

Good Practice Guide



Education and Culture DG
Lifelong Learning Programme

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Career Counsellors' Interactive Training - CarCouLT



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Introduction

The "Best Practice of Career Counsellors' Training" handbook, is the final product of the European Project "Career Counsellors' Interactive Training" (www.carcouit.eu). The "Best Practice of Career Counsellors' Training" is a useful tool which includes the status of career counsellors training in Europe, the current Needs Analysis Report of specific career counsellors training needs and the best assessed modules of training. The modules and the scenarios have been implemented and evaluated by career counsellors in different countries through Europe. It is indicated that the needs of counsellors differ from country to country and therefore the training material is adapted to these needs.

The main aim of the Handbook is to provide to career counsellors, to teachers and to representatives of the local and political authorities the outcomes of the project and to provide a new approach for career counsellors training across Europe, indicating the obvious need of professional and updated training. The training material is uploaded at the web site (www.carcouit.eu) in English and in partners' language too. The whole training material is at at the attached cd.

1.

CarCouLT Aims and Approach

1.1. CarCouIT Aims and Objectives

The main contribution of the project work is the provision of a new training material for career counsellors, bridging the theoretical background with interactive seminars of personal development and direct links with the labour market. Through a series of proposed methodologies, the network analyses the career counsellors' specific needs and develops material which covers these needs. Counsellors' personal development is a vital and essential part of the process of career guidance. At the other hand, the awareness of labour market is something more than important. The labour market and the companies' needs change year by year and career counsellors must be aware of. Furthermore, nowadays the competition that young people face in order to get a job, especially the first job has not to do just with the educational level, as far as more and more young people get diplomas and masters. The crucial point is the development of personal and soft skills that a young people must have. These skills are not included in any official curriculum and the career counsellor is the responsible person to prepare students to get a career through personal develop-

ment and career choice process.

A fundamental aim of the proposed project is the development of Active European Citizens, who are in a position to investigate the surrounding reality, to analyse social phenomena in depth and critically, as well as to contribute to the social reconstruction through efforts aiming at the democratisation and modernisation of institutions. Another important aim is the promotion of genuine Intercultural Communication through the actions of these citizens who are interested in their personal and social development. All the training material which has already developed but also the material that we are planning to develop are strictly related with the priorities above. Some particular objectives are the following:

- To emphasize the importance of the 'human capital' and, thus, the necessity for investment in people and knowledge,
- To promote social development through citizens' personal development, a development this is based on their self and social awareness.
- To promote holistic learning and development,

- To promote equality,
- To promote the development of individuals' positive self-concept and higher self-esteem which can give them a self of internal security in the context of a changing world where nothing seems to be secure or taken for granted,
- To promote the development of personal, interpersonal and communication skills,
- To promote personal responsibility, self reflection and creativity with vision,
- To promote skills for active searching of information, critically reading information and organising it according to its thematic consistencies,
- To promote the development of conflict management and resolution skills,
- To promote the development of research skills,
- To contribute to social development through responsible interventions of citizens in the institutions and their bonds through the process of critical social awareness
- To contribute to the economic development of the community in which individuals function

and work and in the development of the European Community. Our target group, career counsellors, teachers, local and political authorities was actively involved to the project and to the main objec-

tives. During the lifespan of the project, career counsellors and teachers who participated to the training seminar had the chance to implement the new framework first of all in their selves but in the

class too. The training material and the approach of the seminars were adopted at the specific needs of the target group of each country.

1.2. CarCouIT Approach

Career Counselling is a rather new scientific field, which combines theories and methodologies from the areas of field of psychology, pedagogy, economy and labour market. In each country career guidance implemented in different ways and the educational background of career counsellors varies. Furthermore, in a lot of cases the training concerns a theoretical background and not interaction sessions and workshops, concerning the personal and professional development as career counsellors. In addition, career counsellors have to implement career counselling in a world of continuous changes in the field of labour market. In this framework "Career Counsellors Interactive Session" addresses to career counsellors who provide career guidance at schools and aspires to create a holistic critical model which

will develop the required skills of career counsellors. Emphasis has been given to interaction sessions and to various links with the labour market. Furthermore, the project brings closer the theory with the required competences in the process of career guidance. In addition, the model is flexible enough, in order to be easily adopted in different countries.

The proposed project intends, at first, to identify the needs of career counsellors in different countries, concerning various levels and aspects at the process of career guidance.

The CarCouIT project recorded and analyzed these needs. After the identification, consortium developed a training model adapted to those needs, having as main characteristic the interaction and the orientation to the awareness of the

labour market. During the first year in each country, Greece, Austrian, Italy and Slovakia, about 20 career counsellors fulfilled a questionnaire which identifies their needs. Additionally, in each country 2-4 career counsellors were interviewed according to a structured questionnaire developed by partners. The results analysed by the responsible partner (Institution For Future Studies) and then SY.N.TH.E.SI developed the report "Career Counsellors Needs Analysis report". According to these needs we started developing the training framework and also developing the specific modules for each skill development. The created model was pilot implemented in Greece, and then was implemented in Italy, Austria and Slovakia through seminars. Having concluded to the specific model of training, a handbook created,

including the whole material of the research activities and training seminars. Also, the web site developed where the material was uploaded.

The "Career Counsellors Interactive Training" addresses to career counsellors who provide career guidance at schools, working with young people about 11 – 20 years old, either in the classroom either in career offices. In all participating countries there was a group with 4-6 counsellors who had been contacted and were trained at the developed material.

Apart the main target group, the project addresses indirect to young people who take advantage of career guidance.

The project with the development of the handbook of career counsellors' training focuses on sensitizing the following target groups

- The academic world
- Teachers in general
- Teachers' trainers
- Students
- Decision makers
- Educational ministries
- Local authorities

and to take action in the field of

career counsellors training aiming to disseminate the quality of the specific thematic area in Europe.

A significant part of career counsellors needs, concerns the personal and professional development. Career Counselling, as a science, deals with the human, adults and young people. In order someone to help other people must have developed at first his/her own self. For sure, it is one of the most difficult parts of career guidance training and the effects are not direct and clear in a short time.

The link of theory with practice and the development of personal and professional skills of counsellors are two of the most flame issues for career counsellors. Career counsellors have the chance to participate in interactive seminars or workshops, according a new critical model of career counselling that focus on the holistic personal and professional development of counsellors. Furthermore, the handbook comprises a useful training model for further use.

The "Career Counsellors Interactive Training" provided to counsellors a set of seminars focused on development of personal and professional

skills. Counsellors, after having attended the seminars are aware of a new critical model, have developed specific skills straightway implemented at the process of career guidance. Career Counsellors have a specific plan of career counselling process, according to the needs of young people, but the most important is that they have developed the requested competences in order to provide a high quality counselling session.

Taking under consideration the indirect target group that career counsellors training is addressed, students take advantage of a high quality section of career counselling. The handbook will be possible to be used by educational ministries, decision makers and local authorities. Informing and training the career counsellors is crucial fact for the development and implementation of a high quality process of career counselling. Policy makers for career guidance in schools will normally be informed on the projects' activities and outcomes and through them they will be updated on the European framework of career guidance. Through the project's results, policy makers are able to realise the current needs of

career counsellors, as well to take action in order to strengthen the career counsellors training. At last but not least, the CarCoulT project can be a structured base for further research.

The didactic and methodological approach, to which we have been based on, is an interdisciplinary approach to teaching. In this context the teacher as a genuine educator needs to: approach teaching in a holistic way

- become clear about her / his aims and objectives

- put long-term aims as well
- become informed about broader issues, such as:

- the aim of Education and Teaching
- the philosophy of Education
- the sociology of Education

In this approach, consortium is presenting those qualities which characterise the successful teacher and counsellors in general in the modern society, such as reflexivity, genuineness, flexibility, freedom from stereotypes, optimism, sense of humour, acceptance & respect for self / others, ability in communica-

tion, creativity, interest in promoting, students' personal Development. The CarCoulT project was focused in interactive sessions, as far as through interaction, someone is learning by acting and the acquired "knowledge" or manner is adapted in a better way at every day action life.

The project developed measures for testing the materials. These measures are also assessment tools and questionnaires for evaluating the process of the training seminars and the scientific material.

2.

Methodology & Framework

2.1. Introduction

Counselling as a science is mainly based on personality theories and this is the reason why it is the research and application field of the main approaches to Psychology. However, Counselling is in fact an interdisciplinary subject. The effective counselor should, therefore, be informed about other social sciences since psychological phenomena never function in a social vacuum. Other sciences like Sociology, Anthropology, Economics, Biology, Medicine and Linguistics can contribute a lot to the deeper understanding of the counseling process and to the counsellor's more successful functioning. The counselor also needs to be aware of issues more closely related with the fields¹ of Philosophy, Religion, Communication in general and intercultural as well as electronic communication² in particular, since the person develops, socializes and creates in a given social context which in many ways influences the formation of identity. After all, the development of Psychology and Counselling themselves is dialectically related to the different stages of historical and social development of mankind. Counselling is a live social enterprise which is in a continuous process of development. In this process, therefore, it should be analysed in relation to the socio-historical, political, economic and cultural

context in which it is situated and which influences individuals, their attitudes, expectations, decisions, anxieties and problems themselves.

There are different approaches to Counseling which vary according to the models on which they are based and, thus, the aim of counseling is defined in different ways³ as well. However, it is our view that, especially for counseling services which function in the context of education, the aim of the counseling process should be the person and her/his support for development so that, inter alia, s/he can face different personal and social problems in a more effective way. This general aim is clear and common to anyone who is involved in Counseling in the realm of education, especially in the context of a Critical Developmental Model⁴. However, in practice the role of counselors and the way they implement counseling is differentiated according to the degree of their personal development, their values and assumptions, their theoretical awareness, their skills and experience, as well as their philosophical position with regard to the nexus 'individual – society'⁵. We support the view that counselors need to critically analyze their personal theory, as well as the Counselling Model which is closer

to their philosophical system related to the above nexus. Otherwise there is a danger that their approach to Counselling –which, especially in the last 50 years, has been 'americanized' – in practice will be uncritical and fragmentary.

Counselors may function based on one of the following models:

- The remedial model, which is the most known one and focuses on the diagnosis and therapy of problems.
- The preventive model, where the basic aim is the preparation of individuals for life so that they can be in a position to avoid problems (e.g. drugs).
- The developmental model aiming at the persons' involvement in processes which will support them to know themselves better, to develop themselves further in a life-long process, to face problems with maturity and responsibility and to, thus, avoid dependency relations in a position of uncritical 'clients' in 'therapeutic' rooms.

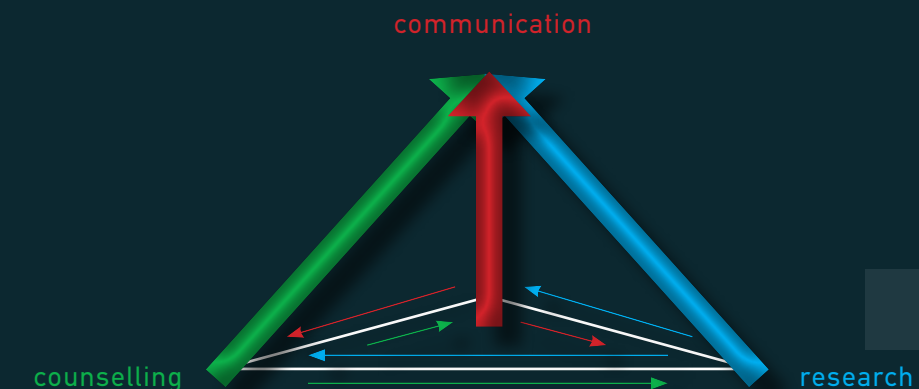
2.2. Necessity of the developmental model in today's world

In our globalized world, the continuous development of the internet signifies the arrival of a new era. The creation of a new society, characterised by the decrease of interpersonal communication, is connected with the consequences of modern communication practices. Through the use of the internet, and electronic communication media in general, interpersonal communication and direct interaction between people is being limited thus increasing isolation and creating a sense of loneliness. Rapid changes in multiple contexts (educational, socio-economic, cultural) often invalidate predictions and 'investments' one makes for one's future and cause disappointment, insecurity and anxiety about the uncertainty

which seems to be a dominant characteristic of today's world. We support the view that uncertainty (which, as Giddens -1991-, claims is 'manufactured') cannot be faced with traditional approaches without our own involvement and critical approach to things: both the external as well as our own internal world. Its facing also requires a kind of knowledge that can give us a sense of security in the realms of an unpredictable world. It is not coincidental that nowadays it is emphasised that we need 'knowledge' and not merely information. Therefore, an important issue is to define the kind of knowledge required for facing uncertainty. We will thus refer in summary to the preconditions required for coping

with transitions from known to unknown situations and to the skills needed for the counsellor as a professional in order for her/him to promote the individual's personal and social development through the aims of critical self and social awareness. These aims are fundamental in the critical developmental model on which the Carcouit project is based. This model follows an interdisciplinary approach with basic scientific fields such as: Counselling (eclectic, synthetic approach), Education in Communication, and particularly in Media and Electronic Communication, as well as to qualitative research with emphasis on critical Active Research.

Figure 1:
Basic aims of the critical developmental model



In order for the person to be able to survive successfully in the context to which we referred in summary, she /he needs to come to terms with change and learn to face transitions from known to unknown situations with calmness and maturity. Therefore, the aim of Transition, an aim which is fundamental in the context of Careers Education and Guidance is of particular importance today. The school, being isolated from real life, does not seem to help the person for such an aim and leaves the consequences of the responsibility for transitions from school to the labour market and to life itself almost completely to the individual. In her/his attempt to face the transition

from her/his microcosm to the surrounding macrocosm, the individual, is affected by factors (e.g. social, cultural, economic, political, biological etc) of the broader socio-economic context and, in particular, of the labour market with regard to the transition from school to work (see diagram below). These factors cannot be directly controlled. Our position is that, in order to find a balance to the pressures created by external factors, the person needs to develop a source of power derived from her/his own microcosm. Such a power can be given by critical

self and social awareness which are the basic aims of the critical developmental model and are also necessary for wise and strategic decision making. A self-awareness process means, inter alia, that, after becoming conscious of aspects of ourselves, we proceed to their critical deconstruction and problematisation trying as well to accept what cannot be changed, attempting to change what can be changed and tell the difference between the two: what can and what cannot be changed. In a process of self awareness emphasis should be given to the necessity for holistic and lifelong development which can help us cope with uncertainty due to changes

in our external reality and to develop the skills required for facing effectively the multiple stages of transitions in life. After all, our life, "from the moment of our conception until death, is a transition involving interim crucial stations and stages". In the context of our attempt for personal development self-esteem plays a particular role. Transitions, and the way in which we face new and unexpected situations, is a complicated process and is directly connected with our self esteem. This is the reason why counseling –and education at large- needs to support the person develop a positive self concept and a high self esteem. In the context of our Critical Developmental Model the counselor is provided with theory and practical activities through which s/he can support clients toward this direction. An also vital parameter / aim which is necessary for healthy and dynamic transitions is Critical Social Awareness. In the context of the dominant approach to Counselling

and Careers Guidance what is usually implied is the counselees' narrow and passive 'information' which is based on a linear communication model and which ends up with a usually uninformed individual. Critical social awareness promotes a stance for active searching and critical reading of an information text of any form –iconic, verbal or non-verbal-, organising information and being able to apply it in different contexts. It also promotes a stance towards our awareness for the broader social context in which we are situated and which influences our decisions and transitions. Awareness of our broader socio-economic, cultural and time-space globalised environment increases our possibility to prepare more timely and effectively for our synchronisation with it, developing our potential in a flexible and polymorphous way. The development

ment of critical social awareness promotes the development of self awareness because the relationship between self and social awareness is dialectic. Therefore, counselors need to be aware of issues such as these presented in the discussion presented above. They also need to have rich theoretical knowledge which can support their practice as reflective practitioners who promote self and social awareness, personal and social development. This implies that a basic duty of education and training programmes for counselors is their provision of the knowledge and opportunities required so that they can be in a position to critically analyze the existent models of Counselling and choose the model which expresses them best so that their theoretical approach to Counselling is grounded, flexible and creative.

Figure 2:
Transition process

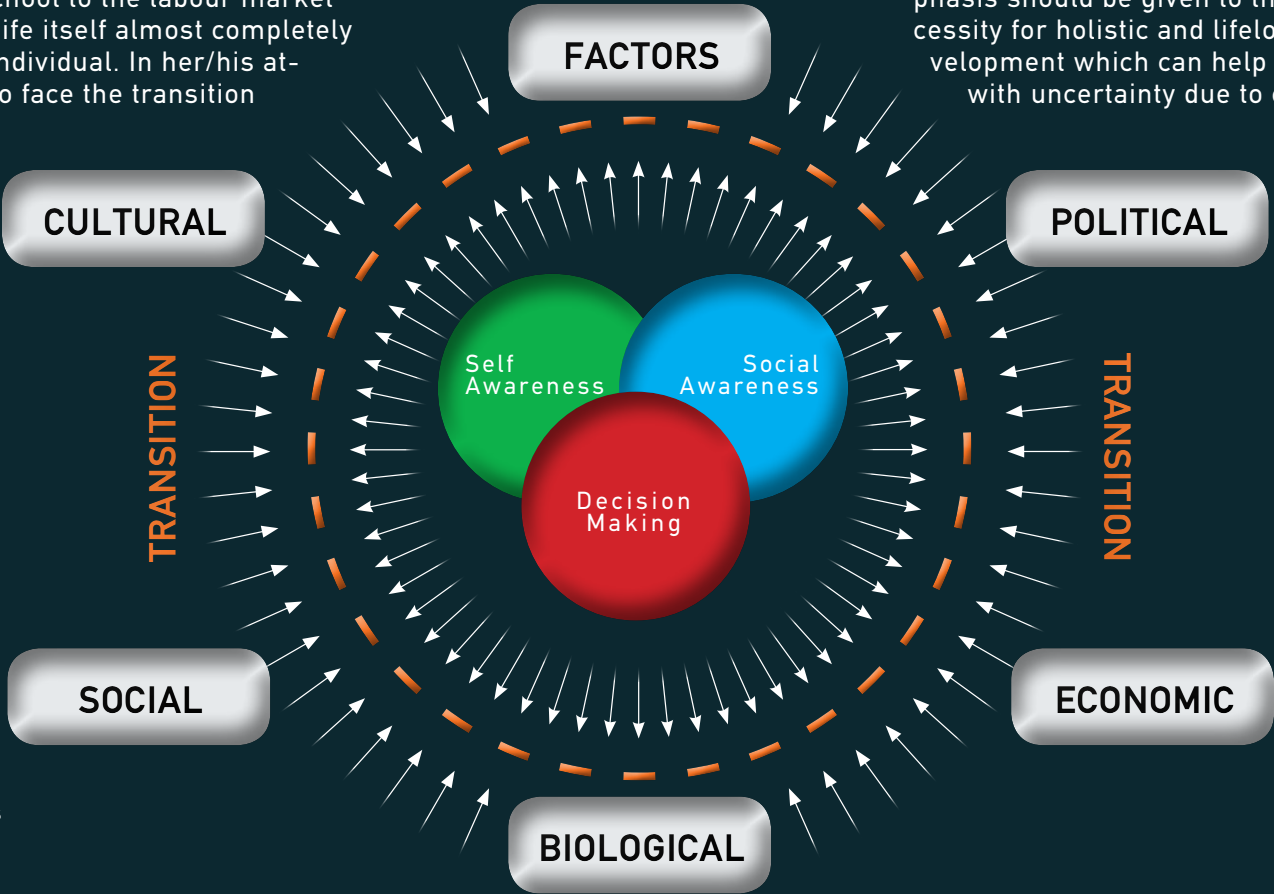
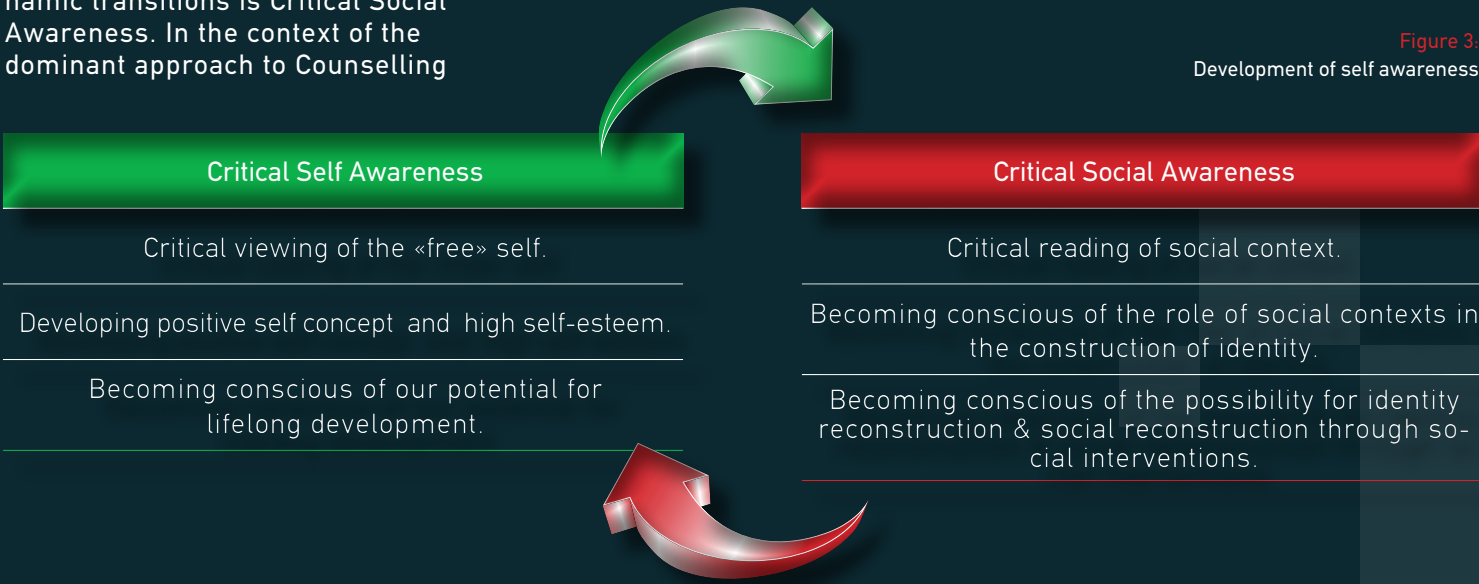


Figure 3:
Development of self awareness



2.3. Counselling skills

Apart from the theoretical scientific knowledge required, the effective counselor needs to develop the skills which are important in interpersonal relations. The issue of skills was initially developed in America where concrete skills were suggested. The whole enterprise was resisted in Europe. Today, however, there is a general recognition of the skills which can facilitate the

counseling process. The important role of the three basic skills⁶ suggested by Carl Rogers, that is empathy, unconditional positive regard and genuineness or congruence, has been found through research⁷ according to which their successful application –regardless of the specific theoretical orientation of the counselor- promotes counselees' change and development.

