

ACADEMIA BOOKLET

Practices from participants

Academia Slovenia 'Guidance in VET'

9 - 12 May 2022



Employment Service of Slovenia, Euroguidance Slovenia



Co-funded by
the European Union



The booklet includes practices from participating guidance counsellors from Estonia, France, Germany and Spain:

- Silja Lilles-Sula, Estonian Unemployment Insurance Fund, Estonia
- Isabelle Dekeister, Centre d'information et d'orientation CIO – Centre ressources Europe Lille, France
- Rebecca Oestringer, Bundesagentur für Arbeit Heidelberg, Germany
- Marta Pérez Saénz, High School Julio Verne Madrid, Spain
- Patricia Ana Ramón Almenar, IES DR, Peset Aleixandre, Valencia, Spain
- Francisco Javier Martínez Capín, Instituto de Educación Secundaria Escultor Juan de Villanueva, Asturias, Spain

Table of contents

Introduction	4
Host organisation	5
Participating experts.....	6
Agenda	8
Trades and qualifications campuses: Isabelle Dekeister, France	10
One day like a counselor in my high school: Patricia Ramón Almenar, Spain.....	15
Workshop of skills and values: Silja Lilles-Sula, Estonia	18
Job search online: F. Javier Martínez Capín, Spain.....	20
My experience as educative guide or counsellor: Marta Pérez, Spain	24
The career and study counseling: Rebecca Oestringer, Germany	27

Introduction

The Academia booklet aims to present guidance counsellors' methods from different European countries that participate in Academia Slovenia. These are examples of good practice the participants use in their daily work.

The focus of Academia Slovenia 2022 will be on the on guidance in VET in Slovenia to provide guidance practitioners a learning mobility experience and international networking opportunities.

The program will introduce Slovenian education and guidance system focused on VET, Slovenian labour market and Employment Service of Slovenia as well as guidance in different settings. The participants will have possibilities for discussions about various guidance related issues among guidance practitioners to exchange guidance practices among themselves and other experts.

We include also some relevant links to additional reading about VET in Slovenia:

- [Spotlight on VET Slovenia, CEDEFOP](#)
- [Vocational education and training in Slovenia, Short description, CEDEFOP](#)
- [Vocational education and training in Europe: Slovenia. Cedefop; ReferNet](#)

Academia is a network that offers training opportunities for guidance practitioners in European countries. Academia offers the participants a chance to get to know the guidance system and guidance practices in another European country.

Outcomes of Academia Slovenia 2022 will be available at:

http://english.ess.gov.si/vicc_ncc/academia-slovenia-2022

Host organisation

Host organisation is **Employment Service of Slovenia, National Vocational Information and Counselling Centre (Euroguidance Slovenia)**, that has been hosting Academia study visits as well as sending Slovenian guidance practitioners to participate in Academia in other European countries since 2008. Euroguidance Slovenia will be contributing to implementation of Euroguidance's main objective that is **competence development of the guidance community on the European dimension of lifelong guidance.**

Euroguidance Slovenia:

- promotes the awareness of European instruments on skills and qualifications at national level to guidance practitioners and relevant staff in learning institutions, employment services and other relevant organisations with our communication and dissemination activities.
- provides training to guidance practitioners on the new Europass Platform (in close cooperation with the Slovenian Europass Centre) to ensure its use by guidance practitioners and individuals and advice to guidance centres on European opportunities for education, training and work.
- supports of competence development of guidance practitioners and raise their knowledge and awareness of recent developments in lifelong guidance through trainings, Euroguidance webinars, Euroguidance cross border seminars and other learning opportunities such as Academia professional exchanges and Euroguidance study visits.
- updates specialised information and support tools for guidance practitioners and review handbooks as important information resource tools.
- supports cooperation, coordination and mutual learning at European and national level, across the different contexts of lifelong guidance, as active member in Euroguidance network level working groups, Academia network national coordinator and Euroguidance Cross border seminar national coordinator since 2008.
- cooperates closely with Europass Slovenia and EQF NCP Slovenia, that are hosted by Institute of the Republic of Slovenia for Vocational Education and Training.

Euroguidance Slovenia's primary target group are **guidance practitioners in education and employment**, and we will be addressing their needs to support international dimension of lifelong learning and guidance and provide them with guidance resources. Euroguidance Slovenia gives priority to our primary target group but will also reach out to our secondary target groups (the unemployed, job seekers, students and other) through our communication activities and by promoting our specialised support and information tools, that they ultimately use (occupations descriptions and Where and how online guidance tool).

