <p>Structure of the professional choice passport:  <b>Introduction:</b> Overview of the elements of an aim-oriented vocational / study orientation with 7 steps to find the right profession  <b>Part 1:</b> Offers for vocational orientation - who is doing what? Presentation of relevant partners in the VO process, presentation of school concepts about VO.  <b>Part 2:</b> The path to the professional choice - Clarification of school and non-school-based interests and competencies through self-assessment and other external assessment by means of checklists / questions, which are accompanied and documented and end to a consultation. In addition, there are</p>



	<p>suggestions for the planning of transitional steps in the profession.</p> <p><b>Part 3:</b> Documentation - created portfolio with all information on personal data, interests, strengths, professional objectives, internships, practical experience, certificates including tips for the evaluation of the documents.</p> <p><b>Part 4:</b> Living folder - tips for dealing with personal documents, data protection, own flat, money for living, insurances, offices</p> <p><b>Implementation of the professional choice passport:</b> It is done by the teachers in the classroom in as many subjects as possible. The individual information sheets and additional contents are prepared for the PCP.</p>
<p><b>Schülerfirmen</b> <b>Pupil companies</b></p> <p><a href="http://www.schuelerfirmen.de/">http://www.schuelerfirmen.de/</a></p> <p><a href="http://www.wirtschaft-4u.de/JW/Redaktion/DE/Themen/thema_3_schuelerfirmen.html">http://www.wirtschaft-4u.de/JW/Redaktion/DE/Themen/thema_3_schuelerfirmen.html</a></p> <p><b>Guideline:</b> <a href="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</a></p>	<p>This is an action-oriented form of teaching for the transfer of competences in order to get to know one's own strengths and interests and to complete them in a targeted way. That will be done by interlinking the teaching contents interdisciplinary and action-oriented and by making a relation to the reality. In addition, existing weaknesses practically can be analyzed and dismantled. Furthermore, they help to establish contacts with potential training companies and to get to know different working processes. Within the framework of a pupil company, a company is set up in a holistic learning project and is led by pupils on its own responsibility. In contrast to learning offices, training firms and planning games, the pupils take part in the market real-life and learn directly the effects of their actions (there is a real business operation with existing goods and money flows). Beside a sustainable support of the development of the pupils, their motivation to learn will be promoted and key competencies (team work, sense of responsibility, customer orientation, ability to handle conflict, endurance, time management, etc.) can be acquired.</p>
<p><b>Berufsorientierter</b> <b>Wahlpflichtunterricht</b> <b>Vocational-oriented elective lessons</b></p>	<p>It is a temporary and punctual limited lesson (usually two hours per semester). The respective teachers prepare in the lessons together with their pupils company visits and impart knowledge about individual professions. In the framework of the company's visits, the pupils not only learn something about the operational procedures, but they are also led to potential apprenticeships / training places and get to know what importance their performance at school and qualifications for their professional life have. As far as there is existing access to workshops, also practical exercises are carried out in which the pupils can test or improve their skills. Finally, the company visits are theoretically prepared in the classroom. Basing on the experiences which are collected during first company visits, as well as on the results of potential analyzes and the carried out future conferences with the pupils, they are assigned basing on their interests and abilities according to specific</p>



<p><b>Examples:</b>  <a href="http://www.ghs-overath.de/index.php/berufsorientierung/24-bo/33-bo-konzept-wpu">http://www.ghs-overath.de/index.php/berufsorientierung/24-bo/33-bo-konzept-wpu</a>  <a href="https://rp.baden-wuerttemberg.de/Themen/Bildung/Eltern/Berufsorientierung/Seiten/default.aspx">https://rp.baden-wuerttemberg.de/Themen/Bildung/Eltern/Berufsorientierung/Seiten/default.aspx</a></p>	<p>company visits (e.g. crafts / technology, home economics / care, creation of the environment, economy / administration). During this company visits they should get to know the specific working places. Subsequently, the acquired knowledge should be analyzed during the following lessons by internet searches and partly by practical tasks.</p> <p>In addition, in some federal states, a professionally integrated vocational orientation, e.g. in the subjects “technology and economy” takes place as well as in Baden-Württemberg vocational and study orientation. The new educational plan in Baden-Württemberg provides for all general subjects the topic economy and vocational / study orientation, as well as the guiding principle of vocational orientation.</p>
<p><b>Berufswahl-Siegel Career choice signet</b></p> <p><a href="http://www.netzwerk-berufswahlsiegel.de/berufswahlsiegel/">www.netzwerk-berufswahlsiegel.de/berufswahlsiegel/</a>  <a href="http://www.berufswahlsiegel.org">www.berufswahlsiegel.org</a></p>	<p>This is a nationwide seal of quality that is established by the School-Economy Network (established since 2004), which distinguishes schools for an excellent implementation of the vocational / study orientation. It should make their quality inside and outside visible with regard to the VO and should improve VO quality at schools in a sustainable way. Furthermore, the co-operation between schools and external partners should be improved and the competition of ideas as well as the quality development at schools should be stimulated.</p> <p>Pupils of schools with a seal of quality should be able to know different educational paths and their abilities and interests, to make a vocational / study choice at the end of the school time and to justify them, to know vocational alternatives and to assess their chances realistic.</p> <p>The seal of quality label is awarded according to established quality criteria such as:</p> <ol style="list-style-type: none"> <li>1. Activities and measures for vocational / study choice orientation <ul style="list-style-type: none"> <li>• Overview of the offers of vocational / study choice orientation</li> <li>• Practical experiences</li> <li>• Individual development and orientation processes of the pupils</li> </ul> </li> <li>2. Activities and measures for the in-school organization of the vocational / study choice orientation <ul style="list-style-type: none"> <li>• Organization of the vocational / study choice orientation</li> <li>• Further training of the teachers</li> <li>• Quality assurance of the vocational / study choice orientation</li> </ul> </li> <li>3. Activities and measures for networking with other actors of the vocational / study choice orientation <ul style="list-style-type: none"> <li>• Representation to the outside</li> <li>• Work with parents</li> <li>• Out-of-school partners and experts</li> </ul> </li> </ol> <p>The award is made by regional jurors, such as juniors</p>



	of economy, Labour Agency, experienced educators, Chamber of Commerce and Industry, labour unions, Chamber of Crafts, employers' associations and companies
<p><b>Berufs-/Studienorientierungsseminare für Jugendliche und Schüler</b> <b>Careers / Study orientation seminars for young people or pupils</b></p> <p><b>Examples:</b> <a href="http://www.gesetze-bayern.de/Content/Document/BayVwV154653-7">http://www.gesetze-bayern.de/Content/Document/BayVwV154653-7</a> <a href="http://www.berufsorientierungsseminar.de/">http://www.berufsorientierungsseminar.de/</a> <a href="http://www.bw-best.de/">http://www.bw-best.de/</a></p>	Here, young people and pupils acquire knowledge about occupational fields and gain insights into the work / professional world as well as their own strengths and weaknesses. Partly portfolios are created and decisions are made.
<p><b>Projekte zur Berufswahlorientierung</b> <b>Vocational orientation projects</b></p> <p><a href="http://www.schulewirtschaft-bw.de/projekte0.html">http://www.schulewirtschaft-bw.de/projekte0.html</a></p>	<ol style="list-style-type: none"> <li>1. <b>Girls' Day Academy in Baden-Württemberg:</b> The implementation takes place in a working community, target group: girls interested in technology, implementation: company visits, modules for energy / optics / electrical engineering / mechanics, application training, presentation techniques, team training.</li> <li>2. <b>Professional choice compass:</b> Get to know different professional fields and rare professions and their own abilities. Provides faster decision-making. Modules/parts: Strength analysis, vocational orientation (get to know professions), meetings with trainers and apprentices (operational expectations, company visits), professional choice decisions (application training)</li> <li>3. <b>Students' Engineering Academy in Baden-Württemberg:</b> Get to know engineering tasks by means of practice-oriented project work for high-school students at high schools enables insights into various fields of operation. In addition, solve complex tasks in the team. Modular learning contents, including practical exercises in electronics, mechanical engineering, mechatronics, information technology, business management are carried out by professors or company managers and they are supported by teachers. Complementary to school teaching (= junior engineer academy for younger pupils).</li> <li>4. <b>Strengthening educational partnerships in Baden-Württemberg:</b> Promoting partnerships between general schools with a companies or an association of companies or vocational institutions by creating services places.</li> <li>5. <b>Fatherday:</b> The students accompany a parent one day during his/her work, in order to get to know the work processes, requirements and special features of their profession.</li> </ol>

**NOTE:** Access to all Internet pages February/March 2017



## 1.5 Qualifications, training measures, further training for VO experts

Different qualification measures for vocational orientation/vocational counseling for the target groups of teachers at general education schools, vocational counsellors of the Federal Agency for Employment (BA) as well as for free education providers have established themselves in Germany. In some cases, questions concerning vocational orientation or vocational counseling are integrated into the training (studies for vocational counsellors) or offered as further training for teachers.

### 1. Teachers at general schools

Although vocational orientation is firmly anchored in the education plans of the secondary level I in all federal states in Germany, you can find only a few concepts for the integration of vocational orientation in higher education.

### 2. Teacher training

E.g. at the Pädagogische Hochschule Schwäbisch Gmünd vocational orientation is established in the teacher training as a profile area since 2015/2016. In the profile area, students are given the opportunity to acquire specific competences for vocational orientation in addition to the study of subjects, education sciences and school practice.

**Content of the profile module „voactional orientation“ at the PH Schwäbisch Gmünd in the bachelors' studies for teacher for the secondary lever I (12 CP) (<http://www.ph-gmuend.de/studium/studiengaenge/bachelor-studiengaenge/lehramt-sekundarstufe/?L=0>)**

Profile module I:

The first module provides the basics of vocational training and vocational orientation. In addition to the clarification of central basic ideas, the tasks, possibilities, functions and legal framework of the vocational training system in Germany are discussed. Important actors, models as well as educational, educational-policy and operational aspects of vocational orientation are some of the essential elements of the first module.

Profile module II:

In the second module, individual vocational choice processes as well as socialization processes are considered from the pupils' perspective. The focus is on the ability to create an own professional biography. Practical research projects in different institutions provide insights and create real-life encounters with the partners of the vocational education and training and provide insights into the implementation of vocational orientation from the perspective of employers. Also possibilities for a specific implementation of vocational orientation will be shown on the example of technical education. Complementary to the events has to be done an internship (duration 3 - 5 days) in a training company at a freely selectable time.



