



# ACADEMIA SLOVENIA 2024

## **TRANSITION FROM EDUCATION TO LABOUR MARKET**

Employment Service of Slovenia,  
Euroguidance Slovenia



**euro | guidance**



**Co-funded by  
the European Union**



Employment Service  
of Slovenia





The booklet Academia Slovenia 2024: Transition from education to labour market has been prepared by Academia Slovenia 2024 participants and Euroguidance Slovenia.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## Table of contents

|  |           |
|--|-----------|
| <u>Introduction</u>  | <u>7</u>  |
| <u>Participating guidance practitioners</u>  | <u>8</u>  |
| <u>Good practice Cyprus: Public Employment Service</u>   | <u>9</u>  |
| <u>Good practice France: Counsellor psychologist</u>   | <u>14</u> |
| <u>Good practice Germany: Rome or Berlin</u>   | <u>17</u> |
| <u>Good practice Germany: How to make a good career choice</u>   | <u>20</u> |
| <u>Good practice Ireland: Student Services Team</u>  | <u>24</u> |
| <u>Good practice Ireland: Galway Community College of Further Education</u>  | <u>27</u> |
| <u>Good practices Netherlands: The Talent Key; Passport for work; The career treasure trove card game</u>  | <u>30</u> |
| <u>Good practice Spain: Activities of the department of educational and professional guidance and information in a public integrated center of vocational training</u> | <u>36</u> |
| <u>Good practice Spain: First Training and Career Orientation Day for VET students</u>   | <u>42</u> |



## 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 2024 will take place 15-18 April and will focus on transition between education and labour market to provide guidance practitioners a learning mobility experience and international networking opportunities.

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.

The program will introduce Slovenian education and 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 participants will learn about guidance in Slovenia in different settings, focusing on transitions from education to labour market and exchange national practices from participating countries.

The participating guidance practitioners were asked to prepare short 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 to support exchange of information and good examples from daily guidance practice.

## Participating guidance practitioners

Good practices from participating guidance practitioners:

### **Cyprus**

Eleni Kleanthous, Department of Labour, Public Employment Service, Paphos

Lysandros Lysandrou, Department of Labour, Public Employment Service, Paphos

### **France**

Marion Beguinot, Centre d'information et d'orientation Armentieres

### **Germany**

Jana Potocnik, Agentur für Arbeit Oberhausen

Maja Pollmann, Agentur für Arbeit Recklinghausen

### **Ireland**

Hazel Fleming, Galway Technical Institute

Siobhan Hawkins, Galway Community College of Further Education

### **Netherlands**

Ralph van Heerbeek, Leerwerkloket independent regional partnership

### **Spain**

Carlos Jurado Cañizares, CIPFP Canastell, Vocational Training Public Integrate Center Alicante

Miquel Artigas Vilagran, Institut Montilivi Girona



## Good practice: Cyprus

**Eleni Kleanthous, Department of Labour, Public Employment Service, Paphos**

**Lysandros Lysandrou, Department of Labour, Public Employment Service, Paphos**

### THE DEPARTMENT OF LABOUR

The Department of Labour belongs to the Ministry of Labour and Social Insurance of the Republic of Cyprus. The Department is responsible for the promotion and implementation of Government policy in the fields of employment and training of human resources, as well as for the care of persons with disabilities. The Government's main policy aim is to achieve conditions of full and productive employment and promote conditions for the rational utilisation of the labour force, including vulnerable groups.

### THE PUBLIC EMPLOYMENT SERVICE OF CYPRUS (PES)

Public Employment Service (PES) is a division of the Department of Labour. PES is a powerful instrument of the labour market, as it promotes full, productive and quality employment by encouraging more participation in employment, and by providing placement services and vocational guidance. Today its staff numbers 102 employees of which 44 are specialized employment counsellors. The PES organizes its career guidance services through a network of 12 offices at the central, district and local level. Its mission is the provision of free services to jobseekers and employers requesting personnel with the aim of contributing to and ensuring the smooth functioning of the labour market.

### PES SERVICES FOR JOB SEEKERS

- Assistance and support to registered job seekers in finding suitable employment through registration and placement services and through PES Online Platform with open vacancies.
- Provision of vocational guidance and counselling training opportunities and various schemes of employment or training available.
- Information about the terms and conditions of employment of various occupations and equality in employment - Equality Inspectors (Gender Discrimination, Sexual Harassment, Maternity, Paternity, Trafficking, Youth).

- Provision of individualized approach to group of people that are facing difficulties in finding and keeping a job such as people with disabilities/risk of exclusion, long term unemployed, Neets, young people, university graduates, inactive women, welfare recipients.
- Cooperation with the social partners for the effective implementation of policy measures.
- Information and guidance about available employment opportunities in Europe and Cyprus through the EURES network.

## **PES SERVICES FOR EMPLOYERS**

- Assistance in finding suitable personnel through vacancy registration on PES Online Platform with jobseekers' profiles.
- Matching suitable candidates with jobs.
- Individualized Services to Employers by PES Counsellors (District Employment Units undergoing with 2-3 Employment Counsellors as Team Members) – Group Interviews – On the spot visits.
- Information on available subsidized Programs/Schemes for staff employment and support for the employer in submitting the relevant applications.
- Submission of Visa Applications for Non-EU Foreign Citizens including Asylum Seekers.

## **SCHEMES/TRAINING PROGRAMS FOR THE UNEMPLOYED**

PUBLIC EMPLOYMENT SERVICES (PES) provides the following schemes/training programs for the unemployed:

- Incentives for the Labour Restoration of Detainees.
- Incentives to Hire People with Chronic Diseases.
- Incentives to Hire People with Disabilities.
- Incentives to Flexible Form of Employment through Teleworking.
- Incentives to Hire Young People age 15- 29 years old Not in Education, Employment or Training (NEETs) combined with 2-month on job training.

## OUTREACH ACTIVITIES FOR NEETs – MOBILE UNITS

The project **'Business Unit Services of Employment Consultants for the Provision of Specialized and Personalized Employment Services to NEETs (Not in Employment, Education or Training) aged 15-29'**, aims to strengthen and improve the capacity of the Public Employment Service (PES) to reach for employment support purposes the vulnerable group of young people aged 15-29, who are not in employment, education and/or training (NEETs) and have not applied to the PES for placement purposes.

In order to identify NEETs, the Employment Counsellors will visit places frequented by young people such as cafeterias, youth centers in both urban and remote non-urban areas located in the territory of the Republic of Cyprus.

The main objective of the mobile units is the integration or reintegration of NEETs through the provision of specialized employment services and personalized counselling and guidance. These services include the design of an individual action plan, the provision of psychological support and the promotion of actions to improve their employability through participation in appropriate training programs and placement in suitable and sustainable employment.

## HUMAN RESOURCE DEPARTMENT AUTHORITY (HRDA)

1. Business Staffing Plan with Graduates of Tertiary Education – practical training and 6-month work experience to graduates up to 30 years old.
2. Training Plan for Long Term Unemployed – practical training and 4-month work experience for long term unemployed up to 60 years old registered in PES.
3. Multi-Business Training Programs for Unemployed.
4. Digital Skills Training Programs for Unemployed.
5. Training Program for the Acquisition of Entrepreneurial Knowledge and Skills for Unemployed who are interested to start their own business.

## **CYPRUS PRODUCTIVITY CENTER (CPC)**

1. Action Plan for the European Year of Skills – Free learning programs in green growth and the environment, digital skills, occupation health and safety, quality.
2. Technical Vocational Training.

