

Second Survey “School and the World of Work”

“Preparing Young People
for a Changing World of Work”

of the Countries:

Austria
Czech Republic
Denmark
Finland
Germany
Greece
Italy
The Netherlands
Poland
Romania
Slovakia
Spain

July 2008

Table of content

I. Preamble	- 3 -
II. Survey	- 7 -
II. Working Group: Principles and Criteria	- 7 -
II.1. General remarks.....	- 7 -
II.2. Topics	- 10 -
II.2.1. General Topics.....	- 10 -
II.2.1.1 Characteristics and particular problems of the guidance and counselling system.....	- 10 -
II.2.1.2. Typically used instruments, procedures and approaches in guidance and counselling	- 21 -
II.2.1.3. Characteristics of newer approaches in guidance	- 27 -
II.2.2. Specific topics for the Benchmarks	- 32 -
II.2.2.1. Criteria's for measuring changes in guidance and counselling – Benchmarks to measure the development of the guidance system	- 32 -
II.2.2.2 Indicators and benchmarks to evaluate the results of school and learning activities	- 37 -
II.2.2.3. Criteria's for measuring changes for the better – Benchmarks used to evaluate the guidance provision	- 43 -
II.3. Recommendations – topics for discussion.....	- 46 -
III. Working Group: School	- 51 -
III.1. General remarks.....	- 51 -
III.2. Topics	- 52 -
III.2.1. Competences and qualifications that young people need to enter the labour market.....	- 52 -
III.2.2. Strategies used to assist young people in becoming 'work ready'	- 57 -
III.2.3. How should learning processes be improved to support young people in developing their competences and qualifications	- 60 -
III.2.4. Innovative examples from schools	- 64 -
III.2.5. Examples of good practice and cooperative methods.....	- 67 -
III.3. Recommendations – topics for discussion.....	- 70 -

IV. Working Group: Transition	- 73 -
IV.1. General remarks.....	- 73 -
IV. 2. Topics	- 75 -
IV.2.1. The most relevant changes in the world of work?	- 75 -
IV.2.2 The needs and demands in the labour market	- 85 -
IV.2.3. Competences relevant to remain on the labour market	- 91 -
IV.2.4. Indicators that suggests a youth friendly society and youth friendly economy.....	- 96 -
IV.2.5. Existing networks related to WOW.....	- 102 -
IV.2.6. Experience with getting in contact with companies	- 109 -
IV.2.7.Examples of good practices concerning networks.....	- 112 -
IV.3. Recommendations – topics for discussion.....	- 118 -
V. References	- 121 -

I. Preamble

The Comenius Network “School and the World of Work”

Partners: Austria, Czech Republic, Denmark, Finland, Germany, Greece, Italy, Poland, Netherlands, Romania, Slovakia and Spain

The central aim of the network “School and the world of work” is to give contributions for improvement of policies, strategies, structures and processes in Europe, to give all young people a chance for a successful pathway from school education to the world of work and employment.

This task is seen as a part of European policies for the Youth, for education and employment, and as a part of Strategy for Lifelong Learning within the Lisbon Agenda is one of the most important tasks of European strategies for education, for employment, for lifelong learning and for social cohesion. The main approach of the Comenius network “School and the World of Work” is, that the best way to fight against youth unemployment is to improve proactive processes at all interfaces between school and the “World of work” that youth unemployment can’t emerge at the beginning of career pathways of young people.

There exist a lot of experiences, developments and best practices in European countries. The gap is however missing clear pattern of the main criteria for successful transition for young people from school to work and of the most hindering aspects for successful and smooth transition.

The benchmarks for the last interim report 2006 shows, that some reforms are moving forward but not enough, especially in the field of youth unemployment and the transition from young people from school to the world of work. A casual point is, that the benchmarks – especially low achievers in reading, upper secondary completion, early school leavers – in several countries don’t correlate with the situation of young people in further pathways, in labour market and employment. A main thesis is that there are essential additional aspects responsible for a successful and smooth transition from young people from school to the world of work in a smooth and sustainable successful way.