The Pädagogische Hochschule Karlsruhe offers an additional certificate course in vocational orientation for the students of the teacher studies for the secondary level

**Certificate „vocational orientation“ at the PH for teacher for the secondary level I (15 CP)** (<https://www.ph-karlsruhe.de/stud-lehre/studienangebot/lehramt-staatsexamen-bis-2014/zertifikate/berufsorientierung/>):

In the Certificate “Vocational Orientation”, the students acquire the didactic competence for the field of vocational orientation. They get to know a broad knowledge of the different possibilities of vocational training: They get to know the various professional branches and sectors of the vocational education and training system. Furthermore they also gain knowledge about the importance, the aims and the different didactic methods of vocational orientation.

#### Working and social internship

Part of the study in the certificate “Vocational Orientation” is a company or social internship. Through the cooperation of the Pädagogische Hochschule with the Chamber of Industry and Commerce (IHK), with the regional institutions of the craft and the Hagsfelder Werkstätten (Chamber of Craft) in Karlsruhe, the students will be offered practical training placements in the context of the certificate “Vocational Orientation”.

### 3. Further training for teacher

Further training for teacher on topics of vocational orientation should actually be found in all federal states in Germany. However, this is not true. The following offers could be identified as examples for the professional consultants at the general schools.

#### 3.a Online further training: Teaching unit „professional choice – introduction of commercial job profiles“

It is a didactic-methodological preparation of a teaching unit for teachers of the subjects German and politics with a 6-hour-scope. The concrete presentation of the teaching process, as well as professional choice materials and descriptions, presentation of the competences can be found under

<https://www.lehrer-online.de/unterricht/berufsbildung/allgemeinbildung/deutsch-kommunikation/unterrichtseinheit/ue/berufswahl-vorstellung-kaufmaennischer-berufe/>

#### 3.b Online further training: Study and vocational orientation as individual coaching

It is a further contribution to the above mentioned topic for the secondary level with experience reports, basic concept, instruments, test methods and presentation of the coaching, establishment of networks as well as teaching / learning materials.

(<https://www.lehrer-online.de/unterricht/sekundarstufen/geisteswissenschaften/deutsch/artikel/fa/studien-und-berufsorientierung-als-individuelles-coaching/>)

#### 3.c Continuing training of the academy of the School/Economy Baden-Württemberg for teachers (<http://www.schulewirtschaft-bw.de/sw-die-akademie0.html>)

**a) Continuing training "Deepened vocational path planning in the school of primary education":** The continuing training provides teachers an insight into numerous vocational orientation projects of non-scholar co-operation partners.

**b) Seminar "Legal questions in the pupil internships":** Against the background that the VO is a cross-section task at school from the class level 5, there are numerous legal questions regarding the internships e.g. protection of youth welfare, obligatory supervision, questions about the liability, privacy protection. These are discussed within the framework of two stimulus presentations by representatives from the school and business and on the basis of case studies.





**3.d Continuing training of the IQSH „Vocational orientation– Prepared start into the practical life“**

([https://www.schleswig-holstein.de/DE/Landesregierung/IQSH/Publikationen/PDFDownloads/Unterrichtsentwicklung/Downloads/fortbildungsverzeichnis.pdf?\\_\\_blob=publicationFile&v=4](https://www.schleswig-holstein.de/DE/Landesregierung/IQSH/Publikationen/PDFDownloads/Unterrichtsentwicklung/Downloads/fortbildungsverzeichnis.pdf?__blob=publicationFile&v=4) ): The training is aimed at teachers of general schools and provides them a unit focusing vocational orientation that enables pupils to get to know their own strengths / weaknesses / interests / abilities, to create their own profile and to develop their own professional desires.

**3.e Theme-oriented project „Vocational orientation“ in the secondary school - steps towards a sustainable co-operation with companies** ([https://lehrerfortbildung-bw.de/allgschulen/rs/gehalten\\_fb/](https://lehrerfortbildung-bw.de/allgschulen/rs/gehalten_fb/))

The multipliers get an overview of existing country-wide co-operation projects school - economy. They develop planning aids for the organization and for the creation of the co-operation between school and non-school partners. It is about the critical reflection of the possibilities and the associated challenges. In the focus is the pragmatic implementation of quality development and the benefit of a functioning quality assurance system.

**3.f "The teaching place pupil companies: Insights into the practice"** (<http://www.schulportal-thueringen.de/web/guest/catalog?tspi=117053> )

The preparation of the vocational choice is a partial aspect of vocational orientation. It enables pupils to acquire knowledge, insights, experiences and skills that enable them to make a vocational choice decision against the background of their interests and the labour market perspectives.

**4. Further training for social workers / educators of Free Youth Work, training consultants, experts in VO**

**Training at Universities**

The Federal Agency for Employment forms its professional advisors at the **university of the Federal Agency for Labour (HdBA)**. The consultants complete an interdisciplinary bachelor degree course in which the theory is closely linked to practical aspects of the Agency for Employment. In addition, there are internal trainings and further trainings for employees with different academic backgrounds of the employment agencies and the job center, who wish to change from other tasks to vocational counseling. The course of studies "Consulting for Education, Career and Employment" (<http://www.hdba.de/studium/bachelorstudiengaenge/>) qualifies the students for the tasks of vocational counseling and orientation (focus on professional counseling), the counseling and support of persons in employment who live in particularly difficult living conditions (focus on case management) as well as for qualified counseling to participate in working life for people with disabilities (focus on participation in working life) in the employment agencies, joint institutions or providers of social insurances and companies. The duration of the course is three years and leads to the degree "Bachelor of Arts".

**University Heidelberg: Master in vocational and organizational consultancy science**

(<http://www.beratungswissenschaft.de/>) is an extra-occupational master's degree program in the field of consultancy science with a focus on professional, (further) education and organizational consulting. The course of study ends with the title "Master of Arts in Consultancy Science" (120 CP over 5 semesters). The course of studies is aimed at all those who are already involved in consulting tasks in various fields and who wish to professionalize themselves further in this field. In addition, the course addresses all those who wish to work in the future in various fields for organizations, in personnel development or in individual counseling, and who already have a fundament of experiences.

The field of work covers all counseling services for persons and organizations in education, profession and employment. They sharpen their profile and qualify themselves to work in



professional consulting practice in management tasks, in concept development or as a consulting researcher.

**Counseling in the working world (M. A.) (<https://www.frankfurt-university.de/index.php?id=3784>) at the Frankfurt University of Applied Sciences**

The course of studies is based on many years of experience in the coaching and supervision training of the university and addresses with its interdisciplinary and application-oriented orientation, specifically people with degrees from different branches. Its extra-occupational concept allows the students to continue with their professional activities and at the same time to integrate what they have learned by a training-on-the-job during their practice and to test it there.

Further courses can be found at the following web address: <http://www.dvb-fachverband.de/109.html>.

## 5. Continuing and further training at (free) training institutions

In Germany, measures for deepened vocational orientation are now an integral part of the vocational choice process. In the meantime, many schools and institutions, who operate in the occupational youth welfare, implement measures for the deepened vocational orientation at various age levels. There the teachers themselves are active or the measures are carried out by employees of external institutions. The following offers could be currently identified:

### At the Institute for Educational Coaching

**1. Continuing training as a „Trainer for Vocational Orientation“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-berufsberatung-berufseinstieg/weiterbildung-berufsorientierung.html>)**

**Target group:** Teachers of all school forms, companions for career entry, educational companions, school social workers, pedagogical specialists of occupational youth welfare, other VO experts who want to carry out VO activities in schools or with groups.

**Main content:** Measures supported by the Federal Agency for Labour as well as other VO modules; Part 1 - Overview of the VO measures in Germany, e.g. From the Federal Agency of Labour, Ministry of Education and Research; Part 2 - Didactic and methodological basics for the implementation of VO measures; Part 3 - Presentation of different modules within VO such VO camps; pupil companies; recruitment camps for pupils; Part 4 - Filling the modules with content and developing an own VO concept for measures (e.g., information on professions, interest identification, suitability assessment, application training)

**Duration:** 4 days

**2. Continuing training as a „Vocational Choice Coach“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-berufsberatung-berufseinstieg/weiterbildung-berufswahl-coach.html>)**

**Target group** Teachers of all school forms, jobcenters employees, educators in measures for preparation a profession, educational pilots, educational assistants, school social workers, freelance professional consultants (experts who advise and support young people in the vocational choice and offer deepening VO in accordance with the law § 33 SGB III)

**Main content:** Education system in Germany and the most important vocational choice theories; insights into a variety of methods for vocational choice, vocational orientation and competency assessment, which can be carried out with individuals or groups; accompanying application processes; work out of an own set of methods.

**Duration:** 4 days

**3. Continuing training as a „Systemic Vocational Consultant“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-berufsberatung-berufseinstieg/weiterbildung-systemische-berufsberatung.html>)**

**Target group:**

Professional consultants, jobcenters employees, teachers of general education schools, professionals of occupational youth welfare, employees of the chambers, freelanced professional consultants and VO assistants (experts who are working as specialists in the field of voactional beginning accompaniment)

**Main content:** It covers systematic methods for the targeted use in the field vocational counseling, especially methods for the clarification and decision-making as well as the development of visions and aims. The aim is to accompany and advise young people by means of a solution-oriented learning program and to bring them closer to their professional aims. Part 1 - Theory (Systemic perspectives in vocational counseling, constructivism and reality constructions, strategic / solution-oriented perspectives); Part 2 - Methods (systemic questions / analyzes, force field setup, visualization, decision making); Part 3 - Solution-oriented learning program (implementation with young people in the professional choice process)

**Duration:** 3 days

#### 4. Continuing training as a „Trainer for Knowledge about professions“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-berufsberatung-berufseinstieg/weiterbildung-trainer-berufskunde.html> )

**Target group:** Teachers in general education schools, professionals of occupational youth welfare, freelanced professional consultants and VO assistants (experts who carry out vocational teaching lessons)

**Main content:** Part 1 - Methods and didactics (basics for the creation and implementation of vocational training lessons); Part 2 - Teaching modules (preparation of modules) Part 3 - Presentation and reflection (preparation of teaching modules at primary / secondary schools or measures of vocational youth welfare and the high school); Part 4 - Support of project work and internships (preparation / follow-up of internships, basics of project support)

**Duration:** 3 days

#### 5. Continuing training as a „Study consultant“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-berufsberatung-berufseinstieg/weiterbildung-zum-zur-studienberater-in.html> )

**Target group:** Teachers at high schools, vocational schools, advanced technical college, counseling teachers, educational accompaniment, school social workers, pedagogical specialists in professional youth welfare, freelance professional consultants and VO assistants, staff in personnel consulting or in the counseling of studies