Participating experts

- **Sabina Škarja MSc** is Academia national coordinator and Euroguidance national centre coordinator at Employment Service of Slovenia, focusing mainly on international cooperation since 2008. She participated in Academia mobility experience in Spain.
- **Viljem Spruk** is expert specializing in labour market research and analytics at the Employment Service of Slovenia.
- **Marko Zupančič** is expert at Employment Service of Slovenia for job descriptions, that are building blocks for several guidance tools including Where and how, eCounselling and youth portal My choice. In past he was a coordinator for scholarship for special gifted students (Zois's scholarships) and was working on national and international activities in Euroguidance centre Slovenia.
- **Brigita Vončina** is a Head of international relations at the Employment Service of Slovenia. She has been responsible for cooperation with the EU Network of the Public Employment Services, World Association of Public Employment Services and the Centre of Public Employment Services of Southeast European Countries. She participated in Academia mobility experience in Sweden.
- **Majda Milavec** is social pedagogue with over 20 years of guidance experience in Jarše youth home, including Production school. The Jarše youth home is a public institution that educates and cares for at-risk youth (children and adolescents who have been victims of violence, neglect, abuse and inappropriate parental methods, which have resulted in disruptive behaviour and/or emotional problems).
- **Sabina Zupan** is career counsellor and project manager of Career centre for youth (Karierni plac), that provides career counselling to youth, especially in school transitions when choosing school or occupation. She is also responsible for guidance activities for youth, parents, and guidance counsellors.
- **Tina Mržek** is a social pedagogue that dedicated her career to work with children and young people. She has been working in kindergartens, elementary schools, and other educational institutes. She is currently working at Institute for adult education Koper as head of elementary school for adults and career counsellor in the career centre for youth Karierni Plac, where she helps young people to recognise their own potentials.
- **Barbara Gogala** is leading a group of youth counsellors working and coordinating guidance services at Employment Service of Slovenia including the online guidance application eCounselling. Throughout her career, she worked as career counsellor for pupils and students, young unemployed and the long-term unemployed persons.
- **Maja Granda** is a psychologist, working as a school counsellor at Educational centre for postal services, business and telecommunications in Ljubljana, for the past nine years. A lot of her work focuses on preventing dropout from this secondary school institution and helping students to develop their future careers.

- **Sabina Mikuletič Zalaznik** has various experience in counselling, development and leading workshops for students in upper secondary schools and universities. She has been cooperating with partners and University of Ljubljana faculties. She has educational background in human resource management and marriage and family therapy. Her professional background youth work in NGO, as well as working with the unemployed, HR and scholarships. Since 2018, she is working at University of Ljubljana in development of career counselling for students with special needs and supporting tutoring, as well as a career counsellor for students of Faculty of Arts, Faculty of Social Sciences, Faculty of Social Work, Faculty of Education and Faculty of Theology.
- **Sabina Žnidaršič PhD** is a Senior Advisor at Higher Education Application and Information Service, University of Ljubljana.
- **Nives Felič** is youth worker from Zavod Nefiks. She has been present in the Nefiks team since 2017, where she participated in the preparation and management of activities for young people, the establishment of a career youth center in Vič, the Nefiks career day and the Career Labyrinth project. She has successfully led the Nefiks Career Solutions project, funded by the European Social Fund, which has helped young jobseekers enter the labour market. Within the training, she coordinated the implementation of trainings and the Nefiks of career buses with which young job seekers could visit potential employers. She also participates in the Nefiks Institute as a career counsellor, provider of workshops at secondary schools in the field of careers and mentor to young people in their initiatives.
- **Nika Mustar** is expert at Institute of the Republic of Slovenia for Vocational Education and Training working on developments of qualifications register in Slovenia as well as promotion of Slovenian qualifications framework and European qualifications framework. She advises clients regarding information on qualification and levels of the Slovenian qualifications' framework and European qualifications framework.
- **Barbara Kunčič Krapež** is expert at Institute of the Republic of Slovenia for Vocational Education and Training working on vocational standards and national vocational qualifications, including development of policy papers for implementation of national vocational qualifications, vocational standards that determine the contents of vocational qualifications as well as catalogues of national vocational qualifications that determine the evaluation criteria. She is also training evaluators and counsellors in the field of national vocational qualifications.
- **Boštjan Ozimek** is international cooperation coordinator at the Biotechnical Educational Centre Ljubljana. As part of European vocation skills week European Commission awarded VET innovators Award to the school in November 2020. Awards recognise excellence in vocational education and training.

Agenda

Day 1: 9 May 2022

Facilitator: Mrs Sabina Škarja MSc

8.45-9.00

Welcome and Self-evaluation of projected learning outcomes before the exchange visit (pre-activity survey), Mrs Sabina Škarja MSc

9.00-10.00

Exchange of good practices and discussions from participating guidance counsellors from Estonia, France, Germany and Spain (10 minutes/participant):

- Mrs Silja Lilles-Sula, Estonian Unemployment Insurance Fund, Estonia
- Mrs Isabelle Dekeister, Centre d'information et d'orientation CIO – Centre ressources Europe Lille, France
- Mrs Rebecca Oestringer, Bundesagentur für Arbeit Heidelberg, Germany
- Mrs Marta Pérez Saénz, High School Julio Verne Madrid, Spain
- Mrs Patricia Ana Ramón Almenar, IES DR, Peset Aleixandre, Valencia, Spain
- Mr Francisco Javier Martínez Capín, Instituto de Educación Secundaria Escultor Juan de Villanueva, Asturias, Spain

10.00-11.30

The Employment Service of Slovenia and Slovenian labour market, Mr Viljem Spruk

11.30-12.15

National Vocational Information and Counselling Centre/Euroguidance Slovenia and online guidance program Where and how, Mr Marko Zupančič

13.30-15.30

Lifelong guidance tools and services at the Employment Service of Slovenia, Mrs Brigita Vončina