Some important skills which individuals need to develop in order to survive in the context of the globalised and changing world are personal, interpersonal and communication skills (see below). Yet, a prerequisite for promoting the development of such skills is that counselors themselves develop them.

he had in the first interpersonal contact in the context of a counseling encounter and attempt to develop through reflection on this experience (e.g. what thoughts and feelings were created? How different is one in the role of a counselor from our usual self?).

- Objective observation of inner processes without any attempt to criticize thoughts or feelings.
- Awareness of the way other people see her/him. For example, do others regard this counselor as:

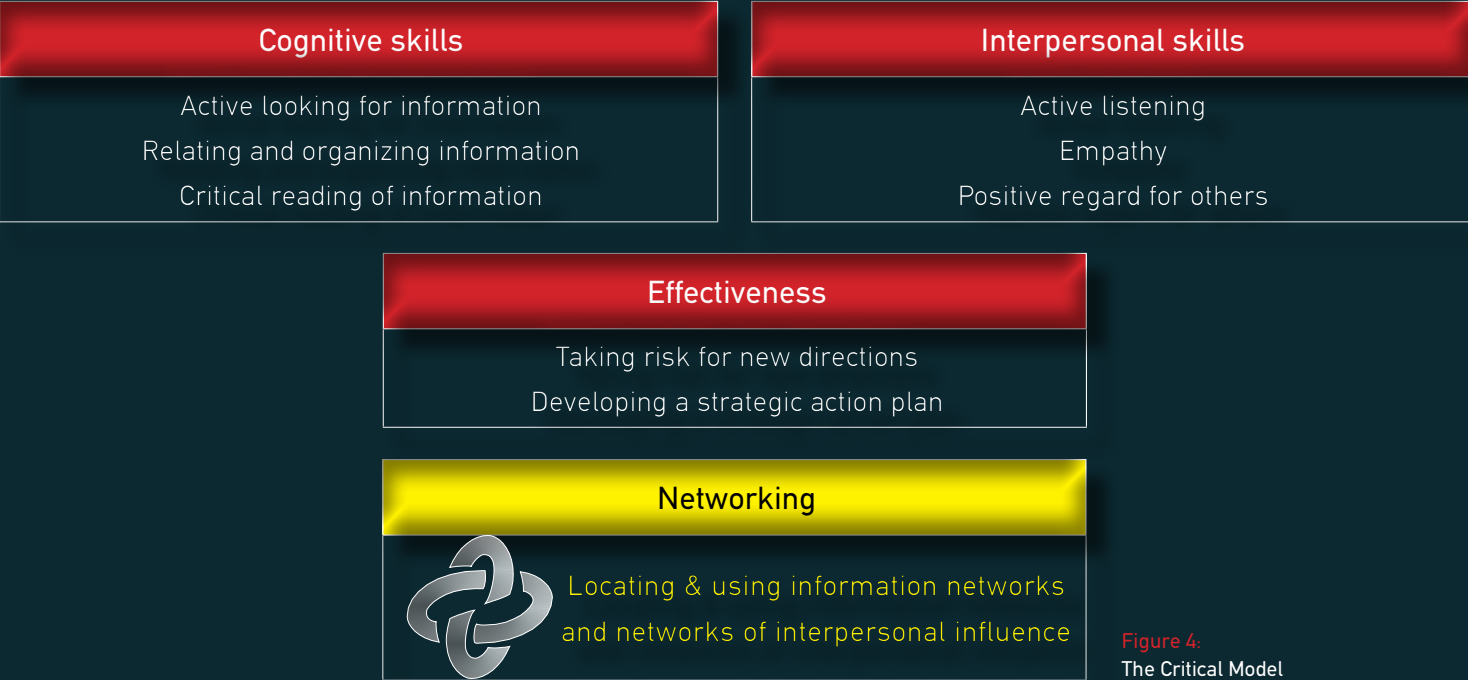
- a warm or cold person?
- a relaxed or nervous person?
- a congruent or incongruent person?
- a strong or vulnerable person?
- a frightened and closed person or an open one?

It is important for the counselor to become conscious of the others' view of her/him and how does s/he work on this kind of feedback.

- Awareness of her/his general attitudes and values.

It should be noted that the counselor needs to have a general

and holistic knowledge related to the issue of skills which s/he has to develop and also apply in the counseling process with sensitivity and flexibility. Under this condition, below we will refer in summary to basic skills related to the counselor's attendance and response to the counselee. These skills are necessary for the development of a relationship which facilitates collaboration between counselor and counselee.



A basic condition for the effective development and use of these skills in the counseling encounter is the counsellor's personal development, her/his level of self awareness

and ability for self control because these qualities can help the counselor to create the psychological contact required for a constructive change in the counselee's person-

ality. Some important skills / qualities for the counsellor's personal development are the following⁹:

- Awareness of the experience s/

Attendance Skills	Response Skills
Focusing attention to counselee (active presence)	Communicating our deep empathy to counselee and avoiding judgments.
Relaxing and being aware of internal processes (thoughts, feelings, etc)	Reflection of feelings (e.g. through rephrasing what has been said) in a sensitive way.
Active listening (of our self and of the counselee)	Checking whether what has been said is understood (e.g. through summarizing and comparing or connecting experiences that have been presented).
Careful observation (of verbal and non-verbal messages, feelings behind messages, etc.). Respecting the other's silence.	Asking questions in a sensitive way (open and not closed or threatening questions, avoiding why questions)
Being aware of personal attitudes, views and assumptions through which we 'listen' and observe.	Avoiding changing the subject and focusing attention to concrete important issues (e.g. by asking for examples).
Being aware of our ability for creative challenge.	Polite challenging to the counselee aiming to encouraging a change in viewing of things.
Becoming conscious of theoretical schemata (assumptions) and views guiding our observations, interpretations and conclusions.	Correct self disclosure (of personal experiences or thoughts/feelings related to the counselee's experience)
Being reflective and recording data.	Immediacy in facing the counselee with trust to our skills, courage and ability to take risks.

Figure 5:
Counsellors' Skills

Finally, we would like to note the fact that the counselor needs to be a reflective practitioner. Reflection can promote the counsellor’s development at a personal and professional

level. Self evaluation on her/his skills can support self reflection. The concise questionnaire we have developed and present below can be used by the counselor for the self evaluation of

important counseling skills. The aim of this questionnaire is to promote reflection on the particular skills, to encourage observation in practice and to promote further development ■

Figure 6: Self evaluation in basic counselling skills

Self evaluation in basic Counselling Skills	
Evaluate your basic skills according to the following rating scale:	
Rating scale of evaluation	
1 = I am never good at this 2 = I am rarely good 3 = I am sometimes good 4 = I am usually good at this 5 = I am always good at this	
During counseling	Rating scale
I avoid thinking of other things while listening	1 2 3 4 5
I look for existing assumptions behind my observations	1 2 3 4 5
I express genuine regard for the person I listen to	1 2 3 4 5
I am conscious of my values, stereotypes and attitudes	1 2 3 4 5
I face the counsellee’s silence calmly	1 2 3 4 5
I try to look at things from the other’s perspective	1 2 3 4 5
I avoid judgments	1 2 3 4 5
I don’t question the value of the other person	1 2 3 4 5
I accept the uniqueness of every person	1 2 3 4 5
I create a warm psychological environment	1 2 3 4 5
I try to be genuine without pretensions	1 2 3 4 5
When I feel threatened I don’t become defensive	1 2 3 4 5
I approach things in a holistic way	1 2 3 4 5
I approach historical, geographical and cultural issues in a critical way and broadmindedly	1 2 3 4 5
I observe the other’s non verbal behavior so that I can understand him/her better	1 2 3 4 5
I rehearse what I want to say while the other person is speaking	1 2 3 4 5
I interrupt when I think that the other person is wrong	1 2 3 4 5
I isolate myself from the discussion when I hear things that disturb me	1 2 3 4 5
I feel an inner need to say the final word	1 2 3 4 5
Something else. What?	1 2 3 4 5

3.

Career Counsellor's Needs through Europe

3.1. Description of the Needs Analysis

The development of the CarCouIT trainings started with the processing of a needs analysis in all four partner countries (Austria, Greece, Italy, Slovakia). The aim was to identify knowledge and competence areas of career counsellors which need to be focused on during the planned trainings. The needs analysis took part in three steps:

Step 1: Specific background information on career counselling in Austria, Greece, Italy, and Slovakia was collected, e.g. on the educational background of careers counsellors, content of careers counsellors' education, careers education and coun-

selling in the educational system, and career counselling policies and systems.

Step 2: Based on the information collected in step 1 and the MEVOC Self Assessment Tool (<http://www.mevoc.net/EN/htm/fs.htm>, March 10, 2008) a quantitative questionnaire was developed which was distributed to career counsellors in the partner countries. In total 126 teachers, career counsellors, school psychologists, etc. from Austria (n = 31), Greece (n = 20), Italy (n = 15) and Slovakia (n = 60) responded to the questionnaire. The majority was female (n = 97) and working as teacher (n = 107).

Step 3: In the final step of the needs analysis interviews were conducted with career counsellors in each partner country. The interview guidelines were developed on the basis of results retrieved from step 1 and 2. The results from the interviews complemented the questionnaire survey and formed the basis for the development of the CarCouIT trainings.

An overall report on the results of the needs analysis was produced afterwards. In the following, the main results of the quantitative questionnaire and qualitative interviews are summarised and presented shortly.

3.2. Needs Analysis Results

The career counsellors were asked to self-assess their existing knowledge and competence levels on a four point scale (none, basic, advanced, professional knowledge/competences).

The results of the questionnaires are presented in figures 1-5. The numbers below the columns refer to the different knowledge areas and skills used in the needs analysis questionnaire

(see lists below). The figures display the frequencies of career counsellors per country who felt to have a specific knowledge or competence level:

none basic advanced professional no reply



Knowledge in the Area of Careers Education and Counselling

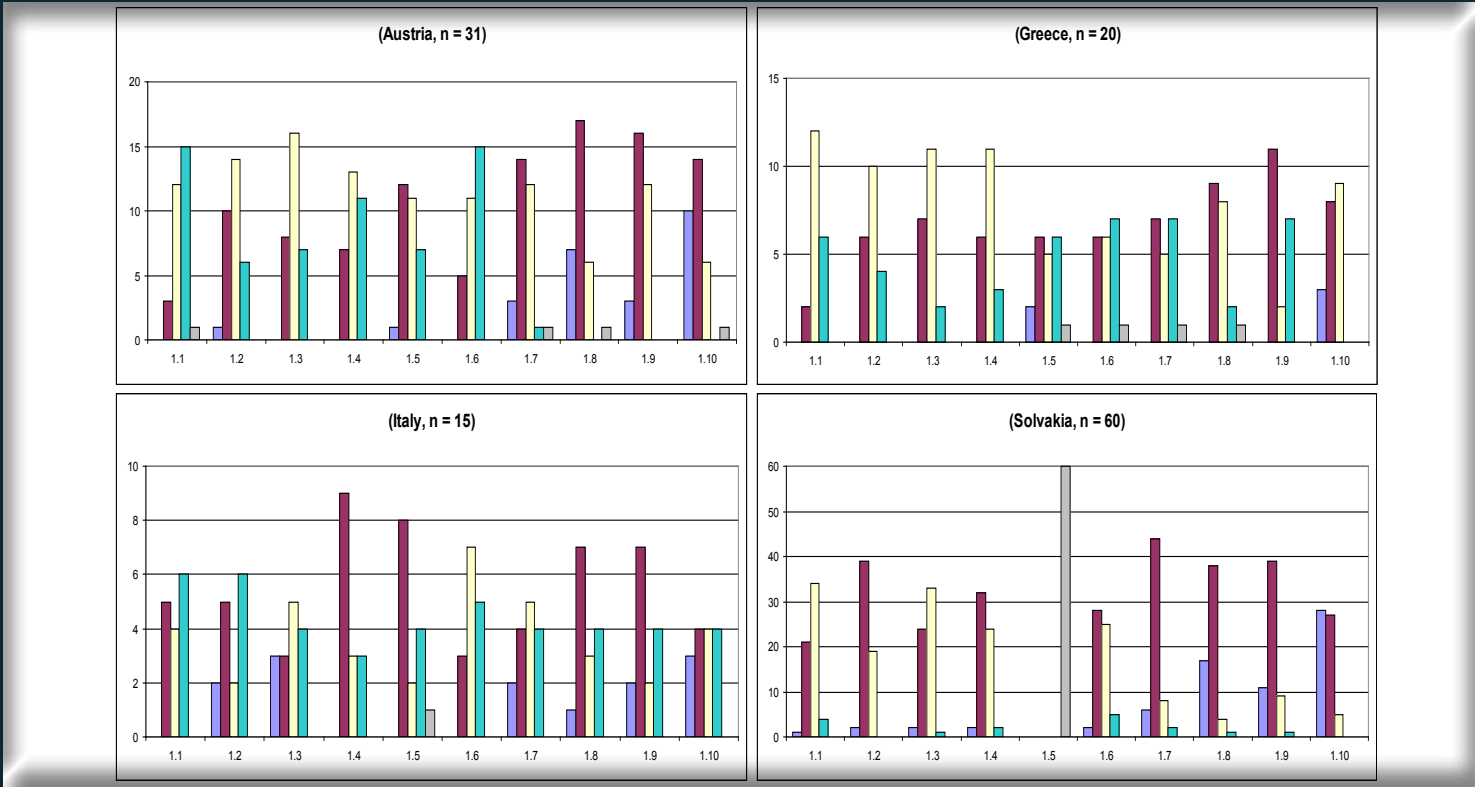


Figure 7: Knowledge in the area of career counselling, in Austria, Greece, Italy, and Slovakia.

List of knowledge areas: "Knowledge in the Area of Career Counselling"

- 1.1 Educational system (e.g. school system, and vocational training, further education) and training and educational opportunities for pupils/students
- 1.2 Labour market trends (e.g. current and future situation, job opportunities)
- 1.3 Description of occupations/jobs (e.g. key actors, roles, duties, requirements, prospects, etc.)
- 1.4 Information sources for finding job vacancies
- 1.5 Job application methods (e.g. formal and informal, related to different job sectors, regional particularities, clients' needs)
- 1.6 Tips for an effective job interview
- 1.7 Careers counselling policies of your country
- 1.8 Existing careers counselling projects/ networks (European or national)
- 1.9 Educational opportunities for career counsellors (e.g. formal education, further education)
- 1.10 Model(s) of careers counselling

Career Counselling Competencies, Skills and Abilities

Counselling Practice and Needs Analysis

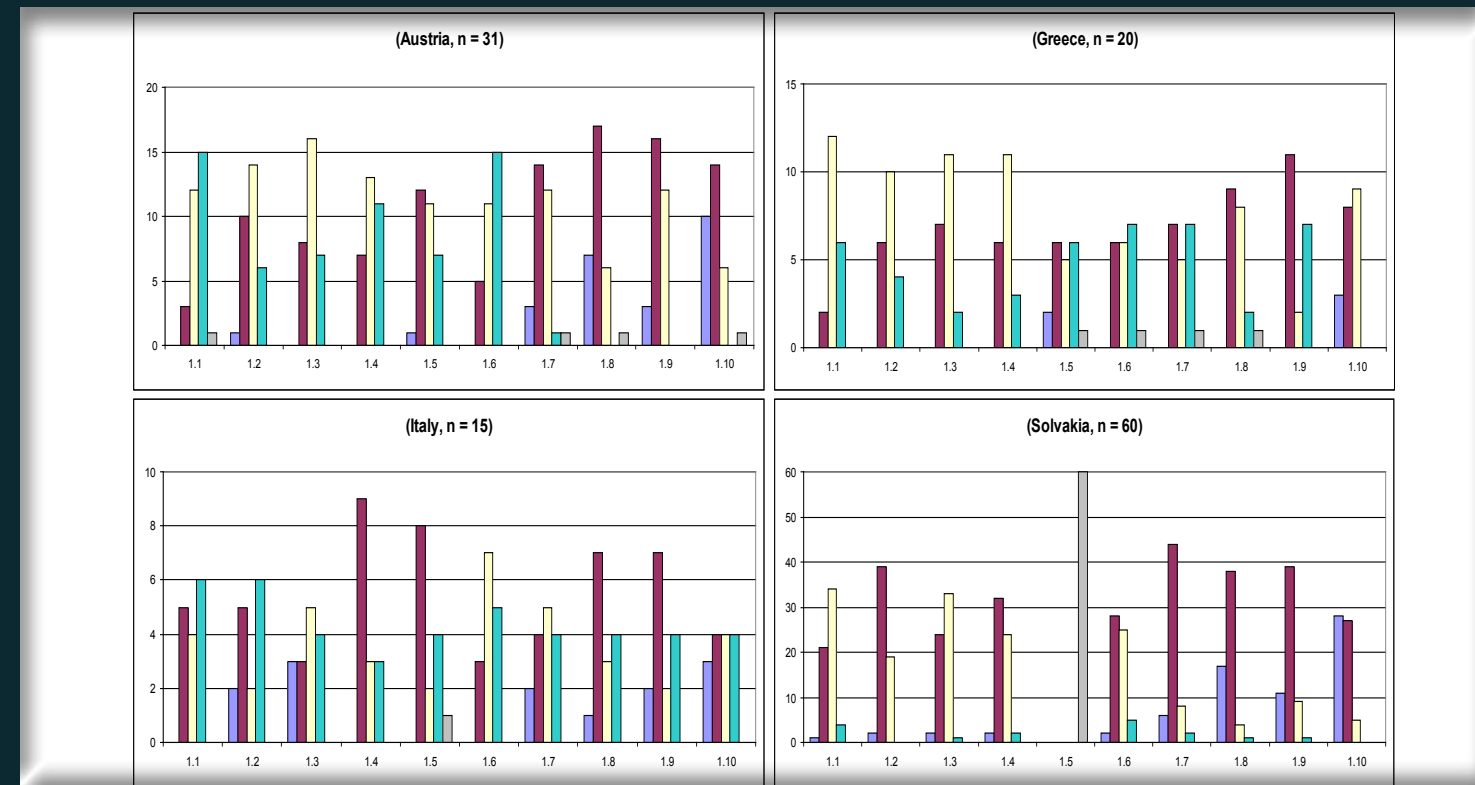


Figure 8: Counselling practice and needs analysis, in Austria, Greece, Italy, and Slovakia.