**Main content:** Part 1 - Overview of training courses for high school graduates (dual education, school education, dual studies, study, test methods for an appropriate training course); Part 2 - Process of student advisory services (process, kind of discussion, methods, conceptual design of an own consultation offer); Part 3 - Choice of study subjects (study fields and subjects, study graduations, test methods for choice of study subjects); Part 4 - Study planning (ranking of universities, choice of place of study, application, study structure, funding)

**Duration:** 4 days

#### 6. Continuing training as a „Trainer for Vocational Orientation for Refugees“ (<https://www.institut-bildung-coaching.de/weiterbildung/weiterbildung-integration-migration/weiterbildung-trainer-berufsorientierung-fuer-fluechtlinge.html>)

**Target group:** The continuing training to become a trainer for vocational orientation for refugees addresses teachers and pedagogical specialists who want to carry out vocational orientation measures at schools or at educational institutions

**Main content:** Part 1 - In the first part of the continuing education, the various starting points are discussed: Depending on the status of stay and the perspective of the stay, exist for young refugees different legal framework conditions and requirements for internships, pre-vocational measures, dual training and study. Part 2 - In the second part, the participants get an overview of existing offers, aims and contents of the deepened vocational orientation. Part



3 - In the third part, methodological and didactic basics for trainers are taught which are important for the aim-oriented planning and successfully implementing of measures. Part 4 - In the fourth part, various modules are presented, which can be carried out within the framework of vocational orientation. One focus here is on concepts that can be used especially for the target group young refugees. The existing modules and measures will be presented in the seminar. In workshops takes place an adaptation of the existing concepts to the new target group. One focus is on the types of measures which are promoted by the employment agencies - but also other modules are presented. Part 5 - In the fifth part, the various modules are filled with content and own concepts for vocational orientation measures are developed.

**7. „Intercultural-oriented vocational orientation“ at the Institute for Professional-related Consultancy and Further Training** (<http://www.ibbw-consult.de/portfolio-view/%E2%80%9Einterkulturell-orientierte-berufsorientierung-an-berliner-schulen/>)

**Target group:** Teacher of the secondary level I

**Main content:** Interculturally oriented vocational orientation means the systematic consideration of intercultural aspects in different approaches and methods of school vocational orientation. This means e.g. to start at the concrete requirements and needs of young people with an immigration background, and to integrate individual, ethno-cultural and social factors into the vocational choice process. The training concept is a combination of different learning methods and media, it consists of presence seminars, the processing of selected learning notes and a project work. The participants get to know systematic school-based vocational orientation concepts and learn how to create them interculturally sensitive. They get to know factors influencing the vocational choice process of pupils with a migration background, and thus deal with them professionally and reflexively. They will be able to implement offers that take account of these aspects.

**8. Events/projects of the network school/economy in many regions of Germany** ([http://www.schulewirtschaft.de/www/schulewirtschaft.nsf/id/8T3DSY-PageProjekte\\_DE](http://www.schulewirtschaft.de/www/schulewirtschaft.nsf/id/8T3DSY-PageProjekte_DE))

**Target group:** Teachers sniffing practice – 4 hours in a company

**Main content:** Company visits in the Competence Center Digital Crafts; pupil companies - Which, why, how ?; Vocational and study orientation: creating the future together!

**9. Other suppliers**

**Consultation**

- Cormelio Seminars: Vocational orientation for experts with work experiences (<http://www.cornelio-seminare.com/psychologie-seminare/karriere/berufsorientierung-fuer-berufserfahrene> )
- Further training offers for members of the German Corporation for Consultation (assoiaktion) [www.dachverband-beratung.de/dokumente/DGfB\\_Synopse\\_2014.pdf](http://www.dachverband-beratung.de/dokumente/DGfB_Synopse_2014.pdf)
- Person-centered conversation 7 basic counseling [www.frankfurt-university.de/weiterbildung/weiterbildungsangebote/gesundheit-und-soziales/personzentrierte-kommunikation.html](http://www.frankfurt-university.de/weiterbildung/weiterbildungsangebote/gesundheit-und-soziales/personzentrierte-kommunikation.html)

**Vocational education, training and labour market knowledge**

- Vocational / professional focusing events for consultants [www.bfz-essen.de/wir-ueber-uns/berufskundeveranstaltungen-1](http://www.bfz-essen.de/wir-ueber-uns/berufskundeveranstaltungen-1)
- Eurodesk Germany (Mobility pilot) [www.eurodesk.de](http://www.eurodesk.de)



### Educational consulting

- Association of the eight regional qualification centers for education counseling and competence development  
[www.bildungsberatung-verbund.de](http://www.bildungsberatung-verbund.de)
- Federal Institute for Adult Education  
[www.bifeb.at/programm/termin/calendar/2016/01/20/event/tx\\_cal\\_phpicalendar/bildungs\\_und\\_berufsberatung-1/](http://www.bifeb.at/programm/termin/calendar/2016/01/20/event/tx_cal_phpicalendar/bildungs_und_berufsberatung-1/)

### Integration consulting

- Continuing training for integrations consulting in supported employment  
[www.bag-ub.de/wb](http://www.bag-ub.de/wb)
- Jobpromotor  
[www.job-promotor.de](http://www.job-promotor.de)

### Career consulting

- Continuing training „Career adviser/in ZML /Zürich-Mainzer-Career adviser model  
[www.fortbildungszentrum-laufbahnberatung.de](http://www.fortbildungszentrum-laufbahnberatung.de)
- Continuing education programme for professionals of vocational, student and career guidance  
[www.weiterbildung.sdbb.ch](http://www.weiterbildung.sdbb.ch)
- S&B Vocational & Career Consultant  
[www.s-b-institut.ch/index.php/angebot/schulung/berufsberatende](http://www.s-b-institut.ch/index.php/angebot/schulung/berufsberatende)
- Apprentice consultants by Ursula Maria Lang® and additional qualification for Junior Education Coach ECA®  
[berufungsberatung.com/leistungen\\_berufung/ausbildung/](http://berufungsberatung.com/leistungen_berufung/ausbildung/)

### ProfilPASS (Competence-based and target-oriented development)

- Qualification of different providers regarding to the work with the ProfilPASS  
[www.profilpass-online.de/index.php?article\\_id=2](http://www.profilpass-online.de/index.php?article_id=2)



## 2. Investigation results of the status quo and good practice in Austria

### 2.1 The target group of vocational orientation

In general, the target group of educational and vocational guidance / orientation (hereinafter referred to as VO) in Austria are mainly young people from grade 7 (pupils aged approximately 12 years) up to the level of the end of upper secondary education (with some variations depending of the school type or the form of professional training). Although various measures begin significantly earlier (starting with technology initiatives in kindergarten) grade 7 can – also according to legal requirements and regulations – be comprehended as the start point of systematically organized VO in Austria.

From a broader point of view (young) adults, for example (prospective) students, college dropouts as well as people aiming at rejoining the labour market, people seeking professional reorientation, immigrants, people with special needs due to handicaps, elderly workers and a lot more can also be identified as target groups of VO (cf. Steiner et al., 2006).

### 2.2 Description when VO takes place within the national VET-System

Vocational orientation at schools (cf. [www.bmb.gv.at/ibobb](http://www.bmb.gv.at/ibobb)) VO systematically starts from grade 7 onwards by means of career guidance classes and therefore aims at pupils from 12 years onwards (see also section 2.3. for a summary of VO services regulated by law in Austria). Frequently VO measures are already offered before grade 7, however unsystematically.

#### Tertiary sector

Most universities offer psychological counselling centres that offer help and assistance for (prospective) students in the matter of study choice, study organisation and problems during the period of their studies. At most universities there are also career centres aiming at supporting students in choosing their career. These institutions fall under the responsibility of the Federal Ministry of Science, Research and Economy (BMWFV). Furthermore the Austrian Students' Union offers own services and special study guidance measures for (prospective) students.

#### Vocational education outside the school setting

At the time when VO systematically starts at school (grade 7) numerous VO measures outside the school setting are offered as well, whereas especially the Public Employment Service Austria's services regarding career information and the so called "Youth Coaching" are regulated by law (cf. [www.neba.at/jugendcoaching](http://www.neba.at/jugendcoaching)). Similar VO services, however without a special official mandate, are also carried out by the social partners' consulting institutions "WIFI" and "BFI".

Furthermore there are numerous counselling services and social care facilities whose VO measures concentrate on special target groups such as girls/women, people with a migration background, unaccompanied minor refugees, people with special needs, people at risk of dropping out of the education system etc. A lot of these institutions operate in the context of publicly funded programs and therefore partly on the basis of a public mandate.



## Summary of vocational orientation measures in Austria that are regulated by law

To sum up, at least the following VO measures in Austria are regulated by law:

- Vocational education in lower secondary education in the course of career guidance classes as mandatory exercise (without grading) taking place at grade 7 and 8 at schools; legally regulated in the School Organisation Act (SchOG) and in the school syllabus of the different school types.
- Days of practical work experience (try-out-days) within the framework of career guidance at school starting at grade 8; legally regulated in the School Organisation Act (SchOG).
- Vocational and educational counselling at all secondary levels; legally regulated by a general ordinance of the Ministry of Education.
- The polytechnic school / pre-vocational school (PTS) as a school type that serves as a professional orientation and vocational preparation year on the level of ninth grade; legally regulated in the School Organisation Act (SchOG).
- “Youth Coaching”; regulated in an implementing decree of the Ministry for Social Affairs.
- The Austrian Public Employment Service’s offers regarding career information and educational counselling; regulated in the Public Employment Service Act (AMSG).

### 2.3 Persons who offer counselling and support in the field of VO

Regarding professions in the field of VO in Austria a distinction between at least the following VO experts can be made:

**Vocational orientation at school** (cf. [www.bmb.gv.at/ibobb](http://www.bmb.gv.at/ibobb) and [www.schule.at/ibobb](http://www.schule.at/ibobb))

Since school aims at preparing pupils for their (professional) life and therefore implicitly for vocational training and a career, it can basically be presumed that **teachers** implement VO consciously or unconsciously by teaching their subjects as well as by means of conversations with pupils and parents. In particular, teachers should contribute to the pupil’s VO competence by strengthening their self-competence and social competences.

In Austria the following professions that explicitly cover VO exist at schools (depending on the school type):

- **Vocational orientation teachers (VO teachers):** VO teachers carry out career guidance classes which take place as mandatory exercise (without grading) at grade 7 and 8 (at the age of approximately 12 to 14). Career guidance takes place in the class setting and therefore in a group. The teachers encourage pupils to find out more about their strengths, interests and wishes inter alia by means of self-reflection. The VO teachers also provide information about professions, educational possibilities and further education opportunities. Furthermore VO teachers provide support for the application process and enable pupils to use sources of information in VO independently. Career guidance classes can take place as a separate subject at school (at New Secondary School in Austria for at least 1 year) as well as by means of project work or can be integrated in other subjects.