15.30-16.00

End of day reflection and mutual exchange, Mrs Sabina Škarja MSc

Day 2: 10 May 2022

Facilitator: Mr Marko Zupančič, Mrs Sabina Škarja MSc

9.30-11.30

Production School at Jarše youth home, Mrs Majda Milavec

11.45-14.30

Karierni Plac: Career centre for youth, Mrs Sabina Zupan, Mrs Tina Mržek
eCounselling online guidance tool and its benefits for career counselling, Mrs Barbara Gogala

16.00-17.00

Networking and mutual exchange at Ljubljana Castle, Mrs Sabina Škarja MSc

Day 3: 11 May 2022

Facilitator: Mrs Sabina Škarja MSc

Europass Slovenia job shadowing: Mrs Špela Pogačnik Nose

9.00-11.00

Educational centre for postal services, business and telecommunications Ljubljana, Mrs Maja Granda

11.30-13.30

Career centre of The University of Ljubljana and Higher Education Application and Information Service, Mrs Sabina Mikuletič Zalaznik, Mrs Sabina Žnidaršič PhD

14.30-16.00

Career counselling and activities of KROJ network, Nefiks, Mrs Nives Felic

Day 4: 12 May 2022

Facilitator: Mrs Sabina Škarja MSc

9.00-10.00

Slovenian qualifications framework, Mrs Nika Mustar

10.00-11.00

Vocational standards and National vocational qualifications, Mrs Barbara Kunčič Krapež

11.30-14.30

Biotechnical Educational Centre Ljubljana, Mr Boštjan Ozimek

KULT 316 learning environment and networking lunch, offered by Euroguidance Slovenia

14.30-15.30

Evaluation, discussion and certificates, Mrs Sabina Škarja MSc

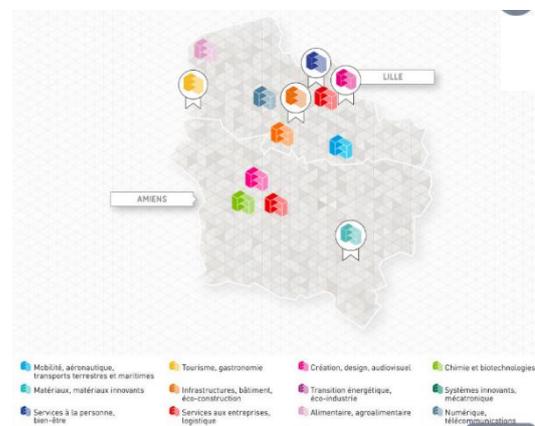
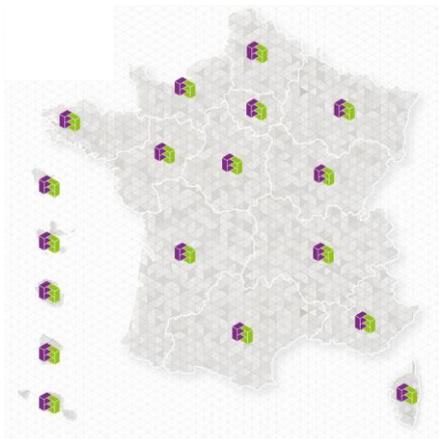
Trades and qualifications campuses: Isabelle Dekeister, France

The Trades and qualifications campuses (**Campus des Métiers et des qualifications**) bring together secondary and higher education establishments for initial or continuing training. They are built around a sector of activity of excellence corresponding to a national or regional economic issue supported by the community and companies. The ambition today is to create powerful, federating campuses of excellence in all regions.

Target group of the activity are professionals dealing with guidance and vocational education and training. Expected outcome is to discover a new organisation for a labeled vocational training ecosystem.

The campuses are classified according to 12 dynamic and job-creating sectors of activity:

- Mobility, aeronautics, land and sea transport
- Tourism, gastronomy
- Creation, design, audiovisual
- Chemistry and biotechnology
- Materials, innovative materials
- Infrastructures, building, eco-construction
- Energy transition, eco-industry
- Innovative systems, mechatronics
- Personal services, well-being
- Business services, logistics
- Food, agri-food
- Digital, telecommunications



Campus projects are awarded a label ‘campus des métiers et des qualifications’ for a period of 1 to 5 years maximum, renewable. The label is awarded by a commission made up of representatives of regional authorities, rectors, the Association of French Regions (ARF), the general inspectorates of national education, the directorates of the Ministry of National Education and Youth, Higher Education, Research and Innovation, and the Ministry of the Economy.

Let us consider three main axes.

1) **Strengthening the links between education institutions and business**

The campuses are centres of excellence offering a wide range of vocational training courses adapted to the needs of the French regions. They are levers for anticipating and supporting economic and technological change. Their field of activity is part of the economic strategies defined at regional and national level. They are fully in line with the projects eligible for the Investment Plan for the Future (PIA) that receives investment funds. They are intended to be boosters of innovation through the raising of the level of qualifications and strengthening links between training establishments, companies and research laboratories. These centres of excellence are complementary to the competitiveness clusters, which mobilize innovation capacities in a clearly identified territory and on a targeted theme to develop growth and employment in promising markets.



The various players involved in the Campus des métiers et des qualifications are unanimous in recognising their relevance in bringing schools and companies closer together.