List of skills for "Counselling Practice and Needs Analysis"

- 2.1 Guidance strategies for different groups of pupils (e.g. related to gender, age, ethnicity, culture, ability, level of qualification, etc.)
- 2.2 Collection and presentation of information appropriate to the needs of pupils
- 2.3 Referring pupils to other institutions, if they have problems that need to be solved before counselling can start (e.g. health, drugs, housing, etc.)
- 2.4 Use of psychometric tests and interpretation of results

Social and Personal Skills



Figure 9: Social and personal skills, in Austria, Greece, Italy, and Slovakia.

List of skills for "Social and Personal Skills"

- 3.1 Active listening
- 3.2 Body language and voice intonation
- 3.3 Give clients the feeling that they are understood on a rational, emotional and social level
- 3.4 Keeping professional distance/ avoiding emotional involvement to protect oneself from burnout and frustration
- 3.5 Coping with high demands, stress, pressure, personal involvement
- 3.6 Being aware of own competencies and limitations
- 3.7 Planning and organising own activities (e.g. appointments with clients, Career Days, etc.)
- 3.8 Setting priorities, focus on activities, identify urgency, adapt timetable accordingly
- 3.9 Working in a team (e.g. with other counsellors, teachers, psychologist, etc.)
- 3.10 Giving and receiving feedback to/ from other counsellors (e.g. in a team)
- 3.11 Empathy (e.g. a deep appreciation for another's situation and point of view)

Application of Methods and Tools

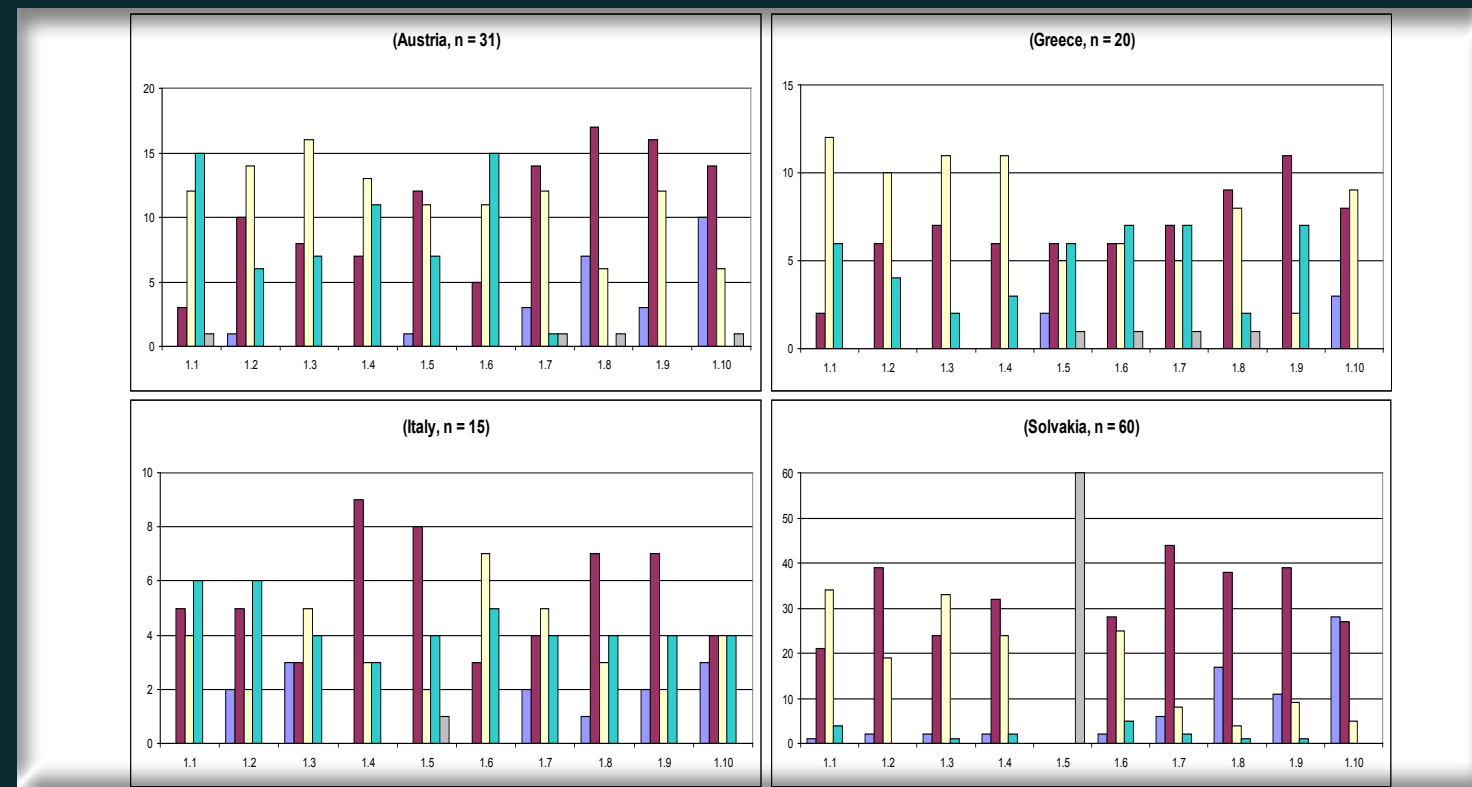


Figure 10: Application of Methods and Tools, in Austria, Greece, Italy, and Slovakia.

List of skills for "Application of Methods and Tools"

- 4.1 Methods/ tools to raise the pupils'/students' self awareness
- 4.2 Methods/ tools to raise the pupils' motivations
- 4.3 Interview skills (e.g. questioning methods, interview techniques)
- 4.4 Teaching pupils how to filter job offers according to their abilities and resources
- 4.5 Teaching pupils/students soft and personal skills related to specific jobs
- 4.6 Teaching pupils/students to apply decision making strategies
- 4.7 Methodology of group counselling
- 4.8 Methodology of counselling of individuals
- 4.9 Quality assurance methods for own counselling skills

ICT Tools and Methods for Career Counselling

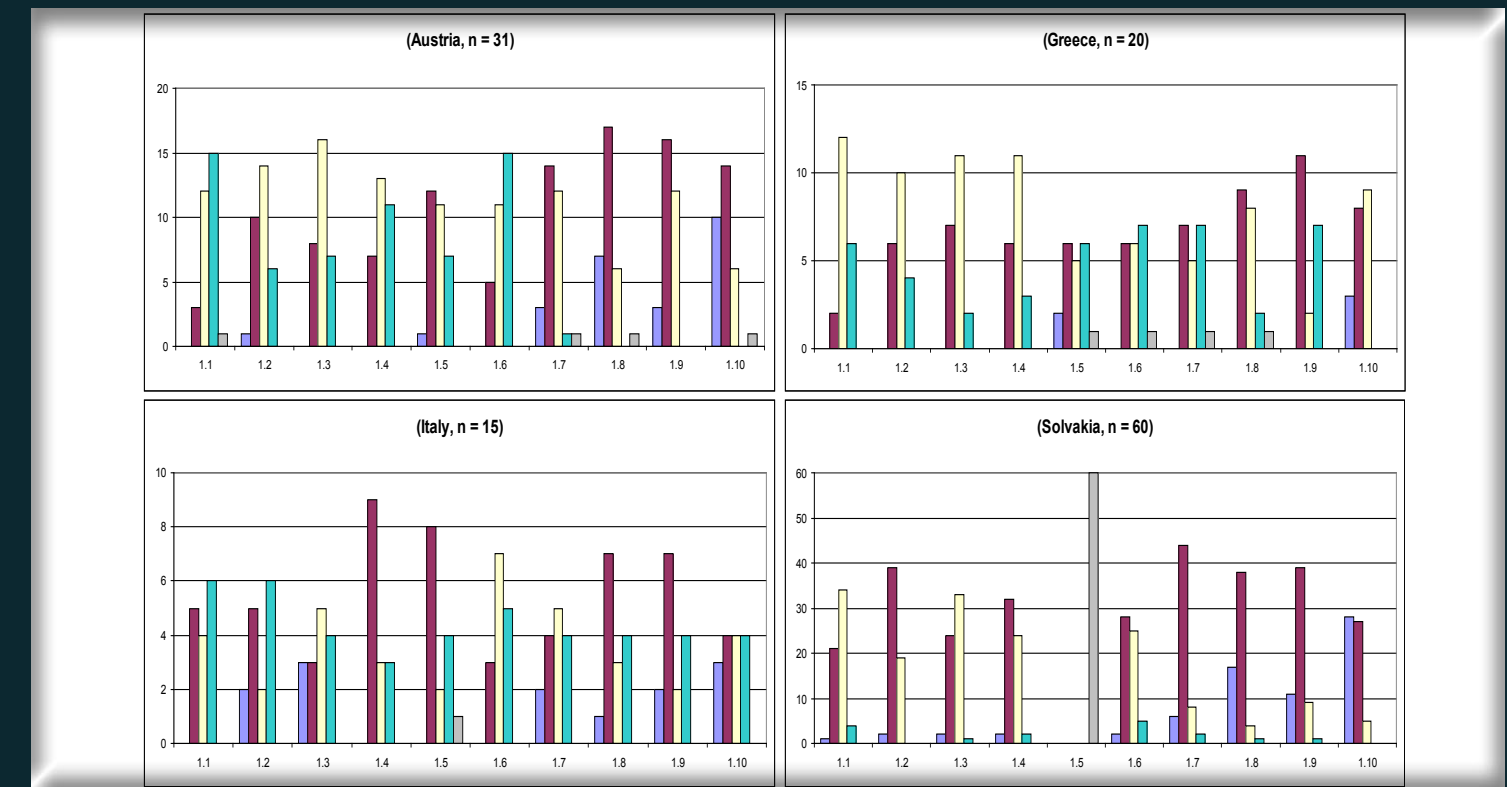


Figure 11: ICT tools and methods for counselling, in Austria, Greece, Italy, and Slovakia.

List of skills for "ICT Tools and Methods for Counselling"

- 5.1 Communication tools: e-Mail
- 5.2 Communication tools: discussion forum
- 5.3 Communication tools: chat
- 5.4 Communication tools: instant messaging
- 5.5 Simulation games
- 5.6 Virtual Learning Environments (VLE)

Knowledge and Competence Needs of Career Counsellors

Austria

In Austria, career counsellors see the largest learning need in the knowledge areas of job application methods, careers counselling policies of Austria, existing career counselling projects and networks, educational opportunities for career counsellors, and model(s) of careers counselling. In all other areas, the majority of counsellors have advanced and professional knowledge, especially with regard to the Austrian education system and tips for effective job interviews. The competence level of Austrian career counsellors in counselling practice and needs analysis is advanced or professional for all four skills. There are still some counsellors with only basic or none knowledge, especially in regarding guidance strategies for different groups of pupils.

Again, competences of Austrian career counsellors range on a high level, the majority of counsellors has advanced or professional social and personal skills. Some development need can be seen for the skills keeping professional distance/ avoiding emotional involvement to protect oneself from burnout and frustration, coping with

high demands, stress, pressure, personal involvement, and giving and receiving feedback to/ from other counsellors. About 1/3 of counsellors have only basic or none knowledge in these areas. With regard to methods and tools for career counselling a large number of counsellors has advanced or professional competences. Nevertheless, the number of counsellors with only basic skills is often about as high as the number of counsellors with advanced skills. Especially, about of counsellors need to train methods/ tools to raise the pupils'/students' self awareness, teaching pupils/students to apply decision making strategies, methodology of group counselling, and quality assurance methods for own counselling skills.

Competence development is needed to a great extend in the application of ICT tools and methods for counselling. Except for the usage of emails, for all skills the number of counsellors with no competences at all is highest. With regard to the application of chat, simulation games, and virtual learning environments even more than the half of the counsellors feel to have no competences at all.

Greece

Greek career counsellors mainly need to develop the knowledge areas of existing career counselling projects and networks, educational opportunities for career counsellors, and model(s) of careers counselling. With regard to job application methods more than half of the counsellors have advanced or professional knowledge, however, there is still a high number of counsellors who have only basic and none knowledge at all. In all other areas, the majority of counsellors have advanced and professional knowledge.

There is a large need for competence development of Greek counsellors in counselling practice and needs analysis. For all four skills the majority of counsellors has basic or none knowledge, especially with regard to the use of psychometric tests.

The social and personal skills of Greek career counsellors are well developed, the majority of counsellors has advanced or professional competences. However, about 1/4 of the counsellors would need further training with regard to skills of keeping professional distance/ avoiding emotional involvement to protect oneself from burnout and frustration, coping with high

demands, stress, pressure, personal involvement, planning and organising own activities, and setting priorities, focus on activities, identify urgency, adapt timetable accordingly. The results for the application of methods and tools of career counselling in Greece show for all skills, a large number of counsellors with basic and advanced competence levels and at the same time, few counsellors with no and professional competences. A general training need cannot be identified and training should take into account the individual prerequisites of counsellors. However, the largest need for training can be seen for teaching pupils/students soft and personal skills related to specific jobs. Greek counsellors feel to have mainly advanced and professional competences with regard to three specific skills of the application of ICT tools and methods for counselling: using emails, discussion forums and instant messaging. For all other skills the number of counsellors with only basic or no competences exceeds that of more competent counsellors. Especially, the application of simulation games and virtual learning environments would need further training.

Italy

In Italy the picture of the career counsellors' knowledge level in the different knowledge areas is quite mixed, often with about the same number of counsellors with basic, advanced and professional knowledge. The largest learning need (majority of counsellors with none and basic knowledge) can be seen for the areas of educational opportunities for career counsellors, and also for information sources for finding job vacancies, and job application methods, working in a team, and giving and receiving feedback to/ from other counsellors.

For all four skills of counselling practice and needs analysis some counsellors have advanced and professional competences. Nevertheless, the number of counsellors with only basic or no competences exceeds that of the more competent counsellors in the areas of guidance strategies for different groups of pupils and the use of psychometric tests.

Italian career counsellors have high social competences and skills, the professional level exceeds the other levels for the majority of skills, and also advanced competences are developed to a high extend. Competence development might be mainly

necessary for the three skills in which about 1/3 of the respondents feel to have only basic competences: coping with high demands, stress, pressure, personal involvement. Working in a team, and) giving and receiving feedback to/ from other counsellors.

The majority of career counsellors in Italy has advanced and professional competences with regard to all skills of application of methods and tools for career counselling (question was excluded in the Italian questionnaire). However, nearly half of the respondents feel to have only basic competences in teaching pupils/students to apply decision making strategies, methodology of group counselling and counselling of individuals.

Career counsellors in Italy can apply ICT tools and methods professionally, mainly with regard to email, and instant messaging. Competence development is mainly needed for using simulation games and virtual learning environments, and also to some extend in the application of chat.

Slovakia

Career counsellors in Slovakia feel to have learning needs in all nine knowledge areas. In the knowledge area of information sources for finding vacancies the number of career counsellors with only basic or no knowledge exceeds the number of counsellors with advanced or professional knowledge. This is even truer for the areas of labour market trends, career counselling policies in Slovakia, existing career counselling projects and networks, educational opportunities for career counsellors, and models of career counselling more than 2/3 of the counsellors have no and basic knowledge only. With regard to tips for an effective job interview the number of counsellors who have no or only basic knowledge is nearly the same as for counsellors with advanced or professional knowledge. In counselling practice and needs analysis more than half of the counsellors have only no or basic competences with regard to guidance strategies for different groups of pupils, and in collecting and presenting infor-

mation appropriate to the needs of students. In the application of psychometric tests the number of counsellors with no competences at all exceeds all other groups. Good competences are developed with regard to referring pupils to other institutions in the case of problems that need solving prior to counselling. The social and personal skills of career counsellors in Slovakia can be considered as well developed. The number of counsellors with advanced and professional competences (2/3 of the respondents) clearly exceeds the number of counsellors with only basic competences, and only few counsellors reported to have no competences at all. Nevertheless, for each skill some counsellors would need to further develop their competences. The career counsellors in Slovakia do not always feel to have advanced competences in the application of methods and tools. Especially competences in teaching pupils/students to apply decision making strategies; the methodology of group counselling, and counselling of individuals, and the application of

quality assurance measures for own counselling skills need to be further developed. Using ICT tools and methods for counselling is the area in which Slovakian career counsellors have the largest need for competence development and training, except for using emails. With regard to using instant messaging, simulation games, virtual learning environments the majority of counsellors has no competences at all, and the competences for applying discussion forums and chat are at basic level mainly.

3.3. Preferred Kind of Training

It has to be noted that in total, the career counsellors from all countries would prefer to participate in continuing education activities and trainings which are a combination of theoretical training and training based on experiential learning.

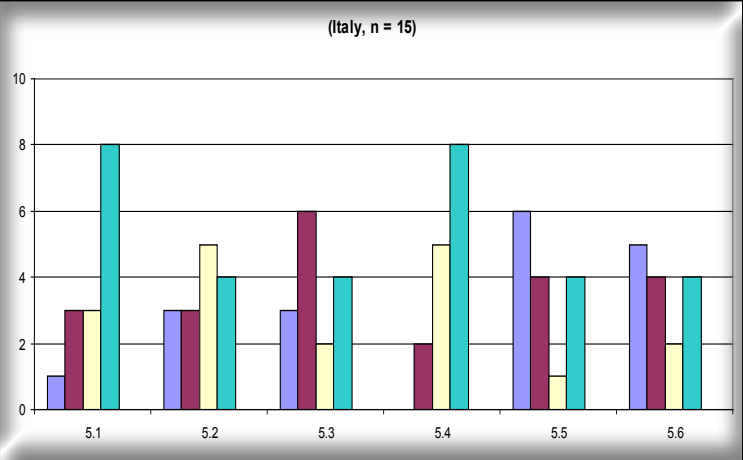


Figure 12: Kind of training preferred by career counsellors (in total).

3.4. Summary of Qualitative Interviews

Austria

Three teachers for vocational orientation (2 female, 1 male) – two of them are also responsible for the coordination of vocational orientation at school – have been interviewed. Additionally, three female CareerCatchingCoaches (CCC) have been interviewed, who work on an individual basis with their clients in face-to-face counselling sessions. Career counselling takes mainly part in the context of school les-

sons. Individual counselling by teachers is an exception. Interactive methods, such as role plays and simulations are applied during career counselling lessons; however, these approaches are limited due to time restrictions. Giving students the possibility to obtain work experiences is also seen as an interactive method by the teachers and the schools have a close network with regional enterprises, e.g. for work placement. For CCCs, activi-

ties such as working with computers, strengthening the self-activity of young people and interacting with young people, teachers, and entrepreneurs are seen as interactive methods and are applied by CCCs during their work. The career counselling training and seminars provided in Austria generally cover the relevant issues the teachers and CCCs have to deal with during their work. The interviewees' estimation on the importance of ca-

reer counselling knowledge, practice, social skills, and application of methods and tools is quite different, but in general they agree that all four aspects should be trained (if possible, such trainings should be provided regularly).

The teachers and CCCs themselves have access to computers; however, access for students at school or in rural areas is limited, and two of the interviewed teachers and three CCCs use the computer in counselling, e.g. for researching job descriptions and education pathways and online tests. Two of them stated that it is important that young people learn to use it.