- **VO coordinators:** VO coordinators are responsible for the coordination of all VO measures at school and also deal with VO measures outside the school context. The school principal is responsible for the coordination of VO at school and can instruct suitable and qualified teachers to carry out the task of a VO coordinator.
- **Educational and career counsellors at schools:** Educational counsellors at schools are teachers, that offer information and individual counselling for pupils and parents / legal guardians at all levels of secondary school (for pupils aged approx. 10 to 19) and directly operate at school.  
VO teachers only offer VO at lower secondary school level whereas educational and career counsellors also operate at upper secondary school level and especially support pupils in taking a study / career / educational choice.
- **School psychologists:** School psychologists are neither employed nor remunerated by schools but are employed by the School Psychological Service Department. They are sent to schools if necessary or they hold regular consultation hours at schools. Counselling can also take place at the Psychological Service Department. School psychologists help pupils to deal with difficult issues and situations and carry out psychological assessments. In this context vocational orientation is part of their advisory tasks. They support pupils as well as parents and teachers.
- **Teachers at polytechnic schools / pre-vocational schools:** Teachers at polytechnic schools hold a special position among teachers in Austria. Polytechnic schools aim at offering professional orientation and vocational preparation. After having completed lower secondary school (grade 8) polytechnic schools shall serve as a transition year (in most cases) prior to taking up an apprenticeship (after having completed the 9 years of compulsory schooling). VO therefore is a core competency area for teachers at polytechnic schools. Apart from deepening general education this ninth grade explicitly aims at vocational orientation and education with sector focus (i. e. commercial professions, IT, tourism, social professions etc.).

Apart from these professions also school social workers operate in the field of VO at school.

Vocational orientation at schools is supplemented by various out-of-school measures in the field of VO. Career advisors who do not operate in the school context nevertheless may become involved in VO at schools, i. e. by means of presentations in classes, application trainings or parents' evenings.

### **Vocational education at out-of-school institutions**

In vocational orientation outside the school context numerous experts operate in the field of VO, whereas VO can be a core or an additional task within these professions:

- **Educational and career guidance counsellors:** They are experts for vocational orientation for various institutions such as Austria's labour office, the social partners' counselling centres, training facilities, career centers at universities, study advisory offices, girls' advice centres and other specialised units. Educational and career guidance counsellors help people to learn more about themselves, their interests and preferences. They carry out diagnostic aptitude tests and offer support for the application process. The counselling can take place in an individual or group setting and can cover one or more consultation sessions.





- **“Youth coaches”:** So called youth coaches operate within the project “Youth Coaching” and frequently have to deal with questions in the field of VO. By means of counselling and long-term support youth coaches shall attempt to keep young people who are at risk of dropping out of school / training in the education system. Furthermore they shall help drop-outs to re-enter the education system or find an appropriate job. In the context of their work they cooperate closely with schools and teachers but also with educational/career guidance counsellors.  
(cf. [www.neba.at/jugendcoaching](http://www.neba.at/jugendcoaching))
- **Vocational training assistance / work assistance:** Vocational training and work assistants usually are social workers who support people with physical or psychological handicaps in finding a job and regularly accompany their clients in order to ensure that they remain in their job or in training. Vocational orientation plays a role in the job search process of the assistant’s clients and as far as remaining in employment is concerned. (cf. [www.neba.at/arbeitsassistentz](http://www.neba.at/arbeitsassistentz))
- **Apprenticeship coaches:** Apprenticeship coaches support apprentices (and companies providing vocational training) in the event of a problem. In particular, apprenticeship coaches shall ensure, by public order, that apprentices who are at risk of dropping out of training stay in the apprenticeship system. In this context VO measures implicitly play a role. (cf. [www.lehre-statt-leere.at](http://www.lehre-statt-leere.at))
- **Social counsellors:** Most social counsellors are self-employed and offer counselling for individuals, couples, families and sometimes groups. Career and educational guidance is part of the work of social counsellors but hardly a social counsellor’s core work task.

Furthermore social workers and psychologists operate in the field of VO as well. Apart from all these measures and contexts in which VO plays a role the trend that VO increasingly becomes an integral part in general counselling contexts (voluntary work in the area of refugee support, educational guidance etc.) emerges.

## 2.4 Occupational qualifications / training for professionals in the field of VO

There is no general legal regulation regarding training and qualification of VO experts. Nonetheless efforts are being made to render training and qualification for VO experts more transparent by means of certification. The Austrian Academy of Continuing Education (wba, <http://wba.or.at>) and the project ECGC (European Career Guidance Certificate, [www.ecgc.at](http://www.ecgc.at)) in cooperation with the Danube University Krems (see below) are two of these approaches. However, VO experts in Austria currently take these opportunities to a limited extent.

### 1. Vocational orientation teachers (VO teachers) and VO coordinators

The qualification and training of VO teachers and coordinators is not clearly legally regulated. Having completed teacher training is a necessary requirement but teacher training does not necessarily have to comprise a focus on VO. Qualification measures for VO teachers and coordinators take place within the framework of further teacher training courses at teacher’s colleges (Pädagogische Hochschulen). These training courses follow a uniform concept throughout Austria.



Within the scope of redesigning teacher training (in the implementation since fall 2016 and still going on) a training module in the field of VO shall become part of basic teacher training. So far a joint competence profile for VO teachers was developed. (cf. [www.bmb.gv.at/ibobb](http://www.bmb.gv.at/ibobb))

## **2. Educational and career counsellors at schools**

Educational and career counsellors hold a teaching degree and have several years of experience in teaching. Education and training of educational and career counsellors takes place within the framework of a further teacher training course at teacher's colleges. In order to keep up-to-date with VO continuing education events are organised by teacher's colleges as well as by joint initiatives.

The qualification measure for educational and career counsellors is run at federal state level at the teacher's colleges (Pädagogische Hochschule), encompasses 4 to 5 semesters and covers 12 European Credit Points.

School psychologists who also operate in the field of VO in the school context must hold a psychology degree and have to complete a basic training afterwards.

## **3. Educational and career guidance counsellors at the Public Employment Service Austria (AMS)**

Qualification measures for educational and career guidance counsellors at AMS are internally offered.

The basic training course modules can be completed by personal attendance or by e-learning interchange. Training phases alternate with work-based learning phases. Basic training lasts 40 weeks and ends with a final examination.

Furthermore continuing-education planning for employees at AMS is based on a systematic training needs evaluation which is conducted every 2 to 3 years. (cf. AMS Austria, <http://www.ams.at/ueber-ams/karriere-ams/ams-arbeitgeber>)

## **4. Educational and career guidance counsellors at Austria's social partners' organisations**

Educational and career guidance counsellors that work in organisations of Austria's social partners also undergo internal training (sometimes on an inter-regional basis). Counselling at these institutions is done by social pedagogues, psychologists or similarly qualified experts. Some institutions deliberately recruit lateral entrants / career changers with completed vocational education and work experience so that sector-specific know-how can be part of counselling processes in the field of VO at these institutions. Advisors at other VO and educational consulting institutions (that might focus on special target groups) in most cases are people that hold a relevant study degree (social work, social education, pedagogy, psychology etc.) or people with completed vocational education and work experience who then receive training on-the-job.

## **5. Other training programs for people operating in the field of VO**

Apart from internal qualification measures at some institutions there are some more training courses in the field of educational and vocational counselling that are offered by universities or institutions for further education. Relevant work experience or completed training is partly required for participating in these training courses:

- Bifeb (Federal Institute for Adult Education) – training course for educational and career counselling (261 training sessions that have to be attended personally, 400 training sessions in total, duration: approx. 2 years) [www.bifeb.at](http://www.bifeb.at)



- Danube University Krems – Master training course for educational and career counselling (duration: 4 semesters)  
[www.donau-uni.at](http://www.donau-uni.at)
- WIFI Wien – diploma training course “trainer for educational and career counselling” (245 training sessions, duration: approx. 2 years)  
[www.wifiwien.at](http://www.wifiwien.at)
- BFI Wien – diploma training course “coach for educational and career counselling – educational counselling with focus on case management” (200 training sessions)  
[www.bfi.wien](http://www.bfi.wien)

Some universities such as the Danube University Krems or Sigmund Freud University currently develop new master programs in the field of educational and career counselling. Furthermore there are master programs at University Graz and University Klagenfurt in the field of adult and vocational education, which also deal with vocational orientation; however VO is not a focal point of these studies.

## 2.5 List of VO measures, tools and instruments used by VO experts

Name of the measure / tool / instrument	Short description
Vocational orientation quality label	In some federal states in Austria schools can be granted a vocational orientation quality label by the federal state governments / educational boards i. e with collaboration of the Austrian Economic Chamber. Having applied for the label the proposal undergoes an audit. The quality label sets a quality standard for VO. Schools with this label might use this certificate for marketing purposes. As a result other schools might get motivated to deal with VO to a greater extent. Example of Tyrol: <a href="http://berufsorientierung.tsn.at/?q=content/bo-g%C3%BCtesiegel">http://berufsorientierung.tsn.at/?q=content/bo-g%C3%BCtesiegel</a>
Days of practical work experience	From grade 8 onwards all pupils have the possibility to get a taste of practical experience by spending one or more days at companies. The possibility to gain practical experience by means of days of practical work experience is legally regulated in the School Organisation Act (SchOG) and takes place within the framework of career guidance at school (and therefore is a school event). (cf. <a href="https://www.wko.at/Content.Node/Biwi/Berufsschnuppern_-_Information_Versicherung.html">https://www.wko.at/Content.Node/Biwi/Berufsschnuppern_-_Information_Versicherung.html</a> )
Occupation safari Tyrol	Pupils explore six different professional areas together with their class at the Institute for Economic Promotion (WIFI) in Innsbruck. Important basic knowledge is taught by means of various activities and practical work at different stations and locations all around the building. The target group are pupils in grades 7 to 9. More details: <a href="http://www.berufs-orientierung.at/de/berufssafari.html">http://www.berufs-orientierung.at/de/berufssafari.html</a>
Sector presentations BiWi	The vocational information centre of the Economic Chamber in Vienna (BiWi) organises sector presentations for schools on a regular basis. Pupils can get in touch with professionals and get to see a sector`s professional fields. These events last two to three days and usually take place at vocational schools or training centres. More details: <a href="https://www.wko.at/Content.Node/Biwi/Branchenpraesentationen.html">https://www.wko.at/Content.Node/Biwi/Branchenpraesentationen.html</a>
Board game “Adventure	By means of this board game young people should be tempted to deal with vocational orientation in a playful way. Furthermore they can get to



