



ACADEMIA SLOVENIA 2025

**EXCHANGE OF PRACTICES AND
COOPERATION IN LIFELONG
GUIDANCE**

Employment Service of Slovenia, Euroguidance Slovenia

The booklet Academia Slovenia 2025: 'Exchange of practices and cooperation in lifelong guidance' has been prepared by Academia Slovenia 2025 participants and Euroguidance Slovenia.

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Introduction

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

Academia Slovenia 2025: 'Exchange of practices and cooperation in lifelong guidance' will take place 7-10 April in Ljubljana and Naklo and will focus on the exchange of practices and cooperation in lifelong guidance to provide guidance practitioners a learning mobility experience and international networking opportunities.

The program will introduce Slovenian guidance system, 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. The participating guidance practitioners will:

- gain overview of lifelong guidance and service provision for different target groups in Slovenia;
- be able to understand learning in a multicultural environment;
- teach and learn from peers on the guidance topics with exchange of practices;
- be able to practice professional language and participate in discussions;
- widen the international professional network.

Host organisation is the 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.

Participating guidance practitioners

The participating guidance practitioners were asked to prepare a description of the method, practice or initiative from their daily practice according to the following guidelines: title of the method, practice or initiative, expected outcomes, target group, description of the method, practice or initiative, links for further information.

This Academia Slovenia booklet includes the collection of these practices from Estonia, Germany, Ireland, Norway and Spain to support exchange of good guidance practices among European guidance practitioners.

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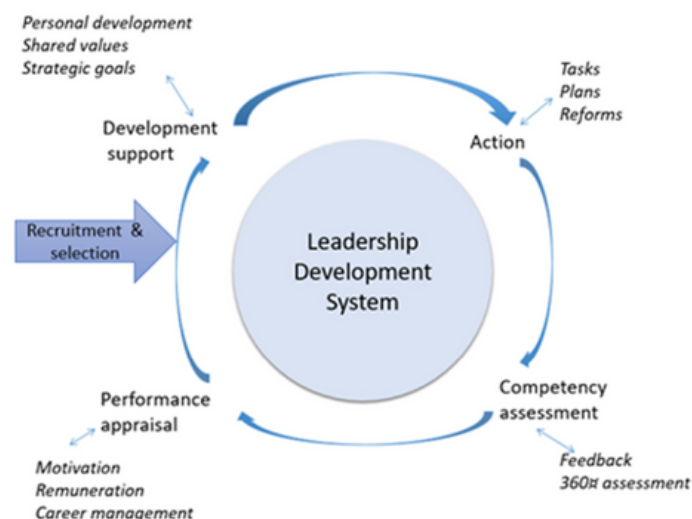
THE TOP CIVIL SERVICE EXCELLENCE CENTRE

The Top Civil Service Excellence Centre (TSCEC) was initially established as an experimental initiative in 2005 within the Government Office of the Republic of Estonia and was formally institutionalized in 2010. The Centre plays a pivotal role in developing and enhancing leadership competencies among top civil servants, fostering a unified leadership culture, and ensuring long-term succession planning within the Estonian public sector. Beyond leadership development, the Centre has taken on responsibility for career planning and succession management, aiming to create a sustainable talent pipeline. One of its key initiatives is the Newton Programme, launched in 2008, which targets mid-level managers identified as high-potential future leaders.

EMPLOYMENT LIFECYCLE OF LEADERSHIP

The biggest transformation during last 12 years with regards to the top civil servants in Estonia is around the lifecycle for leadership. In response to the need for improved recruitment and assessment for leadership, the 2013 New Public Service Act overhauled much of the employment lifecycle for top civil servants and now there are:

1. Fixed 5-year terms for all top civil servants;
2. Fixed hiring requirements, including competencies as part of the hiring decisions;
3. Open recruitment required for all positions (other than intelligence positions);
4. Participation in development activities is a part of the responsibilities for top civil servants.



Today, the TSCEC remains at the forefront of civil service leadership development, continuously evolving its methods and programmes to strengthen Estonia's public sector leadership capabilities and ensure long-term sustainability in talent development.

In recent years, the TSCEC has expanded its focus to include comprehensive career counseling for both current and potential future top civil servants. This shift has been driven by two key factors.

On the one hand, the need for suitable candidates for top leadership positions has become increasingly evident. To ensure a strong and sustainable leadership pipeline, it is essential to identify and guide talented individuals within the public service early on, encouraging them to actively engage in career planning and personal development. By fostering a proactive approach to leadership growth, we aim to prepare these individuals for selection when key positions become available.

On the other hand, while it is often assumed that top civil servants—as mature, intelligent, and experienced leaders—are fully capable of managing their own career paths, experience has shown that they, too, require support and guidance in making well-informed decisions about their future. Whether navigating transitions to new roles within or beyond the public sector, or seeking new challenges after stepping down from leadership positions, many top executives benefit from structured career coaching to explore their best options and prepare for their next steps with confidence.

By addressing both the development of future leaders and the career transitions of experienced top executives, TSCEC ensures that Estonia's public sector leadership remains strong, forward-looking, and well-prepared for evolving challenges.

Expected Outcomes of Career Coaching and Counseling by TSCEC advisors for Top Civil Servants and Their Successors:

- **Smooth Leadership Transitions** - Ensuring that long-serving top civil servants successfully transition out of their roles with clarity and confidence, allowing for institutional knowledge transfer and minimal disruption to public sector operations.

- **Strategic Talent Placement** - Identifying and matching the most suitable candidates to vacant top leadership positions based on competency assessments, leadership potential, and strategic organizational needs.

- **Enhanced Leadership Readiness** - Equipping high-potential future leaders with the necessary skills, mindset, and strategic vision to take on top positions, ensuring continuity and strong governance within the public sector.

- **Increased Retention and Engagement** - Providing structured career development support to foster leadership engagement, motivation, and long-term commitment to public service careers, reducing leadership turnover.

- **Strengthened Public Sector Leadership Framework** - Contributing to a resilient and future-ready public sector by continuously refining leadership development frameworks, succession planning strategies, and career mobility pathways for top civil servants.

These outcomes ensure that both top civil servants and the TSCEC benefit from a well-structured, future-oriented career coaching and counseling process, ultimately strengthening Estonia's public sector leadership landscape.

METHOD FOR WEIGHING CAREER ALTERNATIVES

1. **Define career alternatives** (2-5 positions, fields, companies, organizations etc that you are interested in.

2. **Define the criteria (values)** that are important to you when making a choice (3-5, e.g., salary, independence, etc.). Find out, which values (criteria) are the most important ones for you regarding your work.

- First, read through all 20 values below.
- Then rate each value on a scale of 1-5:

1 - Not important to me at all in a job,

2 - Rather unimportant,

3 - Moderately important,

4 - Quite important,

5 - Very important to me; I cannot imagine my job without it.

- Pick the values with rating "5" and continue rating until you have found 3-5 the most important values for you at work.

The values are for example (but not only, you can add other values to the list):

- **Helping society** - contributing to making the world (or Estonia) a better place.
- **Helping others** - assisting other people, providing them with positive experiences, or alleviating their worries.

- **Communication, collaboration** – frequent daily interactions with people; strong cooperative relationships with colleagues.
- **Belonging** – being a recognized and successful member of an organization.
- **Competition** – the opportunity to constantly compare one's abilities and results with others; the chance to achieve the best performance among peers.
- **Risk, working under pressure** – making quick decisions, taking risks, handling stressful situations efficiently.
- **Power and authority** – the ability to influence decisions and actions; position-based authority over people and/or company operations.
- **Independence** – the freedom to make decisions and choose one's direction without consulting others.
- **Knowledge, intellectual status** – making connections, learning, and the opportunity to achieve expert status.
- **Creativity** – working in a creative environment, expressing oneself innovatively and resourcefully; an important aesthetic aspect as well.
- **Security, stability** – feeling secure about the future, having a familiar work environment, and a stable income.
- **Fast pace, variety** – quickly changing tasks, the constant need to maintain momentum, the opportunity to travel, etc.
- **Job content** – performing work that is enjoyable and aligns with one's skills and experience.
- **Salary, earnings** – work that provides financial income.
- **Location, environment** – working in a specific region or a recognized environment (e.g., well-designed office spaces, nature, etc.).
- **Leadership** – taking responsibility for the results of others' work, guiding, solving problems, planning, etc.
- **Physical effort** – work that requires physical fitness and skill.
- **Work-life balance** – the ability to work in a way that allows sufficient time and energy for non-work activities (e.g., family, learning, hobbies, etc.).
- **Professional status** – the opportunity to feel special because of the work one does.
- **Achieving results** – attaining concrete outcomes and seeing the tangible impact of one's work.

3. **Evaluate all alternatives using the same criteria** (values)(on a scale from -2 to +2).