The continuous interaction between these two partners facilitates the development of training methods in the company. Thus, the content and timetable for periods of training in the workplace (traineeships) and the concordance between reference materials and training courses are better understood. Thanks to the technological platforms, the co-use of technical equipment by companies and training structures brings real added value to the training of young people and employees and strengthens the professionalism of teachers.

They give a possibility of building training paths adapted to different profiles: employees, job seekers, pupils, students, apprentices and their trainers. Technology transfer, innovation, use of common technical platforms strengthen the links between vocational schools or training centres and the company

Recommendations axe 1:

- Involve course coordinators in Campus steering bodies.
- Adapt vocational training to the skills called for by the digital transformation.
- Integrate continuing education organisations into the Campuses.
- Enable everyone to build a suitable and secure training pathway, under different statutes.
- Organise events enabling learners to meet companies to facilitate the search for internships and a first integration into the world of work.
- Facilitate the implementation of short training courses adapted to the needs of companies.
- Integrate partner companies into Campus steering bodies to ensure that professional realities are taken into account.
- Facilitate "technology transfer" for the development of territories.
- Mutualise technical platforms (companies, training centres, research laboratories) with a view to optimization.
- Raise the level of expertise of teachers and trainers by encouraging their involvement.
- Develop company-school co-activity projects.

2) Promoting vocational education and training: campuses as laboratories of educational innovation

Campuses for trades and qualifications are centres of excellence for technological and vocational education. They contribute to increasing the level of qualification and improving professional integration into the labour market. They contribute to the discovery of professions and the development of the relationship between the education system and the economic world. Their open structures make them a key part of the vocational education and training landscape as a privileged place for educational innovation. The continuum Bac-3 / Bac+3 is taken in account as a national priority in education policy.



The higher education/research dimension is characterised by its diversity, the result of the history or particularities of the sites where the campuses are located. The idea is to create a network of training systems including the different levels of certification and diplomas, from level 3 to level 8. The higher education dimension, the lifelong learning, the evaluation with company representatives are included. If the anchoring is territorial, the international opening is integrated through the encouragement to submit Erasmus projects and to participate to international partnerships.

Recommendations axe 2:

- Closely associate the two levels of education, secondary and higher.
- Develop a shared strategic vision of the economic development of the territory.
- Design the training map with a pathway logic identifying agreed with companies.
- Implement an active guidance policy securing pathways and opening up possibilities for reorientation.
- Develop a lifelong training axis based on a dynamic policy of validation of acquired experience and making use of digital teaching methods.
- Linking the campuses to research.
- Integrate an international dimension ensuring mobility at all levels of qualification.
- Support trainers training.

3) Governance of campuses: partnership between regional authorities and education representatives

The choice of the theme of the Campus project and of the supporting institution is a shared matter for the academy and the region.

The campus is set up based on a "cluster" associating training institutions and associated partners. It must also develop in coherence with the complementary offers and the potentials in the same territory.

Its governance structure includes a development and strategic orientation council chaired by a personality of recognised competence.

The provision of human resources is anticipated. Financial resources come from the regions to encourage collaborative training initiatives and provide the campuses with technical platforms. Evaluation and success indicators are provided.



Links for further information:

Official website: <https://www.education.gouv.fr/les-campus-des-metiers-et-des-qualifications-5075>

Guideline: <https://www.education.gouv.fr/media/48485/download>

Spotlight on VET: France, CEDEFOP, 2022: https://www.cedefop.europa.eu/files/8141_en.pdf

One day like a counselor in my high school: Patricia Ramón Almenar, Spain

An ordinary day in a High School of Spain is really exciting, at least in mine. From the moment you cross the door until you leave, it is difficult to find a moment of rest. Specifically, in my High School there are 810 students and 100 teachers approximately, ranging from 11 to 65 years old. We all are very different and the key to our success is that we work all the educative community together.



A high school counselor it is a really interesting job. The tasks that we perform are varied and the agents with whom we intervene are the entire community: teachers, families, the town council, companies, social services, psychologists and psychiatrists, doctors, NGOs, etc. We have to attend to all the educative stages: Secondary Education, High School and Short cycles. We have to do very different things but all of them are focused on promoting a positive coexistence and a meaningful learning.

We have four areas in which we focus our interventions: in the teaching-learning process, in positive coexistence, in tutorial action and in academic and professional guidance.

All of them are interrelated and we achieve our target with students through the implementation of various programs like peer tutoring, mentoring, classroom of excellence, learning improvement programs, etc. We always seek the comprehensive development of our students and their personal, academic and professional success.

My tasks as a guidance counselor are:

- Attention to students of the different educational stages.
- Monitoring of students with learning difficulties.
- Advice to teachers on classroom methodologies.
- Attention to families.
- Coordination of the different programs: experiments, peer tutoring, mentoring...
- Preparation of material to work on in the tutorials: study techniques, anxiety control during exams, new technologies and social networks, anti-violence activities, etc.
- Conducting training courses for teachers: "Full Inclusion".
- Academic and professional guidance, etc.

By belonging to such a large institute with so many educational stages, much of our energy is concentrated in the smaller age groups, but in this case we are going to describe what my role is as a counselor in the stage of the short cycles. In my high school, we have 3 different vocational courses: one from medium education and two of them from high education. They all belong to the chemistry family.