The network discovers, analyzes, documents, disseminates the casual elements of successful preparation, orientation, guidance, counselling and coaching of young people at the process from the initial education to a further pathway in profession and the world of work. This work will be done in 3 working groups: 1) Principles and criteria, 2) School and 3) Transition.

Principle, criteria and methods of the network are: strict reference to European policies and strategies, evidence based exchange of experiences, transfer from best practise examples between the partner countries, analyse and description of special models in fields of special interest. The Partnership consists of various types of institutions with responsible and experience at the interface between school and world of work with additional background of national and regional networks.

The partners in the network:

Austria	Styrian Association for Education and Economics
Czech Republic	Association of Educational Guidance Counsellors
Denmark	VUE – The National Knowledge Centre for Educational and Vocational Guidance
Finland	University of Jyväskylä
Germany	Ruprecht-Karls-University of Heidelberg
Greece	Greek-German Education
Italy	Eurocultura
The Netherlands	Municipality of 's-Hertogenbosch
Poland	Jagiellonian University
Romania	Institute of Educational Sciences
Slovakia	Slovak Academic Association for International Cooperation
Spain	Andalusian Entrepreneurship Network

Context of the Survey

Four of the five European benchmarks in education and training deals directly with young people on the way from school to the world of work.

The performance in reaching benchmarks is not strongly related to other dimensions and criteria to describe the situation and the success of young people in educational development, social cohesion, employment and access to the world of work – for example the quote of youth employment in various countries.

The First Survey (cf. First Survey, February 2008) present the recent situation in the partner countries in European benchmarks concerning young people and describe other dimensions of living, learning, working for Youth in partner countries. Also the first survey compares strategies and perspectives to improve a smooth transition of young people from school to world of work and discovers the first innovative, future-orientated approaches for strengthening communication, contacts and co operation between the world of school and world of work

Based on the First Survey, three working groups were built up, to create the working line for the areas:

- 1) Principles and Criteria
- 2) School
- 3) Transition

This Second Survey is focused on these 3 areas regarding the thematic of the second Thematic Conference of the Comenius Network “School and the World of Work” held 9th – 11th of June 2008 in Jyväskylä, Finland “**Preparing young people for a changing world of work**” and describes the specific situation in the partner countries and gives inputs for the common European development especially in this field. All further information about the project and contact in the partner countries you find on the website: www.school-wow.net.

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Austria

Overview of the responses by working group and country:

8 countries answered all 3 areas, 3 answered 2 and one country answered 1 area.

Country	Institution / Organisation	Responses by working group			Number
		Principles and criteria	School	Transition	
Austria	Styrian Association for Education and Economics	1	1	1	8
Czech Republic	Association of Educational Guidance Counsellors	1	1	1	
Denmark	Jysk Center for Videregående Uddannelser (JCVU)	1	1	1	
Finland	University of Jyväskylä	1	1	1	
Germany	Ruprecht-Karls-University of Heidelberg	1	1	1	
The Netherlands	Municipality of 's-Hertogenbosch	1	1	1	
Slovakia	Slovak Academic Association for International Cooperation	1	1	1	
Poland	Jagiellonian University	1	1	1	
Greece	Greek-German Education	1	1		3
Italy	Eurocultura	1		1	
Romania	Institute of Educational Sciences	1		1	
Spain	Andalusian Entrepreneurship Network			1	1
Total		11	9	11	12



II. Survey

II. Working Group: Principles and Criteria

II.1. General remarks

Benchmark' is an Indicator which allows us to compare two ore more systems in regard to aspects of e.g. success, outcome or costs.

Benchmarks as independent variables

In this sense Benchmarks are independent variables from which one can make a prognoses to a dependent variable. It is necessary to show, the statistical influence of the benchmarks to the dependent variable: The higher the independent variable (e.g. school) the better the dependent variable (e.g. employability).

The EU Lisbon education benchmarks (Example): The benchmarks higher number of students finishing secondary two or higher MTK Skills are interpreted as independent variables for the dependent variable "more competitive education system". The logic is: The higher the participation the better the system (but, what is a good system? A system which "produces" independent characters or people with a broad cultural knowledge or a system with no youth unemployment or, or,...).