4. **Consider additional 3 criteria** (on a scale from 1-10):

- a) motivation – how motivated you are to choose this position?
- b) likelihood – what is the likelihood of you securing this position?
- c) effort – how demanding would it be for you to perform in this role?

5. **Assess each alternative against these criteria** and add up the ratings of all criteria (except effort) for each alternative.

6. **Compare the totals, draw conclusions, and plan the next steps.**

Pay also attention to these aspects:

- The evaluation can be carried out using a table or represented as a diagram.
- The same criteria must be used for each alternative.
- If the criteria do not work, they need to be replaced.
- The final result should provide a differentiated ranking.

MORE INFORMATION

The Top Civil Service Excellence Centre:

<https://www.riigikantselei.ee/en/supporting-government-and-prime-minister/top-civil-service>

Good practice: Estonia

Mirjam Roasto, HR Partner, Education and Youth Board, Estonia

CAREER CHOICE MAPPING METHOD – PASSION, COMPETENCIES, POSSIBILITIES

INTRODUCTION

Career choice mapping is a process that helps individuals define their skills, interests, and values to make informed decisions about their future direction. This method is particularly useful for working professionals, who feel dissatisfied with their current job or those who, due to layoffs or other circumstances, need to find new employment. For individuals who have spent many years in the same organization and role, it can be challenging to see new opportunities. This method provides a structured approach to analyzing career choices, reducing uncertainty, and creating a realistic and motivating career plan. I have used this method both with youngsters and with experienced employees, both in groups and in individual counselling.

Career choice mapping focuses on three main aspects:

- **Your Passion** – What you enjoy doing and what excites you.
- **Your Skills and Knowledge** – What you already possess and can offer to the job market.
- **Labour market Opportunities** – What the job market needs, including sought-after skills and competencies.



1 MAPPING THE CURRENT SITUATION

1.1 Self-Analysis to find your passion

The first step in career choice mapping is **self-analysis**, which involves examining these key areas:

What You Truly Love – Identifying what genuinely excites and interests you is crucial in career planning. Consider the activities that make you lose track of time, the tasks that energize you, and the subjects you naturally seek out in your free time. Reflect on the following questions:

- What types of work or projects have given you the most satisfaction in the past?
- What topics or activities do you enjoy learning about, even when no one requires you to?
- What problems do you feel passionate about solving?
- If money was not a factor, what kind of work would you choose to do every day?

To better **understand your passions**, try different approaches:

- **Journaling** – Write about moments when you felt the most engaged or accomplished.
- **Experimentation** – Explore hobbies, side projects, or volunteer work to see what truly excites you.
- **Feedback from others** – Ask colleagues, friends, or mentors what they think you excel at and seem most passionate about.
- **Personality and career assessments** – different career inventory tools or questionnaires can help you map your interests and strengths.

Recognizing your true passion can take time, but by actively exploring and reflecting, you can gain a clearer sense of direction and motivation for your career choices.

1.2 Self-Analysis to Find Your Skills and Strengths

Once you have identified your passions, the next step is to understand your true strengths and the skills you can leverage in your career. Recognizing these can be challenging, especially for those who tend to downplay their abilities or have not consciously reflected on them before. However, understanding your skills is crucial for making confident and informed career decisions.

Start by **reflecting on the following questions**:

- What tasks or responsibilities do people often rely on you for?
- What comes easily to you that others might struggle with?
- Have you ever received compliments on your work, even if you dismissed them?
- When have you successfully solved a problem or overcome a challenge at work?
- What are the skills you use daily but take for granted?

To **uncover your strengths**, try different approaches:

- **Self-Reflection:** Keep a record of situations where you felt competent and capable. Note any recurring patterns.
- **Gathering Feedback:** Ask colleagues, friends, or supervisors what they think your biggest strengths are. Sometimes others see talents in us that we overlook.
- **Skill Assessments:** Take online skills tests or career aptitude quizzes to identify areas where you naturally excel.
- **Past Experiences:** Review your past jobs, projects, or even volunteer work to determine the skills you frequently used and enjoyed applying.

By actively identifying and embracing your strengths, you can make informed career choices that align with your capabilities, giving you a greater sense of confidence and direction.

For individuals who have been in the same job for a long time, self-analysis can help uncover both overlooked passions and transferable skills that may open up new career opportunities.

1.3 Exploring labor market needs

The next step is to explore the labor market. This includes:

- Analyzing different professions and labor market trends;
- What vacancies there are in your own company or in your field or in labour market;
- Are there possibilities to offer comparing required skills and qualifications with your profile;
- Gaining job shadowing or internship experience;

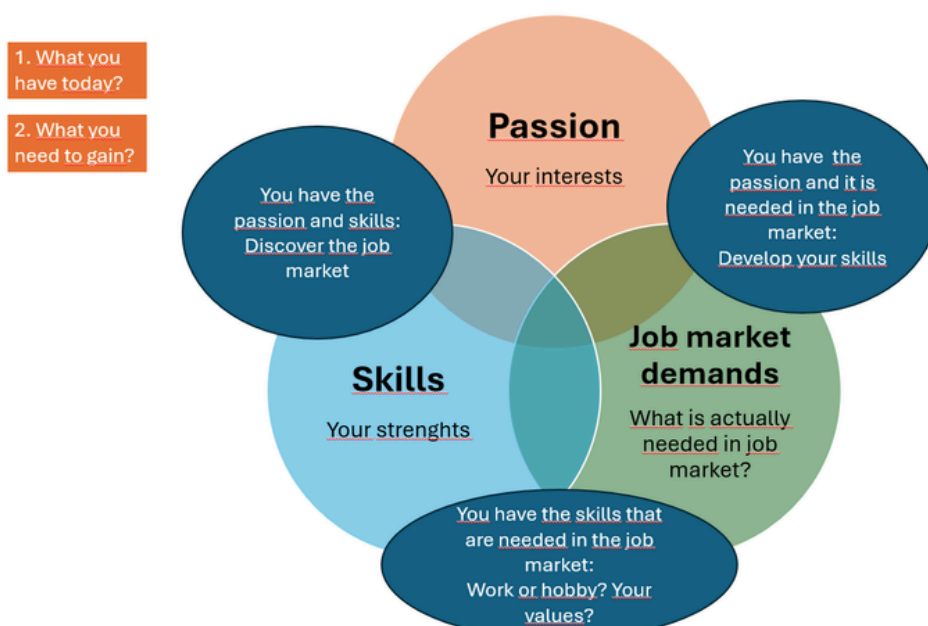
- Engaging in conversations with professionals in the field;
- Building and expanding a professional network.

For those re-entering the job market after many years, researching emerging industries and in-demand skills can help broaden their perspective and uncover new possibilities.

2 MAPPING OUT THE NEXT STEPS

Once the three-focus mapping is completed, the next step is determining how to move forward based on the findings:

- **If you know what you enjoy and already have the skills for it** – Identify opportunities where you can apply these skills. Explore the job market. Work with your personal branding.
- **If you know what you enjoy and there is demand for it in the job market** – Focus on developing your skills further in this field. Find some trainings, try job shadowing, find a mentor.
- **If you have strong skills and knowledge in a certain field that is in demand, but it is not your passion** – You need to do some more self-discovery:
 - o Treat it as a job while pursuing your passions as hobbies in your free time.
 - o Explore ways to apply your skills in a way that better aligns with your interests and passions.
 - o Is there a conflict in values? Maybe you need to decide that this career path is not the best fit and look for a role within this skillset that provides a more fulfilling experience.



CONCLUSION

The career choice mapping method is an effective way to make informed decisions and plan professional development. It helps individuals identify their strengths and interests and align them with opportunities available in the job market. This method is particularly beneficial for professionals seeking a career change or re-entering the job market after a long time in the same position. Consistently applying this method enhances career confidence and success prospects.

Good practice: Germany

Lena Bethmann, Agentur für Arbeit Berlin Süd, Germany

A WORKSHOP FOR CAREER ORIENTATION: WHAT PROFESSIONS ARE OUT THERE?

The Federal Employment Agency is one of five pillars in the system of social insurance in Germany. It provides a wide range of service tasks for citizens as well as for companies and institutions in the labour and training market.

One field of its activities is lifelong vocational guidance. My position has its focus on pre-employment vocational guidance – so my main target groups are students of secondary schools and young NEETs (not in education, employment or training) under the age of 25.

The workshop “What professions are out there? – And which one could be right for you?” is a practice for career orientation and studies for 9th grade – so the target group are **14-15 years old students** who will obtain their first high school degree after 10th grade.

That year of school is a crucial point of decision making for many German students: if their grades allow they can choose two to three years of higher secondary education to obtain the Abitur, the university entrance qualification. If they cannot or do not want to stay at school anymore they can start dual vocational education and training, in German *Ausbildung*. This is one of the most important pillars of qualification for the labour market in Germany.