## **INDIVIDUALIZED COUNSELLING APPROACH**

The main role of an Employment Counsellor is to provide vocational guidance to jobseekers and especially those falling within certain categories considered as vulnerable groups (e.g. Neets, youth, people with disabilities, single parents, long term unemployed, welfare recipients, etc.), with the aim to integrate or reintegrate into the labour market.

This approach is a collaborative problem-solving process between a PES counsellor and a job seeker, which mainly focuses on the Implementation of an Individual Action Plan aiming at overcoming existing or anticipating forthcoming labour market barriers.

The process of profiling and developing an individualized action plan aims to help jobseekers who need help to a smooth transition from education to employment through number of counselling meetings (Young people - Neets, dropouts, secondary education graduates, university graduates, lifelong learning, training, apprenticeship, tertiary education, vulnerable groups, etc.).

Usually, the counselling is concluded when a job seeker finds a job by their own initiative or through a job placement after matching to a vacancy by the counsellor. In any case the objective of the Individualized Counselling Approach is to empower and assist the job seeker enter the labour market and achieve a sustainable, satisfying and meaningful employment.

The counselling approach provides for frequent follow ups on counselees up to one year after securing employment.

## PROFILING

The first counseling meeting aims to gather data regarding the profile of the jobseeker:

- Reasons of registration in PES - finding a job, vocational training, working experience program.
- Duration of unemployment, period of job searches and all actions taken in the process to find a job.
- When can start job if not immediate when, if jobseeker is looking for a job and if not the reasons, if interested for a job abroad and in which country.
- Interested or not for number of counselling meetings with the Employer Counsellor in order to proceed with an Individual Action Plan.
- Employability barriers, difficulties or challenges.
- Need of guidance in choosing a profession, vocational training programs, job search tools.
- List of job seekers skills, capabilities and deficiencies.

Through the gathering of these data in the profiling process, the Counsellor can then access the strengths and weaknesses of jobseekers in order to create an Individual Action Plan.

## INDIVIDUAL ACTION PLAN

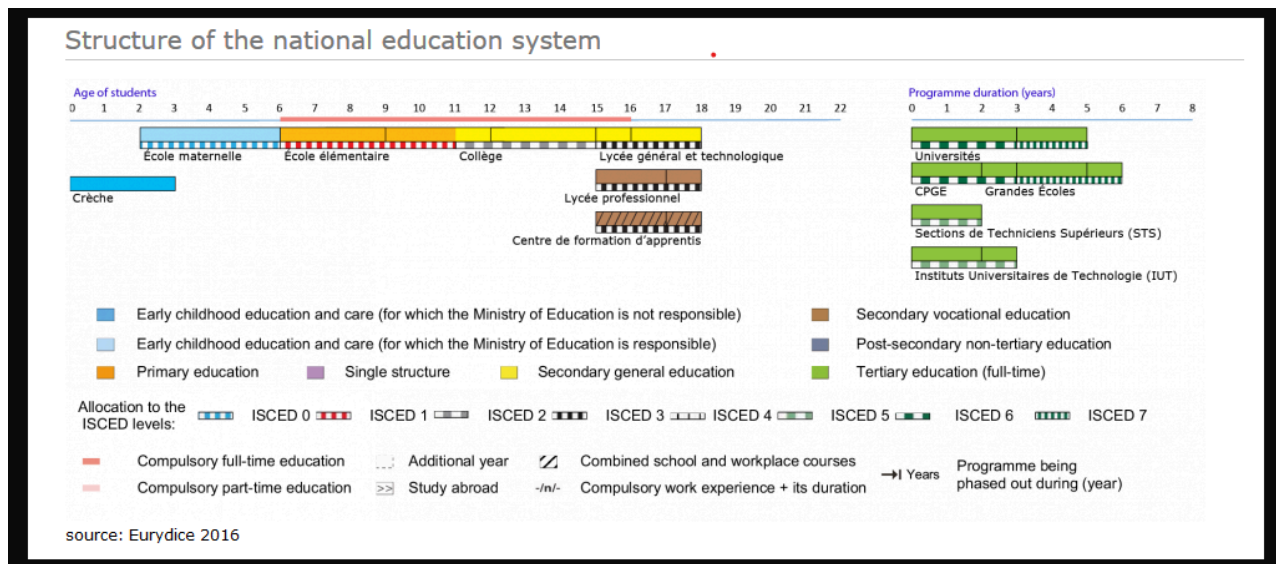
After the development of the jobseeker's professional profile, the counsellor put degrees of priorities on the actions need to be taken for each jobseeker in terms of counselling, employment, vocational training and working experience programs.

Depending on the situation, the counsellor can either start the job search or recommend vocational training as a more beneficial option, with regards to the jobseeker's goals. Depending on each case, the Individual Action Plan usually contains counselling (forming a CV, preparing for a job interview, improving self-esteem, empowerment, informing the job seeker on the available training opportunities or open vacancies, etc.), vocational guidance, obtaining skills training, referring the job seeker to an open vacancy or to a subsidy scheme, PES online platform job search and any other job search platforms.

## Good practice: France

**Marion Beguinot, Centre d'information et d'orientation Armentieres, France**

In France, the Ministry of National Education has the charge of education. There are almost 12 millions of school children. French school system is organised like shown below:



Usually, children start go to school at the age of 3. The school lasts from September to the beginning of July each year. They can go to school at the age of 2 if they are autonomous enough. School is obligatory from 3 to 16 years. There are 3 different schools from 3 to 15 year old children:

- **«L'école maternelle»** is 3 years (from 3 to 6 years old children): they have only one teacher and they learn how to live together, basis of letters, sounds, writing and calculation. They also practice sports, go to cinema or museum.
- **L'école primaire»** is 5 years (from 6 to 10 years old children): they also have only one teacher and they learn to read, write, count more precisely with history, sciences, sport, art, etc.
- **«Le collège»** is 4 years (from 11 to 15 years old children). They have 10 different teachers: one for each discipline: French, English (obligatory), second language (can be Spanish, German, Italian, Chinese, Dutch, etc.), history and geography, mathematics, biology, physics and chemistry, sport, art and music. There is also a special classroom named SEGPA for children with difficulties. They are oriented in based on their school grades in «ecole primaire» and psychometric evaluation done by psychologist.



At the end of » le college« young teenagers made a choice for their studies. Most of them continue to »**lycée général et technologique**« then they keep several teachers and improve in each discipline. So they have »**le baccalauréat**« at the age of 18 and they have to continue to study mostly at the university or »**grandes écoles**« that last 3, 5 or 8 years.

Almost half of teenagers choose their professional studies at the age of 15 at the end of »college«. They continue in »**lycées professionnels**« and also present professional »baccalaureat«. They are trained to professional courses and continue to have general one. They can choose for example professions like construction, food professions, industry, mechanic, animal breeding, care, sale, etc. At the end, they have the baccalauréat of their speciality and they can choose again: either they continue for 2 years in lycée to get a degree of technician either they integrate the labour market.

## COUNSELLOR PSYCHOLOGIST

In France, there are two different counsellors to follow students school psychologist in maternelle et primaire and counselor psychologist in colleges and lycées. We are psychologists but we have not the same missions. Let me introduce mine: Counselor psychologist.

We have to follow students from 11 to 18 years old and help them in their education and their career choices. We are psychologists so, more and more students come to us because of personal problems in or out school. In school some children have disabilities, concentration or understanding difficulties, some of them consult speech therapist and need adaptation in school, we help them getting it. Some have social problems like bullying at school or on social media and we try to solve it with the help of education community. Sometimes they have personal problems like mistreatment at home. So we work with judicial authorities and social workers at school and out of school. Other times they »just« need advice or information about a profession and the way to access it. So we work a lot with families, teachers, social workers, educational community and headmaster to warn school disinvestment. Sometimes we propose individual course so that young student can go to company for a while to get interest again and choose their way.