Greece

Two of the Greek interviewees work as secondary school teachers, the third interviewee is a counsellor at secondary school in the area of career guidance service. Asked about important aspects of career counselling situations in Greece the following was mentioned: Active listening and empathy are crucial to support individual development of clients, and it is important that students understand the consequences of their career decisions. Methods to be used are e.g. experimental learning, simulations,

and educational games. Interactive methods are more creative, flexible, learner centred, focus on the students' needs, and give the students an active role. They proofed efficient, however in working with a whole class of students the application of such methods might be problematic. One teacher reported that her counselling education covers all relevant issues she has to deal with. However, the other two would need further education, e.g. on the "critical developmental model" and its application. All three interviewees reported that the limited time allotted for career counselling in schools is the main problem in the implementation process. All three counsellors agree on the general need of further training for career counsellors in Greece regarding career counselling knowledge, practice, social skills, and application of methods and tools.

All three interviewees consider the use of ICT in counselling as "fruitful", "helpful" and as "pleasant" and joyful for their students, e.g. for the application of psychometric tests.

Italy

Two teachers (1 male, 1 female), one female guidance counsellor and

one female tutor for compulsory education ("obbligo formativo") have been interviewed. For all of them, different aspects of career counselling are important during their work: One teacher describes his work in the field of career counselling mainly as the process of coordinating and managing a guidance centres network whose members are (private and upper secondary) schools and training centres. The second teacher reports about meetings with parents, the organisation of "Open Days" and dissemination providing students with information materials. Both are not directly engaged in counselling processes. The guidance counsellor conducts individual interviews with students, interviews with their parents and with teachers. She also implements group guidance project; however, the projects are sporadic due to the lack of an educational guidance system in Italy. The tutor for compulsory education mainly deals with students who have a high drop-out risk. She conducts interviews with these students and their parents. A relationship of trust is the basis for her work in this context.

Interactive methods include activities which require involvement from

the students or place the person in the centre of the counselling project. Two respondents use such methods in their work (e.g. assigning tasks to students between two interview sessions). Only the guidance counsellor provided comment about the sufficiency of her counselling education for her every day work. She feels good prepared and has high methodological competence. The male teacher, the guidance counsellor and the tutor agree that for career counsellors the development of personal skills is most important as it is the basis on which knowledge, methods and tools are applied.

All four interviewees use ICT in their work. For the first teacher the website of the network he coordinates is an important tool for the dissemination of information. The second teacher provides links to useful informational websites to his students and uses video conferencing for communication with external speakers. The guidance counsellor sees the value of ICT in the provision of information; however she remarks that ICT cannot substitute personal contacts in the counselling situation. The tutor for compulsory education has positive experiences

in using ICT (e.g. text messaging), because students express themselves more clearly with this medium. Nevertheless, at some time during consultancy the computer might draw away the attention of the student.

Slovakia

Interviewees: 3 women and 1 man; average age 43; two of them were schools' psychologists and two of them were educational counsellors. All of them were Slovaks. One of them had just begun as a counsellor and thus has only 1 year of experience. The other three have solid experiences, all of them above 15 years. As far as the age of pupils is concerned, all counsellors have students within range of 9 – 16 years. Only two of them have some sort of education specialized in career counselling.

Teachers as career counsellors do not have neither time nor a room and equipment for use of active/interactive methods, even though they know them and consider them positively. Those, who attended some trainings had also chance to use them during the practice, however nowadays they more "dream" about this possibility.

There exists a methodical guide that

includes objectives of counselling, profile of a career counsellor, system of a career counsellor's work including methods and forms they can use. It was created within one course administered and accomplished by ESF program.

Counsellors receive information through Regional methodical centers - they have regular meetings, development and dissemination of methods is provided also by Methodical-research cabinet of educational and psychological counselling and prevention (VPPP).

Sometimes the cooperation between a psychologist, who performs diagnostics of a pupil, and a career counsellor/teacher - they do not understand each other professionally, that's why counsellors would also like to have tools for interests' determination and professional orientation.

ICT is used primary for information search - gathering of information for educational reasons and labour market, job portals on the internet. In counsellors' practice and work with a client as an active method (videoconference, distance counselling, Skype, educational games, virtual learning, simulations) - basically not ■

4. Training Seminars' Implementation

4.1. Austria

Styrian Association for Education and Economy

A. Theoretical Framework

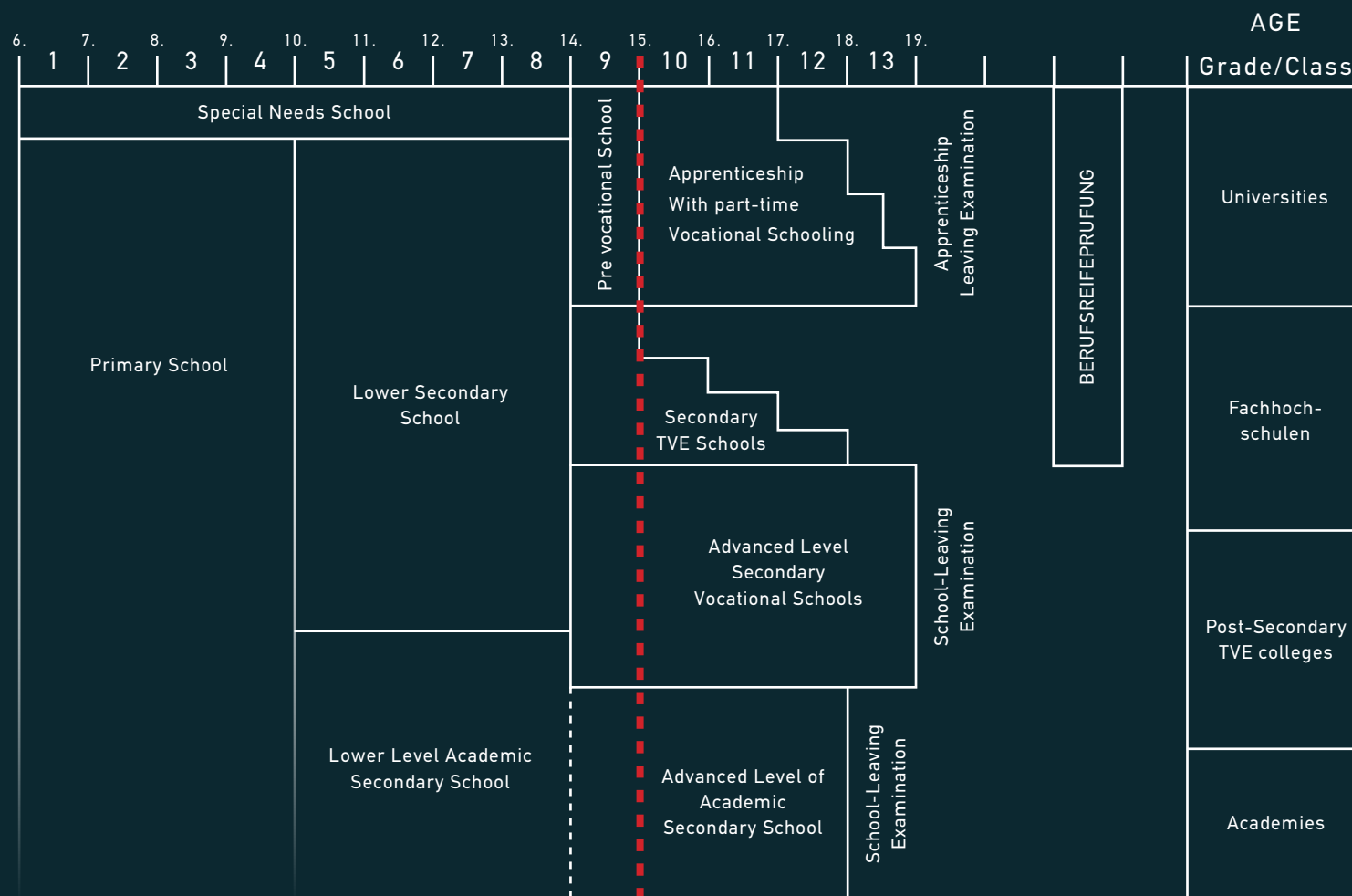


Figure 13: The Austrian Education System

Characteristics after 8th year

- Ninth school year (ninth grade) polytechnical school – prevocational year
- 1 – 3 year “middle” school
- 4 years general education school (gymnasium – upper secondary)
- 5 year vocational education school (full time)
- 3 to 4 years apprenticeship (vocational education training)
- Postsecondary, tertiary, University, appl. Sc.
- Further professional education and training

Overview Vocational Education

- Upper secondary – dual apprenticeship
- More than 250 professions technical, handicraft, service, commercial, tourism
- Contract with company and parents,
- Compulsary additional schooling, duration ca. three years
- From 8 to 10 weeks school / year
- Regulated by law – “Berufsbild” + school curriculum
- Inclusive vocational education

Three-tiers-structure of counselling in schools

VOCATIONAL ORIENTATION AS A SUBJECT (with curriculum)

trained teachers (studied to be a teacher) in cooperation within the different school subjects

SCHOOL COUNCELLORS

individual guidance (teachers with additional training) In all secondary schools

SCHOOL PSYCHOLOGISTS

special advise for special questions e.g. inclusion



EXTERNAL SERVICES

Career Catching Coach PES, BIZ etc.

Teachers for

Vocational Orientation:

Careers advice in schools has, since 1998, been an integral part of the services provided by schools. On seventh and eighth

grades curriculum includes a subject “Vocational Orientation”.

On ninth grade pupils can choose to attend a different school type – a polytechnic school – which combines basic general education, vo-

ational orientation and on-the-job training in order to allow pupils to get in contact with companies which offer apprenticeships.

Teachers training:
university college of education.

6 Modules:

- Vocational orientation as process of development
- Vocational orientation as cooperative task
- Labour Market
- Vocational orientation and competences
- Practical experiences
- Theses

Continuous education

School counsellors

Individual guidance and counselling provided by school counsellors.

In all schools throughout both levels

of secondary school education (Secondary I and II) from the ages of ten to nineteen.

School counsellors provide general and careers advice, as well as guidance and are usually teachers with qualifications in 'guidance and counselling', although additional part-time counsellors are also supporting.

Training:

training at teachers training college 2 – 21/2 years

Topics:

- Inform
- Counselling
- How to learn and behave
- Crisis management

- Personality development

Continuous training

School psychologists

This service is provided for specific issues concerning personal development, special needs and diagnostics. The three main aims are prevention, intervention and rehabilitation.

It also incorporates advice on further education and career options.

In recent years the provision of services of school psychologists has been further developed by the creation of nationally uniform standards for school psychological services.

- Collection and presentation of information appropriate to the needs of pupils/students
- Setting priorities, focus on activities, identify urgency, adapt timetable accordingly
- Giving and receiving feedback to/ from other counsellors (e.g. in a team)
- Methods/ tools to raise the pupils'/students' self awareness and motivation
- Methodology of group counselling

To reach this aims and issues different methods have been used:

Discussion in different constellations (in pairs, the whole group), brainstorming, power point presentations, creating posters and presenting them to the group.

Time needed

Two half days

Tools(materials & ressources)

Laptop and beamer, flip chart, paper, marker

Outcomes

Results of discussion 1:

On the seventh and eighth grades of compulsory school curriculum includes a subject "Career Orientation". The content is designed to take into account the interests of the student and to be tailored to the requirements of the world of work. The

primary goal is allow young people to discover what interests them and what future options are open to them, in terms of further education and careers. The secondary goal is to enable them to gain practical insights into employment.

Individual guidance and counselling provided by school counselors exists in all schools, regardless of their status, throughout both levels of secondary school education (Secondary I and II) from the ages of ten to nineteen. They provide general and careers advice, as well as guidance and are normally teachers with qualifications in 'guidance and counselling', although additional part-time counselors are also used.

Both are working on similar fields but they complement one another.

Results of discussion 2:

Yes, there is a need for new materials. There are a lot of old materials for vocational orientation but they are really old. So new working sheets have to be created which address the kids, with a „cool layout“ and which are modern and according to the new trends in vocational orientation. It became quit clear, that everybody dealing with young people at the age of 14 to 15 needs something that supports his/her work. The best thing is to use a work-

ing sheet because pupils can deal with it and they can put it into a map.

There has been a group decision on how the materials should be sorted. The group agreed on the following five moduls:

Modul 1: Personality

Modul 2: Types of schools and apprenticeship

Modul 3:Job description and vocational field

Modul 4: Field trips

Modul 5: How to apply for a job

A further result of two days working is that old materials have been sifted and selected. The members of the development group have build working groups which will last until the end of June 2009.

Evaluation results

The participating career counselors agreed that the contents of the Interactive Training largely met their needs; that the contents were provided in an practical and interactive way. They also agreed that the contents can be transferred to their work as career counsellors and that the material was very innovative. They also noted that they were very satisfied with the organisational aspects of the meeting.

B.Training Seminar Implementation

14th/15th November 2008

Aims

The first interactive Training was also the first meeting of a development group whose task the developing of new material for classroom use was. Therefore there was a lot to discuss, people had to get to know each other and they had to start working. The main aim was to build a team and to find a common focus.

Following aims had to be dealt with:

- Career guidance at Austrian

Schools - discussion: Do teachers for vocational training and career counsellor maintain different positions? What are the differences?

- General discussion: Is there a need for new materials in vocational orientation? Do career counsellors need new materials?
- New material – definition; how to deal with material that al-

ready exists?

- Working on materials

Pedagogical background

Although the Interactive Training in November 2008 has been a Start up meeting the tasks had been designed for the personal benefit of all career counsellors.

For the first meeting it was important to address the following issues:

- Guidance strategies for different groups of pupils

Quote: "I think the material is useful for other career counsellors because the topics are taken right out of daily practice and can be easily used by others."

13th February 2009

Aims

Aim of the second Interactive Training was mainly to introduce newly developed materials. These materials should be presented in the way they were intended to be used with pupils. It was important that the presentation was interactive which implies that every participant had to be involved. The career counsellors therefore had to prepare "lessons" where they could present their materials and involve the other participants.

Pedagogical background

To present the materials properly two career counsellors at a time presented of the materials they had developed. The other career counsellors took over the role of "pupils" and had to join the activities. At the end of each lesson there was possibility for feedback and evaluation. So it was guaranteed that there also was a learning input for all participating career counsellors. The presentations have been videotaped. Following the presented materials and the presentations will be described:

- Die Lehre - Apprenticeship in Austria. At first there has been a theoretical input on the topic. As it is a very difficult and complex topic it is important to repeat

as often as possible in different ways. To settle the topic in the heads of the pupils they had to fill in a riddle. They were allowed to do it as group work and to compare the results aloud.

- Hausbau - How to built a house – jobs dealing with building houses. The topic of this lesson was on vocational fields and different job descriptions. So at first again there was an input from the teacher. Then all the pupils had to collect all kind of jobs dealing with building houses. Then they had to draw a mind map collecting all jobs dealing with wood, engineering and so on. Through this they found out they there are different vocational fields and according to these jobs.
- Berufe und Fähigkeiten – Jobs and skills. After the pupils have learned that there are many different vocational fields and jobs description it is important that they also discover that different jobs need different skills. With this working sheet and materials teachers, career counsellors can make children understand the importance of knowing what jobs need what kind of skills. So for this lesson cards with job de-

scriptions have been used. Children should describe the skills they think are needed. Then they get the working sheet. The pupils now find out what job is asked for by only describing the used skills. Having filled in the riddle they shall compare their solutions. By doing this the information about jobs and skills can settle.

- Du enttäuscht uns aber – Don't disappoint us. In this roleplay children get the opportunity to experience a new situation. The story is about a boy who tells his parents that he likes to learn a profession. He wants to become an apprentice. As his parents want him to attend school and get better education they start an argument. At the end the parents tell their son that he disappoints them by becoming an apprentice. The aim for the pupils is to play the roleplay. Afterwards they discuss with their teacher the position of the son and of the parents. By doing this they can think about their own situation, how their parents react or the other way round – how they react to the wishes of their parents.

Time needed

One full day

Tools (materials & ressources)

The following working sheets have been used:

- Die Lehre - Apprenticeship in Austria
- Hausbau - How to built a house – jobs
- Berufe und Fähigkeiten – Jobs and skills
- Du enttäuscht uns aber
- Don't disappoint us

Flip Chart and markers have also been used. Video

Outcomes

Each of the participating career counsellors had the possibility to present a method and on the other hand learned a new method. They really enjoyed both being teacher and pupil and it has been a valuable experience. It was new for them to present materials in an interactive way and for some of them it has been a great challenge. But they all accepted it and made the best of it. So there has been a personal development of the career counsellors as well, not only more

information.

Evaluation results

All participating career counsellors have been very satisfied with the second Interactive Training. They ascertained that the contents provided fully met their needs. They also agreed on the fact that the contents have been provided in an practical and innovative way and that all the materials used are also innovative and practical. Finally they all feel able to transfer the new contents to their work as career counsellors.

Quote: "The materials are useful in finding the pupils' career path. Different methods of teaching are combined. Pupils get lots of information and they have to fill in their opinions due to their career path. The best result will be found and very useful for their further decisions finding the correct job."

30th April 2009

Aims

Aim of the third Interactive Training was to introduce newly developed materials. These materials should be presented in an interactive way and how it was intended to be used with pupils. The career counsellors therefore had to prepare "lessons" where they could present their materials and involve the other participants.

Pedagogical background

To present the materials properly two career counsellors at a time presented one material they developed together. The other career counsellors took over the role of "pupils" and had to join the activities. At the end of each lesson there was possibility for feedback and evaluation. So it was guaranteed that there also was a learning input for all participating ca-

reer counsellors. The presentations have been videotaped.

Following the presented materials and the presentations will be described:

- Dornröserich – Sleeping Beauty The well known fairy tale oft he Sleeping Beauty has been transformed and the hero became a heroin, the princess became a prince and so on. So one group of

the participants got the original story and the other group got the transformed story. They had to read and to discuss the fairy tale in small groups. Afterwards there was a discussion about images of women and men. What is the ideal woman, what is the ideal man. This story is very appropriate to get started with "gender".

- Das Telefonat – Rules for telephone inquiry. The pupils get a working sheet containing letters building the word "TELEPHONE". They shall write a description for each letter. At the end of the working sheet pupils find "Rules for telephone inquiry". With the use of the flip chart you can let them write down their solutions and discuss how to behave when you make a telephone inquiry, what is important, the do's and don'ts. Afterwards the pupils can train how to make a proper telephone call. This is very important because a telephone call often is the first contact with a future employer.
- Berufsratespiel – Guess the profession. The working sheet consists of two parts: the rules how to play the game and the cards you use in order to play the game. The participating career

counsellors have been divided into two groups. They take a card where a job has been named (e.g. plumber). Then one pupil has to describe the job without speaking. They can draw, make a typical movement with the hands and so on. The other team has to ask questions. When they have guessed the profession it is their turn. This game is nice to play when you have already worked a lot about professions, vocational fields and skills. People playing it are really having fun.

- Aufnahmegespräch – Interview (for the school for healthcare and nursing). For this role play you need four persons. One is the teacher and three are playing applicants for the school. The applicants are invited to take part in a discussion about public use of alcohol by children. The participants who are not playing take notes. So they observe exactly how every applicant behaves, how much he/she says and so on.

After 10 minutes the discussion is stopped – this should not take too long. The applicants get feedback from the audience. This is a nice training situation for pupils who want to apply for further education. You can also videotape the roleplay and analyse it.

Time needed

Full day

Tools (materials & resources)

The following working sheets have been used:

- Dornröschen – Sleeping Beauty
- Das Telefonat – Rules for telephone inquiry
- Berufsratespiel – Guess the profession
- Aufnahmegespräch – Interview (for school)

Flipchart, markers, cards for the guessing game, video.

Outcomes

Each of the participating career counsellors had the possibility to present a method and on the other hand learned a new method. They really enjoyed both being teacher and pupil and it has been a valuable experience. It was new for them to present materials in an interactive way and for some of them it has been a great challenge. But they all accepted it and made the best of it. So there has been a personal development of the career counsellors as well, not only increasing information. It is also very important that throughout the presentations they had a lot of fun as well.