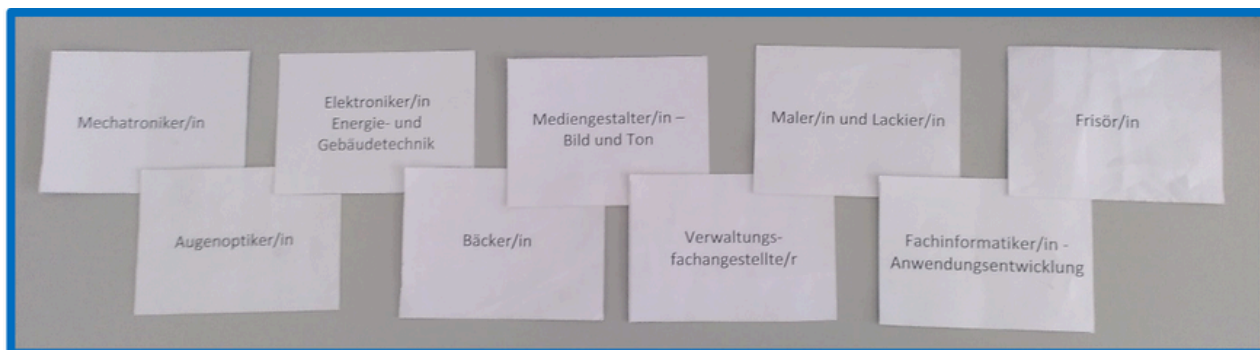
To start vocational training, students obviously need to make a career choice first and then apply to companies that offer the training.

The workshop “What professions are out there?” is tailored to give them an **overview of the possible career fields and the professions in them that can be reached by professional training**.

When attending the workshop, students ideally already have a basic awareness of their skills and interests – for example through the workshops we offer for 7th and 8th grade or through internships. What they usually do not know is what professions actually exist – there are about 350 professions that can be reached by an *Ausbildung*.

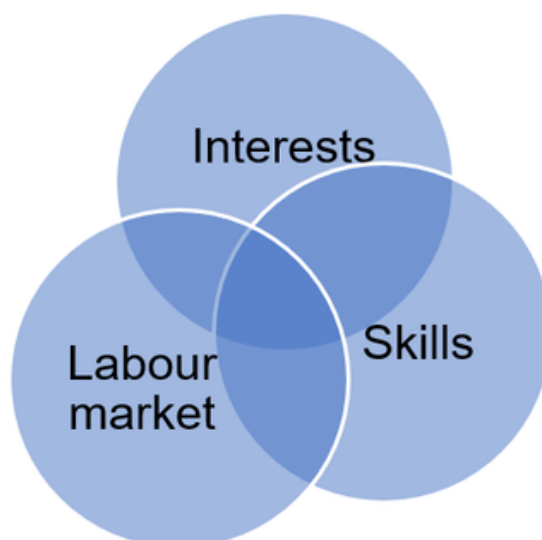
PHASE 1: ACTIVATION

After welcoming the classes to the career information centre, the workshop starts with a warm-up. Everyone is handed out a card with the name of a profession on it.



I tell the students that their career choice could be done like this: The Federal Employment Agency decides where staff is needed and calls the students into the respective professional training. Then we get into a conversation on basic topics:

1. How many of them would be happy with my decision? (Answer: usually a very small minority). They learn about the importance of becoming active themselves.
2. What is my task as a guidance counsellor if I do not decide for them? The law my job is based on describes it as following: "Career counselling must take into account the inclination, suitability, professional skills and performance of the person seeking advice as well as current and expected employment opportunities". So we consider interests, skills and the labour market and my task is to help find the intersection.



3. The freedom of choice of profession is so important that it is guaranteed by the constitution. But of course, there are requirements to enter specific trainings or jobs. So my task is also to inform about those requirements.

PHASE 2: CAREER FIELDS AND ITS PROFESSIONS

To start a second phase I let the students estimate how many professions can be reached by an *Ausbildung*. (Answer as mentioned above: around 350.) Since this a very high number, we then learn about career fields to group professions that are similar to each other and help us to gain an overview of the options on the labour market.

They get to know the Agency's website www.planet-beruf.de and the 15 career fields it works with. The pictures help the students to a more intuitive understanding of what the different professional fields might be dealing with.

I ask the students to sort their card into a career field and we start a short quiz of recognizing and naming professions based on a picture and find out about skills that are needed for them.

Examples

1. Stefanie is a **nursing professional**. The head nurse has given her the task of putting together the tablets that the patients on the ward are to take in the evening. Which skill is most in demand?

- a. Accuracy
- b. Health performance/resilience
- c. Spatial imagination
- d. Manual dexterity

2. Thomas is a **plumbing, heating and air conditioning system mechanic**. He works on the renovation of old buildings. Here, unlike with new buildings, he often has to find unusual solutions for installing bathrooms. Which skill is most in demand?

- a. Logical thinking
- b. Ability to work in a team
- c. Inventiveness (Creativity)
- d. Manual dexterity



**Bau, Architektur,
Vermessung**



Dienstleistung



Elektro



Gesundheit



IT, Computer



**Kunst, Kultur,
Gestaltung**



**Landwirtschaft, Natur,
Umwelt**



Medien



Metall, Maschinenbau



Naturwissenschaften



Produktion, Fertigung



Soziales, Pädagogik



**Technik,
Technologiefelder**



Verkehr, Logistik

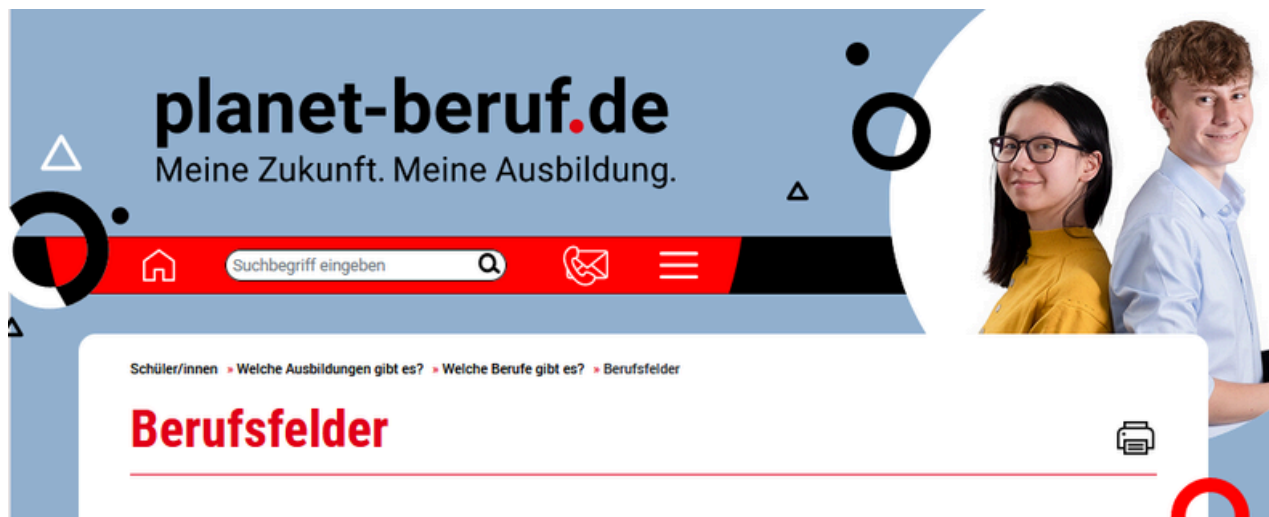


Wirtschaft, Verwaltung

PHASE 3: OWN RESEARCH

The students then get to know our website **“planet-beruf”** for their own research and get the following work assignment.

1. Look at the overview of the career fields on planet-beruf.



2. Which career field might interest you? Click on it and watch the overview video (headphones or read subtitles). If you find the career field interesting, go to task 3. Otherwise, choose a different career field.

3. Found an interesting career field? Then look for two professions in this field and collect information about them. You can write them down on the back.

Already finished and still have time?

You can look at other professions in the field. Or you can look at other career fields and the professions behind them.



**My result –
Jobs that might interest me**

Name of the professional field:

Name of the profession:

What I want to remember:

(e.g. What activities do you do? Where do you work? When do you work?)

Do you have any more questions about the vocational guidance? Write them down here!

LINKS FOR FURTHER INFORMATION

English website of the Federal Employment Agency:

<https://www.arbeitsagentur.de/en>

Planet Beruf (in German):

www.planet-beruf.de

Personal school website on the website of the Federal Employment Agency:

<https://www.arbeitsagentur.de/vor-ort/berlin-sued/fritz-karsen-schule>

Good practice: Germany

Petra Hovi, Agentur für Arbeit Köln, Germany

HOW ADULTS CATCH UP WITH THE AID OF DUAL VOCATIONAL EDUCATION AND TRAINING (VET) QUALIFICATION?