I lead a special project in cooperation with a educational colleague in lycée professionnel this year. The goal is to help a little group of teenagers with their speaking. We have established a group of 10 students from different classes who don't know each other and we would like to help them because they are a little shy and they are in difficulties with speech.

So we are going to make several activities with them like simple outings, visit theatre, go to see a show at the theatre and improvisation. We would like them to present at the end of the year their professional course in »college« I work to help younger students to imagine more what will be their daily life in »lycée«.

It will be interesting experience for everyone. For older students to get easily integrated in lycée with this group, to improve their speech, to get better self confidence and because when they will present professional baccalauréat they have an oral test where they need to be comfortable in front of the jury. For younger students they will get a better knowledge of the formation they want to enter in and then, the risk of drop outs would fail.

### **Links for further information**

<https://www.onisep.fr/orientation/le-college/que-faire-apres-la-3e>

<https://www.education.gouv.fr/>

## Good practice: Germany

**Jana Potocnik, Agentur für Arbeit Oberhausen, Germany**

### **'ROME OR BERLIN'**

Hereinafter, I will describe a method that I use in school. It is a practice that I use in classrooms during career orientation workshops. It is not an everyday practice but a method I use regularly every year.

This workshop is the first step in school to engage pupils in thinking about the future and how a decision-making process can feel and look like. The pupils are in 8th grade and they are about 14 or 15 years old. So far, they did not have to think about what happens after school or what careers they want to choose.

To make the process easier and not overwhelm them, I start with the game 'Rom or Berlin'. It is a playful way to demonstrate that a lot of factors influence our decisions. Furthermore, it can help them make a decision based on information in a playful way. It is to show them that every information influences the decision-making process and that this process can be used to choose what career or apprenticeship he or she wants to do after school.

In this practice I introduce myself and tell the class that the teacher asked me to plan their next trip. The two possible destinations are Rom and Berlin. I put up two camps in two different corners with one saying 'Rom' and the other saying 'Berlin'. After that, I explain the game: every pupil has to stand up and decide, if they want to go to Rom or Berlin and stand in the corner accordingly. Next, I give new information about the destinations and the pupils have to choose again if they want to stay in their corner or if they want to rethink their choice. Depending on their action and where they stand, I try to influence them by giving them new information that may make their stay uncomfortable.

Some questions can be:

- To get to Rom, you have to take the bus and it is a 14-hour drive. To Berlin, you will take the train and arrive in 5 hours.
- Should the pupils still decide to go to Rom, I would say: In Rom, the accommodation is an old hostel and you would have to share a room with 5 other people. In Berlin, you would be staying in a 4-star hotel and share a room with just another friend.

- Usually, the pupils will change their mind by this point and I go on and say: In Rom, you will receive an allowance of 100 Euro. In Berlin, you will only get 50 Euro.

This is often the point where the pupils are undecided. With every bit of new information combined with what they knew before, they do not know if they want to spend more money but live uncomfortably or if a lower allowance is worth a better accommodation.

There are different types of questions and there are more variations possible. Usually, about three questions are enough to make a point and the pupils can sit down again.

Afterwards I start a discussion with the class, where I ask them if they have a clue why I chose this game, how they felt about it and what they learned from it. At the beginning, pupils always complain that I tricked them, that they are neither going to Rom or Berlin, which results in laughter. Then, they usually describe that it was difficult for them to make a decision because they really wanted to go to Rom but Berlin sounded better in the description. They feel torn. Without further clues they cannot answer the question why I chose this game.

When I ask what this game has to do with choosing a career, some make the connection that making a choice and deciding what to do after they finish school will be harder than deciding where to go on the next trip. I try to explain to them that it is important to start thinking about their future immediately and if they can, to try to get an internship sooner than later because then they can decide, if their chosen career is what they really want to do or start the process anew.

Towards the end, I ask if any of them already have an idea what they want to do later on. A few might raise their hand and share with the class, however, most of the class does not have an idea yet. Which I explain is normal and not a problem. That is the reason why I am at the school. I also explain what my role is – that I am a career advisor, there for them about any topic concerning career counselling or alternatives after school. I counsel and accompany them on their journey. I usually also have informative brochures with me that they can take a look at or take home and show them our company's website for further information.

Since they haven't had any contact to a career counsellor before, I leave it at that as to not overwhelm them but explain that from that moment on, I am going through classes every year at least twice and that I am going to talk to each pupil separately each year and focus on their ideas and strengths, so that in the end, they will know what they want to do and in the best case, already have an apprenticeship or further studies lined up.

### **Links for further information**

<https://www.arbeitsagentur.de/vor-ort/oberhausen/berufsberatung>

<https://planet-beruf.de/schuelerinnen>

## Good practice: Germany

**Maja Pollmann, Agentur für Arbeit Recklinghausen**

### **'HOW TO MAKE A GOOD CAREER CHOICE'**

At the Herwig Blankertz vocational college I am responsible for career advice for the middle school classes at the Herwig Blankertz vocational college. Among other things, I advise on the training market and further school careers in the Recklinghausen district. My advisory service is neutral and available to all students free of charge. I am also available as a contact person for parents.

I help pupils regarding different topics:

- Find out about the possibilities after leaving school
- Find a suitable career
- Answer questions about training content
- Be able to better assess the chances of getting your dream job
- Find a training position
- Get an overview of your future school career
- Explore skills (e.g. with a Career selection test)
- Clarifying questions about applications
- Finding sensible bridging options
- Finding solutions to health or school problems in the course of looking for training


In Plan of structure - Topic: How to make a good career choice the target group are 9th grade pupils (1,5 years before graduation in middle school). The outcome is that pupils know what they need to make a well-founded career choice and who/what can help them on their path.



Plan of structure - Topic: How to make a good career choice

| Time:<br>minutes | Outcome  | Content  | Methods                     | Hints/tools   |
|------------------|--|--|-----------------------------|---|
| 5'               | Pupils know their career choice counsellor.  | <b>Welcome / Introduction</b><br><br>Introduction of the career choice counsellor and the services of the national career counselling (focus on: free of charge, neutral, confidential)  | Lecture                     | PowerPoint / blackboard   |
| 10'              | Pupils know the most important steps in choosing a career and the application process. | <b>Career-Choice-Timetable</b> <ul style="list-style-type: none"> <li>• Query "How do you know a timetable?" (i.e. buses, trains – When do they arrive? How many stops on the way? How much does the ticket cost?)</li> <li>• What does it mean according to your career choice? (i.e. What graduation do I need? / When do I need to apply? / What kind of training is it?)</li> <li>• Explanation of career choice timetable.</li> </ul> | Discussion and presentation | PowerPoint / Blackboard<br><br>(steps in the career-choice-timetable: orientation – decision – application)     |
| 5'               | Get an overview of how far the pupils are in their career choice.                      | <b>"Raise your hands"</b><br><br>Pupils need to raise their hand showing a number of 0-5 depending on how far they are on their personal timetable.<br><br>Emphasize: every number is OK!  | Interaction                 | For example:<br>0 = no clue<br>3 = I know what I want, but not how to get there.<br>5 = I know what and how to. |