At this stage, the activities that I carry out as a counselor are, among others:

- We prepare workshops on organizing time or controlling anxiety, for example, are organized and carried out.
- We attend to students with learning difficulties or emotional states that require our help.
- We advise and inform about dual professional training, which students can do in the second year combining studies and internships in companies, charging a symbolic amount of money and promoting experience.
- We carry out programs such as the “classroom of excellence” in which all the students of the institute who have more than half of the subjects with outstanding grades can participate in some activities that are programmed exclusively for them: spend a night in an astronomical observatory, participate in a navigation course, go to an opera, etc. These are motivating activities that they do not carry out in their daily lives and here they find the opportunity to do so. Another interesting and very successful program is "Mentoring" where mentors from a multinational medical technology company that work in Switzerland, Brazil, Spain, China... offer to, via videoconference, advise 15 students from the institute on aspects such as public speaking, improving your Microsoft Office skills or in training skills such as job interviews. This is the first course that we have launched and the reception that the program is having is very positive.
- We organize visits to vocational training centers, to different universities, to sector companies, which organize guided visits and even days with laboratory practices.
- We use the computer program "El Orienta". The students can deepen your studies and professional opportunities.
- We inform about economic aid and about job fairs.

- Another program that is having a lot of success is the “peer tutoring” program, where older students accompany and guide students who have just arrived and who, most of the time, are in 1st year of secondary education (11 years).
- We also organize talks for alumni to explain their experience when they were in the cycle and their subsequent path to job search.

We do many tasks more, but I think that I have explained the most interesting and frequent ones. I think that my work is the most interesting work that I know, and this is the reason that I invited you to amplify information on this websites:

<https://portal.edu.gva.es/iespesetaleixandre/es/>

<https://portal.edu.gva.es/iespesetaleixandre/es/ofertaeducativa/>

<https://orientacionpeset2020.blogspot.com/>

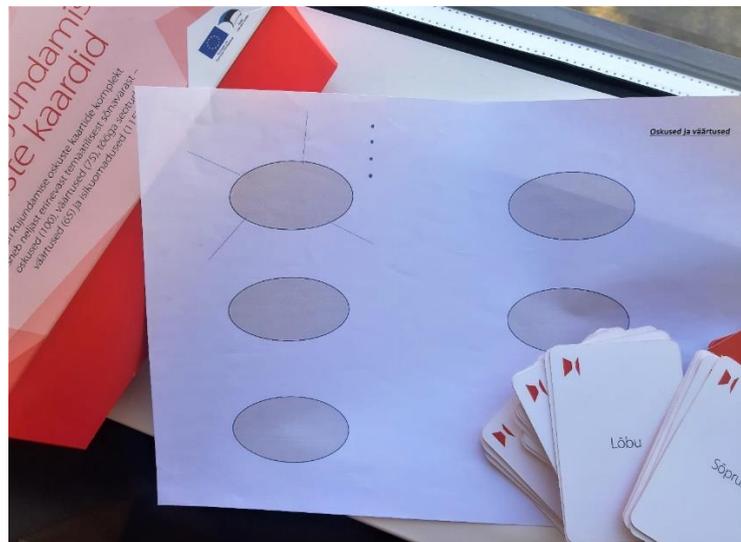
Workshop of skills and values: Silja Lilles-Sula, Estonia

Expected outcome is that the participants acknowledge the importance of personal values and general skills they carry in the light of considering job choices. They think about their values and skills in the process as well as associate them with occupations.

Target group are 13 to 16 year old pupils from 7 - 9th grades.

Tools to use in the workshop:

- „**Cards of developing career planning skills**“ are cards with vocabulary to talk about values and skills.
- Worksheet to write down occupations and selected skills and values.
- Optional – job descriptions.



The process of the workshop:

1. **Discussion** about knowing yourself as the starting point of making career decisions.

Discussion are about what values are and what skills are.

2. One have to have skills to come up to expectations of employer and to be able to do the work. At this age you don`t have occupational skills, but there are skills you do have.

First assignment – choose three cards with skills you do have and what you think could be useful in work context.

3. Another aspect employers emphasize is related to values you have. Equally important is to think how the job fits with your values.

Second assignment – choose three cards with values important to you.

4. Participants discuss in groups and decide what values are most important and what skills are most useful in work context. Next, they think about jobs their parents do/they want to do themselves one day etc.

Third assignment – check out the job descriptions and put them together with the chosen values and skills on the worksheet.

5. Conclusions and reflection.

Links for further information about job descriptions:

<https://haridusportaal.edu.ee/ametialad>

Job search online: F. Javier Martínez Capín, Spain

The expected outcome is development of skills and efficient strategies in the online job search. The target group are students from 16 to 60 years old (secondary, bachelor and vocational training).

The goal is to create a personal and specific professional training itinerary managing effective and successful online tools.

Self-knowledge: Activity 1

To Delphi (in Ancient and Great Greece) people came from all over Greece and outside of it to consult the Delphi oracle about what the future would hold for them and not by chance an inscription in the Temple of Apollo read the following: "γνῶθι σεαυτὸν " or what is the same KNOW YOURSELF. There is only knowledge from self-knowledge, whoever seeks to progress, advance, improve in the external world must first approach the world that comprises his body and mind; know their virtues, their aptitudes, their attitudes, their manual and intellectual skills and at the same time their defects, shortcomings and gaps.