CAREER COUNSELLING IN PROFESSIONAL LIFE (BERUFSBERATUNG IM ERWERBSLEBEN)

Career counselling in professional life (Berufsberatung im Erwerbsleben (BBiE)) is directed mostly towards adult employees or self-employed adults during their working life. Students that are about to complete their university studies and unemployed individuals are also part of the customer base.

The service includes individual career orientation, information and counselling on education, study opportunities, and individual prospects within the labour market. Counselling is offered as a neutral and voluntary service and supports the individual in making an informed, independent and sustainable decision on the prospective career path.

SUBSEQUENT ACQUISITION OF A DUAL VOCATIONAL QUALIFICATION

According to the German Social Law III § 81 (2) (SGB III 81 (2)), the subsequent acquisition of a dual vocational qualification by employees or unemployed people can be subsidised by covering the cost for the training if those individuals

1. do not have a vocational qualification for which a training period of at least two years is stipulated by federal or state law, or are no longer likely to be able to work in an occupation corresponding to their vocational qualification due to having worked for more than four years in semi-skilled or unskilled employment;
2. are suitable for the desired occupation;
3. are likely to participate in the programme;
4. are likely to improve their employment prospects with the desired profession.

The target group for the above mentioned career possibility are thus low-or semi-skilled working or non-working adults. The expected outcome is a complete dual vocational qualification.

The advantages of a completed dual vocational education and training (VET) are:

- the entitlement to a collectively agreed salary,
- collectively agreed holidays,
- possibility of further trainings,
- better prospects on the labour market including a higher chance of employment

THE PATH TO THE ACQUISITION OF A DUAL VOCATIONAL QUALIFICATION

When a client of career counselling in professional life (BBiE) fulfils the requirements of §81 (2) SGB III, the counselling also includes the possible ways to obtain a vocational qualification and the exploration of requirements for funding.

Information events, career choice tests, internships, and counselling sessions – which may also include the client's close family – can be utilised to determine a career goal in dual vocational education and training (VET).

Most VET-trainings are supervised by the Chamber of Commerce (IHK). Further trainings are offered in the areas of crafts, agricultural, and healthcare industry by the Chamber of Crafts, by the Chamber of Agriculture, and different types of institutions providing healthcare related education.

These institutions are responsible for establishing training plans for VETs according to the Vocational Training Act (Berufsbildungsgesetz) and for the intermediate and final examinations. The details of VET are defined in accordance with national training regulations. Hence a standardized VET-system is guaranteed across Germany.

Not every VET-training in the dual system can be attained with support of the Federal Employment Agency (Bundesagentur für Arbeit). Good labour market and employment prospects are conditions for funding of the training.

The client's suitability for the desired training programme can be determined by a test conducted by the vocational psychology service of the Federal Agency of Employment (Bundesagentur für Arbeit). The test may include German language proficiency, motivation, family circumstances, knowledge about the profession, personal aims of the client, and standardized intelligence tests. The outcome of this process secures the prospects of succeeding in the VET-Training.

Once a career goal has been determined, there are several ways to achieve it:

1) The client can choose an individual company for the training programme. The training is 3 to 4 days a week at this company. In addition, the client gets to attend a vocational school 1 to 2 days a week.

2) The client has his/her training in a specialized school (Bildungsträger) and completes it by practicing at an individual firm/company for several months.

The VET-Trainings for young people starting after school normally take three years. However, for the clients who catch up with the aid of a VET the training, the required time is 2/3 of the normal duration, so it usually lasts 2 years. There are exemptions of this rule; for example if a client needs more time or the federal rule for a particular qualification is 3 years.

The counselling service also includes the financial aspects of the training. As a rule, the client receives the following during the training:

- unemployment benefit,
- school fees,
- travelling expenses and
- training allowance of 150 Euros per month.

A subsidy may also be paid for childcare support. For some professions, the purchase of tools and/or work attire may also be covered.

When clients pass the final examination, they can receive a bonus of 1500 euros for obtaining the desired degree. Clients who are already working can resign from their current job if they meet the requirements for obtaining the above mentioned VET-Training qualification.

To inform clients about this opportunity, we organize information events 3 or 4 times per year to inform prospective clients about obtaining a VET-qualification. Furthermore, we participate in career days and trade fairs to introduce the program. Our job entails information, counselling, organizing tests, and last but not least, exploring suitable VET-Trainings for eligible clients and providing support up to the moment they start the training.

Following a final check and approval of the costs for the VET-training, our colleagues at the work placement service take over for further collaboration with the client until he or she starts to work in the new profession.

FURTHER INFORMATION

Sozialgesetzbuch (SGB III) , Drittes Buch, Arbeitsförderung, § 81 SGB III Grundsatz:

<https://www.sozialgesetzbuch-sgb.de/sgbiii/81.html>

Umschulung, Jobcenter:

<https://www.arbeitsagentur.de/arbeitslos-arbeit-finden/buergergeld/arbeit-finden/umschulung>

Good practice: Ireland

Michael Donnellan, Limerick and Clare Education and Training Board, Ireland

LIMERICK AND CLARE EDUCATION AND TRAINING BOARD

INTRODUCTION

Limerick and Clare Education and Training Board (LCETB) is the state education and training authority for the Limerick and Clare region in Ireland. Limerick and Clare are two of the 32 counties in Ireland and are located on the mid West Coast with a combined population of over 300k. Limerick City (200k) is a thriving modern city with a strong manufacturing and engineering base. It also boasts 3 third level education institutions. Co Clare and Co Limerick are rural counties with a well know hospitality scene Clare in particular being home to the world renowned Cliffs of Moher, The Burren and the heart of the Wild Atlantic Way. The area has a very strong sporting tradition also with Limerick City being the home of Munster Rugby at the local Thomond Park.

The authority plays a leading role in the provision of high quality education and training in the region. It achieves this by transforming the lives of our students, our learners and communities. In responding to student, learner, community and enterprise needs the authority contributes to the social and economic prosperity of the region. In fulfilling these goals it is committed to meeting its obligations under its language scheme.

ORGANISATION

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region in Ireland. It is one of 16 statutory regional education authorities established by the Education and Training Boards Act 2013. It was created following the amalgamation of three Vocational Education Committees, which provided post-primary, adult and community education in Limerick City, County Limerick, and County Clare since 1902. The authority was established on 1st July 2013 and assumed responsibility from SOLAS of two former Training Centres in Raheen, Limerick and Shannon, Co. Clare on 1st July 2014.

FURTHER EDUCATION AND TRAINING DIVISION (FET)

The authority's Further Education and Training Division delivers courses to over 24,000 learners each year and has responsibility for 28 College of Further Education and Training campuses across the region.

It works with Community Groups in approximately 300 locations in Limerick and Clare and is also responsible for the management of Music Education provision. The division also manages Outdoor Education provision including the Outdoor Education and Training Centre, The Burren and the Outdoor Education and Training Centre Kilfinane.

THE INFORMATION, RECRUITMENT AND GUIDANCE SUPPORT SERVICE (IRGSS)

“Supporting you to make informed choices on education, training, career and employment”

The Information, Recruitment and Guidance Support Service (IRGSS) offers a free information, advice and guidance service for people who are considering Further Education and Training up to Level 6 on the National Framework of Qualifications (NFQ). Our professional and experienced team of Information Officers and Guidance Counsellors are here to support you to make informed choices on your education, training, career and employment opportunities.

The service is for people over 16 years old; not in full-time education or training; thinking about returning to education to gain a skill, re-skill or up-skill for employment, career progression or for a new hobby.

We provide information and one-to-one guidance appointments – (face-to-face and online appointments available) to help clients with:

- Exploring their strengths, skills, abilities and interests so that they have a deeper understanding of themselves and how this fits with choosing an education or career pathway.
- Finding out about opportunities to further their education or career.
- Deciding on what’s right for them and what they need to do to achieve their goals.
- Funding, grants and other supports.

The Limerick and Clare Education and Training Board (LCETB) offers a comprehensive Further Education and Training (FET) Information Recruitment and Guidance Support Service designed to assist individuals in making informed decisions about their educational and career paths. This service caters to young people and adults over 16 who are not engaged in full-time education or training and are considering returning to education to gain, re-skill, or up-skill for employment, career progression, or personal development.

METHODS, PRACTICES OR INITIATIVES

1. **Personalized Guidance:** LCETB provides one-to-one guidance appointments, available both face-to-face and online, to help individuals explore their strengths, skills, abilities, and interests. This personalized approach ensures that guidance is tailored to each person's unique needs and aspirations.
2. **Information Provision:** The service offers comprehensive information on various education and training opportunities, including details about courses, funding options, grants, and other supports. This helps individuals understand the resources available to them and how to access them.
3. **Active Inclusion Support Service (AISS):** LCETB's AISS ensures that learners receive the necessary supports to fully participate in their education. This includes assistance with learning support, access to technology, help with reading, writing, math, study skills, computer skills, or improving English language proficiency.
4. **Enterprise Engagement Framework:** Launched in 2017, the FET Enterprise Engagement Framework aims to enhance collaboration with employers and industry partners. This initiative focuses on aligning educational offerings with regional skills needs, ensuring that training programs are relevant and responsive to the labor market.
5. **Community Partnerships:** LCETB fosters inclusion through partnerships with community groups, employers, youth initiatives, prison education, special education, and specific disadvantaged groups. These collaborations aim to provide a wide range of education and training options, making learning accessible to diverse populations.