The question we discussed in Vienna was: are these benchmarks also indicators for a better transition to the employment marked or the vocational or higher education field. We made two conclusions. First: It seems to be a misunderstanding if on tries to make a conclusion form the benchmarks to the (independent variable) "successful transition". And Second: It is not possible to draw substantial conclusions from the EU Lisbon education benchmarks to the effectiveness of the guidance system or counselling.

If the Instrument of Benchmark should be used in regard to guidance or counselling the benchmarks should be directly drawn from this field: "The more guidance the better the transition" or "if the counsellors are well educated the youngsters will have more substantial decisions". But if one will describe such benchmarks (e.g. "more guidance" or "better educated counselling personal") he has to show the evidence of the described effects. And: he will have the same Problems like the EU with there educational benchmarks: There are other influences which have a strong impact (for example: we can have in one country a high participation in secondary two and huge problems in respect to the outcomes of the educational system ant the transition to wow.

The Benchmarks as dependent variables

The other way around, we can understand a Benchmark as a dependent variable. In this understanding we ask 'what are the factors which are influencing this benchmark'. Theoretically we can postulate that guidance and counselling are predictors for the benchmark. For example: Guidance and counselling can influence the decision to stay in school for secondary two or to help to provide a drop out.

The problem in this is, that the effect of guidance and counselling on the aggregate level (for example over the whole population of a state or a region) it is more or less not possible to account an effect to the guidance or counselling activity. Out of this, such benchmarks could be used just in the comparison of effects in smaller research designs with controlled third variables. (For example to compare schools with and without guidance offers, in the same region, on the same educational level and so on, with the same conditions in terms of the employment marked).

Asked Questions:

II.2. Questions

II.2.1. General Questions

- II.2.1.1 What are the specific characteristics and particular problems of the guidance and counselling system (within school and at the transitions) in your country
- II.2.1.2. What are in your country typically the used instruments, procedures and approaches for guidance and counselling (within school and at the transitions from school to the world of work), are there references to specific theoretical streams (e.g. more psychological, more economical, system-theoretical, biographical).
- II.2.1.3. What are the characteristics of the newer approaches in guidance (e.g. cooperation between school and labour marked or integration of social work and guidance etc.)

II.2.2. Specific for the Benchmarks

- II.2.2.1. Can you identify criteria that allows to measure concrete change for the better in the guidance and counselling and system? (Benchmarks to measure the development of the guidance system)
- II.2.2.2 What are the most relevant indicators and benchmarks to evaluate the results of school and learning activities, for a successful and smooth transition of young people from school to the world of work?
- II.2.2.3. Can you identify criteria that allows to measure concrete change for the better at the first transitions (Benchmarks to measure the outcome of the guidance and counselling activities)? (Please think about qualitative benchmarks (e.g. what is the concrete competence development of the youngsters fostered by guidance) and



about quantitative benchmarks (e.g. reduction of the break offs in school or vocational training, faster transition from school to labour market)

II.3. Suggestions / Recommendations

What are consequences for national and European policies and strategies in the field of “school and the world of work”?

11 countries have answered the questions of the working group Principles and Criteria:

Austria, Czech Republic, Denmark, Finland, Germany, Greece, Italy, The Netherlands, Poland, Romania and Slovakia.

II.2. Topics

II.2.1. General Topics

II.2.1.1 Characteristics and particular problems of the guidance and counselling system

Austria

The specific characteristics and particular problems of the guidance and counselling system in school and transition depend on the structure of the Austrian school system, especially,

- The early tracking after fourth grade, separating young people in two tracks of following schooling lines – “gymnasium” and “Hauptschule”.
- In principle for the first years of this school lines have the same subjects and curricular, but different aim: The “gymnasium” has the approach, to offer young people general education in depth and prepare them for access to university, this school type gymnasium is conceived as an eight year school.

So called “Hauptschule” has the same subjects and curriculum (“word identity”) only without the offer of Latin (but this is also not in all gymnasian obligatory), but with the aim, to prepare for further vocational education and the additional option for further general education in upper secondary.

In principle the open access is guaranteed, but in practice this is a great challenge for guidance, counselling and support of young people for their right own way. An additional characteristic is the interface after the eight/ninth/tenth grade of school.