Plan of structure - Topic: How to make a good career choice

| Time:<br>minutes | Outcome  | Content  | Methods   | Hints/tools   |
|------------------|--|--|---|---|
| 15'              | Pupils know their right of a "free career choice" and they recognize the diversity of careers. | <b>Icebreaker</b><br>"Since you are still undecided, your teacher and I have already decided for you!"<br><br>1. Each pupil is assigned a profession <ul style="list-style-type: none"> <li>• Explanation of the professions that raise questions</li> <li>• Reference to occupational diversity</li> </ul> 2. Dissolution through the introduction of the right to choose a career freely | Discussion  | Cards with different professions (focus on the rare/supposedly strange ones)  |
| 15'              | Pupils know what is important in making a well-founded career choice.                          | <b>What do I need to make a good career choice</b><br><br>Each pupil should take part in the query: <a href="https://partici.fi/02542869">partici.fi/02542869</a><br><br>"Official answer": abilities, interests, professional preference, social skills   | Interaction and presentation<br><br> | Pupils: smartphones /tablets with internet<br><br>Beamer if possible<br>PowerPoint / Blackboard                           |
| 5' or 20'        | The pupils know how to reach the counsellor and how to do research on their own.               | <b>Contact details and information tools</b> <ul style="list-style-type: none"> <li>• Distribute the handout and explain</li> <li>• If time is left and beamer is available: Show how to use the websites.</li> </ul>  | Lecture   | Handout with contact details and important websites (i.e.europass)<br>If possible (and time is left): beamer and internet |

Plan of structure - Topic: How to make a good career choice

| Time:<br>minutes | Outcome                              | Content  | Methods | Hints/tools |
|------------------|--------------------------------------|--|---------|-------------|
| 5'               | Pupils can ask unanswered questions. | <p><b>Thank you and goodbye</b></p> <ul style="list-style-type: none"> <li>Counsellor asks if anything remained unclear and answers last questions.</li> <li>Lookout on what comes next (i.e. next encounter, scheduled appointments)</li> </ul> |         |             |

**Training positions and internships in your area:**

**Keyword: internship**

**Filter: professional field**

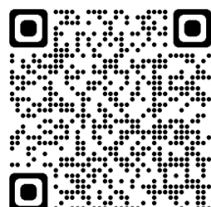
**Sorting: distance**



Which job suits you best?  
Where are my strengths?



Templates for  
**CV and application**



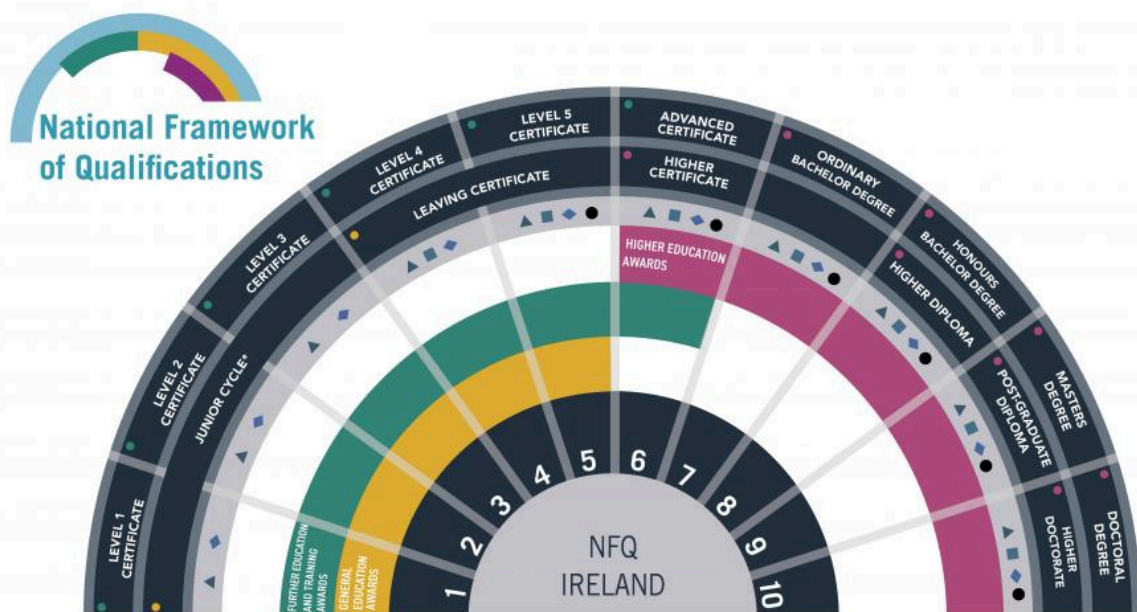
[www.europa.eu/europass](http://www.europa.eu/europass)

## Good practice: Ireland

Hazel Fleming, Galway Technical Institute

### STUDENT SERVICES TEAM

Galway Technical Institute (GTI) is one of the Post Leaving Cert Colleges of Galway Roscommon Education Training Board (GRETb). There are 16 Educational Training Boards (ETBs) in Ireland. ETBs provide a broad range of educational supports which provide access to education across the life span. GTI comes under the umbrella of Further Education. Further education and training (FET) refer to any education and training after second-level education (post-primary school) and up to third-level education (higher level education). FET is for adults and young people aged over 16.



In GTI, we have 10 departments and over 50 Full time QQI accredited courses and a range of part time courses to over 1000 students annually. We provide Erasmus opportunities to over 100 students per year.



## Expected outcomes of Student Services and Guidance Service

### Areas of Learning

### Competences

|                           |  |
|---------------------------|--|
| Developing Myself         | <ul style="list-style-type: none"><li>•Developing &amp; maintaining self-esteem &amp; a positive self-concept</li><li>•Interacting effectively with others (face-to-face &amp; online)</li><li>•Developing &amp; growing throughout life</li></ul> |
| Developing My Learning    | <ul style="list-style-type: none"><li>•Employing effective personal learning/exam strategies</li><li>•Making educational choices in line with career aspirations</li></ul>   |
| Developing My Career Path | <ul style="list-style-type: none"><li>•Using career related information &amp; sources appropriately</li><li>•Understanding the world of work &amp; life roles</li><li>•Managing career development &amp; decision making</li></ul>                 |

### Target group of service

We provide pre guidance to potential GTI students, guidance to current students and deal with queries from past students.

### Description of the method, practice or initiative

Within GTI there is a Student Services Team which provides guidance and support. The college employs a whole school approach to guidance adopting the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.

Guidance encompasses three separate, but interlinked, areas of personal and social development, educational guidance and career guidance. This team is led by management and is a holistic approach including all college staff but is supported by specialised staff which includes Guidance Counsellors, Psychotherapists and Academic Support Staff.

In GTI we provide:

- Career, Educational and Vocational Guidance
- Counselling Services
- Disability Supports
- Signposting to relevant information and referral where appropriate



### Links for further information

GTI Promotional Video: [https://www.youtube.com/watch?v=DrW5dQ\\_xQqM](https://www.youtube.com/watch?v=DrW5dQ_xQqM)

[www.gti.ie](http://www.gti.ie)

<https://www.gretb.ie>

<https://pda.ie/wp-content/uploads/2022/11/Whole-School-Guidance.pdf>

What is an ETB: <https://www.youtube.com/watch?v=hjq7FIYUaSw>

History of ETBs: <https://www.etbi.ie/video/about-etbi/>

<https://www.gov.ie/en/publication/02452-guidance-in-schools/>

[referrer=https://www.gov.ie/en/publication/63c5f-guidance-counselling-in-schools/](https://www.gov.ie/en/publication/63c5f-guidance-counselling-in-schools/)



## Good practice: Ireland

**Siobhan Hawkins, Galway Community College of Further Education**

### **GALWAY COMMUNITY COLLEGE OF FURTHER EDUCATION**

Galway Community College of Further Education is located in the East of the city with industrial and residential surrounding the catchment area. It is in close proximity to Higher Education Colleges. There are approximately 250 further education students at the complex from 16 years and up wards, mixture of male and female and from a broad range of socio economic backgrounds. The Post Leaving Certificate (PLC) College has expanded and developed to meet the growing demands of an ever changing and diverse student body. The college prides itself on its student centred learning approach, combining excellent support, guidance and tuition to meet the needs of all students. There is a wide range of relevant accredited courses on offer namely Business and Secretarial, Sports and Equine, Motor Technology, Horticulture, Computer Science, Laboratory Studies, Acting, TV and Film, Music, Early Learning Years, Community Health Services and Graphic Design.