Career Choice"	<p>know some general aspects of vocational orientation (partly implicitly). The board game can be used in schools as well as in the context of families.</p> <p>More details: <a href="http://aws.ibw.at/angebote/aws-spiel/2013/">http://aws.ibw.at/angebote/aws-spiel/2013/</a></p>
Career Compass AMS (Employment Service Austria)	<p>The Career Compass offers a wide range of information about professions, education and (further) training, vocational orientation, the application process, starting salaries and labour market trends. Apart from information that is provided online the website encompasses brochures as well as videos and pictures.</p> <p>More details: <a href="http://www.karrierekompass.at/">http://www.karrierekompass.at/</a></p>
Online tool BIC	<p>BIC.at is an online vocational information tool and offers support for VO teachers, career advisors and people of all ages who are seeking information regarding VO.</p> <p>Apart from information about more than 1800 professions at all skill levels (including all apprenticeship training professions) BIC.at also offers services regarding career choice, application procedures, an interest profile, a wide range of service materials, video clips, pictures etc.</p> <p>The interest profile test is offered in some languages and is very well received inter alia in the context of the challenge of creating and using orientation and guidance measures for refugees.</p> <p>BIC.at is used in VO both at school as well as outside the school context.</p> <p>More details: <a href="http://www.bic.at">www.bic.at</a></p>
Talent-Check Salzburg / TalentCentre Graz	<p>In Salzburg and Graz two large test centres were built where young people can undergo a potential analysis at different test stations (capabilities and talents, preferences, personality). In a second step the test results are thoroughly discussed together with the young person and the parents.</p> <p>The test centres are extremely attractive, highly innovative and encompass relaxation areas, gaming areas, climbing walls etc.</p> <p>The target group are pupils in grade 8. 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.</p> <p>More details: Salzburg: <a href="http://www.talentecheck-salzburg.at/">http://www.talentecheck-salzburg.at/</a> Graz: <a href="http://www.talentcenter.at/">http://www.talentcenter.at/</a></p>
Talent-Check Vorarlberg	<p>The Talent-Check in the federal state Vorarlberg shall enable pupils to find out more about their interests, competences, potentials, abilities and preferences. Moreover the pupils shall be given possibilities to enhance the development of their competences and to make appropriate educational and career choices. Therefore the Talent-Check Vorarlberg consists of several elements: Gathering data regarding eight core competences, status quo conversation/analysis with young people and their parents, setting up target agreements, career guidance and youth coaching are systematically combined.</p> <p>More details: <a href="http://www.talente-check.info/">http://www.talente-check.info/</a></p>
whatchaSkool – watchado	<p>WatchaSchool is a watchado project. Watchado is an online video platform which focuses on individuals' (professional) biographies in the form of interviews.</p> <p>WhatchaSkool offers motivation seminars directly at schools in order to activate young people to deal with vocational orientation. The seminars consist of several (interactive) elements such as presentations, quizzes and a discussion forum.</p> <p>More details: <a href="http://www.watchado.com">www.watchado.com</a> <a href="http://www.watchado.com/watchaskool">www.watchado.com/watchaskool</a></p>



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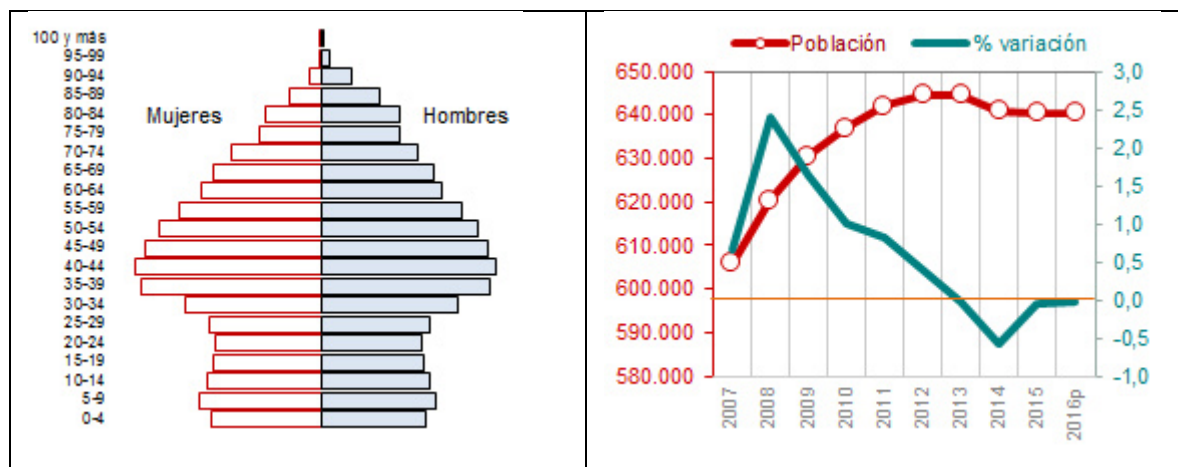
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### 3. Investigation results of the status quo and good practice in Spain

#### 3.1 Introduction of the status quo of Spain

Navarra is one of the 17 autonomous communities of the Spanish State. Its denomination is Chartered Community of Navarre (Comunidad Foral de Navarra). According to data of 01/01/2016, it has a population of 640,339 inhabitants, (1.37% of the total of Spain), of which approximately half (328,511) reside in the metropolitan area of its capital, Pamplona. The average age of the registered population is 42.8 years. Here are the graphs corresponding to the population pyramid and its evolution in the last years, according to data corresponding to the last quarter of 2016, provided by the Navarre Institute of Statistics:



The Gini coefficient for 2014 is 32.64 and almost 10,000 people live below the poverty threshold.

The unemployment rate is 12.41%, the second lowest of all the Autonomous Communities. In Spain it stands at 18.91%.

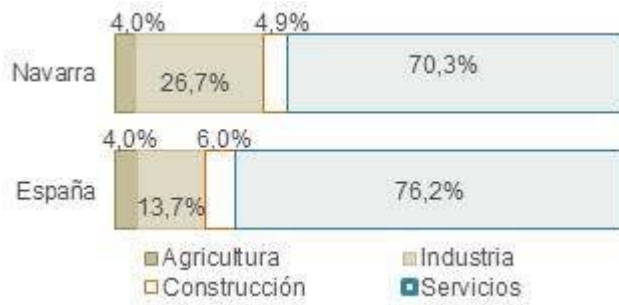
The number of employees in Navarra increases by 12,600 people in the third quarter of 2016 and stands at 271,200. In the last twelve months there are 4,000 more.

Activity and unemployment rates by gender in Navarra:





Tasa de ocupación por sectores de producción. Navarra and Spain:



According to the School Council of Navarra's report corresponding to the 2015-2016 academic year, these are the population data whose age ranges from 15 to 24 years:

Age	Population			Percentage		
	Both genders	Men	Women	Both genders	Men	Women
15-19	31,417	16,034	15,383	4.9	2.5	2.4
20-24	30,664	15,734	14,930	4.8	2.5	2.3

According to the School Council of Navarra's report corresponding to the 2015-2016 academic year, these are the population data corresponding to students enrolled in Navarra:

Academic year 2015-2016			
	State Schools	State-subsidised Schools	Total
ESO (GCSE)	15,663	10,445	26,108
A-levels	6,199	3,160	9,359
VET (Technician)	3,128	825	3,953
VET (higher technician)	3,212	740	3,952
Total VET	6,894	1,950	8,844





Navarre is the autonomous community where unemployed people demand first the services of guidance (72.8% into the 6 first months of unemployment).

In 9 autonomous communities surveyed, the majority of users went to the orientation services on their own initiative (56.8%).

Being the Spanish State organized in autonomous communities means that these communities have competences in different fields, among others in Education and in Employment. In Employment the specific organism of our Community is the Navarre Service of Employment - Nafar Lansare, while the agency belonging in this matter to the Central Administration is the National Public Employment Service (SEPE). In the educational field, the Department of Education is the specific body of the Administration of Navarre, while the body in charge of this field belonging to the Central Administration of the State is the Ministry of Education, Culture and Sports.

The situation in Navarre for orientation systems does not differ much from that of Spain as a whole, which has been focusing its efforts on vocational guidance in the care of unemployed people (from 8% in 2007 to 26% in 2013). Since 2013, the worst year of the crisis, the focus is on the long-term unemployed (1.5 million, 70% over 45). Likewise, the blocked situation of access to the labour market results in the implementation of orientation actions for the population under 30 years of age, since the unemployment figures of young people who still haven't found their first job have shot up (although its weight in the absolute figures of active population is decreasing).

### **3.2 Fields of vocational / professional orientation in Spain**

The three main fields with career guidance professionals, both by the weight of their policies and by the number of people they target, are Education, Employment Services and the third sector of social action.

The vocational orientation system in Spain has mainly a preventive character in the education sub-system (secondary education, vocational training, and in the transition from post-compulsory secondary education to higher education). On the contrary, it basically has a reactive character in the socio-community sub-systems (at risk of social exclusion), and in the labour sub-system (mostly unemployed people).

In the educational field, the educational stages that occupy our priority attention are those of Compulsory Secondary Education (ESO), Baccalaureate and the 'Vocational Training of the educational system' [medium and advanced-level VET (EQF 3) courses and higher-level VET courses (EQF 5)]. In the field of employment, the development policies of 'Vocational Training for Employment' are the ones we will attend to as a priority. There are also vocational guidance actions provided by organizations that work with disadvantaged populations (immigrants, groups with disabilities, and people at risk of social exclusion).

Concerning competences for educational counsellors (mainly the ones who work with ESO students) both the areas incorporated since the 1990s (advice and collaboration with teachers in the difficulties of the teaching-learning process, innovation and Education, conflict resolution, team coordination) and the traditional intervention areas (personal, academic and professional orientation, psycho-pedagogical evaluation, boost of tutoring...) are most relevant. But surprisingly, no more innovative competencies have arisen, such as guiding in intercultural contexts, or coordinating themselves with other structures, services and institutions in the sector to seek more comprehensive responses.



Career guidance is the second competence most demanded among ESO students. Advisors at this stage state that they are less trained to respond to the needs of 'career guidance' than to 'academic guidance' for the transit between ESO and the next educational stage.

Professionals in vocational and professional orientation who carry out their work in the educational field work in educational Schools integrating both the public and the private network. Professionals who work in the field of employment are integrated either in the Navarre Employment Service (Nafar Lansare) or in collaborating entities (mainly linked to social agents: unions, business organizations).