Through these methods, practices, and initiatives, the LCETB's FET Information Recruitment and Guidance Support Service strives to provide inclusive, responsive, and high-quality education and training opportunities that meet the diverse needs of learners in the Limerick and Clare regions.

EXPECTED OUTCOMES

The LCETB (Limerick and Clare Education and Training Board) FET (Further Education and Training) Information Recruitment and Guidance Support Service aims to achieve several key outcomes for individuals seeking information, support, and guidance regarding further education and training opportunities.

The outcomes align with the broader goals of the LCETB to provide inclusive, accessible, and high-quality education and training opportunities for individuals across Limerick and Clare. The expected outcomes are:

1. Improved Access to Information

- Individuals will have access to accurate, up-to-date information on available FET programs, courses, and opportunities.
- Clear communication channels will be established, making it easier for potential learners to understand the range of courses offered, entry requirements, and potential career paths.

2. Personalized Guidance

- Applicants will receive personalized career advice, helping them to make informed decisions about their educational and career journeys.
- Guidance will be provided based on individual needs, including career aspirations, previous qualifications, skills, and personal circumstances.

3. Increased Enrollment in FET Programs

- By receiving targeted recruitment and guidance support, more individuals will be encouraged to enroll in FET programs that align with their career goals and interests.
- Increased engagement with programs that are most suitable for the learner's needs, helping to improve educational outcomes and career prospects.

4. Support for Transitioning Learners

- Learners who are transitioning from secondary education or from employment into FET programs will receive the necessary support to make this transition as smooth as possible.
- This could include assistance with choosing the right course, application support, and guidance on how to succeed in their chosen FET programs.

5. Enhanced Career Development

- Support will be provided not just for enrolling in courses, but for developing skills that are aligned with the needs of local and national industries.
- The service may also provide guidance on career pathways, including employment opportunities, apprenticeships, and further education routes.

6. Increased Retention and Success Rates

- With proper recruitment and guidance, learners are more likely to stay enrolled in their programs and succeed in their chosen courses.
- Ongoing support may be provided during the course of study to address any challenges or barriers learners face, improving retention and completion rates.

7. Community and Regional Development

- By helping local learners gain access to relevant training and education, the service can contribute to regional workforce development.
- The support service aims to align educational opportunities with local labor market demands, contributing to regional economic development.

8. Promotion of Lifelong Learning

- Encouraging individuals from all walks of life to take part in further education and training, promoting the value of lifelong learning for personal and professional growth.
- Supporting adults who are seeking to upskill or reskill in response to changing job markets and industry demands.

TARGET GROUP

The LCETB FET Information Recruitment and Guidance Support Service targets a diverse range of groups, each with unique needs and aspirations for further education and training (FET).

The target groups typically include:

1. School Leavers (Secondary School Students)

- Young individuals who have recently completed their Leaving Certificate and are exploring their options for further education or apprenticeships.
- Support is provided to help them understand available FET options, career pathways, and entry requirements for various programs.

2. Unemployed Individuals

- People who are unemployed and seeking to improve their qualifications or skills to increase their employability.
- Guidance is given on courses that may help individuals enter new industries, enhance their skill set, or reskill for a different career path.

3. Employed Individuals Seeking Career Advancement or Career Change

- Employees looking to upskill or reskill for career advancement, promotions, or to transition into a new field.
- The service helps identify relevant programs that align with industry trends and the individual's career goals.

4. Adults Returning to Education

- Adults who may have left the education system years ago and are now looking to return to study.
- Support is offered in navigating re-entry into education, finding the right programs, and overcoming barriers to returning to learning.

5. Job Seekers with Specific Training Needs

- Individuals who are actively looking for work but may require specific training or qualifications to enhance their chances of securing employment.
- This group might need assistance identifying programs that will meet their immediate employment needs.

6. Learners with Disabilities or Additional Support Needs

- People with physical, sensory, or learning disabilities who may need specialized guidance and support to access FET programs.
- The service ensures that there is information on available accommodations, support services, and accessible course delivery options.

7. Migrants and Non-Native Speakers

- People from diverse backgrounds, including migrants, refugees, and non-native English speakers who require guidance on FET options available to them.

- This group may need additional support in terms of language skills or navigating the education system in Ireland.

8. Early School Leavers

- Individuals who left school early and are seeking an opportunity to continue their education and develop practical skills for the workforce.
- Support is offered to help them find suitable courses to bridge the gap between their current education and the skills needed for employment.

9. Individuals Interested in Apprenticeships

- Those seeking apprenticeship opportunities in various sectors, such as trades, engineering, healthcare, and technology.
- The guidance service helps these individuals explore apprenticeship pathways and find relevant opportunities.

10. People Seeking Professional Development or Specialization

- Individuals looking to develop specialized skills in a particular field or profession.
- The service assists in identifying short courses, certifications, and diplomas that can enhance their qualifications.

11. Employers and Businesses

- Companies seeking to upskill their employees or looking for training programs for new recruits.
- The service can offer support in identifying relevant FET courses to meet specific business needs or workforce requirements.

By catering to these diverse groups, the LCETB FET Information Recruitment and Guidance Support Service helps ensure that individuals from all backgrounds and stages of life can access the right educational and training opportunities.

DESCRIPTION OF THE METHOD, PRACTICE OR INITIATIVE

The LCETB FET Information Recruitment and Guidance Support Service employs a multifaceted approach to assist individuals in accessing further education and training (FET) opportunities. The methods, practices, and initiatives of this service are designed to ensure that individuals receive personalized, accessible, and up-to-date information and guidance to help them make informed decisions about their educational and career paths. Below is an overview of the key methods and practices involved:

1. Personalized Guidance and Support

- **One-on-One Consultations:** The service offers personalized guidance to individuals, ensuring that their specific needs and circumstances are addressed. This could include one-on-one consultations with guidance counselors or career advisors who help the individual navigate their options and make informed decisions about the right educational and training pathway.
- **Career Pathway Advice:** Advisors work closely with individuals to explore different career pathways and suggest appropriate FET programs (courses, certifications, apprenticeships, etc.) based on the individual's qualifications, interests, and career aspirations.

2. Outreach and Awareness Campaigns

- **Information Sessions and Workshops:** The LCETB organizes information sessions, career fairs, and workshops in schools, community centers, and workplaces to inform potential learners about available FET opportunities.
- **Digital and Print Resources:** The service maintains and distributes digital and printed materials that provide clear and comprehensive information on FET courses, entry requirements, application processes, and career outcomes. This could include brochures, websites, and social media channels for greater reach and visibility.

3. Digital Support and Online Platforms

- **Online Portal:** The LCETB may offer an online portal or platform where individuals can access detailed information about FET courses, apply for programs, and track application progress.

- **Webinars and Virtual Guidance:** Virtual events and webinars are organized to discuss FET options, share success stories, and provide guidance on specific programs, especially for those who cannot attend in-person events.
- **Virtual Support and Chat Services:** Online chat services and email support are available to answer any questions or provide further information, making it easier for individuals to access guidance remotely.

4. Assessment and Advice on Prior Learning

- **Recognition of Prior Learning (RPL):** The service assists learners in identifying prior learning and work experience that can be recognized for credit or to meet entry requirements. This includes helping individuals with non-formal or informal learning to see how they can progress into formal education or training pathways.
- **Skills Assessments:** For individuals unsure of their existing skill set, assessments or diagnostic tools may be used to identify strengths and areas for development. This ensures that learners are advised on the most suitable courses or pathways based on their current abilities.

5. Targeted Support for Specific Groups

- **Support for Vulnerable Groups:** The service offers tailored support for specific groups, such as people with disabilities, early school leavers, long-term unemployed individuals, migrants, and those from disadvantaged backgrounds. The goal is to ensure that these groups can access the education and training opportunities they need, with any necessary accommodations or adjustments made.
- **Language and Cultural Support:** For non-native speakers or individuals from diverse backgrounds, language assistance, cultural orientation, and information on English language support programs may be provided.

6. Career Development and Placement Services

- **Job-Ready Skills and Industry Partnerships:** The service helps individuals connect with employers by offering programs that are aligned with labor market needs. It provides advice on courses that enhance employability and supports learners in securing work placements, internships, or apprenticeships to gain real-world experience.

- **Employer Engagement:** The service may collaborate with local businesses, industries, and employers to ensure that the programs offered are relevant to the current job market and support the development of skills that are in demand.