My job is split into 3 categories, Further Education Guidance Counsellor 40%, Co-ordinator and Business Teacher 40% and Director of Adult Education 20%.

In my role as Further Education Guidance Counsellor I offer a guidance service about education, training and career opportunities by providing information, advise and support. I engage with all learners collectively delivering high quality and well-designed careers workshops for all sectors. I offer this service face to face and virtual to meet the specific requirements of the learner and providing equality of opportunity for all.

Our students have access to one-to-one and group educational guidance sessions. The career service is confidential and impartial. Information is provided on further educational progression routes into Higher Education, Further Education, Training and Apprenticeship.

Career Workshops are scheduled on a weekly basis and cover a broad range of topics which are timetabled appropriate to the academic year. Workshops delivered include study skills, psychometric testing, work experience, higher education (CAO Application), Study Abroad (UCAS & EUNICAS), SUSI Grant, Scholarships, exploring career sectors, finding a job and Job Seeking Skills.

Learners are encouraged to avail of information workshops throughout the year. Career Events are organised throughout the Academic Year with Guest Speakers from Higher Education Institutes (HEI)/Colleges, Apprenticeship Programmes and speakers from various career sectors. I am continuously working on providing a professional careers service with strong networking presence in the wider community. The challenge is to foster relationships with potential employers in state organisations, private companies and professional bodies, to support the further education learners attending the college. I have created databases of potential work placement opportunities for each of the further education courses which is an ongoing project.

As a member of the IGC, I regularly circulate up to date correspondence on course material to the appropriate Course Co-ordinators in the college and I attend branch meetings to obtain current information on careers and education in the local community. I notify and encourage students to attend JobsExpo and GRETB Engage Events. I have developed networking relationships with Careers Service ATU, HSE Secretarial Unit, IDA, multinationals and SMEs. The outcome is the learner is fully prepared to embark on their search for work placement and employment opportunities.

As Co-ordinator of Secretarial Courses I am responsible for ensuring the successful delivery of the Office Administration QQI Level 5 Award. I research the skill sets required within the market place to qualify students to the highest level. This course runs successfully each year with 85% of the students obtaining full time employment on completion of the course. It has grown in popularity and has a strong brand presence in the local community where I am approached on a regular basis by employers with job opportunities for students. In my role as teacher, Course Co-ordinator I provide support, encouragement and leadership to the students. I am part of the team involved in the internal verification process and I am a qualified external authenticator which results in quality precision in course delivery.

Finally, my daily practice as Director of Adult Education, I am responsible and accountable for managing the self-financing part-time courses with more than 40 part-time evening programmes. These courses cover many disciplines and currently caters for approximately 500 learners annually. There is a wide range of relevant accredited and general interest programmes available every September and January. All courses are classroom based and taught by highly professional Tutors who are masters in their field. I manage the selection and recruitment of up to forty part-time Tutors. I ensure the necessary physical resources are in place for the smooth delivery and implementation of the courses effectively and efficiently to a high standard. I oversee the financial control in my role.

I report to the senior GRETB Financial Management on monthly accounts and end-of-term reconciliation. I ensure systems are in place and communicated to our Tutors for dealing with operational management systems and dealing with challenging situations.

I manage, operate and maintain a number of electronic administrative systems, including:

- MIT System for recording of applicants and collection of enrolment fees
- QQI System for entering students for assessment and certification
- DCS System for payment of Tutors
- I-class Website software – for creation of new part-time website and continuous maintenance of website
- Social Media – Facebook, Twitter and Instagram for marketing purposes

This has resulted in the smooth running of the course programmes where the self-financing criteria of the programme revenue covering 130% of the tuition cost has been achieved with a significant profit each year. I conduct yearly self-evaluations of the Adult Education Part-Time Course Programmes. This is to ensure the provision of high-quality content, delivery and in line with the interests and demands of the local community.

### **Links for further information**

<https://fe.galwaycc.ie/>

<https://www.gccparttimecourses.ie/>

<https://www.qqi.ie/>

<https://careersportal.ie/>

<https://www.cao.ie/>

<https://www.qualifax.ie/>

<https://www.ucas.com/>

<https://www.eunicas.ie/>

<https://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions>

## Good practice: Netherlands

Ralph van Heerbeek, Leerwerkloket independent regional partnership

### WHO WE ARE

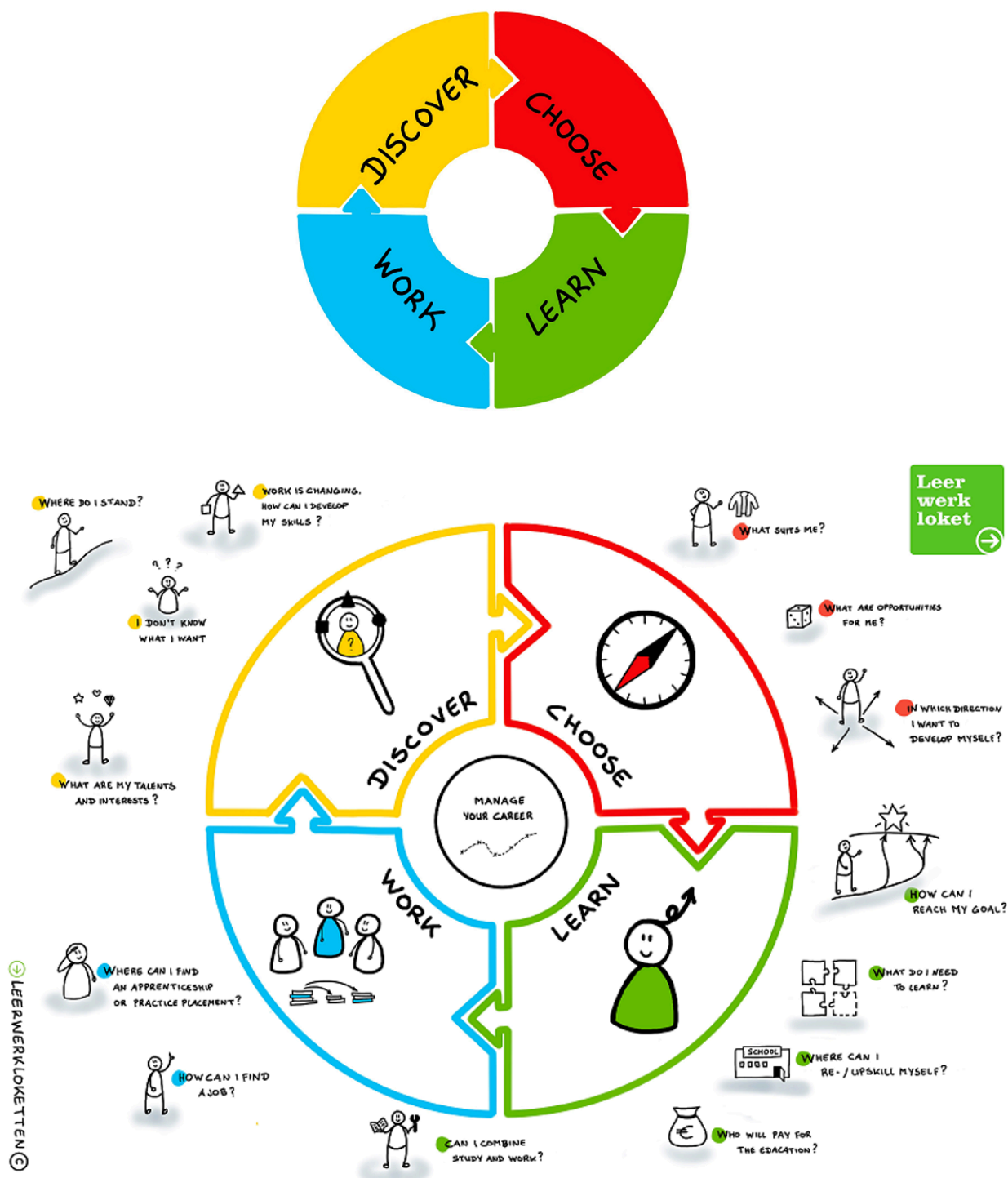
The Leerwerkloketten (Service Centers on Education and Work/SCEW) exist since 2005 in the Netherlands. SCEW is a partnership between municipalities, educational institutions (mainly vocational education) and public employment services. SCEW was commissioned by the Ministry of Social Affairs & Employment (SZW) and regional partners. Since 2017, they receive structural financing from the Ministry.