Evaluation results

All participating career counsellors have been very satisfied with the second Interactive Training. They ascertained that the contents provided fully met their needs. They also agreed on the fact that the contents have been provided in a practical and innovative way and that all the materials used are also innovative and practical. Finally they all feel able to transfer the new contents to their work as career counsellors ■

Quote: "I'm looking forward to apply all materials at school. It will be interesting to use them in an interactive and practical way. The pupils should be informed with the latest news and materials."

Training material-Working Sheet: "The importance of parents"

1	Aims and pedagogical background	When young people reach puberty they tend to decline everything their parents say. This also is true for the period of job hunting. Aim of this sheet is that pupils think about their relationship with their parents. They shall reflect their own behaviour and finally name what they really want. At first let them think about the relation to their parents on their own. Let them fill in the working sheet. Afterwards they can talk to their neighbour about their parents and the relationship. If there is a good atmosphere in the class you can have an open discussion on this topic. Don't make them talk about it, if they don't want to. During this lesson the children should try to express their feelings and learn to understand why they feel in this way.
2	Time needed	It can be used as final task and done within 20 minutes. It can also be used for a complete lesson.
3	Tools (materials & ressources)	Working sheet
4	Outcomes	Pupils shall become more aware about their feelings. They shall learn to express their feelings in a proper way. They shall learn the position of their parents during job seeking. They shall learn that they can seek guidance from their parents.
5	Evaluation results	This is a very sensible topic. Teachers have to be careful in dealing with it. Nevertheless it is very important to talk about the role of the parents.
6	Description	This can be done alone, in pairs or in groups.
7	Photos/ Videos	None
8	Key words	Parents, feelings, job seeking, guidance

Decide which is the right answer for you.
Tick off yes or no!

My parents...	Yes	No
...interfere too much in my job decisions.		
...are not interested at all in what kind of job I'd like to learn.		
...support me in finding a suitable job.		
... don't make decisions for me.		
...try to coax me into a job I don't like at all.		
...leave it to me to decide what job I want to learn.		
...give me a lot of good advices about how to find the right job.		
... they should attend to their own affairs and leave me alone with their advices.		

What support do you really want from your parents?

ATTENTION
Give your parents information about all events concerning jobs. When you are invited to an in terview bring your parents. There is a reason why enterprises want to get to know your parents. What do you think?

Training material-Working Sheet: "The passport of my personality"

1	Aims and pedagogical background	Aim of this working sheet is for the pupil to consider what he/she would like to have in his/her job. This is important for their job hunting because during an interview they will be asked what they know about their job, where they want to work and what tools they prefer. To get to know oneself and one job desires it is important to keep busy with this special topic. So this working sheet will come in a lot of varieties. Passport of my personality is one of the last in a whole series and it should be used to strengthen the opinions of the pupils. It is advisable to read together the whole sheet so everybody understands the task. As you will have a mixed class it is also a good idea that you explain (or let explain) difficult expressions. Once you have finished your explanation the pupils work alone. Afterwards the compare the results and you can lead a discussion about job profiles.
2	Time needed	It is good to plan a whole lesson for this working sheet.
3	Tools (materials & ressources)	Working sheet
4	Outcomes	Pupils shall learn to describe their wishes. They shall learn that it is important to name what you want.. They shall get a clear picture from their dream job.
5	Evaluation results	With this working sheet you can provide a satisfying activity for your pupils. It can be used in various situation and not only within the series of personality.
6	Description	This task should be done alone and then in pairs or in groups.
7	Photos/ Videos	None
8	Key words	Job, description, personality

Think again what you would like to have in your job and which ideas you have!
Tick off what is true for you!

2 = what is very important for you
1 = rather important
0 = does not matter

to work outdoors	2	1	0	1	2	to work indoors
a job involving little exersice	2	1	0	1	2	a job involving much exersice
I'd prefer doing mental work	2	1	0	1	2	I'd prefer working manually
I'd like to work with things	2	1	0	1	2	I'd like to work with people
...with plants	2	1	0	1	2	...with animals
I'd like changing contacts	2	1	0	1	2	I'd like intensive contacts
I want to work with hard materials	2	1	0	1	2	I want to work with soft materials
a job in which I have to work carefully	2	1	0	1	2	a job in which precision is not so important
I'd like to do guided work	2	1	0	1	2	I'd like to work inde- pendently
I am in the best of health	2	1	0	1	2	My state of health is not very good
I'd like to continue learning	2	1	0	1	2	I don't want to learn any longer
I'd like to deal with figures	2	1	0	1	2	I'd like to use lan- guages
I'd like to realize ideas	2	1	0	1	2	a job in which I don't have to be creative

Training material-Working Sheet: "I'd like to work in order to..."

Training material-Working Sheet: "Description of the ideal woman/man"

1	Aims and pedagogical background	When young people are for the first time dealing with job, job description etc. it is important that they also think about their attitude towards work in general. Because it is this attitude that will help or hinder them in being successful with their job hunting. General aim of this working sheet is that they should consider what is important for them and what is not so important. Young people also shall consider why they want to work, what are the reasons? Start with a discussion about the importance of work. Then everybody fills in the working sheet. They should do it alone and not in pairs. Afterwards collect the results and make an comparisons between important and not so important. Lead a discussion.
2	Time needed	It would be good to spend at least one lesson for this general topic.
3	Tools (materials & ressources)	Working sheet
4	Outcomes	Pupils shall consider what are the reasons for them to work. They shall become aware of what is important and what is not so important. They shall become aware that their decisions are influenced by media, parents etc. They shall think about the importance of work in their lives.
5	Evaluation results	As it is really important that pupils should be able to name the reason why they want to work this working sheet can be recommended. Pupils get some useful experiences.
6	Description	This can be done alone, in pairs or in groups. Discussion is advisable.
7	Photos/ Videos	None
8	Key words	Feelings, work, influence, job seeking.

Think about why it is important to you to work and tick off:				
I'd like to work in order to ...	is very important to me	is important to me	is less important to me	is not important to me
earn a lot of money.				
have enough money for living.				
have a lot of power and influence.				
be able to afford a lot of things.				
use my creativity.				
use my mental abilities.				
use my education.				
do something useful for society.				
meet people.				
get away from home.				
be independent.				
take responsibility.				
to do a challenging task.				
to give a meaning to my life.				

1	Aims and pedagogical background	In our society women and men are idealized. Aim of this working sheet is to make pupils aware of the fact that there are no ideal humans around. They learn this by creating ideal women and men in their imagination. They are asked to describe how they think that women and men should be or are seen by others. First task is that pupils shall create ideal women and men. Then they shall write down what is important in women, what is important in men. Afterwards you should lead a discussion in class considering different pictures of women and men. It is important that young adult get the opportunity to deal with sex and gender and think about these topics. They can discover how gender influences the choice of job and the career of people. They should discuss why this happens and what they can do to prevent this.
2	Time needed	One lesson
3	Tools (materials & ressources)	Working sheet;
4	Outcomes	Pupils shall learn that there a no idealized people. They shall learn recognize the difference between sex and gender. They shall discover how role models are developed.
5	Evaluation results	It is important to be aware of the fact that idealized people are not real. Pupils shall think about the role of women and men in our society. With this the working sheet may be helpful.
6	Description	This can be done alone, in pairs or in groups. Group discussion is advisable
7	Photos/ Videos	None
8	Key words	Role models, women, men, importance, career

Think about how the ideal woman / man is presented in society? Which characteristics are typical of the ideal woman / man?	
ideal women	ideal men
What is important in women?	What is important in men?
	
How do these ideals develop? Discuss it in your class!	

 Training material-Working Sheet: "Rules for telephone inquiries"

1	Aims and pedagogical background	Aim of these sheets is to train how to make telephone inquiries. Pupils at the age of 14 or 15 have to get used to calling enterprises in order to make appointments for interviews. This is a very crucial point during their job seeking period because it is very important whether somebody is able to make a call properly or not. For this task you have to sheets: one working sheets with free spaces where the pupils can fill in their answers. The second sheet is the solution sheet which should be used by the teacher. After the task has been finished the second sheet can be given to the pupils as information sheet. You can start with letting the pupils fill in the working sheet, then you present the solution and talk about it. Afterwards repeat the rules for telephone inquiries so that the pupils are able to repeat them. It is a good idea to close the lesson with letting try to telephone: one is the caller, one is the Lehlingsausbilder. This is an advisable way to train telephone inquiries.
2	Time needed	One lesson.
3	Tools (materials & ressources)	1 working sheet, 1 solution.
4	Outcomes	Pupils learn how to make telephone inquiries. They learn how to prepare and how to give the correct answers.
5	Evaluation results	Nice and useful activity.
6	Description	This can be done alone, in pairs or in groups.
7	Photos/ Videos	None
8	Key words	Parents, feelings, job seeking, guidance

Training material-Working Sheet: "Rules for telephone inquiries"

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- Suggestion -

- Tone (quiet, polite)
- opening (give your name, speak clearly, ask for the interlocutor you want, announce intention)
- polite but short
- at the End, a short summary
- give Polite answers
- Help in all situations
- Organize your talk
- take Notes
- before and during the call

Tips for a telephone call:

1. I introduce myself (name, age, school, ...).
2. I mention the reason for my call.
3. I ask for the interlocutor I want.
4. I speak clearly and answer in a friendly way
5. I ask purposeful questions (arranging of appointment, ...).
6. Politely, I thank for the information.

Tips for a telephone call:

1. I introduce myself (name, age, school, ...).
2. I mention the reason for my call.
3. I ask for the interlocutor I want.
4. I speak clearly and answer in a friendly way
5. I ask purposeful questions (arranging of appointment, ...).
6. Politely, I thank for the information.

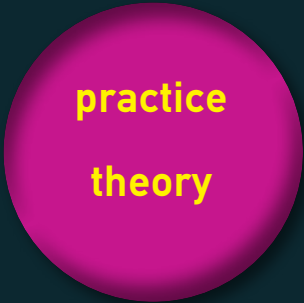


Training material-Working Sheet: “Apprenticeship – a dualistic system”

1	Aims and pedagogical background	In Austria young people at the age of 14 or 15 can choose between taking up an apprenticeship or attending school. To be able to make an decision it is necessary that they get enough information about apprenticeships. Aim of this information sheets is to support the theoretical input. You can start with a brain storming activity to find out what your pupils already know about apprenticeship. Based on this you can work your way through the information sheets. To emphasize some topics you can also use further working sheets or activities (ridles etc.).
2	Time needed	Two lessons.
3	Tools (materials & ressources)	Information sheets.
4	Outcomes	Pupils shall know that they have to attend vocational school and workd. They shall know that you have to decide which profession they want to learn. Pupils should get a basic information on apprenticeship in Austria in general.
5	Evaluation results	These are nice information sheets. They are good to be used during lesson but also for further information. They can be easily used by pupils.
6	Description	This can be done alone, in pairs or in groups.
7	Photos/ Videos	None
8	Key words	Parents, feelings, job seeking, guidance.

“Apprenticeship – a dualistic training system”

Company



Vocational School

If you are an apprentice ...
... you need a training firm which trains you practically!
Besides that, you have to go to the vocational school to get the necessary theoretical knowledge!



As you see, you learn “double tracked” !
“Duo” means, “two”, is it clear now?

Apprenticeship in Austria in a gist
Basic informations



- working hours ...**
... You are not allowed to work longer than 8 hours a day and 40 hours a week.
- Holiday time ...**
...You are entitled to a holiday of 30 working days.
... You have to arrange the dates with your boss.
... Trainees in the building trade are entitled to a holiday after having worked 46 weeks.
- Overtime ...**
... is generally not allowed for trainees.
... If you have to work overtime you should get an extra charge of 50% of your normal wages.
- at night ...**
... As a youth, you are not allowed to work between 8 pm and 6 am.
... exception: trainees over 16 (in restaurants, hotels or working in shifts) are allowed to work until 10 p.m.
- Sundays and holidays ...**
... On Sundays and bank holidays you are not allowed to work.
... exception: hotels, restaurants, hospitals, nursing homes...
- Piecowork ...**
... As a trainee under 19 you are not allowed to do piecowork (otherwise over 16).

Training material-Working Sheet: "My description"

1	Aims and pedagogical background	When you start working with the topic personality it is important that they get to know themselves as good as possible. The following task is very good to start with this topic. It is an very easy task. Let them fill in they descrip-tion all alone. Then they can talk to their neighbour about their hobbies, interests and so on. You can also play a game with the results: let the pupils get together with the same zodiac and talk about it and so on. The results of this task are the basics for further work concerning job seek-ing, applying, and personality.
2	Time needed	If you use it with smaller children you may need one lesson. With more grown ups it should not need more than 20 – 30 minutes.
3	Tools (materials & ressources)	Working sheet.
4	Outcomes	Pupils shall learn how to describe themselves. They shall discover what they like and what they do not like. They shall learn to share this information with their colleagues. They shall learn to name their wishes and desires.
5	Evaluation results	It is a very nice working sheet. Pupils can work easily with it. It can be used in different situations.
6	Description	This can be done alone, in pairs or in groups.
7	Photos/ Videos	None.
8	Key words	Wishes, description, comparison, job seeking.

I am very good at:.....
.....
My zodiac.....

The animal for me is:.....
.....because.....

That's the person I like very much.....
.....because.....

My role model is.....
.....because.....

I like this about myself.....
I'd like to change this about myself.....
.....

I prefer working (alone, in pairs, in a team)
.....

If I could do whatever I'd like to on I'd
.....

If I could wish for one thing I'd wish.....
.....

My dream job(s).....

Training material-Working Sheet: "My favorite job"

1	Aims and pedagogical background	During the process of vocational orientation it is important that pupils learn to deal with their own skills. It is also important that they find out what or who has influence on their job decision. The following working sheet will help them to locate the different influences. It is also a follow up to tasks you did beforehand concerning personal skills. At first let them remember their personal skills. Then discuss first in pairs, then in class what or who influ-ences the job decision. Let them write down what their favourite job is and why.
2	Time needed	One lesson
3	Tools (materials & ressources)	Working sheet;
4	Outcomes	Pupils shall discover that they are influenced in their decisions. They shall think about their personal skills and their favourite job.
5	Evaluation results	Before you use this working sheet you should ex-plain it to your pupils. It has been designed nicely and it is very complex. This working sheet should be kept in your vocational orientation map.
6	Description	This should be done alone, then in pairs fol-lowed by discussion in class.
7	Photos/ Videos	None
8	Key words	Personal skills, influence, job decision

My Personal Skills		
Communicative - team - minded - creative - clever with one's hands - grappcign talents - talented with languages - gifted in maths		Interested in ICT - interested in Natur - interested in sports - com- mercial interests - flexible
influences	What kind of personal skills do you have?	influences
parents		business situation
friends		money
teachers		prestige-image
relatives		enterprises in your surroundings
job's information		job offers
leisure time	Who/what has influence onyour job decision?	newspapers
role models		TV
tests		radio
career counsellor	Favourite JOB:	films/DVD
training days		
luck		

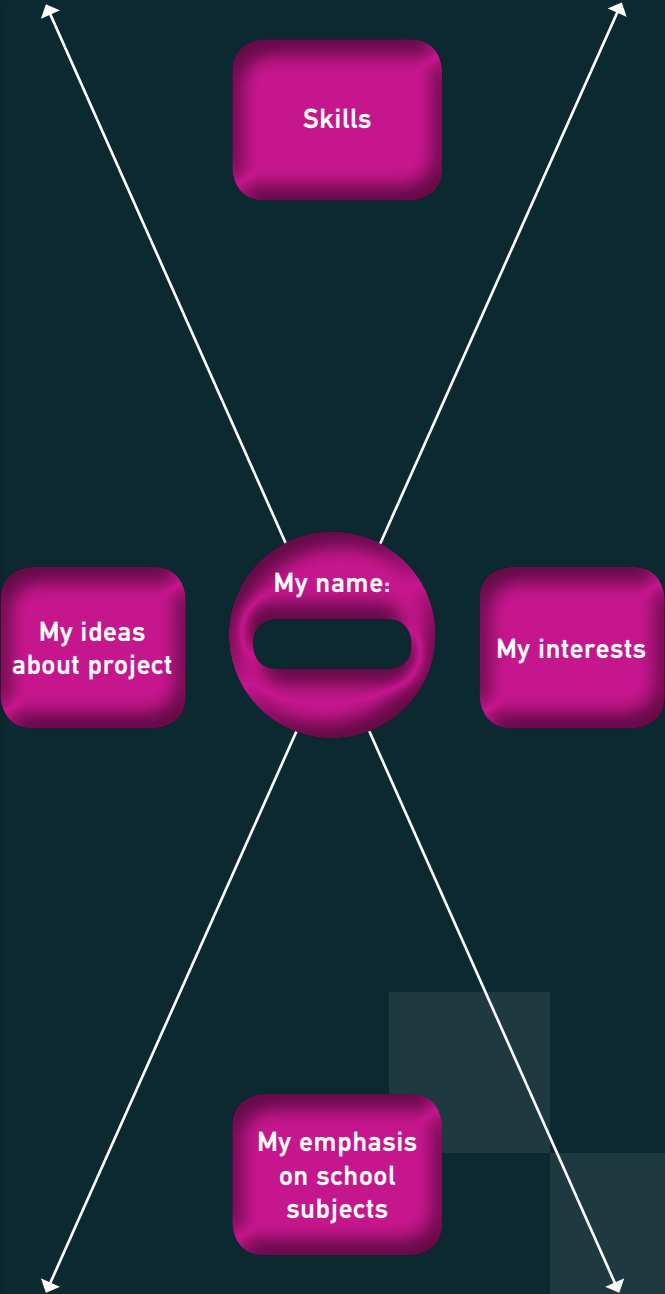
Training material-Working Sheet: "Information Day"

1	Aims and pedagogical background	In Austria pupils in 4th form have to decide whether they want to continue school and where or whether they want to start an apprenticeship. If the decide to continue school they have to find a new school where they can spend their school years until they can take A-Levels. To be able to make this decision they have to inform themselves about various schools. This can be done via Internet, brochures or so called information-days. So the pupils will be prepared to ask the right kind of questions in order the get the information which will help them making a decision. You can "brainstorm" the things the pupils want to know. If they don't have any ideas you can also use the working sheet. After you have collected all questions bring them in order and make your pupils train them. This is done best in pairs. Afterwards provide the working sheet for them which they can bring along on the information day.
2	Time needed	One lesson.
3	Tools (materials & ressources)	Working sheet.
4	Outcomes	Pupils shall learn to busy themselves with certain topics. They shall learn to pose useful questions.
5	Evaluation results	This is an excellent sheet for young people. It has been designed very nicely and is not only helpful but useful.
6	Description	This can be done alone, in pairs or in groups.
7	Photos/ Videos	None.
8	Key words	School, questions, teacher.

Questions for teachers
How many lessons do I have per week?
How often do I have lessons in the after-noon?
What are the most important subject of your school?
Are there practical trainings on offer?
Do you offer special support courses? What subjects?
Is there a boarding school?
Do I have to gather work experience?
Are there affiliation criteria to deal with?
What kind of documents do I need to get enrolled?
What kind of final exam do I get?
What job chances do I have after leaving school?
What kind of further education can I get after leaving school?
What advantages do I get from your school in comparison with other schools?

Training material-Working Sheet: "That's me"

1	Aims and pedagogical background	Before you can work on job interests and apprenticeship it is important that young people learn something about their personality. To get started with this topic the following working sheet might be helpful. First you introduce the pupils to the topic "My personality". Together you find out what makes a person. Then the pupils fill in the working sheet by themselves. Afterwards they introduce themselves to their neighbour. This activities should be the first part of the lesson. You could finish with the working sheet "my description".
2	Time needed	This working sheet can be used to start with the topic personality. To fill in this working sheet pupils need approx. 15 minutes.
3	Tools (materials & ressources)	Working sheet;
4	Outcomes	Pupils shall become more aware about their feelings. They shall learn to express their feelings in a proper way. They shall learn the position of their parents during job seeking. They shall learn that they can seek guidance from their parents.
5	Evaluation results	This working sheet is good to get started with the topic but it needs good explanation and further activities.
6	Description	This task should be done alone. Then you can discuss in pairs or groups.
7	Photos/ Videos	None
8	Key words	Skills, interests, job, description.