### 3.3 Professional profiles of specialists in VO

The specialists in vocational orientation have different profiles depending on the sector in which they develop their professional activity.

Orientation at educational field in the stages of ESO (Secondary Education) and Bachillerato (A-levels) is carried out by tutors and teachers, as well as "educational counsellors". In VET, in addition to the educational advisors there is the teacher of Training and Labour Guidance.

Vocational guidance outside the educational system is carried out by "Guidance" and "Medium-level employment and training technicians" with regard to labour administration; And "Employment Technicians" in collaborating entities of social agents such as unions, foundations, NGOs etc.

### 3.4 Present Qualification of Vocational Counselling professionals

Current qualifications are usually structured in:

- The theoretical basis of vocational guidance.
- Types of projects, programs and orientation services.
- Basis for regulation. Especially in Active Employment Policies, the NQ and VET System, and the Common Services Portfolio of the Public Employment Service.
- Coaching tools, critical incidental interviews, etc.
- Final Degree Master's projects related to the development of orientation projects.

#### In the field of Education:

- In state schools, they must pass an educational entrance examination as a secondary education teacher in the speciality of educational counselling, or in the speciality of Training and Labour Guidance (present in the VET centres).

- In State-subsidised Schools, they must have a bachelor's degree in Psychology, Psycho-pedagogy or Pedagogy, and the complementary training that each centre considers appropriate (master, postgraduate, etc.).

In the **field of Employment** (Labour Administration): Counsellors must have a bachelor's degree in Psychology, Psycho-pedagogy, Pedagogy, Sociology, Law, Labour Relations, Labour Sciences, etc.); However, medium-level Technicians of employment and training must have a university degree in any of the branches of university knowledge.

In the **social and community field**, orientation professionals have usually degrees in Social Work, Social Education, or are higher-level technicians in Social Integration.



In addition to the academic background of each professional, in Spain there is a wide range of low-level training that qualifies for professional performance in the field.

The higher education in the field of orientation is more limited. Here we can highlight the Master's Degrees in Professional Orientation of the Universities of: UNED (National Distance Education University), University of Zaragoza, University of Sevilla, University of Castilla La Mancha, University of Huelva, University of Murcia, University of Santiago de Compostela. Besides, only a few of them offer continuity over time.

On the other hand we have the Vocational Training for Employment (belonging to the Labour Services), that includes a Qualification (EQF5) of Trainer for vocational orientation for employment

### 3.5 Target groups that get advice regarding Vocational Orientation

These groups are:

- Young people under 25.
- Women. Specially women in charge of single-parent families
- People with low recognised qualification level (EQF 1 and 2). We can find here a great potential for access to the recognition, assessment and accreditation of prior learning procedures.
- Immigrant population (with 20 points more unemployment than the national population in Navarre).
- People receiving social benefits (Guaranteed Income, Minimum Income Revenues, Unemployment Subsidies).

In the educational field we work with students from Compulsory Secondary Education (ESO), A-levels, VET and University. In these stages the orientation is directed towards a specific area of study and the choice of profession. In Preschool and Primary Education, a didactic orientation is focused more on the development of capacities and the realization of curricular adaptations if necessary; All this is what is known as "attention to diversity".

In the workplace, for anyone unemployed or in employment improvement, over 16 years old, as well as vulnerable groups and / or at risk of social exclusion, there is the possibility of being served by a public guidance service, such as the one that performs The Navarre Employment Service, as well as access to services provided by other collaborating entities (Comprehensive Employment Centres linked to trade unions, etc.).

In the socio-community system: Foundations and NGOs where technicians of diverse profiles work (Social Work, Social Education, labour relations, etc.). They have a strong character in favour of social inclusion, in which a key point (but not the only one) is access to employment.

### 3.6 Requirements for VO Professionals

- **Academic**

University studies: Mainly Psychology, Psycho-pedagogy, Social Education, Social Work, Labour Relations, or other with a master degree related to career guidance, or psychology

Advanced VET: Advanced Expert in Social Integration.



- **Command of tools, resources,...**

Web portals and online resources

Types of interviews

Portfolios, life history, and self-descriptions

Questionnaires of professional values and / or interests

Group dynamics, role playing

Personnel Selection Techniques

Active job search techniques

- **Transversal, human, social competences ...**

Innate motivation to help the others, to cultivate qualities that facilitate communication, listening, proximity, empathy, accompaniment to the users.

Organization and planning, communication, guidance to people.

- **Knowledge areas:**

Labour market

Labour relations and employment policies

Professional sectors

Existing training pathways.

Information resources in the area and on the WWW.

Possibilities for training and employment in the EU.

Resources for groups at risk of social exclusion

### 3.7 Tools / Instruments for VO

In ESO and A-levels Schools, there are standardized questionnaires, and the 'Orienta' (Guide!) software.

The Navarre Employment Service, in collaboration with the Department of Education of the Government of Navarre and various Collaborating Agents, designed and implemented the Information and Vocational Guidance Network (RIOP), which had a computer aided application and updated information for both users and professionals. It is not working currently.

While the labour administration is currently working to design and develop applications and tools to optimize the guiding work, each entity uses its own instruments, tools and reports to carry out its programs.

Some collaborating entities use among other, the instruments bellow:

- ✓ Commitment agreements.
- ✓ Computer tools and reports to perform professional diagnoses and individualized action plans.
- ✓ Instruments for traceability, supervising and follow-up of actions.
- ✓ Satisfaction and impact surveys for evaluation of each orientation program in society, in terms of labour insertion and economic efficiency.



Entities of the social-community sector use:

- ✓ Balances of social and professional competences. <https://www.accenture.com/es-es/juntos-empleo>
- ✓ Group and individual coaching sessions.
- ✓ Mentoring sessions in self-employment programs.
- ✓ Financing access and mediation facilities and micro-credits in employment counseling services.
- ✓ Portfolio, and E-Portfolios. In such a way that people construct and endow their career pathway with meaning and sense in line with a career orientation, rather than a specific job.

### 3.8 List of VO measures, tools and instruments used by VO experts

SEPE (National Public Employment Service):

Guidance processes generally last less than 3 months, and there are usually a maximum of 4 sessions (although you can increase the number of sessions and exceed 6 sessions). More than 70% of users carry out individual activities in the orientation process.

#### **Programs**

**Vocational guidance programs for employment and self-employment assistance (OPEA)** that include the activities bellow:

- Personal mentoring
- Development of personal aspects for the occupation.
- Active job search
- Assistance actions for self-employment
- Employment shuttles

**Extraordinary plans of orientation in the public services of employment:** as part of the personalized pathway of insertion specific groups of job search are created tutored by professional advisers. They have a grant of 350 € / month for a maximum period of 3 months. Aimed at workers with serious employability problems.

**Customized employment pathways:** this is done according to the professional profile, needs and expectations of the person, labour market situation at the moment and criteria related to the perception of benefits, relevance to groups defined as priority and those that are determined within the framework of the National Employment System.

The **Customized employment pathways** consist of several phases and actions:

- ✓ Personal interview with the tutor (individualized mentoring sessions), to know the professional profile, the specific situation of the user, the needs and the opportunities.
- ✓ Development of the pathway: here the actions to participate in order to improve employability are configured. Aimed at:
  - Orientation: in the active job search, how to develop the skills you have, existing courses, advice on personal skills, information on the job market ...



- Training: detect specialization / retraining options; Facilitate participation in courses and training sessions.
  - Job intermediation: with job offers, attempts to promote recruitment, analysis of jobs, collaboration agreements with companies
- ✓ Measures to compensate for possible factors of exclusion: also through training actions, scholarships, ...
  - ✓ Advice on self-employment: through information on how to do it and the existing aids.
  - ✓ Follow-up: a study on the insertion process and the actions carried out and the reformulation of actions to achieve the objective.

**Program of employment and local development agents (AEDL)**, whose mission is collaborating in the promotion and implementation of active employment policies related to the creation of business activity.

In recent times, other types of strategies focused more on the generation of skills and synergies in a group are being implemented. In this sense, several "**Employment shuttle**" programs and projects have been launched in which the job search is done in a group and these are strategies that seek to promote self-confidence to the participants and generate autonomy and teamwork. These programs are giving good insertion results.

### **Measures**

For years, the actions that have been carried out in professional orientation have been related to the development of individualized tutorials and the design of personalized insertion pathways, as well as group training workshops focused on job search techniques, job interviews, job search on the internet, social networks, personal branding, etc.

### **Activities**

Development of CV

Motivating activities for job searching.

Information on the labour market. Non-profit entities are the ones that carry out this activity to a greater extent (85.7% of the users).

Improvement of social skills

Design of a training pathway

Participation in a training action

Preparation of job interviews

Information on self-employment

## **3.9 Conclusions of Spain**

The best practices use to have two characteristics:

**1. Comprehensive Programs.** They combine information on the labour market. Professional orientation. Training. Labour intermediation. And work placement practices, or pre-work (work first).



**2. Innovative team search programs.** Collectively. Combining group sessions and individual sessions. Transversal competences have an important role here. Aimed at the improvement of the levels of employability and the emotional situation of the participants.

At the moment, there is an increasing pressure to measure the impact and results of guidance programs. Their cost is being analyzed, and the ratio of participants.



## 4. Investigation results of the status quo and good practice in UK

### 4.1 Introduction

This short report outlines the various approaches and qualifications adopted across the UK with regards to the vocational orientation system which is commonly known as the careers education, information and guidance (CEIAG) system.

The sector across the UK has seen lots of change in the past 20 or so years with the cuts to funding to support careers and job advice and guidance and how this has also had an impact on education providers delivering a careers advice and guidance service within secondary schools and post-16 sectors (14-24 year olds).

Also, since devolution has taken place across the UK, responsibility for delivering a service to young people and adults has changed and each devolved government is now responsible for funding the services and different approaches have been taken by the four home country governments of England, Northern Ireland, Scotland and Wales.

### 4.2 Different Actors in the Field of Vocational Orientation

In the UK, the CEIAG services have been devolved to the governments/national assemblies of each of the four home countries and, the following will give you a brief idea of how each of the 'services' aim to deliver CEIAG provision.

However, the different home countries have also adopted different approaches and there are a range of actors involved that include:

- Careers Development Institute (CDI);
- Specialist Careers Guidance agencies;
- Job Centres;
- Education services;
- Schools, colleges and universities.

### 4.3 National Specifics, National variants, Careers in Wales

The following section are brief summaries of the national variants with the UK.