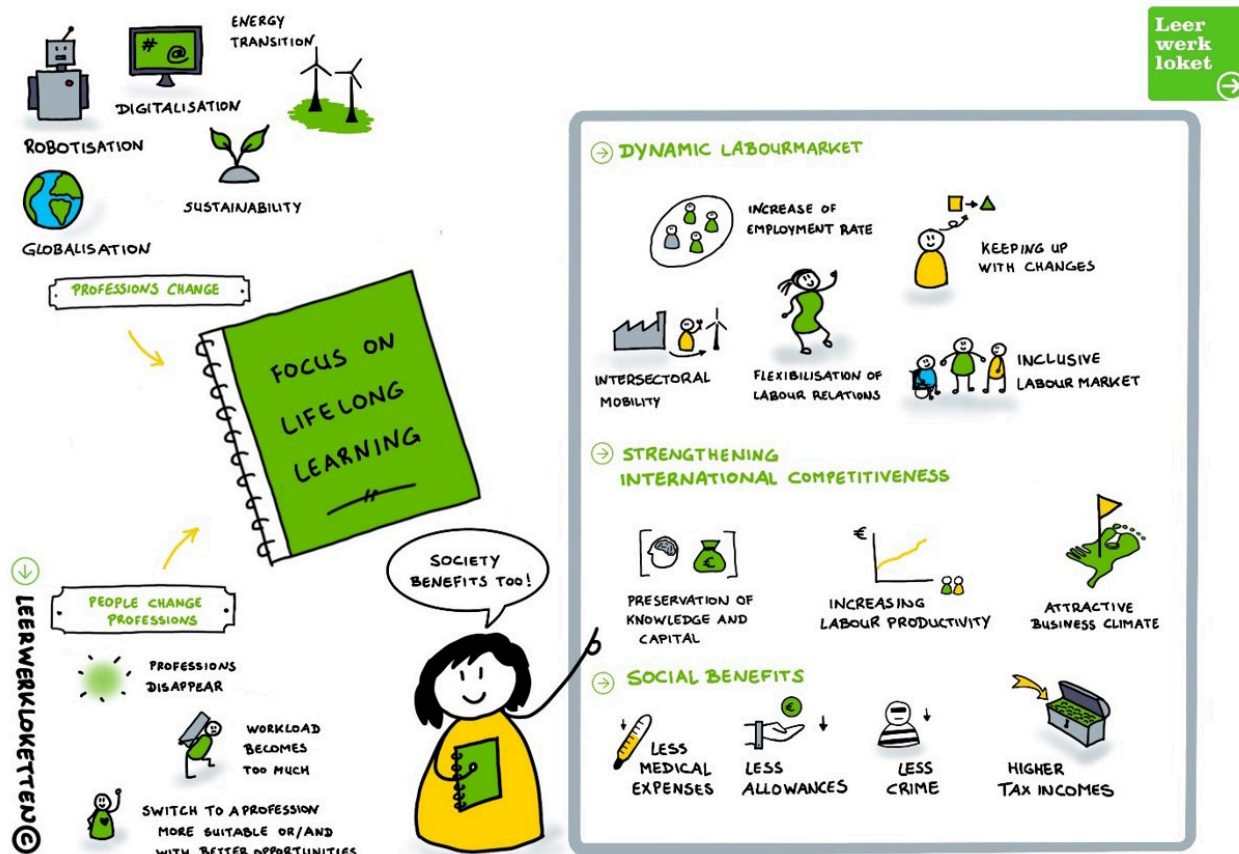
There are 35 SCEW's, one in every labour market area. A national support team facilitates and supports the 35 Service Centers on Education and Work.



## Step by step career orientation

In our services we use our circle of career guidance. It takes you from discover – choose – learn to work. Where you start in the circle depends on your question or need. The drawing is an extension from the circle. Every step shows questions people can have, for example: What are my talents, what suits me, What do I need to learn, or How can I find a job? Leerwerkloketten can also give advice about 'Learning and working trajectories' (apprenticeships) (Praktijkleren).





## INTRODUCTION OF THE DUTCH LABOR MARKET

A lot of unemployment was expected during or after corona period. But due to the Dutch government measures, companies were able to stay afloat. However, currently, the companies need to pay back the taxes and this can still cause the companies to go bankrupt. Of course this is not the only reason and various elements can come to play: poor business operations, the rise of AI, and the diversity policy around the knowledge workers.

In response to the corona crisis, various programs have been set up due to the mismatch on the Dutch labor market. Mismatch refers to a poor match between labor supply and labor demand, which is reflected by the coexistence of high unemployment and a large number of job openings or vacancies. The focus from the programs was zooming in on unseen labor market potential. As a result, during corona, the decision had been made, to set up regional mobility teams. SCEW is a partner of these regional mobility teams. SCEW is accessible to all residents with questions regarding their careers. Career questions are addressed through short-term trajectories of a maximum of four conversations free of charge.



## PRACTICE: THE TALENT KEY

**Target group:** small and medium sized enterprises.

### Expected outcome

To stimulate learning and development, so employers could create a learning culture that is beneficial for the organization as well as for the employees.

### Description

In a rapidly changing world, with challenges such as corona, the Ukraine war, the climate crisis, the energy transition and the rapid rise of Artificial Intelligence (AI), agility is essential for companies. Improving the learning culture is the key to continuous adaptation. In order to achieve this the Talent key is developed by employer advisors from SCEW. Goal: to improve, optimize and boost learning culture and lifelong development within small and medium sized enterprises.

They do this by informing companies about various financial regulations. Examples are sectoral regulations, regulations from governmental agencies that stimulate organizations to hire people that have a distance to the labor market, and regulations regarding tax benefits. Furthermore the talent key is also encouraging organizational managers to annually to do a self-evaluation of the learning culture. Think about attention to learning and development in the past year, which successes and areas for improvement are there for the following year, and assessing whether the learning processes within are sufficiently secured.

In addition, the talent key is putting a focus on inspiring leadership. Executives act as role models, appreciate the efforts of employees and create a safe environment in which learning is stimulated and valued.



## PRACTICE: PASSPORT FOR WORK

**Target group:** Passport for Work is intended for people that have a background in secondary Vocational Education and Training (VET), middelbaar beroepsonderwijs in Dutch (MBO).