Whoever does this will be able to advance towards a more successful life of relationship with the natural and human environment that surrounds it. However, who without knowing himself, relates to the world is doomed to error, confusion, frustration, anxiety, anger and, what is worse, not knowing how to solve this situation.

Below I propose you to carry out 4 **self-assessment / self-orientation tests**, the first two are those that I indicate in the links below, the other two tests / exams, you must search for them online and fill them out:

<https://www.educaweb.com/orientacion/intereses-profesionales/> (Click the "Start" tab at the bottom)

<https://www.ucam.edu/descubre-tu-futuro>

Once you have finished the tests / exams, it is VERY IMPORTANT that you save the results in the form of a WORD document, pdf, screenshot, etc. The purpose of this archive of the results is that, on the one hand, you should share it with me and upload it as a task to TEAMS. On the other hand, the archive of these results will allow you to extract what you need to include it in the Final Work Orientation Job task when I request it through TEAMS.

Once the tests are done, you must upload the results of the tests together with a personal assessment of them, in which you indicate whether you agree with them or not and why.

A precaution that you should take into account before starting is that some self-orientation tests do not allow its partial realization and to be able to save the part carried out to continue at a later time, that is, they require that you complete them when you decide to start them.

I hope I have been clear enough and that you can easily carry out the task I entrust to you. Greetings and much encouragement.

Labor market: Activity 2

I suggest that you study "what do companies want from you?", that you analyze the labor market, in direct words, that you see "what is happening today" in the labor market. For this, **you must search 6 real job offers in Spain for jobs that interest you and that are appropriate to the results obtained in exercise 1** of this area or to your preferences, if these are different from the results of the tests you carried out.

The method you will use will be to carry out a search in three layers (this is the most important thing about the exercise):

- **First layer:** use one or more metasearch engines, such as Indeed. A metasearch engine is a search engine that scans the Internet trying to find out the object that interests the user. It would be like a "rastreator", but in this case, the metasearch engines that interest us are those of job offers.

<https://www.indeed.es/>

<https://marcaempleo.es/empleo/metabuscadores-de-empleo/>

<https://marcaempleo.es/2020/05/07/47-metabuscadores-de-empleo-con-miles-de-ofertas-de-trabajo-a-tu-alcance/>

- **Second layer:** the second moment or level of the search is the use of sectoral web pages. If I am trying to find job offers related to a specific professional sector, the first thing I must do, is find web pages focused on that area and that are a meeting point between companies and workers, information exchange and job offers specifically of the sector that interests me. Therefore, carry out job searches on these sectoral websites. In the three links at the end of this document, there are many examples of sectoral websites, use the ones that suit you or others.

For example:

- I am interested in computing: <https://www.tecnoempleo.com/> and <https://ticjob.es/>
- I am interested in hospitality and tourism: <https://www.turijobs.com/>
- I want to work in the education sector: <https://www.colejobs.es/>
- I want a summer job: <https://www.summerjobs.com/>
- I like fashion: <https://es.fashionjobs.com/>

- **Third layer:** the last, but not least, search level will be social networks and other collective communication apps (Linkedin, Facebook, twitter, instagram, whatsapp, telegram, etc.) Here we would have to register in the social network, have a user that allows us to move around it and use it. Then we can join or become followers of different groups of those networks where professionally relevant information is handled and that may interest us.

For example: In the event that we wanted to work as welders in Asturias, there could be a group of welders created on Facebook in Asturias, of which we have no knowledge, where job offers and different training possibilities are handled. Doing a search to find those groups that may interest us is a first task that we should do.

Additionally, to successfully complete the job search on Social Networks, there are specialized websites that maximize its success:

<https://ocupa2.com/blog/ofertas-de-trabajo/como-buscar-trabajo-en-twitter/>

<https://twitter.com/buscaremplo?lang=es>

<https://www.facebook.jobs>

<https://www.redes-sociales.com/las-8-mejores-redes-sociales-para-buscar-trabajo/>

<https://www.iebschool.com/blog/como-encontrar-trabajo-redes-sociales-reclutamiento-seleccion/>

To properly complete the exercise, you must prepare a WORD or PDF document indicating the 6 jobs you were looking for, you must add the fundamental characteristics of those jobs, the website where you found that job offer and the method used to find it (social network, sector website or metasearch engine). In the exercise, you must use the three levels or layers of search proposed.

Use these three links to use the websites that you think are most convenient in your search:

- <http://yoriento.com/2013/05/mejores-portales-buscar-empleo-trabajo-internet.html/>
- FOL BLOG <http://insercionlaboralsierradeguara.blogspot.com.es/p/otros.html>
- <http://www.consumer.es/web/es/tecnologia/internet/2013/11/12/218487.php>

Developing my own tools: Activity 3

1. Select one of the job offers that you were looking for in the previous exercise and write your curriculum vitae. This curriculum must be real and adapted it to the job. Upload it to TEAMS.