4.2. Greece

SY.N.TH.E.SI :The Heuristic Teachers' Society

A.Theoretical Framework

In the context of the Lisbon Strategy European policy makers came to realize the importance of the human capital and the necessity to invest in knowledge and people if the European economy was indeed going to be antagonistic in the international labour market. However, although in theory this importance has been recognized, in practice it seems to have found difficulties in order to be strategically and systematically realized. Quite a few attempts seem to have been going on under the umbrella of this 'investment' and through investing quite a lot of European funds leading to questionable results. We believe that one of the reasons for this is due to the fragmental approach sometimes characterizing projects and actions which theoretically declare to be based on the aims of the Lisbon Strategy. Another important reason is that such actions and projects are not based on a holistic and critical model guiding their orientation and concrete

activities. It seems that this lack of a model has been realized. This is the reason why in the context of the new European programme entitled 'Education and Lifelong Learning' one of the themes which is emphasized is that new projects and actions in the area of Careers Education and Counselling need to be based on holistic models. In the context of the CarCouIT project one of the advantages was that this project was based on a Critical Developmental Model which guided a range of activities and we believe that this was one basic advantage for the approval of our proposal by the European Commission. Thus, the CarCouIT project gave a new opportunity to country partners to apply the Critical Developmental Model²⁸ in different contexts and experiment with it through different activities which were organized and implemented in each country. Some basic parameters of the model were presented in the introduction of this publication. Since an

analytical presentation of the actual model is not possible in this publication, below follows a short presentation of key aspects. The model aims are the promotion of critical self and social awareness and development. A prerequisite required for the promotion of the above aims is the existence of counsellors as professionals who recognise the necessity for their own development as well as for social development.

According to our critical, developmental model, the counsellor as a professional today needs:

- To recognise the dialectic relationship between theory and praxis, which means that s/he needs to become conscious of her/his personal theory, look at it critically and enrich it in an interdisciplinary way.
- To become conscious in particular of her/his view concerning the individual - society nexus, analyse it critically and promote a dialectical relationship between the two, so that it

is recognised that individuals are defined by the influence of external, social factors on the one hand.

- The counsellor as a professional also needs to use experiential learning critically
- Finally, in the context of this critical, developmental model one needs to follow an interdisciplinary approach to Careers Education and Counselling.

Through the central aims of Self and Social Awareness, its interdisciplinary approach and richness in theory and practical tools for supporting practitioners to implement it in practice, the Critical Developmental Model of Careers Education and Guidance promotes personal and lifelong development as well as social development. Thus Careers Education and Guidance is positioned wisely in today's context and aims to support individuals find a balance between the external and their internal data; between the external macrocosm and their internal microcosm. In this way our model avoids the traps of traditional approaches which focus on diagnostic tools and methods in careers guidance.

According to our research, the majority of counselors seem to adopt the remedial model in counseling and tend to see Counselling as Technology, that is they give emphasis to methods / techniques, external behaviour and specific problem solution. This approach is not concerned with counsellors' and, of course, counselees' personal development. In the context of our model, without devaluing the usefulness of Technology in the counselling situation, we promote the idea of Counselling as Moral Practice. In this approach emphasis is given to the counsellor as a person and to her/his personal development which is a prerequisite for professional development. Through this interdisciplinary approach we promote holistic learning and development as well as the idea of the practitioner in Guidance as:

- Counsellor, who is in a position to support the psychological development of individuals and contribute in this way to a movement leading from Psycho-therapy to Psycho-development.
- Communicator of knowledge, healthy stances, values and

attitudes, through a holistic model of communication.

- Researcher and Producer of knowledge, through the strategic approach of Critical Active Research. This role is very important today not only for the counselor but for the counselee too.

As can be seen diagrammatically below, in order to promote these basic parameters of the counselor's profile, the main epistemological fields from which the Critical Developmental Model draws are Counselling, Communication and Research.

The new book of Careers Educational and Guidance recently developed in the context of the Common European Framework of Reference by the Pedagogical Institute for the third class of the Gymnasium is based on the Critical Developmental Model. At the Hellenic Pedagogical Institute we recently also developed psychometric tests in the context of a European project entitled "Investment in People". In 2008 a big European project based on our Critical Developmental Model was completed in Greece. Quite a few other activities were based on

²⁸ See Bruner Jerome S., *Acts of Meaning*, Harvard University Press, 1990.

the same model and they were all organized and implemented successfully.

The seminars organized in the context of the Carcouit project were also based on this model and their implementation was quite effective. Below we will refer to the aims, objectives and content of these seminars in summary. It should be noted that our obligation for the project was the organization of a two-day seminar like all country part-

ners. This two-day seminar was organized mainly for counselors working outside the field of education. Yet, due to the success of this training seminar implemented on the 09th and 10th of May 2009, while it was in process, it was suggested that a second seminar should also be organized aiming at the participation of more counselors working in the field of public education. An innovative parameter of the second seminar –implemented on the

10th of October 2009- was that the counselors who participated in the first seminar would themselves develop some material along the lines of the seminar they had attended and then they could apply it in workshops of the second seminar. Thus, they had the opportunity to work in a multiplicative way. Both seminars had the same aims and objectives. Below we will refer to the two-day seminar in summary (the programme itself is presented in the CD Rom).

B.Training Seminar Implementation

The general aim of the seminar was to contribute to the participants' personal and professional development through their theoretical and practical awareness based on the philosophy of the CarCouit project and the Critical Developmental Model of Careers Guidance. Our training seminar was thus based on this philosophy-theory and compatible methodology. Taking the above into consideration, the aim, objectives and methodology of the SY.N.T.H.E.S.I. seminar are presented below in summary:

Aim:

As mentioned above, the general aim was the contribution of the seminar to the personal and professional development of participants which needs to be seen as a lifelong process.

Objectives:

The basic objectives of the seminar were:

- The presentation of the aims of the Carcouit project
- The presentation of the Critical Developmental Model
- The presentation of the experiential model compatible with

the whole Critical Developmental Model of Careers Education and Guidance (C.E.G.)

- The presentation of C.E.G. aims -i.e. Self Awareness, Information as Social Awareness, Decision Making and Transition- through activities based on experiential learning.
- Developing counseling and communication as well as research skills based on the philosophy of Critical Active Research.

- Problematising the taken for granted issue of information: moving from the passive and narrow 'channels' of information towards social awareness.
- Job profiles: a new and updated outlook.
- Group dynamics and their importance in the methodology of C.E.G.
- Psychometric tools and their use in a way based on the developmental model
- Evaluation.

Methodology:

Being consistent with the principle of the critical developmental model we referred to above, the seminar was based on the dialectic relationship between theory and practice. Thus, theoretical issues of C.E.G. and Counseling were presented. Following this, participants were involved in activities based on experiential learning. The first activity was run in two groups and its aim was Decision Making and group dynamics. This aim was achieved through a simulation exercise on the theme of 'Survival' on the mountain in winter. The presentation of the activity is included in

the CD Rom of this publication. Through this activity participants had the opportunity to realize the importance of two C.E.G. aims –i.e. Self awareness and information as social awareness- for survival in difficult circumstances. They thus realized that these two C.E.G. aims are a prerequisite for decision making and transition, which are also two aims of Careers Guidance. Two other activities were discussed. One of these was presented and discussed in summary. This related to the aim of self awareness through an exercise entitled "The Myth of Europe". The issue of counseling skills as well as methods important in Guidance and Counselling was discussed. As an example of tools participants were involved in an exercise and based on the theory of John Holland aiming at exploring interests and discuss issues related to psychometric tools. This exercise was used in the seminar in an experiential way. For this purpose participants completed an interest test given to them in handouts and they were supported to produce the results. This gave them first of

all some information about themselves (their interests or personalities according to the test). The experience also helped them realize and discuss the advantages and disadvantages related to psychometric tools. The emphasis given was on the counseling activities which need to follow test giving. Finally participants were shown some examples of psychometric tools developed at the Pedagogical Institute. Participants evaluated themselves on Counselling skills through the use of the self evaluation questionnaire presented in the introduction of this publication and they had the opportunity to discuss the importance of these skills. They also had the opportunity to discuss the role of the counselor as a researcher who applies in practice the philosophy and methodology of Critical Active Research and see its importance in developing an Action Plan related to career choices. Finally the issue of critical social awareness was presented together with aspects related to the labour market. A summary of this presentation follows.

The World of Work, Education and Unemployment

There is a strong possibility that higher education will protect youngsters from unemployment. Even in the case in which they will not be employed in the particular area relating to their studies, they will have the opportunity to enter the labour market in a similar or different job area. The following examples of "exercises based on experiential learning" are cases which can be used by counselors of Careers Guidance in order to facilitate their students to familiarize themselves with the process of selecting information in a critical way taking into consideration the economic, educational and working environment in which they are going to live. This process can provide students positive experiences for making effective decisions related to their professions and lives. For each "exercise", a certain amount of information which can be utilized for the analysis of the subject is presented to the students. The students may also use any additional information they think is ap-

propriate.

Relevant studies have demonstrated that 2/3 of the working positions in Europe today have as prerequisite some kind of tertiary education. There seems to be a need to increase the rate of access of the students to tertiary education in Europe, in order to develop competitiveness in relation to the other two economic powers, USA, and Japan. This means that the students as well as the university institutions must satisfy certain educational standards. In Greece, the institutions of tertiary education do not seem to face the international competition in a successful way since they do not appear in the first positions of various evaluation tables. However, students have to take and pass difficult and costly (due to the fact that they have to pay private preparatory lessons in order to face the high competition for the entrance examinations) entrance processes so that they can enter these universities. Hence, a lot of Greek students prefer

to study abroad thus having the opportunity to graduate from better universities, to familiarize themselves with contemporary international practices, to learn another language better and to spend less money avoiding the Greek entrance examinations.

Exercise 1

The aim of this exercise was the students' familiarization with university studies around the world, with the evaluation process of universities and with realizing the relationship of this evaluation with the importance of the university graduates in finding access to the world of work in our contemporary post industrial society dominated by the need for learning.

Some points which could be examined by students in relation to the universities are the following:

- How useful for the selection of future studies and preparation for work and life by Secondary Education graduates is the knowledge they can find regarding

the evaluation of the quality of universities and their categorization according to their quality?

- What is the kind of employment university graduates of particular departments find?
- What is the percentage of their unemployment?
- What is the rank order of Greek universities in comparison with other universities in Europe and the world regarding their quality?
- What is the relationship between the quality of universities and:

1. the socioeconomic development of the country where these universities function,
2. the productivity of this country,
3. employment and / or unemployment,
4. the salaries of university graduates.

Evaluation:

The evaluation of the seminar showed the participants' satisfaction related both to the content and methodology of the seminar as well as to the material given to them and the

trainers. The result was that participants asked for longer seminars to be organized in this direction and this led to the decision for a second one-day seminar to be implemented later on. It was decided that this second seminar would be implemented on the 10th of October 2009. Trainees who participated in the May two-day seminar were included as trainers in this second seminar which was also evaluated as a successful seminar ■



4.3. Italy

Melius s.r.l

A. Theoretical Framework

The Context

The role of guidance in contributing to several policy objectives of the EU has been highlighted in a spate of EU policy documents, with guidance being defined in the LLL communication as a range of activities designed to assist people to make decisions about their lives (educational, vocational, personal) and to implement those decisions. Both the Council (Education, Youth and Culture) resolution and the Copenhagen declaration of 2002 on enhanced European cooperation in vocational education and training call for: eStrengthening policies, systems, and practices that support information, guidance and counselling in the Member States, at all levels of education, training and employment, particularly on issues concerning access to learning, vocational education and training, and the transferability and recognition of competences and qualifications, to support occupational and geographical mobility of citizens

in Europe.

Career Guidance may include services in schools, in universities and colleges, in training institutions, in public employment services, in companies, in the voluntary/community sector and in the private sector. The services may be on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education and career management programmes, taster programmes, work search programmes, and transition services.

In June 2006 the European Commission adopted the new i2010 strategy - European Information Society 2010¹.

Building on the Manchester Declaration from the 2005 Ministerial eGovernment Conference, it had five priorities:

- No citizen left behind

- Making efficiency & effectiveness reality
 - High impact services
 - Putting in place key enablers
 - Strengthening participation
- More than one third of the EU does not have access to ICT-based public services. Member States have committed themselves to inclusive eGovernment objectives to ensure that "by 2010 all citizens, including socially disadvantaged groups, become major beneficiaries of eGovernment, and European public administrations deliver public information and services that are more easily accessible and increasingly trusted by the public, through innovative use of ICT, increasing awareness of the benefits of eGovernment, and improved skills and support for all users². Inclusive eGovernment addresses social exclusion by focusing on delivery mechanisms along the supply chain so that all citizens, especially those most in need of government support, can benefit from the advan-

tages brought about by eGovernment without necessarily using e-services themselves. E-guidance or ICT-based guidance can be partially considered as an eGovernment service as in most countries it is public-based. The use of the ICT by vocational and educational guidance practitioners in their daily practice, not only applied to back-office activities but also to the direct relationship with their clients, is strategic for stakeholders in charge with lifelong learning and lifelong guidance (as transversal to education and job systems) politics. On one hand, this permits reducing the use of space, time and financial resources (i.e. in many cases information and advice can be substituted by on-line resources, available during the whole day and reducing the work of practitioners) and on the other hand it nears services to users according to the Lisbon Strategy recommendations³ (i.e. users that for geographical or physical reasons cannot reach education, job and/or guidance centres). These suggestions also come both from experts and guidance practitioners working in different European coun-

tries⁴.

In most European countries the use of ICT in lifelong learning systems is strategic in order to modernise services and up-date practitioners competences⁵. Anyway, there are not only strong differences among EU countries but also within such systems in the same country. In some countries for example, practitioners working within the employment centres use Internet and on-line matching databases while within schools or adult education centres practitioners make a very little use of such instruments during their daily activities. A small percentage of training of trainers providers have included ICT into their training curriculum and, if so, often with the purpose to improve practitioners basic ICT skills (i.e. use of Internet, e-mail, etc.), not specific ICT competences for the delivery of e-learning and e-guidance services with their clients (i.e. on-line counselling, distance teaching, etc.). ICT-based teaching/training and guidance offer many advantages to users⁶ as distance teaching/training and guidance facilitate learning and guidance for us-

ers with different learning styles. In particular, the so-called "shy" clients prefer interacting with an ICT-based tool (i.e. a webpage with information or advice) rather than talking to a guidance practitioner or a trainer. In addition, space and time problems are reduced as a user can benefit of the learning or guidance resource/service at any time and from whatever place. We can define "e-guidance" as the action to carry out "traditional" guidance activities through unusual/not traditional communication channels. A guidance practitioner can manage a counselling interview in a face-to-face relationship with his/her client that is according to a traditional approach. How is it possible to manage a similar activity at a distance, for example thanks to the use of the videoconference? How does the approach change in the relationship with the client? What new or different guidance activities can be carried out through the use of ICT-based tools? The difference is not in the activity but in its performance and affects the quality and efficiency of the services delivered.

Guidance-Related ICT competences and training

In most EU countries curricula for practitioners' training in ICT are non-existent or training provision for ICT is inadequate. Most of time this training is in the basic use of computers, Internet or word- or data-processing software. A more and more wide gap is outlining between practitioners and their clients perception of the context in which they live. Clients, especially the youngest ones, use more and more ICT-based tools in their daily life (chat rooms, mobile games, surfing Internet, etc.) while practitioners are still "rooted" to traditional training, teaching and guidance approaches with their clients. The risk is to move away clients from the education, job and more transversally guidance systems, as these last ones do not reflect any more clients' perception of the reality. This is particularly true in the case of dropouts that often have a not "traditional" way to learn and do not succeed in following the traditional learning or guidance. It is necessary to envisage systems giving the possibilities to practitioners working in

the lifelong learning systems to up-date their ICT-based competences. There are some examples of training in e-guidance organised within projects funded by the European Commission such as for example the training pilots that have been organised within the EC funded project ICT Skills 2: ICT Tools and Training for e-Practitioners⁷. The ICT Skills 2 project aimed at framing a standard e-practitioner profile, shared at a transnational level but flexible enough to be adapted within other national and sectoral contexts. It included those strategic competences for practitioners delivering ICT-based teaching/training and guidance to their clients in a transversal way to all lifelong learning systems. The e-practitioner profile was tested and validated within a blended-learning training course for practitioners by all partner countries and afterwards adapted according to the feedback coming from these pilots. The training course was based on a map of guidance-related ICT developed in a first research

project⁸ and then refined and adapted to the on-line version. Practitioners had access to an open source platform where they were able to: Define and valorise their ICT competences (basic and specific ones) acquired within formal, informal and non-formal contexts thanks to the use of an on-line tool for the self-assessment of guidance-related ICT competence; Acquire new competences, thus not already owned but needed ones in order to carry out activities with users through the use of the ICT. That was possible through a specific modular and flexible training path that was delivered according to a blended learning approach in the partner countries; Use an e-portfolio with the aim to capture the performance, the standard of learning, the process of learning, the choice, the different models of learning, reasons and the motivations, the made progress and the learning context for an individual skills assessment. When organising training paths for e-guidance delivery only practitioners with experience

in the guidance field should be selected to attend them. They should demonstrate at least the following core competences⁹: Ethical behaviour and professional conduct; Advocacy and leadership in advancing clients learning, career development and personal concerns; Awareness and appreciation of client cultural differences; Awareness of their own capacity and limitations and, if it should be the case, capability to refer the client to other traditional guidance services; Ability to design, implement and evaluate guidance and counselling programmes; Familiarity with information on educational, training, employment trends, labour market and social issues. Such competences should be adapted to an ICT-based context when: Using ICT-based tools in the relationship with the client (i.e. communication through ICT-based tools such as chat, videoconferencing, etc.). Just as an example, the following ICT-based tool could be used for guidance activities:

Videoconference: make a guidance interview with a client; organise a group session with clients interested in cross-border mobility; E-mail: obtain information to diagnose/assess clients' needs; support clients' career development; use e-mails integrated to other means (i.e. face-to-face, phone, etc.) in order to guide the client in his/her personal development plan; Chat: assist the client via chat on his/her decision making process on educational choices; moderate a group counselling on chat; deliver information on specific topics through chat sessions with individuals; follow up and evaluate clients' responses and actions through the chat; Forum: assess clients' needs; inform a client on educational and vocational opportunities; Social software: write a wiki article with tips for the client's career plan; Website: design on-line self-assessment paths (i.e. diagnose his/her own needs and/or competences). Using ICT-based resources in the guidance process (i.e. referring the client to specific data-

bases, using on-line assessment tools, etc.). Planning ICT-based guidance contents (i.e. frame a guidance website, etc.). Such macro-areas should be the starting base of a training path in e-guidance and didactic models could be the following ones:

Ethical principles in e-guidance and security devices

Great attention should be paid to the ethical aspects of these practices¹¹. ICT-based ethical principles for ICT-based resources and services need to keep the best of the past while adapting to the undeniable change that technology brings to the practitioner profession. Websites have provided unprecedented access to assessments and information while e-mail, chat, and videoconferencing are making it possible to reach clients who have found it difficult to access and use traditional information, guidance and training resources and services. Some things, however, have not changed. For example, good critical thinking about the characteristics of quality resources, as well as the relationship skills that are necessary to help some clients make effective use

of ICT, are elements of professional practice that are timeless¹². Ethics have continued to evolve with changes in ICT. Standards/ethics for the provision of e-guidance have been created by a number of professional organisations and governmental agencies (American Counseling Association, 1999; Association of Computer-Based Systems for Career Information, 2002; American Psychological Association, 1997; Federation of Swiss Psychologists, 2003; European Commission, 2004; International Association for Educational and Vocational Guidance (1997); National Board for Certified Counselors and the Center for Credentialing and Education, 2001; National Career Development Association, 1997). The goal of establishing ethi-

cal principles for the design and use of ICT in career guidance has been to promote the effective provision of career resources and the effective delivery of career services. The intention of ethics is also to protect the welfare of clients by identifying potentially harmful computer applications as well as identifying services making inappropriate use of ICT. Guidance practitioner competences are essential to the effectiveness of ICT-based career resources and services. Achieving an appropriate level of practitioner competency with ICT also helps to avoid potential ethical problems resulting from guidance practitioners' actions or failure to act. The following picture summarise their application in e-guidance.