#### 1. England

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

Their website has career tools to help people make decisions about careers, learning and work. Career and job search results can be saved from these tools provided in an account which people need to set-up. Registration is free and only takes a few minutes. People need to be aged 13 or over to open an account. 'Career Tools' available to individuals to help inform choices include:

#### **a.) Job profiles**

We've got over 800 job profiles describing what each job entails, including:

- what the entry requirements are
- what you'll do
- what the working hours are
- how much you'll usually get paid





You can use the A-Z job profile list or use the search bar if you've got a job profile in mind. You can also browse the jobs in different industry areas or 'job families' to get some career ideas.

### **b.) Skills health Check**

Try our [Skills health check](#) to assess your strengths and personality type and get ideas about what kind of jobs could suit you. You'll work through a set of assessments to help you to work out what you're good at, what you like doing and how you like working. You can take one assessment at a time or spend a few hours completing it in full. You'll get a report summarising your results which includes suggestions on job families that might suit you.

### **c.) Find a course**

Use [Find a course](#) for information on a range of courses offered by learning providers contracted with the Skills Funding Agency (SFA). These include colleges, training providers and local education authorities.

Learning opportunities include:

- adult further education
- apprenticeships
- adult community learning
- undergraduate and postgraduate degrees
- courses aimed at 16 to 19 year old

In December 2014, the department for education announced the creation of a new careers and enterprise company for schools. The new company helps prepare young people for the transition into work. It encourages increased collaboration between schools, colleges and employers.

The company is employer-led and independent of government. It is chaired by Christine Hodgson, the current chair of Capgemini UK. The Education Secretary of the day, Nicki Morgan, stated that the overall aim of the company was to 'benefit young people across the country and ensure they leave school fully prepared for life in modern Britain.'

The careers and enterprise company was designed to focus on young people aged 12 to 18, helping them access the best advice and inspiration about the world of work by encouraging greater collaboration between schools and colleges and employers.

The service was designed to help broker relationships between employers on one hand and schools and colleges on the other to ensure employers are supporting young people with decision-making and career development at every stage of school life. The brokerage arrangement enables employers to talk directly to pupils about the opportunities available and ensure they are able to consider all the options as they move through school.

The need for greater support and brokerage in this area had emerged following extensive discussions with teacher representatives, employers and business organisations involved in careers advice and inspiration.

The government has also published new research and announced it will proceed with measures that will give students more information on the outcomes of previous students, including what they earn following their course, to help them make informed decisions about their future.

On launching the new service back in 2014, the Minister of the day, Nicki Morgan said:

- Our plan for education has already transformed standards in our schools, giving every young person the chance to master the basics and focusing on raising standards in the key academic subjects that universities and employers value the most.



- But mastering the basics is just the start. I am clear that schools and colleges have a broader role to play in preparing young people for adult life.
- That's why the new Careers and Enterprise Company will encourage greater collaboration between employers and schools, helping schools and colleges access a wealth of experience to inspire young people about the possibilities of the world of work.
- This will benefit young people across the country and ensure they leave school fully prepared for life in modern Britain. We know that the ultimate success of our long-term economic plan for this country rests on their shoulders and we are backing them every step of the way.

More recently, following changes in the UK Government direction, more focus has been brought to bear on how best to provide young people and adults with careers information, advice and guidance. The recent direction is suggesting an investment in around £90 million pounds to be invested in providing better services especially in schools and colleges with the added 'incentive' to improve services by requesting that Ofsted, the educational inspectorate in England, to comment on the quality of careers advice and guidance when inspecting schools and colleges.

## **2. Northern Ireland**

The Careers Service provides an impartial, all-age careers information, advice and guidance service throughout Northern Ireland. Professionally qualified careers advisers can help young people and adults make informed choices about their future career paths. Careers advisers can also help parents/guardians with their child's future career plans.

Professionally qualified careers advisers are based in Careers Resource Centres, Jobs and Benefits Offices. Careers guidance can help you:

- learn more about your career options
- find out the skills you'll need to achieve your career goals and be better prepared to achieve them
- feel more confident making decisions about your career
- understand the importance of considering current and future job opportunities in career decision making

### **a.) Services for young people**

Whether you are at school, college, in training or looking for work, experts are on hand to help with your plans for the future.

Careers advisers can provide information, advice and guidance on:

- choosing subjects for study at school, college or university
- current and future job trends and opportunities
- career planning and career options
- further and higher education
- apprenticeships and training
- entry routes and the skills and qualifications required for particular jobs

If you are still at school you will be offered at least one face-to-face careers guidance interview. This interview usually takes place in Year 12 and will be held in your own school. The purpose of the careers guidance interview is to help you to consider your career options and to make informed, suitable and achievable career decisions.

Further information is available in [Careers Service - a young person's guide\(external link opens in a new window / tab\).](#)



## b.) Services for adults

The Careers Service provides information, advice and guidance to people who are:

- looking for education, training or employment opportunities
- thinking of changing job or career direction
- considering returning to learning to either re-skill or up-skill
- facing redundancy
- ready for a new challenge
- thinking of starting their own business
- looking for information on a particular career
- unsure what career might suit them
- unsure of how to plan their next step

Careers advisers can provide adults with information and advice on:

- current employment trends, future job opportunities and job search techniques
- further and higher education, training and post graduate opportunities
- working overseas / gap years
- vacation / voluntary work
- career options and career planning
- learning opportunities
- transferable skills
- applying for jobs, including CV preparation, interview techniques and completing application forms

They also offer individually tailored guidance to help you analyse your personal preferences, strengths, skills, abilities and personality to realise your full potential.

## 3. Scotland

The Scottish Government is committed to all-age, universal careers services with more and better support for those who need it most; services which are independent, high quality, impartial, informed, supportive of equal opportunities and confidential.

In March 2011, they published their Careers Strategy to modernise the way services are delivered to raise people's aspirations, improve their life chances and realise their potential. To achieve this, Scotland needs:

- a wider range of quality services - including, online, telephone, face-to-face and partnership working - that meets people's demands and expectations and the needs of today's society
- to make best use of our collective, limited, resources
- more people developing the skills they need to manage their careers throughout their lives, making full use of new technologies
- more intensive, face-to-face support - including specialist help - for those whose career development needs are greatest, including Looked After Children and others who need additional support for their learning.

Dr Alasdair Allan MSP, Minister for Learning and Skills, gave a key note speech about the modernisation of Scotland's Careers Services at the Institute of Career Guidance Scottish Parliamentary Event, held on the 6th October 2011.

The strategy recognises that as the key provider of Careers Services in Scotland, Skills Development Scotland (SDS) is well positioned to act as the strategic lead in the redesign and improvement of Career Services, working collaboratively with partners such as schools and colleges, Local Authorities and other public bodies to build the capacity of the guidance



community. It sets out our expectations of SDS and its partners to work better together to meet the needs of service users and to make the best use of their collective resources. It outlines that SDS will continue, among other things, to work with partners to streamline employer access to skills advice and careers information and improve integration with business support services.

### **a.) My World of Work**

A key example of modernisation is the new interactive web service My World of Work, which was launched by Dr Alasdair Allan, the Minister for Learning and Skills in August 2011.

By making use of new technologies, this new 24/7 service extends the reach of Careers Services, including in to very remote areas. It provides dynamic, interactive ways for people to access a wealth of careers information, as well as tools to help them develop their career management skills to make informed learning and career choices. It enables more people to help themselves, providing an integrated approach with a greater mix and balance, which now includes face-to-face, online, SDS' contact centre and partnership working. As a result, SDS staff will be able to provide more and better support to those that need it most.

### **b.) Taking the Strategy Forward**

Key actions being taken forward to implement the Careers Strategy include:

- developing frameworks: Career Management Skills framework, Labour Market Information and Intelligence framework, Quality Improvement for Career Services framework and Qualifications and Continuous Professional Development for the careers workforce framework;
- developing greater functionality across My World of Work;
- improving the capability and use of the National Learning Opportunities Database;
- improving data-sharing and developing, where appropriate, joint online solutions, including considering a common application process for colleges; and
- streamlining employer access to skills advice and support.

### **c.) Other Key Scottish Government Publications**

The Scottish Government's commitment to modernising Scotland's Career Services was also highlighted in a series of key documents published in September 2011:

- Programme for Government, which sets out the steps the Government will take in the year ahead;
- The refreshed Government Economic Strategy, giving clear priority to accelerating economic recovery; and
- Putting Learners at the Centre - Delivering our Ambitions for Post-16 Education, which outlines the Government's vision and plans for the sector

## **4. Wales**

All 14-19 learners are entitled to access impartial and professional careers information, advice and guidance. This service is delivered by Careers Wales, the all Wales, all age, bilingual careers information advice and guidance service. You will find a wide range of information and different online tools to help individuals identify their options regarding the many different career paths that are available, at the Careers Wales website.

Since 1st April 2013 Career Choices Dewis Gyrfu (CCDG), which provides services as Careers Wales, has been a wholly owned subsidiary of the Welsh Government. Each year Careers Wales receives an annual remit letter from Welsh ministers.



Careers and work related education is provided by schools for their pupils as part of the Careers and World of Work curriculum framework requirements.

Gyrfa Cymru Careers Wales deliver a remit set by the Minister for Education and Skills and support the Welsh Government's strategic objectives as identified in the Programme for Government and related Welsh Government policies, such as the Youth Engagement and Progression Framework (YEPF). The overall focus for the service is to help people make effective decisions and become independent in managing their careers. This includes making realistic career decisions and plans, and ensuring successful progression and positive outcomes for individuals, who are supported to gain appropriate training, further learning or employment. Their work helps to develop the nation's skills base and to support the effectiveness of expenditure on education and training, thereby contributing to the economic and social well-being of Wales.

Gyrfa Cymru Careers Wales is part of the broader "Careers Family" in Wales which includes the Welsh Higher Education Careers Advisory Services, Secondary Schools, Further Education Institutions, Work Based Learning Providers, Local Authority Youth Services, Learning Coaches, Jobcentre Plus, Probation and Youth Offending Services and others.

Gyrfa Cymru Careers Wales feel that career decisions are among the most important people make throughout their lives and careers information, advice and guidance can help to:

- improve knowledge and awareness of learning opportunities and the labour market;
- improve self-awareness, raise individual aspirations and support people to make effective decisions about their careers;
- increase access to, and completion of, learning and training;
- motivate people to manage their careers, improve application and interview skills and be resilient in adapting their plans when circumstances change;
- address inequality by focussing on the needs of groups who are under-represented in employment, learning or training and by challenging stereotyping; and
- improve the efficiency and effectiveness of the labour market, for example by improving the match between supply of, and demand for, skills.

However, due to wide ranging cuts to funding, careers services have been reduced over recent years and approaches to providing effective careers advice varies between providers and many educational establishments approach the provision in different ways. There are some innovative ways in which different schools, colleges and universities provide services and hopefully some of the case studies will report further on the approaches.