7. Collaboration with Schools, Community Organizations, and Local Authorities

- **School Outreach:** The service works closely with secondary schools to engage with school leavers, providing them with information about post-school options and the benefits of FET pathways, such as apprenticeships, traineeships, and further education programs.
- **Community Engagement:** By partnering with local community organizations and social service agencies, the service ensures that individuals in rural or marginalized communities also have access to information and support. This collaboration helps reach individuals who might otherwise be unaware of FET opportunities.

8. Ongoing Follow-Up and Support

- **Post-Enrollment Support:** Once an individual has enrolled in a program, the service provides ongoing support to help them adjust to their studies, resolve any challenges, and ensure that they remain on track to complete their courses.
- **Monitoring and Mentoring:** For learners facing difficulties or needing additional guidance, mentorship or academic support services are available. This helps improve retention rates and successful course completion.

9. Data and Feedback Mechanisms

- **Feedback Collection:** The service uses feedback from learners to continuously improve its offerings. Surveys, interviews, and evaluations are conducted regularly to understand the effectiveness of the services provided and identify areas for improvement.
- **Data-Driven Decision Making:** Information on learner outcomes, employment rates, and satisfaction levels is analyzed to inform future programming and recruitment strategies, ensuring that the service adapts to the evolving needs of the community.

SUMMARY

The LCETB FET Information Recruitment and Guidance Support Service takes a comprehensive, holistic approach to support individuals at various stages of their educational and career journeys. The service utilizes personalized guidance, outreach initiatives, digital tools, and targeted support to help learners access the right FET opportunities, gain the skills needed for employment, and successfully transition into the workforce or further education. By engaging with schools, community groups, employers, and individuals, the service aims to maximize the reach and impact of FET education for all.

LINKS FOR FURTHER INFORMATION

College of FET:

www.collegeoffet.ie

Limerick and Clare Education and Training Board:

www.lcetb.ie

Further Education and Training Course Hub:

www.fetchcourses.ie

College of FET Ennis Campus:

www.collegeoffet.ie/ennis

Guidance, College of FET video:

<https://collegeoffet.ie/guidance/>

Good practice: Ireland

Frank Colohan and Emma O’Roarke, Abbey Community College, Boyle, Co. Roscommon, Ireland

GUIDANCE COUNSELLING PRACTICES IN AN IRISH POST-PRIMARY SCHOOL

EXPECTED OUTCOMES

- Improved academic, personal, and career development support for students.
- Enhanced student well-being and mental health.
- Increased awareness of career and education pathways.
- Stronger relationships between students, parents, and educators.
- Higher levels of student engagement and motivation.

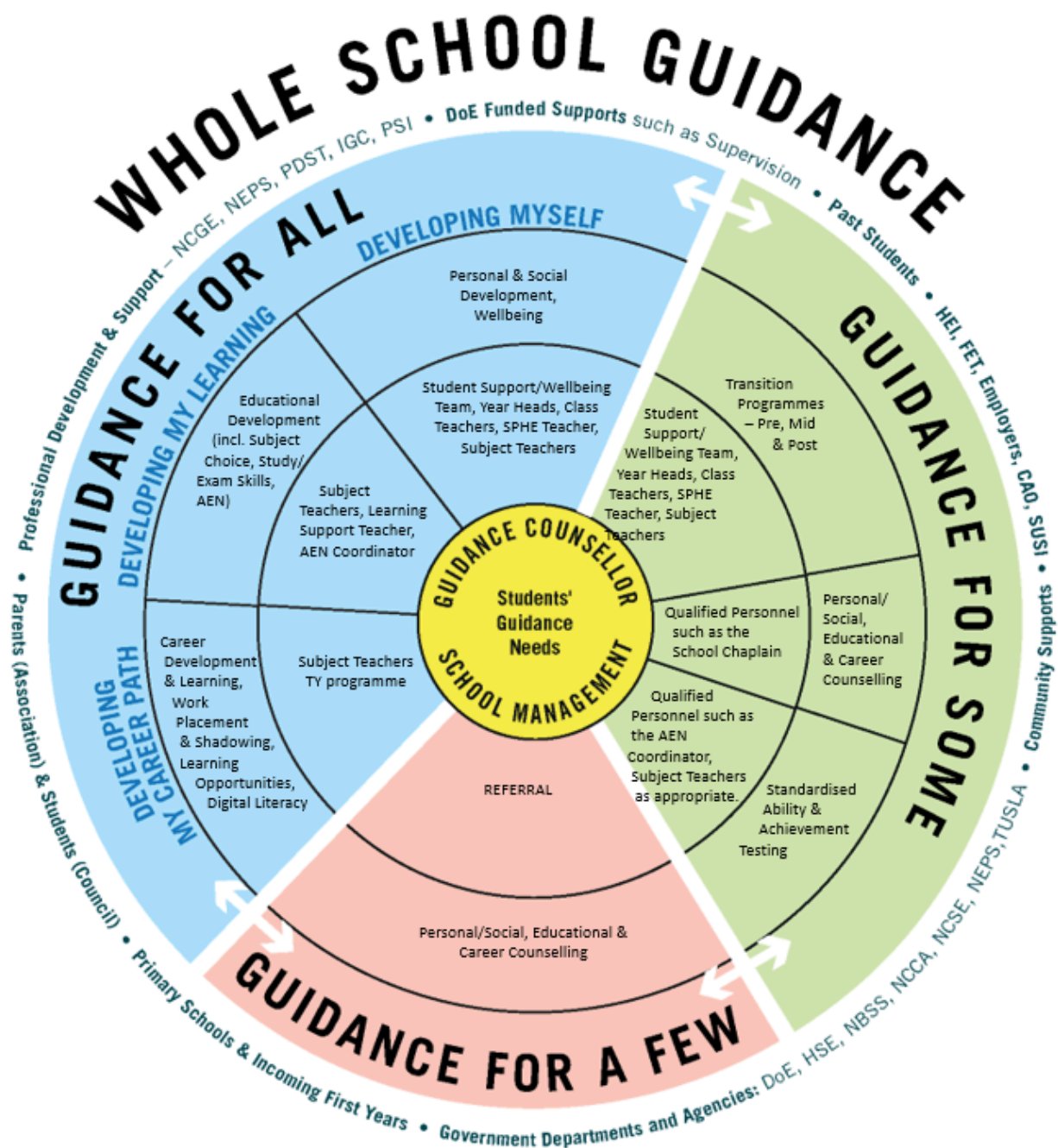
TARGET GROUP

- Post-primary students (ages 12-18) in Ireland.
- Students preparing for Junior Cycle and Leaving Certificate exams.
- Parents seeking guidance on their child's education and career options.
- School staff supporting student development.

DESCRIPTION OF THE METHOD, PRACTICE, OR INITIATIVE

Guidance counsellors in Ireland’s post-primary schools play a crucial role in supporting students academically, personally, and in their career planning. In our work we offer a whole school guidance approach. This work involves several key areas.

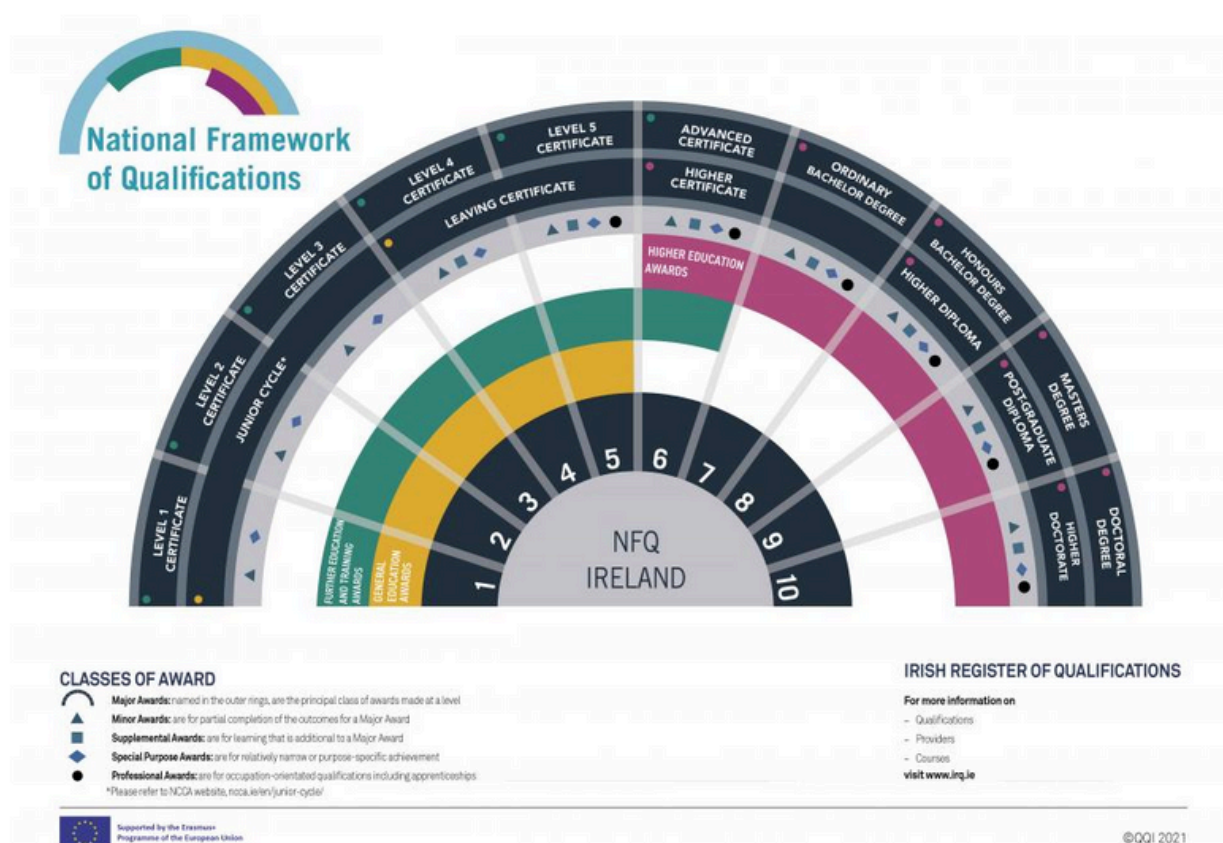
Our team in our school offers personal and social development and educational and career guidance.