2. Prepare your European curriculum vitae. Upload it to TEAMS.
3. Write 10 questions from a job interview that you think you would have some kind of problem in answering and write the answers for them. Upload it to TEAMS.

My experience as educative guide or counsellor: Marta Pérez, Spain

I would like to acquire strategies and skills to improve my work in my high school. This means that I would be able to better guide my students in their academic and professional development. As well as this, I can accompany them with their decisions and help them with their issues whilst taking into consideration their personal situations.

In addition, I am interested in knowing how other educative guides from Slovenia deal with certain difficult situations (in a personal and social way that differs from our students) or which methods they apply or use to execute their work.

Target group in my counsellor's work are students from Secondary School, Bachelor (12 - 18 years old more or less), and Professional Formation (Basic, Medium Grade and Superior Grade).

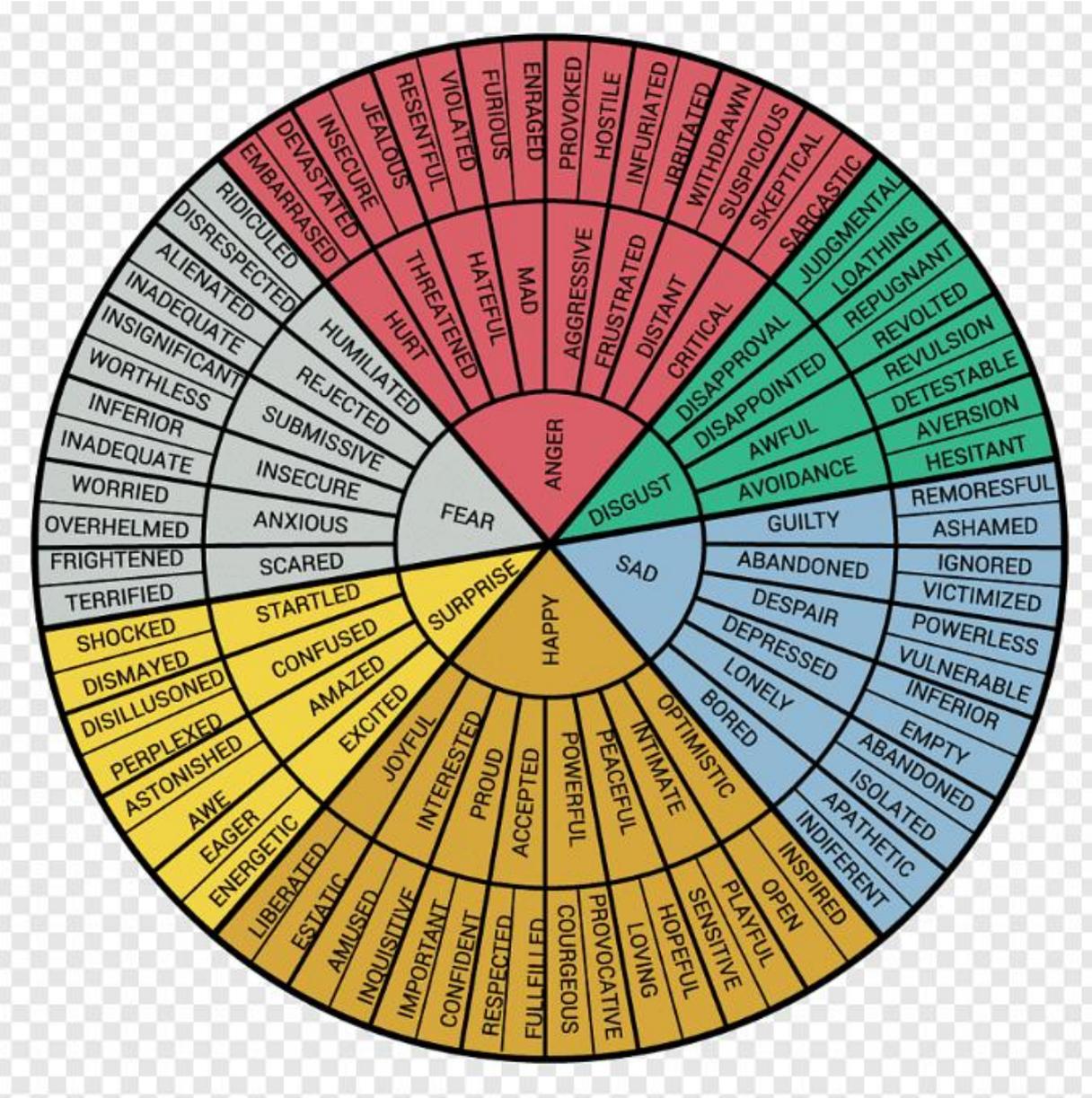
My daily work in a high school consists of dealing with teachers, families and students. For instance, I mediate between teachers and guide them through their work; however, I don't alter their teaching methods. I provide support and guidance so that they can teach their subjects taking into consideration some of their students' difficult situations. For example, students that may have ADHD, dyslexia, depression, anxiety, or family or social troubles. Many teachers have a wide knowledge in their field, but lack knowledge in how to deal with these kinds of situations. I assist them and I invite some associations or institutions to the high school and offer workshops to teachers in need of support. These workshops cover topics such as how to treat difficult situations (bullying, social skills, etc.).