### Expected outcome

Improving the matching supply and demand so the personal shortage on the Dutch labor market will be reduced.

### Description

Passport for Work offers an alternative approach related to job interviewing, and is a collaboration between various Dutch government agencies. The candidate can use Passport for Work when applying for jobs, as a replacement or addition to their resume. Passport for Work supports people who have difficulty finding a job or who want to try something new. The goal from the tool is to put a focus on the qualities of the candidate rather than work experience.

This works as follows: users can easily create a Skillprint (online profile) on their phone, tablet or computer using simple language by playing games, answering questions and doing role plays. This helps them to see what they are good at and what they are still able to improve. By making a skill print, the candidate immediately finds out what his interests, skills and talents are.

To achieve this the platform is constantly being improved. More online lessons and information about courses and training are available on the Passport for Work platform. These are intended to help users improve their skills or learn new things. For users who need extra support, Passport for Work offers help in person, for example in the Skillsroom in Eindhoven. There, users can create a Skillprint while receiving guidance.

Employers can create an account on Passport For Work as well. With this account they can get in touch with suitable candidates for their organization. With this tool they can easily indicate which skills they consider important in a new employee. Vacancies in Passport For Work are automatically based on Skills. Employers can also use a SkillsPool, in which the skill prints of the candidates are stored, to immediately find people who have the right talents and skills for the job that the employers are offering.

## PRACTICE: THE CAREER TREASURE TROVE CARD GAME

**Target group:** (mostly) secondary Vocational Education and Training (VET)

### Expected outcome

This instrument helps the client navigating the directions they could follow and shows clearer direction. This often leads to surprising and unexpected choices and makes the search for a new career direction much easier.

### Description

The career treasure trove is an instrument that we use in our day-to-day career coaching.

The careers treasure trove is a card game. The client first makes a choice from the professions and sectors they find most attractive. The cards then examined in which professions he/she has already gained knowledge and experience and how appealing working in the selected professions and sectors sounds to them. The coach will remove some professions and sectors based on the experience and appeals. This information will not be shared with the candidate so the outcome cannot be influenced.

The same approach will then be taken with sectors. Based on the choices that the candidates make, the remaining professions and sectors will automatically fall into one of the following three categories: start, switch or treasure. Start indicates easy attainable jobs. Selected careers or industries noted under Switch require more investment to realize. The careers or industries noted under 'Treasure?' unveil the necessity of rigorous changes, which often happens at a "crossroad" in life.



## Good practice: Spain

**Carlos Jurado Cañizares, CIPFP Canastell, Vocational Training Public Integrate Center Alicante**

### ACTIVITIES OF THE DEPARTMENT OF EDUCATIONAL AND PROFESSIONAL GUIDANCE AND INFORMATION IN A PUBLIC INTEGRATED CENTER OF VOCATIONAL TRAINING

#### Expected outcomes

- Provide students with the necessary knowledge and skills to navigate the job market as wage workers, being aware of and understanding:
  - The main rights and obligations arising from an employment relationship according to current national legislation.
  - The main occupational risks of their professional sector and the rights and duties regarding safety and health that employers and their workers have established by regulations.
  - Mechanisms for workers' representation and collective bargaining of working conditions.
  - Protection of the public social security system in certain situations in which workers may find themselves (unemployment, incapacity, health benefits...).
- Accompany the student in designing their possible academic and professional itinerary through personal reflection and the search for updated information to reconcile their interests with the reality of the job market.
- Develop job search skills and understand the main tools that will be used in this process.
- Promote and foster communication skills, teamwork, and conflict resolution in a work environment.
- Foster an entrepreneurial culture through reflection on the skills and knowledge necessary to carry out a business initiative on their own.
- Acquire the necessary knowledge to launch a small business project by detecting business opportunities in the market.
- Provide all academic communities and institutions of the environment, with the best information about studies, itineraries, and resources to develop a professional future and education goals.

## Target group

Students of vocational training cycles of a basic, medium, and higher level of any professional family in a public vocational training center.

## NEW CHANGES IN VOCATIONAL TRAINING IN SPAIN

The development of this task or daily activity does not consist so much of a specific or concrete work method, project, or initiative. Still, rather, this document intends to convey and make known the work of a teacher specializing in Training and Labor Guidance in the vocational training system and its relationship with educational and professional guidance and access to employment, one of the main objectives of the vocational training stage of the educational system in Spain.

In Spain, vocational training is about to undergo a very important change that will be consolidated during the next academic year 2024-2025. In these regulated and formal teachings, students obtain a professional qualification after two academic years, with a total of 26 professional families and more than 170 vocational training titles of different levels, offered in the public system, with basic, medium, and higher qualifications, the latter having direct access to university studies. Specialization courses (such as master's or postgraduate vocational training) were recently incorporated to complement these qualifications. In our center, we offer 28 different vocational training cycles (basic, medium, and high) which belong to seven different professional families.

In the current design of vocational training in Spain, students, in the last quarter of their second year, go to a company in the sector to carry out internships as part of their learning for approximately 400 hours, depending on the level. These internships are a subject called on-the job training, in which students have their first contact with a real work environment. These are mandatory but unpaid learning internships.

With the legislative reform that has been carried out in our country driven by a new vocational training law, framed within European development policies, all vocational training in Spain must become dual, something that, if it already existed, only happened residually or to a lesser extent with different regulations depending on the areas or regions of the country. This dual training follows the path of other European systems such as Germany, Switzerland, France, and the Netherlands.

From the academic year 2024 - 2025 and in two possible modalities, one of them linked to a paid employment contract, students from the first year will be able to simultaneously carry out hours of their training in the educational center and in the company itself in a flexible and alternative or simultaneous way, complying with a minimum percentage of practical training hours set by legislation. This implementation will pose a challenge for the business sector and for the educational centers and their teaching staff, who must work for better mutual understanding and close collaboration between both agents responsible for the training of students. The objective of this system is clear: to improve the quality of education and employability.

In this context, the teaching staff of the specialty of Training and Labor Guidance, who teach the modules or subjects of FOL (Training and Labor Guidance) and EIE (Business and Entrepreneurial Initiative) common and transversal to any vocational training title or study mainly, have also seen certain changes introduced in their subjects which are now called Personal Path for Employability I and II. In addition, the reform includes new subjects or transversal modules such as sustainability and digitalization.

## THE WORK OF THE TEACHING STAFF OF THE TRAINING AND LABOR GUIDANCE SPECIALTY

The module of Training and Labor Guidance, for any training cycle of the vocational training system, therefore, in a common and transversal way, seeks to give the student the most useful and comprehensive view and knowledge possible of the labor reality with which they will come into contact upon completing their qualification in vocational training, both as an employee in a company and as an individual who intends to start a small business activity or project on their own. The main contents of the module, in summary, cover knowledge about:

- Legislation and labor regulations to know rights and obligations.
- Occupational risk prevention, safety, and health.
- Development of teamwork skills and conflict resolution.
- Job search and assistance in understanding and designing academic and professional itineraries that promote lifelong learning, among others.

Similarly, and within that teaching specialty, the module or subject of **Business and Entrepreneurial Initiative** is taught, which also in a common and transversal way seeks to promote entrepreneurial culture and transmit knowledge and skills that allow:

- Acquire skills to identify opportunities in the market, especially in the sector or professional branch under study.

- Start up and manage a small business or know the necessary resources for it.
- Acquire knowledge about financing and managing a small business project.
- Promote skills and habits as an entrepreneur or intrapreneur.
- Pay attention to aspects related to the sustainability and social commitment of companies.
- Develop their business project or design their business plan collaboratively.