WHOLE SCHOOL GUIDANCE

1. Educational Guidance

- Helping students make subject choices suited to their strengths, interests, and career aspirations. We work closely with students to ensure they pick subjects that they enjoy doing. We offer a range of different subjects for all students.
- Supporting students in exam preparation and study skills development. We run workshops for students to motivate them to study for their exams and also highlight study techniques that students can use.
- Providing guidance on further and higher education options, including universities, apprenticeships, and PLC courses.
- Collaborating with local businesses, colleges, and community organisations to enhance opportunities for students.
- The National Framework of Qualifications (NFQ) is a 10-level system used to describe qualifications in the Irish education and training system. It encompasses learning at primary and secondary levels and acts as a benchmark for required standards for graduates of courses offered by Quality and Qualifications Ireland (QQI) and universities.



2. Vocational Counselling

- Organising career talks and industry visits. We regularly have guest speakers from Colleges and Businesses highlighting different careers for students.
- Providing students with information on career options, labour market trends, and progression routes. Delivering presentations and information evenings for parents.
- Supporting students in CV preparation, interview techniques, and job applications.
- Encouraging students to use platforms like the CareersPortal.ie interest profiler and other decision-making tools. Providing students access to career guidance websites and psychometric assessments.

3. Personal and social counselling

- Offering one-to-one counselling for students experiencing personal difficulties, stress, or anxiety.
- Promoting positive mental health through well-being programmes and workshops.
- Supporting students with bullying, peer relationships, and self-confidence issues. Working alongside teachers to identify students who may need additional support.



LINKS FOR FURTHER INFORMATION

Ireland's National Career Guidance Website:

<https://careersportal.ie/>

National Centre for Guidance in Education's A Whole School Guidance Framework (NCGE):

<https://pdst.ie/sites/default/files/NCGE-PP-WholeSchoolGuidanceFramework-PDF-EN.pdf>

Mental Health Supports for Students:

<https://spunout.ie/>

The Central Applications Office processing applications for undergraduate courses in Irish Higher Education Institutions:

<https://www.cao.ie>

A comprehensive database of up to 15,000 courses:

<https://www.qualifax.ie>

UCAS helps to inspire and empower people to make aspirational choices about higher education and learning:

<https://www.ucas.com>

EUNiCAS - an independent application support service:

<https://www.eunicas.ie>

Good practice: Norway

Dag Thomas Kvalvik, Øksnevad videregående skole, Norway

CAREER AND EDUCATIONAL COUNSELLING AT ØKSNEVAD UPPER SECONDARY SCHOOL

THE NORWEGIAN EDUCATION SYSTEM

The education system is divided into three levels: primary school, lower secondary school, and upper secondary school. I work as a career counsellor and teacher at Øksnevad Upper Secondary School, which has approximately 450 students.

PRIMARY AND LOWER SECONDARY SCHOOL

Primary school lasts for seven years (grades 1–7) and focuses on basic skills such as reading, writing, and mathematics. Grades are not assigned until students enter lower secondary school, and the focus is on developing both academic and social skills. After primary school, students attend lower secondary school for three years (grades 8–10), where they receive grades and guidance to help them choose the right path in upper secondary school.

UPPER SECONDARY SCHOOL

Upper secondary education consists of two main tracks: academic preparatory programs and vocational programs:

- **Academic preparatory programs** last for three years and prepare students for higher education at universities. These programs emphasize theoretical subjects such as mathematics, science, languages, and social studies.
- **Vocational programs** aim to train skilled workers. Most vocational pathways consist of two years at school followed by two years as an apprentice in a company. Students also have the option to take an additional year to qualify for university admission.

ØKSNEVAD UPPER SECONDARY SCHOOL

Øksnevad Upper Secondary School offers programs in nature-based studies and construction-related subjects.

The nature-based studies program provides education in areas such as agriculture, animal care, and animal science. Most students in this program choose to pursue higher education after graduation. The construction-related program trains students, preparing them for careers in the construction industry.

We also offer a program called work training, a tailored educational program for students with significant challenges, such as Down syndrome and autism. These students are an integrated part of the school community and receive practical and adapted training aimed at increasing their independence and preparing them for suitable employment opportunities.

CAREER AND EDUCATIONAL COUNSELLING IN LOWER SECONDARY SCHOOL

Career counselling is an integrated part of schooling in Norway, helping students make informed choices about further education and careers. Both lower secondary and upper secondary school students receive guidance to explore different opportunities and find a path that aligns with their interests and abilities.

In lower secondary school, the subject **"Educational Choice"** is central to career guidance. Students gain knowledge about different educational programs and participate in two shadowing days at upper secondary schools to explore potential study tracks. Most schools also offer a work experience week, allowing students to gain insight into a chosen profession. Additionally, all students have at least one counselling session with a career advisor to help them select the most suitable upper secondary program based on their interests, skills, and future plans.

CAREER AND EDUCATIONAL COUNSELLING AT ØKSNEVAD UPPER SECONDARY SCHOOL

At Øksnevad Upper Secondary School, I am one of two career and educational counsellors working part-time (25%). We also have a social counsellor working in a 70% position, assisting students with various psychosocial challenges.

My job as a career and educational counsellor is twofold. One part of my role involves counselling students in the construction-related program who will enter the workforce immediately after upper secondary school. I work closely with vocational teachers and the school's apprenticeship coordinator. Together, we ensure that students are placed in internships that suit them and receive assistance in applying for apprenticeships in relevant companies. We also offer counselling sessions for students uncertain about their apprenticeship pathway or whether they wish to pursue higher education instead.

The other part of my role involves guiding students in their final year who plan to continue to university. To help these students make the best possible career choices, they participate in the following activities:

1. **Becoming familiar with Utdanning.no.** This is a Norwegian website that provides information on various educational programs and professions. Students can explore career opportunities based on their interests and see what qualifications are required for different education and job options.

2. **Attending at least one career counselling session.** Before the session, students complete a questionnaire covering the following topics:

- What are your interests, and how might they influence your choice of education and career?
- Which subjects do you feel most competent in, and how might this impact your educational and career decisions?
- What are your plans and goals for the next three years?
- What challenges do you foresee in achieving these goals?
- On a scale from 1 to 6, how motivated are you to achieve your goals?
- What are the most important factors when choosing education, place of study, and profession?
- Are there specific educational paths or careers you are unsure about or want more information on?
- Do you have any other questions or concerns?

3. **Visits from educational institutions and career-related excursions.** Various institutions, including universities and the Norwegian Armed Forces, visit our school to provide information on career opportunities. Additionally, students participate in excursions to institutions such as the University of Stavanger and the Norwegian University of Life Sciences (NMBU), which offers studies in agriculture, veterinary medicine, and animal care.

4. **Additional counselling sessions if needed.** Students who remain uncertain about their post-graduation plans are offered further counselling. In several cases, I have used **Jobpics** as a career guidance method. Jobpics is a tool designed to help individuals explore careers and interests through visual representations. It includes images illustrating different professions, tasks, and required educational levels.