Didactic Model	Learning Approach
Activity method: Participants will work on complex tasks individually or in small groups in order to practice and apply (theoretical) knowledge and skills.	Presential and distance activities: With reference to e-training tasks referring to information in the web. Work individually or in small groups on written objects. Presentation of results on the web.
Disputation: Learning with technique of pro and contra whereby the range of divergent opinions on matters of dispute was organised into categories, for and against specific propositions in order to train the power and ability of judgement and reasoning.	Presential and distance activities: With reference to e-training chat will be a possibility. Presentations of participants of panel discussion.
Case method: Participants will work individually or in groups on reconstructed cases in order to acquire knowledge about the specific practice or procedure and to train the decision-making ability and power of judgment. Case-based learning using case studies to present participants with a realistic situation and require them to respond as the prerson who must solve the problem.	Presential and distance activities: With reference to e-training preperation by researching in the internet. Naetworking on cases. Presentation of case descriptions on the web.
Distance study, correspondence instruction: Participants will acquire (theoretical) knowledge (facts, terms, models etc.) by reading specially prepared learning/teaching materials as well as by working on meaningful tasks.	Only distance activities: Web-based course offers
Classroom teaching, expository teaching: Learning will be initiated by the trainer and supported by illustrative material aiming at transmitting specific orientation knowledge.	Only presential activities: Formal training
Programmed instruction, personalized instruction: Participants will acquire predefined knowledge and skills by following a programmed learning program in small and individual learning steps.	Presential and distance activities: With reference to e-training webbased modules.

Figure 14: Suggested didactic models in e-guidance¹⁰

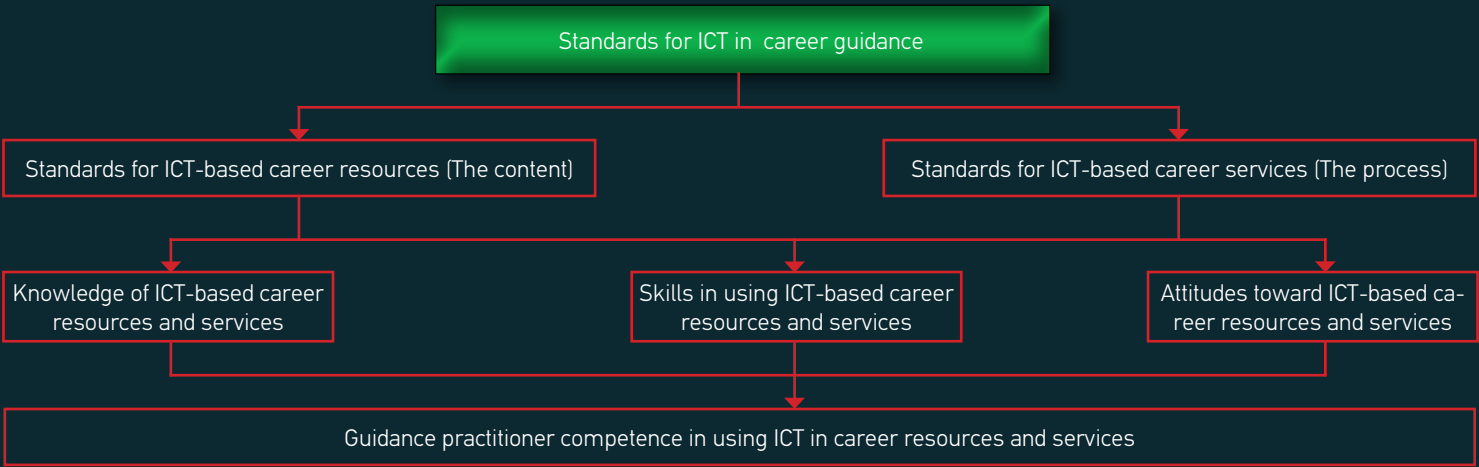


Figure 15. Ethical standards in e-guidance¹³

With reference to the security of personal and sensible data of clients accessing to e-guidance services, the European Directive 95/46/EC on the protection of individuals with regard to the processing of personal data and on the free movement of such data contains a number of key principles which must be complied with. Anyone processing personal data must comply with the eight enforceable principles of good practice. Data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with the data subject's right
- Secure
- Not transferred to countries without adequate protection

With reference to privacy and security devices the technology based on the use for example of readers/writers of smart card for the access to the services is consolidated on international level.

European directives of reference: Directives 97/66/CE and 95/46/CE (directives on the protection of the data).

Static and interactive tools for e-guidance

ICT-based tools that can be used in e-guidance delivery can be divided in passive and interactive instruments. While the first ones are widely used in education, job and more transversally guidance services in Europe, examples of interactive tools used in e-guidance are not so spread. In the following we include just some macro-categories of both types without making specific examples as such work would need a specific research in order to be exhaustive.

Examples of static e-guidance tools

Occupational and course databases are a common starting point for such services - and widely available even in countries where little else is offered on-line.

The provision of details of job vacancies on-line is very widespread and has been a feature of the websites of many countries' public employment services for some years.

Websites have generally provided passive information rather than engaged users in interactive matching of interests to occupations or in-depth psychological assessments on-line.

On-line (self-)assessment tools is still controversial for genuine professional and ethical reasons. Psychological testing is also available in

most countries at a number of both public and commercial sites, often for a fee, but not necessarily linked to careers guidance. It raises many issues, ethical and professional, including the reliability and (especially local) validity of the tests. These issues need to be discussed on any training programme. If such tools are used in guidance, the professional practitioners, at least, should have a proper understanding of the underlying problems and possibilities. Computer-based assessment, even if not delivered via the Web, can both offer new opportunities to personalise testing in helpful ways, and create new difficulties.

There are examples of websites providing on-line psychological tests (attitudes, etc.) but universities mostly manage them with the aim at guiding the students towards a better academic choice.

Examples of interactive e-guidance tools

There are some experiences in the use of SMS (text messaging) to support job searching.

Where e-mail advice services have been provided on a large scale, the format has often tended to be one query/one answer rather than any longer interaction between enquirer and adviser.

Where the contact is in real time

rather than asynchronous, the chat use is preferred rather than e-mail. E-portfolios or records of personal achievement are yet another way to approach the provision of support to individual career decision makers. During the last years the use of social networks is going to be massively used for e-guidance purposes. We find examples of usage of Second Life for guidance, especially when applied to vocational guidance to the occupations choice, as it offers the possibility of simulating the occupation and to reproduce the reality. Many youth centres have their own page in Facebook and LinkedIn is widely used for recruitment purposes, so that it is a channel/resource advised by guidance practitioners during their guidance activities with the client looking for a job.

B. Training Seminar Implementation

Recent interdisciplinary analyses carried out at both European¹⁴ and national levels agree on the fact that "the figures responsible for guidance activities are of the most varied kind both in terms of nomenclature and training. This means different professionals with different competences who often have to adapt to badly defined and little established organizational roles. The repeated need to identify training methods and effective, well targeted courses that correspond to the real needs of diverse working and operational environments is widespread. This should be useful not only when the person is hired, but above all as a tool of professional development¹⁵.

The Grosseto based experimentation was carried out in response to this situation and in the context of the European Career Counsellor's Interactive Training project, funded by the European Commission through Comenius, the Lifelong Learning Programme. It proposed the development of a training model capable on

the one hand of valorising reflective and participatory skills and on the other hand of valorising a more conscious use of tools and technologies able to effectively take on the challenges of the society of knowledge and complexity, opening to modern guidance practices. For Melius Bologna and in collaboration with the Employment Service of the Grosseto Province, Centro Studi Pluriversum undertook experimentation of an interactive training course for career guidance professionals, taking into consideration the new needs and functions that guidance is called on to answer.

According to Grimaldi and Avallone "the same social function attributed to guidance counselling in recent years is charged with new meanings and values related to new trends in school and university contexts and employment policy interventions". Guidance counselling has in fact assumed educational, generative values concerning the subjective process of producing new knowledge, but in the

face of this radical change there has been a lack of clear unity between professionals working in the field of guidance and those working in education.

It is in this sense that the need for educational skills in the field of guidance clearly emerges, particularly within the perspective of lifelong guidance that allows the subject to better define and manage his/her own life project as an educational project¹⁶.

The idea on which the Grosseto experimentation is based, within the context of the international Carcoulit project, is precisely that of promoting training models and tools that can activate "unifying work"¹⁷ capable of "facilitating the often complex dialogue between training and guidance professionals, frequently considered as separate from each other". In particular, it is important to remember that new and important training functions have been entrusted to the Employment Services, with an emerging need for the training and

vocational qualification (in the pedagogical sense) of workers. In the age of globalization and new technology every individual daily risks finding herself educationally disorientated, perceiving the need to appropriate and use new knowledge without finding answers within the traditional education system, structured on rigid options. In the world of school the need to acquire new tools for guiding young people adequately and effectively in the successful realization and completion of their educational career is increasingly evident.

In planning this training course, guidance action was conceived of as an intervention for the prevention and reduction of the school drop out phenomenon, as well as intended to be useful for the improvement of the quality of life and relations within training courses themselves. The Grosseto course experimented with an innovative didactic model, integrating seminars with "guidance" workshops actively involving participants and a process of subjective, reflective analysis of professional

activity in order to re-read one's own explicit, or even tacit, knowledge. The course presented a series of models, working proposals, tools, e-tools and guidance actions carried out using methodologies that focus on the care relationship, reading the potentiality of the subject and individual training needs.

14 participants joined the course, all guidance counsellors and workers in Employment Services or schools, with the aim of offering support to young people who risk dropping out of school.

This is the summary of the activities in the programme:

First session

The Guidance action:
critical elements

The use of new technologies:

e-guidance

Methodologies in cooperative learning

Second session

Theory and practice in guidance

Guidance and Complexity

Tools for constructing guidance knowledge

Third session

Case Study: planning and realization

of guidance intervention with Sorprendo software

Fourth session

Re-elaboration of interventions

Sharing improved practice and tools

Assessment of the course and reflection on individual learning

This experimental course presented a guidance model inspired by the constructivist paradigm, employing a participatory approach and leaving ample space for self expression and comparison between participants. In particular, it was possible to introduce some elements of the innovative training experience of the constructivist approach to guidance set up in the Nineties by Vance Peavy¹⁸, in North America and Scandinavia. The Peavy approach clearly introduced innovative elements into the logic of change for guidance counselling training. If one adopts the constructivist approach in fact, the counsellor must necessarily work on the basis that career and life are not separate entities, but part of a single and profoundly complex process within which all the meanings that the person uniquely and subjectively attributes to reality come into play. The meaning that each person attributes to the signs perceived in his/her

specific context dynamically determine the actions and decisions that the person adopts and must therefore be part of the counselling process. According to this approach people must be considered "self-organizing authors of their own lives" in as much as they actively construct their own human reality through the very action of living personal stories and contexts in a unique unrepeatable way. For Peavy, individual and social human reality is the product of a "progressive process of construction and reconstruction" within which the guidance process proposes intervention. The request for guidance and the guidance action are both closely related processes that "reconstruct

reality". According to Peavy, guidance is an "intentional action" between the counsellor and the client aimed at this very process of "constructing human reality". In this sense "the counsellor is also a researcher who analyses the structures of meaning in the subjective world of the other". Peavy points out two aspects that are central to the training of counsellors: reflection, in the sense indicated by Bruner¹⁹, as "critical self reflection" and the human capacity to build alternatives, in other words to "see other ways of being, acting or committing oneself". The introduction of reflection within the guidance counsellor training

courses is an obligatory passage if we are going to succeed in working with an approach aimed at valorising the uniqueness and complexity of personal stories and journeys. In this direction, as Striano underlines, it is necessary to promote "forms of rational reflection that allow professionals to monitor experiences and situations, placing them in relation to previous and future contextualised experiences and situations and evaluating their significance and meaning"²⁰. A fundamental contribution to theory and method in reflective training has been provided by the work of Donald Schön in *The Reflective Practitioner*²¹, recently translated and published in Italy. Among the

various proposals presented he also discusses the training of counsellors. In Schön's model of reflective professionalism two conceptual coordinates emerge, both epistemological and operational in nature: "reflection in the course of action" and "reflective conversation with the situation". The first cognitive process is produced during the course of action itself as investigation, elaboration and immediate reorganisation of the problem and does not need any kind of verbal mediation. The second process, on the other hand, emerges in the very moment that the subject finds him/herself faced with an unexpected situation that evokes uncertainty and perplexity. The subject must then redefine and transform the situation – we might say "re-orient" him/herself – towards options that reduce uncertainty, even if temporarily. This is where "mental conversation" with the situation is opened and structured, just like an investigation in the sense formulated by Dewey. This means, as Striano specifies, a consciously heuristic process mediated by reflection on the situation and at the same time by one's own way of knowing and acting²². The reflective model proposed by Schön is part of the theoretical and methodologi-

cal basis of the training experience carried out by Peavy, inspired by the studies of Mezirow²³. In particular, Peavy underlines the importance of the transformative process that starts from the critical exploration of one's own "perspectives of meaning" that guide the practice of professionals. The Peavy approach²⁴ is an approach based on the complexity and multidimensional nature of guidance within a constructivist theoretical framework. In particular it highlights the need for counsellors to manage at least four fundamental dimensions at the same time:

- **Relationship:** to promote the meeting and cooperation between the person and the counsellor. The key question is: how can I form a cooperative alliance with the person in front of me?
- **Agency:** to actively promote dynamic action towards an objective. The key question is: how can I encourage the autonomous agency of the person in front of me?
- **Meaning Making:** to promote awareness regarding the process of making meaning. The key question is: how can I help the person in front of me to elaborate and evaluate their own making of meaning related to this decision

making process?

- **Negotiation:** to promote the exploration and negotiation of reality. The key question is: how can I help the person in front of me to reconstruct and renegotiate socially sustainable and personally meaningful reality?

One of the objectives of the training is the capacity of the counsellor to handle the complexity and multidimensional nature of the guidance process, avoiding the use of reductive short cuts. One example that Peavy himself provides is that of resisting the temptation to reduce people to a "set of variables", depending on algebraic functions as a way of cataloguing the client as an ideal type. Instead, it is important to look for human contact with the person, as the author of his own subjective history. In this sense the counsellor must always avoid all those methods that risk reducing constructive dialogue with the person. What goes on in the guidance process always involves the client and the counsellor in an exchange that, according to Peavy, should always be fruitful. In other words it should bring about reconstruction or a change in perspective regarding certain aspects of life. That is, every guidance action

Participation levels

DATE	SESSION	ENROLMENTS	PARTICIPANTS	ATTENDANCE PERCENTAGE
18/03/2009	1	14	12	85.71%
18/03/2009	2	14	11	78.57%
23/03/2009	3	14	11	78.57%
25/03/2009	4	14	11	78.57%

Figure 16. training seminars implementation in Italy

should be carried out as if it were a real proper live “experiment” in order to generate an experience to reflect on and upon which to construct “positive, productive, fruitful” subjective change. Peavy stresses the importance of using the word “fruitfulness” rather than “outcomes”, that is, results. In fact, the process should not lead to results, but it should bring to fruit or help naturally mature what is already within the subjective world of the person. This means focusing upon assumptions, presumptions, attitudes, constructions, perceptions, perspectives and illustrative elements of context in order to help the person increase his/her power to interpret life circumstances and their exterior and interior consequences. In this sense, guidance as the learning of new knowledge should be applied to other contexts, in relationships just as in the world of work. If a pedagogical line already exists that looks at learning in the work place²⁵, considering guidance as a process that can also use informal contexts effectively and intentionally is a road still to be explored in this country. Within

the logic that places the counsellor as a researcher Peavy speaks of “experiments in guidance”²⁶, rather than interventions. This means that results are not taken for granted, instead it is during the very experience of guidance that the same process of reflection. The experiment can take place as an interview, with a group or in an individual course of self-guidance and ranges from the imaginative level with guided fantasy techniques to the exploration of reality with the realisation of practical experiences in direct contact with the world, as for example trying out a real job interview in a company. The relation between the counsellor and the person is in this sense an experimental structure. We are faced with a typically unpredictable situation where “reflection” is necessary in order to manage the unpredictability of such uniqueness. Every decision that regards the career, is based on a structure of personal meanings connected to the concept of work, representations of different jobs and professions and images

that the person has of him/herself: these meaning structures can be more or less organized and take on the form of explicit or implicit knowledge. This unique, personal knowledge constructs what we define as a subjective theory of the career that can obviously often find itself in situations of conflict, uncertainty and contradiction with other elements that the person rightly judges to be of equal importance. Through planning and the realization of experiments in guidance the counsellor and the client can explore and open spaces towards a more “fruitful” decision for the client. We cannot however predict before hand what direction the “experiments” will take, nor what results they will lead to. What the guidance experiment helps us to do is to create new and different levels of knowledge on the phenomenon and in particular allows us to explore personal subjectivity from new points of view. The idea of the experiment in guidance obviously and intentionally recalls the transformative learning approach in that the counsellor

aims at intervening within perspectives of meaning, often implicit, that govern a person's choices and actions. This intervention proposes exploring these structures until the person can consciously perceive them in a learning process of new knowledge about oneself and the external context. In this sense, Peavy's approach is certainly closer to

the method designed and experimented by Mezirow within the field of adult education²⁷. During the experimental course the SORPRENDO software was also presented, an innovative guidance tool that allows the development of a constructivist model of intervention. The participants were able to work with the

tool in groups, activating educational workshops and designing projects and proposals for intervention within the context of employment services and career guidance actions. The participants were also able to use the e-learning platform created with the Moodle system on the site www.orientaonline.org ■



4. Slovakia

Akademý of Communication

A. Theoretical Framework

In knowledge society career counseling is important tool in synchronizing professional behavior of individuals (including their special preparation, obtaining of necessary competences) with needs of labor market. In there must be consistently applied system access to professional / career development. That means we must approach it cross-disciplinary and life-long, while we can't focus only on problematic cases of professional development, but on optimalization of professional development of the whole population.

According to definition of OECD (2001) is the term career counseling used for identification of the whole complex of counseling services in the area of education and employment, with the main goal to help individuals of any age in deciding about questions in education, special preparation, job selection, and career development in any stage of their lives.

Biodromal understanding of professional development emphasizes the importance of sophisticated concept of teenagers' professional orientation,

which must fit in the whole educational-training process (career counseling). This is connected to counseling during study and professional decision making, during job selection, or reorientation. In order to provide complex counseling services during the whole professional life of individuals, we need to build up integrated counseling system comprising as counseling for children and youth as counseling for adults.

Career counseling treats a man holistically, while all elements of his/her life are interconnected – his professional life is linked to family life, free time, and life as such (Koščo, 1986).

Career counseling considers professional plans and their realization as a part of planning the life. It focuses not just on rational, but also on emotional element of personality: specially emotions play critical role in motivation and in client's ability to consider new alternatives.

Nilson and Akerblom (2003) found out, that if a career counselor is concerned with the fact how is a client feeling, and realizes that his/her emotions have

crucial influence on process of decision making and problems solving, the quality of counseling services considerably increases.

Professional / career development is complicated continuous process, it takes long time and CarCoulT in Slovakia is affected by many social factors, but also individual, personal needs, living situations. Therefore career counselors can't focus just on finding suitable job "for the rest of the life", but on working out of counseling model, how to motivate clients to optimally use their personal resources, possibilities and needs in being of use in world of labor.

Swedish model of career counseling elaborated by Nilson and Akerblom (2003) is based on counseling model of Bengts and Finsen and on theory of evolution of career development from fifties in 20th century (Ginzberg, Ginsburg, Roe, Super), which represent a milestone in development of career counseling. Model is based on five pillars, concepts:

- Self-concept
- Values

- Future perspectives
- Motivation
- Network of professional and social contacts.

Career development is considered as a process in which a man, with supportive measures, develops his/her personal resources in the way to be able to set, realize, modify, or change his/her aims in life in long term and short term perspective. Career counseling helps clients to help themselves. It is a process where are purposely created ties and a balance between a client and the labor market. Career counseling builds up on development concept.