In this way, these subjects in the vocational training curriculum, it is intended to offer students a complete view of the business and labor environment in which they will enter as future workers or as entrepreneurs of their initiative.

### **ACTIVITIES OF THE DEPARTMENT OF EDUCATIONAL AND PROFESSIONAL GUIDANCE AND INFORMATION AT THE CANASTELL PUBLIC INTEGRATED VOCATIONAL TRAINING CENTRE**

As a complement to this work and in parallel, I want to briefly explain the actions that are carried out by a department in which I have a responsibility as head and which, innovatively, has been developed in my educational center, the CANASTELL CIPFP, for the past two academic years.

In the Spanish educational system, educational and professional guidance in these teachings has four strategic lines of action:

1. Support for the teaching-learning process.
2. Equality, coexistence, and emotional well-being.
3. Transition and reception.
4. Academic and professional guidance.

In my educational center, there is non-teaching staff specializing in guidance, who mainly carry out actions and tasks in the first three strategic lines. Four specialist people provide support and advice to teachers and group tutors, for example: developing protocols to help detect learning needs, carrying out diagnostic or psycho-pedagogical evaluations, following up on students coming from other stages with diagnostic reports or psycho-pedagogical evaluations carried, and certainly, attending as specialists to the diversity of students, trying to make the inclusiveness of the public educational system that must welcome and attend to any student, regardless of their personal or family situation, regardless of their abilities, a reality.

In this regard, it should be noted that in our educational center, specialized basic vocational training programs are developed, of a special nature (for people with disabilities) in which our guidance counselors are deeply involved.

Of the aforementioned strategic lines, the fourth strategic line (**Academic and Professional Guidance**) is the one that I developed in collaboration with a colleague in my specialty, and it is a parallel and separate activity from our teaching activity as teachers, for which we have assigned a few hours weekly from our work schedule.

Although we are constantly reflecting and learning to adapt to the needs of the environment and develop new strategies and actions, by way of example, these are some of the actions and strategies that we have been implementing in our center, CIPFP CANASTELL:

- Information and promotion or dissemination actions regarding our academic offer and Vocational Training. (Talks in secondary education centers, in Town Halls, attendance at employment and training fairs in our region, with the representation of professional families and with the participation and involvement of our students, extracurricular activities outside our educational center such as visits to the University or other institutions...).
- Personalized attention in time slots or by appointment for any advice or support in academic or professional information. (Information about studies, itineraries adapted to the student's profile, access to university, access to higher vocational training, information about enrolments, administrative procedures, access to study grants or scholarships, facilitation of information about professional insertion, validations or accreditation of professional competencies through work experience...).
- Resolution of inquiries through a specialized email inbox.
- Organization of guided tours to showcase our facilities and educational offers to students from other secondary education centers at decision-making moments before their enrolment, giving access to other educational stages such as vocational training.
- Preparation of documentation related to academic and professional information and guidance (information guides or notebooks, infographics, posters, brochures, merchandising...).



- Collaboration or coordination with departments or professional families for any training, information, and dissemination action.
- Participation in innovation projects related to guidance and vocational training.
- Organization of technical or professional days with collaborating companies from a sector, informative or open days for families of students to showcase our facilities, among other actions.

These and other actions are the ones we carry out daily as part of the educational and professional guidance and information department.

Finally, I want to emphasize the **importance of educational guidance**, not only as a facilitator or compensator of inequalities and as a means of promoting inclusion in the educational system by attending to the diversity of students, which is fundamental, but also **as a facilitator or provider of tools, strategies, and valuable information that foster students' maturity in decision-making and help them chart their academic and professional itinerary with a lifelong learning perspective.**

### **Links for further information**

CIPFP Canastell: <https://portal.edu.gva.es/cipfpcanastell/>

Vocational training of education ministry: <https://todofp.es/inicio.html>

Valencian Community vocational training: <https://ceice.gva.es/es/web/formacion-profesional>

Integrated Vocational Training centres Spain: <https://todofp.es/sobre-fp/informacion-general/centros-integrados.html>

Integrated Vocational Training centres in the Valencian Community: <https://ceice.gva.es/es/web/formacion-profesional/presentacion1>

Valencian community education guidance: <https://ceice.gva.es/es/web/inclusioeducativa/organitzacio-de-l-orientacio>

Euroguidance Spain: <https://euroguidance-spain.educacionyfp.gob.es/inicio.html>

Educational general content (also vocational training and guidance), (article about the importance of academic and professional guidance): <https://www.educaweb.com/noticia/2022/03/01/orientacion-academica-profesional-es-mas-importante-nunca-jovenes-20837/>

## Good practice: Spain

**Miquel Artigas Vilagran, High School Institut Montilivi Girona**

### FIRST TRAINING AND CAREER ORIENTATION DAY FOR VET STUDENTS

#### Expected outcomes

I am a teacher of Vocational Training and Career Guidance and my main role is to inform and support our students to be able to work for a company or to create their own business.

In our High School we have students from different professional specialities who are trained technically and practically to develop different jobs. The Vocational Training and Guidance teacher explains the theory for accessing the labour market.

We wanted to develop the practice and we looked for a way to interact and learn among peers to be able to improve the abilities of all students to enter the world of work with better knowledge and experience. To add more interest we have involved another high school in the city, so the interaction can be even more important. This activity can be developed locally in a single high school, you can involve different training cycles or you can even involve different institutions, as is our case.

#### Target group

Students from the two high schools of the following specialities:

- Administrative management (INS Montilivi)
- Laboratory operations (INS Montilivi)
- Health emergencies (INS Narcís Xifra)
- Hairdressing and cosmetics (INS Narcís Xifra)

#### Description

We work with the support of a website that we have created ourselves with Google Sites.

# 1A JORNADA FOL

## XIFRA-MONTILIVI



### 1. Elaborate the professionogram

Students will have to determine the skills and competences required for each job offered and define the profile of the ideal candidate. Depending on the job, the candidate will need different skills and attitudes (for example, need for organization, ability to work in a team, languages, social skills...). Once the members of the HR department have reached a consensus on which qualities the worker must have for a specific job, they draw up their job description.

### 2. Publish job offers

Once the students have completed the professional profile where the characteristics that the candidates must have have been agreed upon, the job offer is created. In our case, the students used Canva to create them and uploaded them to the website.

### 3. Receipt of candidates' CVs

The students of the INS Narcís Xifra, as job seekers, read the different job offers and upload their CV to the job offers they find most interesting. Montilivi students have access to the Drive folder that contains the CVs presented in their offer, they receive the CVs of the candidates and prepare for the interviews.

#### 4. Prepare the interviews

The Montilivi students prepare some questions to ask the candidates of each of their job offers, taking into account the professionogram they have completed previously.

#### 5. Interview of the candidates

On the day of the workshop, the Montilivi students sit in pairs and act as interviewers. They receive the different candidates and have 10 minutes to ask the questions they think appropriate and write down different things about the candidates. The objective is to make an assessment of each of them and decide which of them is the most suitable to work in their company.

#### 6. Evaluation of the candidates

Once they have conducted all the interviews and evaluated the candidates using an evaluation form, they put their impressions into consensus and decide which of the candidates they hire for the job. The most favorable point of the practice is that the students put themselves in the shoes of the candidate and the interviewee, see their flaws and virtues, and evaluate the selection system.

#### Links for further information

<https://sites.google.com/institutmontilivi.cat/1atrobadaxifra-montilivi>

<https://www.institutmontilivi.cat/>

<https://iesnx.xtec.cat/>