Other developments, especially across post-14 learning pathways, has seen a move to the universal adoption of the Welsh Baccalaureate qualification which include an Enterprise and Employability Challenge whereby learners/students learn complete CV writing tasks, mock job interviews or look at setting up their own business. It is planned that all post-16 learners in Wales will study this qualification by 2020.

#### **4.4 Qualifications for Employees in the Careers, Advic, Guidance VO Sector**

In terms of qualifications, the Careers Development Institute (CDI) is the single UK-wide professional body for everyone working in the fields of career education; career information, advice and guidance; career coaching, career consultancy and career management. They opened their doors on 2<sup>nd</sup> April 2013.

It had been their goal for many years of the founding bodies - ACEG; ACPI-UK; ICG and NAEGA - to join together and create a single voice for the Career Development sector.



As the *professional body* for the sector their aims are to support members to maintain their professionalism by helping them to:

- become qualified to a relevant level;
- adopt professional values and adhere to the CDI Code of Ethics;
- recognise the need to maintain and develop their own skills and knowledge;
- integrate current research and theory into practice;
- keep up to date with sectoral, societal and technological developments;
- publicly advocate for their profession in the interest of clients.

Their range of Member Benefits have been designed to meet these needs as have their Training and Events, Conferences and Webinar Series. They also produce a range of publications and reports and have a well-developed CPD Resources Area which is accessible via the members' only area.

As the **awarding body** for the Qualification in Career Guidance/Development they support universities to deliver a post graduate level programme to students which are responsive to the evolving needs of the sector and they moderate the QCG/D so that employers, stakeholders and clients are assured that the professional practice requirements have been met.

Although they are not a regulatory body they do promote the need for the appropriate qualification for the career development role being undertaken and have a Career Progression Pathway which explains this. This is based on the National Occupational Standards: Career Development (NOS: CD) which, as custodians, they refreshed and added to in 2014. The NOS: CD have also informed the development of new qualifications and Apprenticeships in Scotland.

At the request of the Government they also maintain the UK Register of Career Development Professionals. They encourage all career development professionals to join the Register to show that they are qualified to at least QCF level 6 or above/SCQF Level 11, abide by the CDI Code of Ethics and maintain and develop their competence by undertaking, reflecting upon and recording on the CDI site a minimum of 25 hours CPD each year. They also promote the use of the word *Registered* in front of relevant job titles to promote the value of using professionally qualified practitioners.

The CDI is governed by a Board and has a Council and Professional Standards Committee all of which represent members from the professional constituencies of *career education, career guidance and career coaching* and *career coaching and consultancy* and the national constituencies of *England, Northern Ireland, Scotland* and *Wales*.

Views from our 4300+ members, Professional Associates and Communities of Interest enable the CDI to lobby Governments and Assemblies on the value of career development services and to promote the need for relevantly qualified practitioners to provide these in whichever part of the sector they work.

They quality assure career development products and training via their Career Assured endorsement and annually celebrate the achievements of their members through the UK Career Development Awards.

Vacancies for jobs throughout the sector can be found on their Portico Jobs Board. The site is very flexible and employers can load up their vacancies and practitioners can add their CVs and apply for jobs directly. They also offer a range of commercial opportunities for advertising on their website, Portico and in their quarterly magazine *Career Matters*; sponsorship and exhibiting at events; emailing members, and website banners and buttons

Further information on all that we do can be found on the home page of this website. You can join the CDI as an Individual Member, Affiliate Organisation, School Affiliate, Student Member or Retired Member and join the Professional Register from this page.



## Getting Qualified

### 1. Qualifications overview

The CDI is the leading independent professional body for practitioners working in careers education, information, advice, guidance and career management. They encourage and support individuals working in the sector (members and non-members alike) to attain the highest education, training and professional standards in career development.

### 2. Lead Body for the Sector

As the lead body for the sector, they manage the UK Register of Career Development Professionals, also referred to as the *Professional Register* and *Register*. The UK Government is supportive of the Register and although registration is voluntary, qualified practitioners are strongly encouraged to join.

### 3. Awarding Body Status

The CDI is the awarding body for the Qualification in Career Guidance/Development (QCG/QCGD). From January 2017 these qualifications will be replaced by the Qualification in Career Development.

### 4. Professional courses:

- Certificate in Career Leadership (CCL)
- Certificate in Career Guidance Theory (CCGT)

### 5. Training and events

The CDI provides a wide range of CPD and training opportunities that are of benefit to members and the wider career development sector. Each year they survey members to identify their training needs. The programme includes:

- **Traditional one-day themed conferences** – eg CDI/NICEC Conference; Student Conference; Career Educators' Conference
- **Skills workshops and training days** – eg Practical Career Guidance Skills; Better presenting and Public Speaking; Introduction to Careers Work in Schools and Colleges; Motivating Clients - Inspirational and Creative Techniques etc
- **On-line webinars**
- **Annual CDI Conference and Exhibition**
- **National conferences with partners** - eg National Career Guidance Show; Total Professions Conference

Following each event, delegates are sent an electronic CPD certificate.

### 6. Managing CPD

There is a CPD recording system built into the *members' area* of their website. If members are not already keeping a log of your CPD, this will help you to identify and record CPD activities. If members are on the UK Register of Career Development Professionals, they need to keep their CPD record up to date on the CDI site and be able to evidence at least 25 hours CPD annually.



#### 4.5 List of measures, tools and instruments used by VO experts

Title of the measure, tool or instrument	Short description
<a href="https://colegycymoedd.sharepoint.com/sites/DocCentre/_layouts/15/WopiFrame.aspx?sourcedoc=%7B1FAF4AA1-255A-41A6-9648-D0297481A9B3%7D&amp;file=Careers%20and%20the%20World%20of%20Work%20Policy.doc&amp;action=default">https://colegycymoedd.sharepoint.com/sites/DocCentre/_layouts/15/WopiFrame.aspx?sourcedoc=%7B1FAF4AA1-255A-41A6-9648-D0297481A9B3%7D&amp;file=Careers%20and%20the%20World%20of%20Work%20Policy.doc&amp;action=default</a>	<p>This is the policy used within Coleg y Cymoedd to support learners in careers advice and guidance</p> <p>This is the overarching policy for the college and curriculum. This is supported by a dedicated careers advisor in the college</p>
<p><a href="http://www.mifuture.co.uk/">http://www.mifuture.co.uk/</a></p> <p><a href="http://www.mifuture.co.uk/About">http://www.mifuture.co.uk/About</a></p>	<p>Individualised personal feed of opportunities for your life after school; live matches based on your qualifications, interests and aspirations.</p> <p>An app used for individuals to match their skills and personalities to potential job opportunities</p>
<p><a href="https://kidzania.co.uk/">https://kidzania.co.uk/</a></p>	<p>Children independently have the opportunity experience role play in different career pathways</p>
<p><a href="http://www.careerswales.com/en/">http://www.careerswales.com/en/</a></p>	<p>Career Choices Dewis Gyrfa Ltd (CCDG) is a wholly owned subsidiary of the Welsh Government which was formed on 1 April 2013. Trading as Gyrfa Cymru Careers Wales, we provide the all age, independent and impartial careers information, advice and guidance service for Wales.</p>
<p><a href="http://www.welshbaccalaureate.org.uk/">http://www.welshbaccalaureate.org.uk/</a></p>	<p>Work-related education</p> <p>This part of the course includes working with an employer and taking part in a team enterprise activity to help students understand how businesses work</p>





## 5. Investigation results of the status quo and good practice in Slovenia

### 5.1 Description of the target groups who get advice/ support in VO

Target groups who get an advice and support in VO are: children in last 2 grades of primary school (13,14 years old), pupils in last two grades of secondary school (3<sup>rd</sup> and 4<sup>th</sup> grade, 17, 18 years old), students – most of the universities in Slovenia has Career centres where they give advice to students and organise different events, young first job seekers at job centres.

### 5.2 Description when VO in the national VET system takes place

VO takes place at last 2 grades of primary school (13, 14 years old), pupils in last two grades of secondary school (3<sup>rd</sup> and 4<sup>th</sup> grade, 17, 18 years old), young first job seekers. VO is usually performed 1-2 years before, person go to the next level of education or on labour market. By law is fixed responsibility of advisory service at primary and secondary schools to do the VO at least 2 hours per each class in the last 2 grades (last 2 years of schooling before next stage) and at least 1 individual counseling session for pupil/student in last grade of schooling before next stage.

### 5.3 Description who is giving advice and support in VO

Advice and support in VO at schools is given by advisory service which is in every primary and secondary school. In advisory service can work: psychologist, social worker, pedagogue, social pedagogue, defectologist. Another institutions who give advice and support in VO are: Job centre, Counselling Centre of Adult Education (ISIO) and private Human Resources agencies.

### 5.4 Qualifications, training measures or further training for the experts of VO

Only training for VO (career guidance) is MUKS (modular training for career counsellors) and is performed by private human resources agency. MUKS was performed once for 3 groups of professionals. Now MUKS is not in progress.

Modular training for career counsellors contain 4 general modules (Career counselling as a profession; Client and counsellor in the process of consulting; Theoris, modules and methods, tools; Social groups and group work in career guidance) and 4 special modules (advisory counselors at schools; Career counselors in employment; Recruitment counselors; Counselors in NGOs).

### 5.5 List of measures, tools and instruments used by VO experts

Title of the measure, tool or instrument	Short description
Group and individual information in the classroom	Advisory service prepare most important informations about VO and go to the classrom and than also has individual interviews
Informative days	Every year schools organize informative days which last 2 days. On those days children can see the school and teachers, classrooms, get to know more about educational program and work at school. They can get a lot of informations if they asking questions. With children can also come their parents.



Institutions open for public	The school opens doors and visitors can see how lessons and other school work is going on usually
Workshops for future pupils	Organized workshops on different topics which are typical for their school programs. Visitors are future pupils. Performers are pupils who already study at that school.
Promotion of vocations	Some of Primary schools organize promotion of vocations at their school for children in last two grades of schooling. Promoters are Secondary schools from local area which are represented by their pupils and teachers.
Practical training with work	Practical training with work in companies or at school.
Participation in events	Many schools promote them with participation at the local or national events (fairs, conference, meetings, ...)
Olympics of professions	Competition in vocational skills on national level, the best is attending EuroSkills competition. Competitors are presenting their profession in real way to target groups (employers, educators, future pupils and their parents).
Scholarships for shortage occupations	Companies and State stimulate enrolment in vocational programs where they need workers with scholarships.

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