Characteristics of career counseling: it is oriented on development of a man with the use of his/her personal resources and possibilities encourages a man to take a responsibility for his/her own life it is focused on motivation of a man, his/her vision about him/herself, on life values, future perspectives and development of contacts with other people.

In perspective, we can expect that future "knowledge society" will offer better possibilities of professional use to people:

- educated, prepared and properly skilled
- motivated, open to changes, flexible
- social skilled – who are able to cooperate, initiative, which are conscient-

tiously performing their tasks, with high emotional intelligence, with empathy, and with ability to influence behavior of other people.

Career counselor in counseling process helps clients to design ways of solving life situations, lead him/her during accomplishing his/her goal: to find a place in the world of labor. However, that doesn't mean counselors take responsibility for clients' lives and arrange everything for them. Clients have to learn how to take the responsibility for themselves, for their professional lives and learn how to manage them.

The development of counselors also follows stated principles. CarCoulT in Slovakia.

Career counseling offered in schools and educational institutions is supposed to provide special help during specific assignments in further professional / career growth. That means in implementation of their needs in are of work and employment. For that purpose we can use various structural counseling programs, which characterize certain type successive sequence (algorithm) of activities implemented in particular meeting with clients/students with a counselor. (PhDr. Darina Lepeňová, Bratislava 2006, pg. 2). Career counseling is considered as

interdisciplinary counseling, the participation of psychological counseling is significant.

Common and dominant feature of all types of career-counseling programs for young people is emphasis on their activities, activation, or motivation, which is precondition of their optimal professional development, successful professional versatility in the world of labor. (Lepeňová, 2006, pg. 10)

The goal of career counselors' training is to provide their capability for this activity. That means training of their skills in particular counseling activities, as well as training of their personalities. Job selection belongs to most important roles in lives of young people during adolescence – it is not a one-time act, it is a result of long-time process of professional decision-making, rational reflection, knowing themselves and world of labor, with different intervention of external environment (family, school, peers, counseling services, effect of mass-media a.o.).

In professional orientation and career counseling it is possible to focus on internal experiences, positive emotions and ask questions like: What do you like to do? What do you enjoy? While we can respect opinion, that interests are such motivation forces, which represent extension - more permanent

"pull" to certain direction and they are spontaneous, they run without primary participation of will processes. Positive emotions, which go along with interests, are significant factor and are related to the intensity of interest and its development. The longer and the more intensive is a student into activity, the stronger is the "pull". That is why the goal of career counseling is helping pupils and students to identify activities that can be categorized as interests, and include them in individual decision-making strategies. Second goal is offering them realistic picture of opportunities how to get on selected school or selected job, and review their chances. The choice of alternative is not considered as a forced choice – but

as a decision-making process influenced by reality and search for the best. Everyone has a chance to make a free decision. Other goals and tasks in the area of career counseling:

- To increase the level of education, to provide good use of human resources. Development of knowledge society
- knowledge economy. To provide functional interconnected databases of professional information in member countries of EU.

CarCoulT in Slovakia

- To create such educational and counseling services that would lead potential and current users of labor market to active attitude towards oneself, work and life – self-cognition, self-guidance,

self-development, self-education, pro-activity, creativity a o. To change goals of pupils from "to finish some school" to "to learn something, what will help me on labor market" and to change adults from expectants, who wait that somebody will give them a "fish", to "fishers" themselves.

- To expand developmental career skills, life competencies often called as key competencies – this requires providing various forms of career counselling and career training to both, students in schools, as well as to all who change their careers.

guided process
Sociological model
Strategic planning and the use of SWOT analysis
Lifelong development perspective CarCoulT in Slovakia

- Development of services of career counseling
- Goals and objectives of career counseling
- Key competences

Dimensions of key competences
Development of key competences in counseling programs

- Forms of counseling
- Individual counseling
Group counseling
Mass counseling
Self-service counseling

[2.Economic, social and legal aspects of career counselling](#)

Participants will obtain overall information about individual aspects of career counselling, including the instruction how to work with materials, which are on the portal.

[3.Programs for selection of further education – individual counseling](#)

Understanding of the concept, programs creation, information about programs contents, discussion.

Materials:

PhDr. Marta Hargašová, CSc. Bratislava, 2006/2007: Theoretical and methodological starting points of counseling programs of individual career counselling (Project SOP LZ – 2004 – SORO –

code 11230310060),
PhDr. Marta Hargašová, CSc. Bratislava 2006: Selection of further education, Counseling programs for students of elementary and high schools.

Programs description:

Programs SEQENS (from Latin sequential) and PERGO (from Latin I am picking, going on, moving ahead) are designed for psychologists in pedagogic-psychological advisory services and for schools; and programs CONSULO I. and CONSULO II. are designed for teachers – educators / career counselors. We have elaborated in more details one program for each group, and the other program globally, that is why they should not be separated. They are not definite instructions how to proceed, just methodological frames which can be used for accomplishing goals.

Psychologists can find an inspiration for better qualification in process of career counseling in two programs:

SEQENS - Choice of further education for students at elementary schools, (29)
PERGO – Choice of further education for students at high schools, (14) CarCoulT in Slovakia

Career counselors at schools can find tips for improving the qualification in counseling activities with students in two programs:

CONSULO I. - Choice of further education for students at elementary schools, (32)

CONSULO II. - Choice of further educa-

tion for students at high schools (36)
All four programs make one methodical material, because they differ in width of elaboration (general and in details) and they complement each other. As a unit they provide, to those who apply or plan to apply career counseling, wider picture for knowing starting points, tasks, methods, procedures and objectives in this relatively new activity. Educators and psychologists perform their mission in study and career counseling by their own tools and methods. Career counseling is based on common cooperation of more experts, educators, students and parent.

[4.Personality of a career counselor, career growth of educators and dealing with stress](#)

Theoretical approaches, discussion about possibilities and a capacity of career growth, technique and practice in dealing with stress.

[5.Practical counseling implications](#)

Specific activities applicable in particular areas of individual counseling
Methods, techniques, games and procedures in individual counseling:
Self-cognition - Full bag of activities
My little notebook - Decision making
Puzzle - Traffic lights - Seven questions
- SWOT analysis - Social environment - Sociogram - Family environment - Our family - Effective studying Do I know how to study?

B.Training Seminar Implementation

The portal www.carcouit.sk is a library and a tool for dissemination. Meanwhile, it creates a base for social networking – it is a communication tool between professional team and career counselors. Particular parts of the course are linked to specific materials publicized on the portal.

The course has five parts.

[1.Theoretical starting-points of career counselling](#)

Participants will obtain fundamental

theoretical information; materials for the study are accessible for participants on the portal. The discussion about reviewed materials.

(material: Text-book of study materials for counselors in education, Project SOP LZ 2004/4-013, project code 11230310039, first part: Theoretical starting-points of career counseling)

- Content of materials:
- Career definitions
Traditional definitions

Modern definition of a career
World models, psychological theories and their implementation in practice

- Mechanical model
- Biological model
- Scholastic model
- Theories of a job selection and a career development

Theory of "features and factors"

Holland's hexagon

Super's model of career development

Career development as a rationally

Summer Schools Training Seminars

In the framework of CarCoulT project two in-service training seminars (summer schools) took place, the first one at Rhodes Island in Greece (3-9 July 2008) and the second one in Athens (14-18 October 2009). Participants from different European countries participated and shared methodologies and approaches about career counselling. The main topics of the training were referred to personal development and the different approaches in different countries. All the material of the summer school training seminars is attached at the "Good Practice Guide"

According to summer schools' methodology the training will encourage participants to:

- present methodologies and approaches
- share ideas and adopt new
- work as team in workshops
- act in an interactive way
- expose their selves and learn
- develop personal skills
- be able to face in a more effective way the problems that come up in an interview

- model a flexible counselling plan
- be aware of other Comenius/European projects networks

The contact with all participants remained and enhanced even after the seminars. After the ending of the seminars the project team kept e-mail contact with participants and gave feedback to them. CarCoulT team considers follow up an important part of the training seminar and this is the reason that all participants

- filled in a questionnaire of seminar's assessment
- had the chance to propose and participate in new courses
- received a cd with the whole material of the training seminar
- established a regular communication, in order the participants to exchange ideas, researches, articles and documents

Training seminars is the main innovative tool of the project's function as it is the interactive process that covers the deficit and vague of Educational policies among the last decades. There is no other way for career counsellors to be trained and staff finally the established services

of Vocational and Career centres of Secondary Education. The creation of a new notion on career guidance thematic will be the surest way of sustaining the project's work. Students should finally find a person who will help them find their career path, avoiding misleading. Career Guidance should have its special education training in the educational policies all around Europe



5.**Training
Seminars' Evaluation**

5.1. Introduction

This chapter provides a short overview about the results of the evaluation of the four trainings in Austria, Greece, Italy, and Slovakia, as well as the summer school. All trainings were evaluated with the same questionnaires. The counsellor received it at the end of the training. However, the processes of data collection and analysis slightly differ for Greece (the data was analysed and the results reported by two Greek evaluators : Mastoraki Elena & Iliadis Nikolaos) and for Italy (the counsellors responded to all three the questionnaires in a telephone interview some weeks after the training).

For all four trainings, the summaries are structured similarly, focusing

on the evaluation of the training programme itself, the evaluation of the training materials, and the self-assessment of the improvement of counselling knowledge and competences by the participants of the trainings.

It has to be noted that the contents of all four trainings were designed according to the results of the CarCoulT Needs Analysis (see previous chapter in this book). Therefore, the trainings had different objectives and the self-assessment items of the questionnaire were adapted to these objectives. The summaries below refer to these items in brackets and can be compared with the lists of items reported in the Needs Analysis chapter

of this book.

The self-assessment questionnaire did not only assess knowledge and competence improvement (four-point scale: no, little, medium, high improvement), but asked for the perceived prior knowledge and competences in advance of the training. The participants had to state if they felt to have an existing knowledge or competence gap, and then in a second step they had to self-assess their knowledge and competence improvement. By this, it could be taken into account, if little competence improvement resulted rather from an already high competence level, or was a consequence of the training programme, provision and related outcomes.

of the materials which supports pupils to acknowledge the importance of career decisions. **Knowledge and competence development** In the November 2008 training most participants gained knowledge with regard to existing career counselling projects and networks. In this area, all participants perceived a knowledge gap in advance of the training. No knowledge gap was perceived with regard to the Austrian education system. This is reflected in the results: the participants hardly learned any new aspects in this area. With regard to career counselling policies in Austria some, but not all, participants who felt to have a knowledge gap could

improve their knowledge.

Across all three training sessions, high competence improvement was achieved by counsellors who perceived a competence gap in advance of the training with regard to specific skills areas: guidance strategies for different groups of pupils and setting priorities, focusing on activities, identifying urgency, adapting timetable accordingly were especially improved during the trainings. However, medium competence improvement was achieved by participants with and without perceived competence gap for several skills. Taking into account both – high and medium competence improvement – the areas with the strongest improvement are: guidance strategies for

different groups of pupils, collection and presentation of information appropriate to the needs of pupils/students, and giving and receiving feedback to/ from other counsellors. For two skills, no competence improvement was experienced by several participants: with regard to active listening this can be explained by the good prior competence level of all participants in this skill. However, most counsellors perceived an existing competence gap with regard to quality assurance methods for own counselling skills, but the majority of responses shows no improvement in this skill area.

5.2. Austria

Training evaluation

In summary, the training evaluation shows positive results: the satisfaction of the Austrian career counsellors with regard to the training was high, their learning needs were mainly addressed, and the delivery of the training was strongly perceived as interactive. Materials used during the training were considered innovative

and a transfer to the daily work is possible for all participants.

Training materials

The training was considered motivating and provided useful information on how to design lively and innovative exercises for pupils. The usefulness of the materials for career counsellors was attributed to the wide collection of

various materials which are easy to understand and adequately designed for the target group. They are based on a combination of teaching methods and can be applied in a flexible way. The participants of the training look forward to the application of the materials during counselling at school and they expect a positive impact on the pupils due to the interactivity

5.3. Greece

Training evaluation

With reference to the degree of satisfaction with the organizational aspects of the course, nine of the twelve were satisfied with the organizational part (secretarial support, breaks, spaces, etc.). However, the training hours were considered too many over the weekend.

Considering whether the contents of the seminar responded to the educational needs of participants half of them said that they were fully met and all the others that were responded sufficiently. All of them said in their final debate that what they need is practice and exploration of available tools for their work as

professionals and the seminar gave such proposals. According to group evaluation it should be avoided in such seminars to have long lectures, especially when it has been already given to participants, as in our case, supporting theoretical material, and emphasis on active, experiential and critical

participation of the group.

Coming now to consider the transfer and application of experience gathered at work as guidance counselors, three participants disagreed whilst the others agreed. In the discussion it was said that usually the time available for sessions is limited, so for example, exercises such as the decision making one, is a very interesting exercise but it needs real time for a group to exploit it.

As a general assessment that emerged was that the scientific value of the material can be described as innovative (see critical development model, experiential exercises, etc.). It was also considered as very positive that the educational material was distributed in electronic format for easier use and further study.

Training materials

All participants assessed as very positive that they were given not only the input and the exercises but also additional material-theory-on exercises for further and deeper study in their own time. Many came up with the weaknesses they discover at a personal level with reference to the theoretical background in guidance and familiarisation with the different theoretical models and in particular the critical developmental one

that feel, according to a participant own words: « ... is liberating for the professional and.. you see the client also wants time to mature, for sub-systems to be fully developed in the implementation ... » .

Three of the participants testified that while in their daily professional practice they provide services related to educational and professional integration, however, have no additional long-term training in a related field and will have to «...look for ... and do something ... apparently».

With reference to the exercises that were included in the material and run during the seminar, it was judged useful to be used with clients (students, youth) but these exercises are time-consuming (with the exception of a short questionnaire on vocational interests) as there are time limitations (pressure on the number of people serving and the small number of sessions that can have). On the occasion of the latter, it is very important for professional counsellors to have the opportunity to work with clients more flexibly for a number of sessions rather than one to five which is often the maximum number that can meet a client individually. Only in this way, in the opinion of the group, the model pre-

sented can become a constructive outcome for both parties.

Coming now to the experiential exercises which were implemented in the first two days should be mentioned that generally they were assessed as very positive and very positive in comparison with theoretical presentations on the opportunity provided for participation, activation, sharing and cooperation with other and reflective critical feedback following endoscopy.

Knowledge and competence development

All of the respondents indicate gaps with reference to their knowledge in more than one subject. About half of them, identify gaps in more than 3 subjects relating to educational and professional information (education, labour market trends, job profiles, etc.). Even those who said they had no gaps in the models of professional career counselling estimate that improved much of their prior relevant knowledge. Also from those who reported gaps in knowledge about the labour market (trends, job descriptions, information sources) in their entirety considered to have improved their knowledge either moderate or well. However, they declare as not having any knowledge

improved those who said they had gaps in reporting the educational system. There was no one to declare that there was no prior gap and in case there was the seminar didn't improved any.

In their areas of competence, two participants stated that although they feel they have no gap they felt to be improved: the first in the decision making process and the methods of developing self-awareness of students and the second in the use of psychometric tools and methods of developing self-awareness of students. One of the participant states, that although she has no gaps in thirteen out of the sixteen areas she now feels that she is greatly benefited in fourteen of the sixteen

sectors. For the remaining participants who responded (six), indicate capability shortfalls in over ten areas (three out of its six state failure in all areas included in the questionnaire) than those included in the questionnaire for which they feel they have benefited from very partial to all but one of the stating that although s/he feels not enough to define priorities s/he feels not at all benefited from education at this point and the vast other areas benefited from fairly to very well. The main competence areas declared by participants / lack of substances (even those who stated a lack of field) refer to the core competences of Counselling like non-identical, active listening, body language etc. To conclude this

section one might comment that the participants, as might be expected for this category of professionals who focus on the personal and professional development as a key tool more effective implementation of the Career Counselling, seems to feel weak with the skills to implement their counselling work despite the fact that the vast majority work for over five years and even several for over ten years as a professional of first line. Also it was considered that all of them benefited from the seminar and very specifically in the thematic directly linked to specific skills. Such as: taking a collective decision, self-awareness, feedback from other counsellors, etc.

5.4. Italy

Training evaluation

The majority of participants were satisfied with the organisational aspects of the meeting, such as e.g. venue, timing, provision of information, etc. The proposed contents the training addressed well the learning needs of the participants, and the training sessions were mainly provided

in an interactive way. In general, the training materials were considered as innovative. Half of the participants see a clear possibility to implement the training contents at work. No negative statements were made; however, with regard to most training evaluation items (except for provision of contents according to learning

needs) some participants felt unsure and did neither agree nor disagree.

Evaluation of materials

It can be said that the training materials supported the participants to identify personal needs, especially with regard to interaction items (except for provision of contents according to learning

ered positive with regard to its impact on counselling practice. The software presented during the training courses was considered very useful and user-friendly. Also the materials about career counselling methodology and laws in Italy were considered useful.

The counsellors intent to use the materials during counselling practice. From their point of view, interactive and ICT tools can help counsellors in defining objectives and in building a counselling path. Furthermore these tools provide an innovative and playful approach for pupils.

Knowledge and competence development

The main knowledge improve-

ment took place in the area of national and regional laws about career counselling in Italy. But also in the areas of labour market trends, description of occupations/jobs, and existing careers counselling projects/ networks in Europe and on international level the participants could develop their knowledge to medium and high extent.

All participants who perceived a competence gap in advance of the training could highly improve their competences in the application of guidance strategies for different groups of pupils and the collection and presentation of information appropriate to the needs of pupils/students. Also, participants experienced medium

to high competence development in active listening skills, the usage of body language and voice intonation, methods to raise pupils' motivation, group counselling methods, and the application of e-mail. Competences for the application of chat tools and the usage of the virtual learning environment Moodle were developed to a lesser extent and the majority of respondents reported no or little competence improvement. For all other items, the number of counsellors with medium and high competence improvement was higher than that of participants with little improvement.

5.5. Slovakia 🇸🇰

Training evaluation

The career counsellors were highly satisfied with the organisational aspects of the meeting. The trainings were provided in an interactive way and the materials provided during the trainings were considered innovative. The contents the training addressed

well the learning needs of the participants and all respondents feel able to transfer contents to their daily work.

Evaluation of materials

One participant considered many of the materials useful for the personal development of career counsellors. Further, it was

mentioned that the usefulness for counsellors can be improved by providing all materials on the internet and establishing a related discussion forums. Additionally, the usefulness of the materials for pupils with special educational needs and for practical counselling at school was pointed out. It

is expected that pupils will especially like the methods which use games, and as a consequence more effective counselling processes are expected, because students interact and pay more attention.

Knowledge and competence development

All participants gained medium to high knowledge in all knowledge areas of careers education and counselling that were covered during the training. The knowledge improvement was slightly higher for participants who had

a knowledge gap in advance. The knowledge was improved especially concerning descriptions of occupations/jobs, careers counselling policies in Slovakia, existing European and international careers counselling projects and networks, and Model(s) of careers counselling.

Again, for all competence areas covered during the training little, medium and high improvement of the participants' competences, skills and abilities can be reported. Especially, the application of methods and tools to raise the

pupils' self awareness and motivation was trained and improved. It has to be noted that the majority of the participants stated for all competence areas to have an existing knowledge gap in advance of the training; except with regard to the application of email and chat. However, the competence improvement was good in the majority for the majority of all competences, independent of the prior competence level. The only area in which all counsellors experienced only little competence improvement was active listening skills.

5.6. Summer School

Knowledge and competence development

The summer school was an interesting experience which trained career counsellors not only with regard to specific counselling knowledge and competences, but provided also an opportunity to exchange perspectives, share knowledge, get in contact with other career counsellors, and also to practice English language speaking competences. The

summer school provided knowledge especially in the area of educational systems and existing European and international careers counselling projects and networks. Additionally, several competences were improved during the training: the application of psychometric testes and working in a team, especially. Furthermore, the competence to present information appropriate to the needs of students/

pupils improved for the majority of participants, and half of the participants could improve methodological skills of raising students' self awareness, and counselling individuals. One participant pointed out that a lack of competence improvement in some areas addressed by the self-assessment questionnaire was mainly because these issues were not covered during the training at all.

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