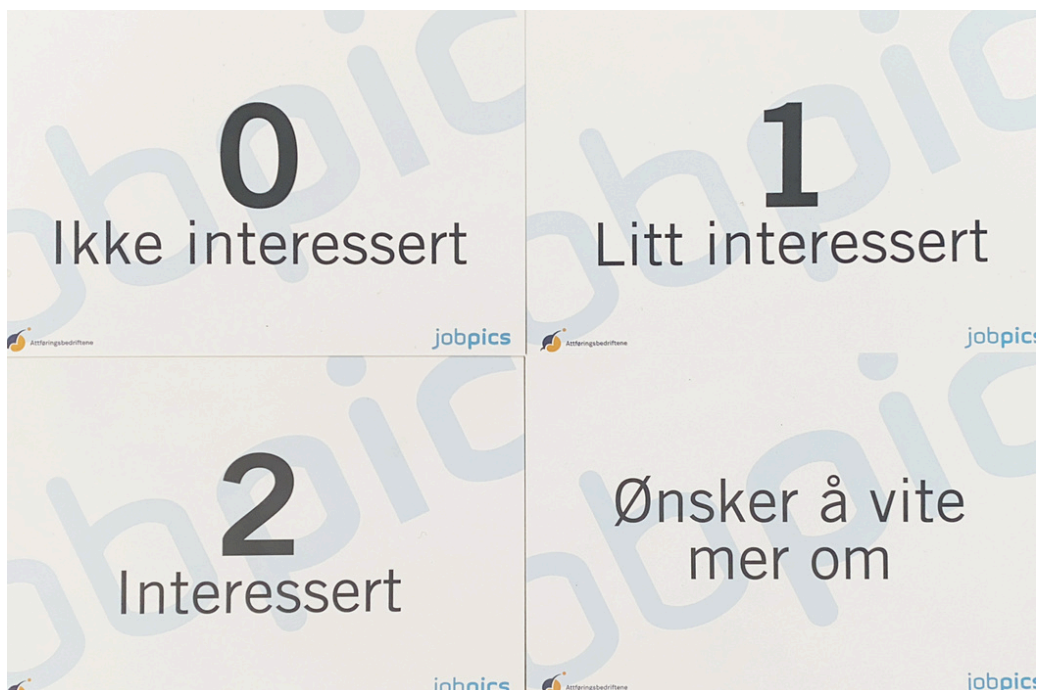
SYKEPLEIER - SI 3



- Helsesøster
- Psykiatrisk sykepleier
- Operasjonssykepleier
- Helsesøster
- Hjemmesykepleier
- Jordmor
- Anestesisykepleier
- Familieterapeut
- Vernepleier
- Fysioterapeut

jobpics

Users assess each image by categorizing the profession as “interesting”, “somewhat interesting”, “not interesting”, or “want to know more about”.



OPPSUMMERINGSSKJEMA

jobpics Attføringsbedriftene

Navn: _____ Dato: _____

Interessert i (prioritert rekkefølge)	Kode	Aktiviteter jeg liker å gjøre tilknyttet yrket	Aktiviteter jeg ikke liker å gjøre tilknyttet yrket	Sentrale Ferdigheter/kompetanse	Har jeg sentrale ferdigheter/kompetanse/ hva skal evt. til av opplæring/ utdanning	Utforskningsaktiviteter
1.						
2.						
3.						
4.						

Jobpics is based on Holland's RIASEC model, which categorizes careers into six types:

- **Realistic:** Practical and hands-on work
- **Investigative:** Theoretical, analytical, scientific, and exploratory
- **Artistic:** Creative, innovative, and imaginative
- **Social:** Working with people, teaching, guiding, and helping
- **Enterprising:** Sales, service, and leadership
- **Conventional:** Detail-oriented, system-based, and routine work

By using Jobpics, students can gain a better understanding of which careers match their personality and interests. It can also be mentioned that the method may be suitable for students with language difficulties, who benefit from visual tasks.

RESOURCES

Jobpics:

<https://www.arbeidoginkludering.no/jobpics/brukererfaringer-med-jobpics/karriereveileder-skoleungdom-og-flerkulturelle-med-jobpics>

RIASEC - Interessekompass:

<https://karriereverktoy.no/riasec-systemet/>

Utdanning.no - a website for education and career information:

<https://utdanning.no/>

Øksnevad Upper Secondary School:

<https://www.oksnevad.vgs.no/>

vilbli.no - an information service for those applying for upper secondary education and training:

<https://www.vilbli.no/en/no/>

Good practice: Spain

David Molina Pérez, Institut de Logística de Barcelona, Spain

"PROJECT-BASED LEARNING IN FOL (FORMACIÓN Y ORIENTACIÓN LABORAL/TRAINING AND JOB GUIDANCE): BOOSTING STUDENT MOTIVATION FOR PROFESSIONAL INTEGRATION THROUGH THEATRICAL REPRESENTATION OF WORKPLACE SITUATIONS AND CONFLICTS"

EXPECTED OUTCOMES

- Increased student motivation and engagement in Vocational Education and Training (VET) through active learning.
- Development of key soft skills, such as teamwork, communication, and conflict resolution.
- Enhanced understanding of labor rights, workplace dynamics, and professional ethics.
- Strengthened employability by improving problem-solving skills and the ability to navigate real-life workplace situations.

TARGET GROUP

Students aged 16-18 enrolled in Vocational Education and Training (VET) in Commercial Activities, coming from diverse backgrounds. Within this group, approximately 50% of the students are there because they are unsure about what to study or what career path to follow. As a result, there is a noticeable lack of motivation towards studying, particularly when it comes to viewing education as a means to secure a profession in the future.

Introduction and context

This initiative applies Project-Based Learning (PBL) in the subject Formación y Orientación Laboral (FOL), a transversal module in vocational training programs in Spain. FOL prepares students for the labor market by covering labor rights, workplace safety, job searching, professional development, and entrepreneurship. It integrates both theoretical knowledge and practical activities to equip students with legal, economic, and social competencies.

The project aims to enhance student motivation by incorporating theatrical representation of workplace conflicts as a learning tool. Through dramatization, students actively engage with labor rights, workplace relationships, and conflict resolution, fostering both personal and professional growth.

Spanning an academic year, the project guides students from theory to practical application, combining labor law, teamwork, and entrepreneurship for a comprehensive and dynamic learning experience.

KEY COMPONENTS

Phase 1

Understanding Workplace Situations and Conflicts:

Students analyze common labor conflicts, such as disputes over wages, working conditions, discrimination, and dismissal. They study relevant labor laws and real-world case studies.

Phase 2

Scriptwriting and Role Assignment:

Working in groups, students develop scripts based on real or hypothetical workplace conflicts. Each student takes on a role (e.g., employee, employer, mediator) to explore different perspectives.

Phase 3

Theatrical Representation:

Students perform their scripted scenarios, using drama techniques to bring conflicts to life. This allows them to engage emotionally and critically with the subject matter.

Phase 4

Reflection and Discussion:

After each performance, students engage in guided discussions to analyze the conflicts, assess legal and ethical considerations, and propose solutions.

THE IMPLEMENTATION PROCESS

4 sessions, 7 hours by project management learning

Phase	Description	Time allocation
Preparation Stage	Theoretical sessions introduce students to labor laws, conflict resolution strategies, and communication techniques.	2 hours (Theoretical session)
Project Development	Students work collaboratively to research, write, and rehearse their plays, fostering teamwork and creativity.	2 hours (Group work & scriptwriting)
Performance and Analysis	The final performances serve as both an assessment tool and a means of deepening understanding. Students receive feedback from peers and teachers, reinforcing their learning.	2 hours (Performance & feedback)
Continuous Reflection	Throughout the project, students maintain a reflective journal to track their progress, challenges, and insights.	1 hour (Journaling & discussion)

CHALLENGES AND SOLUTIONS

One of the main challenges in implementing this activity is ensuring that all students actively participate. In my classroom practice, I noticed that while some students were highly engaged, others hesitated to take on roles, either due to shyness or lack of confidence. To address this, group work is structured so that each student has a defined role, ensuring equitable participation. Those who are uncomfortable with performing can still contribute meaningfully by taking on tasks such as scriptwriting, directing, or managing technical aspects like lighting and sound. This inclusive approach allows students to engage with the content in a way that aligns with their strengths and comfort levels. Additionally, incorporating both theoretical and practical elements ensures that the project caters to different learning styles, increasing overall engagement.

EXAMPLES OR CASE STUDIES

While this specific theatrical approach has not yet been implemented in my institute, previous research on project-based learning involving role distribution and various performances has shown promising results.

In similar educational contexts, studies indicate that approximately 85% of students report increased confidence in handling workplace disputes after participating in such interactive scenarios like unfair dismissal cases. These dramatizations help students internalize key concepts related to negotiation techniques and labor rights in an immersive way.

Student feedback consistently shows a boost in motivation, as the interactive and creative nature of these activities makes the learning process more dynamic and engaging. However, one key observation from these studies is that some students need additional encouragement to step outside their comfort zones.

Moving forward, incorporating warm-up exercises and low-stakes practice sessions before the final performance could help build confidence and ensure even greater participation when this methodology is fully implemented in the FOL curriculum.

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