On the other hand, I dedicate part of my time at work to talking with students, and I help them deal with topics mentioned above. We talk about their social, family or personal problems and work towards a solution that can help them manage their situation. Not only that, but also, if necessary, I send them to either hospitals or mental health services, which are associations that treat specific situations. In addition, I guide them in their academics and development. Together, we consider their previous studies, their experiences, interests, ambitions and characteristics to choose which option is the best for them to continue with their education. Then once they are in practice (depending on the case, because not everyone does practice in a centre or working place), I monitor their progress by communicating with their tutor to know how they are getting on in their respective centre.

Furthermore, my work also consists of organising some educational activities like excursions or trips to universities or fairs about vocational and professional development, where they are informed by the companies or universities what they offer to our students and how they work. Additionally, they come to my high school during a "vocational week" to share their studies, how different professionals have achieved their goals, what

they studied, the best and worst part of their work to our students, which offers a real life perspective of the work environment.

Finally, another part of my work is accompanying the families of some students. Although I guide teachers with how to deal with their students, as well as explaining to the students what different choices they have and what paths they can take in their career, I also talk with families to help them and provide support and methods in dealing with adolescents. I support them in an academic way and let them know what choices they have as well as discussing their family situations and choices for their children.



Emotional roulette exercise

Additionally, I mediate between families (usually parents) and students with their personal or family problems. Often parents do not know what to do in some situations and therefore they are overlooked. Sometimes I interview families and collect information to help the students, or just because I have to do a psychopedagogical test, where an interview with parents is a compulsory part of the test. This is because it helps me to gather and detect some cognitive problems and irregular habits/patterns in the students development (for instance, in their childhood now that they are adolescents).

I am also in contact with external services that are used to help the students from the high school, so that we are aware of the situations and can continue to support and guide the students in the best way possible. I take on the role of communicating due to my job solely focusing on the wellbeing of the students, teachers and families. Although I have the skills to teach subjects like psychology, I focus on mediating between people from the Educational Community, not in a curricular or academic way, but as a way of avoiding any external problems that affect my students' development. I like to offer the students the best professional choices for their futures so that they can succeed in the years to come.

Links for further information:

Emotional roulette: <https://www.pngwing.com/en/free-png-ysrhr>

Spain educational system: <https://gpseducation.oecd.org/CountryProfile?primaryCountry=ESP>

High school: <https://site.educa.madrid.org/ies.julioverne.leganes/>

The career and study counseling: Rebecca Oestringer, Germany

The career and study counseling (Berufs- und Studienberatung) in Germany is part of the federal employment agency Bundesagentur für Arbeit.

There are round about 3.000 guidance counsellors to help young people to find their profession after school. The advice is free of charge at all times.

One counsellor is responsible for 4 - 6 schools and round about 700 students. We are divided in counsellors for secondary school level I and II. The latter is for pupils in gymnasium and young people with A level.

Our tasks are:

- **Vocational orientation**

- Theoretical lessons in all schools
- Profession choice tests
- Parents' evenings
- Training for teachers

- **Vocational counselling**

- One-to-one conversations in schools
- Information about professions
- Sources of information
- Individual preparation for choice of profession

- **Support**

- extra help for vocational school
- Prevocational education schemes
- Financial support for trainees who do not live at home anymore

- **Training Placement**

- Showing training place vacancies
- Application training
- Vocational training fairs

We are present at school mainly at the beginning and end of the school year. For this purpose, it is essential to have a close cooperation with teachers.

Otherwise, we are in office and offer individual career guidance for young people and their parents. The consultation takes place personal, by telephone or skype.

These tools we use nearly in every guidance. If someone didn't do the test it is up to the counsellor to find the talents and interests by asking the right questions. Clues can be interests in school, hobbies, volunteer work, passions.

For example, if someone has no idea which profession he/she want to learn and practice, you can get some ideas by doing a test on the website of the Employment Agency. The so-called **CHECK U** help you find out which vocational training or degree programs might suit you. The test is designed to identify your talents and interests and then proposes fitting occupations accordingly. Keep in mind that to take the test you need sufficient German language skills.

www.arbeitsagentur.de/bildung/welche-ausbildung-welches-studium-passt

Once you have narrowed down your search to a few professional fields or specific occupations, you can find out more about the steps you need to take and the prospects you can expect in these jobs online.

General information on various occupational fields as well as specific detailed information about all professions are available on BERUFENET (www.berufenet.arbeitsagentur.de).

Links for further information:

- Bundesagentur für Arbeit: www.arbeitsagentur.de
- Lexicon about professions: www.berufenet.arbeitsagentur.de
- Orientation test education Baden-Württemberg: www.was-studiere-ich.de
- Self Assessments: www.osa-portal.de
- Study guide resources: www.studienwahl.de; www.hochschulkompass.de; www.studieninfo-bw.de
- Ranking: www.che-ranking.de
- Apprenticeship search: www.arbeitsagentur.de/jobsuche
- Gap Year resources: www.rausvonzuhause.de, www.fsj-baden-wuerttemberg.de, www.foej.de, www.lsvbw.de, www.fsjkultur.de, www.bundesfreiwilligendienst.de, www.bundeswehr-karriere.de



euro | guidance

European Network to Support
Guidance and Counselling