Here is the main topic the decision between a further education and training path within a full time school system or a part time school system – apprenticeship – , additionally the feature, that the “Hauptschule” and at the eighth grade, the apprenticeship starts at the tenth grade, so that young people have to choose a one year school in between.

The “polytechnical school” is conceived especially for this young people, with a high impact of orientation, practical, preparation for the next step of vocational education and training and support for a successful step of placement into an enterprise for apprenticeship, combined with phases of early work experience.

But more than the half of young people, who enter an apprenticeship, one from another school type at the level of ninth grade, mostly without special orientation and preparation.

An additional feature of the Austrian school system is the high percentage of students, who leave the “gymnasium” after eight grade and enter an additional school path in the “higher vocational school system”, technical, commercial, or service orientated.

Czech Republic

The information, guidance and counselling services are provided through two parallel systems that exist in the Czech Republic. The first works under the Ministry of Labour and Social Affairs (MoLSA) while the other comes under the Ministry of Education, Youth and Sports (MoEYS).

Both systems have among other aims a common goal to assist with the optimal solutions to career-related issues (the choice of an optimal professional orientation, educational pathway and career, and the related specific situations in the personal lives of individuals).

The guidance service within the MoLSA, Administration of Employment Services (www.ssz.mpsv.cz), concentrates predominantly on solution of problems arising during the transition between school and work or on finding new jobs or making changes in one's position within the employment market (guidance for career and employment choice, professional counselling).

The school guidance and counselling services of the MoEYS (<http://www.msmt.cz>) is aimed at solution of problems faced by children and youth during their school years (educational and school psychology, prevention of social negative phenomena, special pedagogy) and when they think about making changes and new choices in their further training.

In both sectors are well established operational structures and trained staff.

Provision of career guidance services in both sectors is regulated by separate legislation. In educational system the legislation states which services are "standard" and the rest can be charged. The services in employment sector are free of charge.

For meeting the needs of all target groups, closer cooperation and coordination between the two sectors is necessary which is valid also for the transition of youth to labour market.

Integration and harmonization of these services is one of the most important tasks for near future.

Denmark

Since the 70s the main discussion related to young people transitions from school to work has focused on how to reduce the size of the so-called "remainder group", which is the expression used for those who do not complete any education or training after compulsory education¹. This has caused a number of educational reforms which, among other things, have been aimed at making the youth education system more flexible, inclusive and individualised. The individualised pathways that are now created in the education system challenges the guidance and counselling system to become equally flexible and individualized.

Up till now research projects and policy papers has provided different explanations as to why some young people becomes part of the „remainder group“.

¹ From Initial Education to Working Life. OECD 2001

The problem has been described as structural – e.g. that it arises from the lack of practical training places in the vocational education system or unequal access to education and/or vacant jobs². But it has also been described as problems deriving from individual factors – e.g. that some individuals lack specific competences that would allow them to gain access to education and – hereby – to the job market³.

Likewise, the guidance system has undergone comprehensive reforms in recent years, with the objective to make it consistent with the needs of this target group and, at the same time, more adjusted to challenges which derives from the individualised education system. Today the guidance services are obliged to target the young people who are in the most need of guidance – and related services as for example mentors and contact teachers are obliged to cooperate across different sectors and/or institutions to provide support for these young people.

Finland

Key quality features in guidance practise in Finland

- Educational settings:
 - Career guidance as a student entitlement in legislation
 - Career guidance as a part of national core curricula
 - The competences for career practitioners defined in legislation
- PES settings:
 - Tiered services in employment offices
 - Qualifications of vocational psychologists defined in legislation

Challenges remaining

- to develop a more sustainable evidence base to support the policy development, especially for the purposes of quality assurance of the overall arrangements of guidance and for assessments of impact and cost-effectiveness
- at the policy dimension:

1) Despite cross-sectoral national guidance policies, regional systematic cross-sectoral activities have taken only the first steps.

2) Each sector still has their own strategies for preventing social exclusion – few cross-walking mechanisms in this mosaic.

² Hansen, Erik Jørgen. 2003

³ Bertel Haarders åbningstale. Sorøtmødet. 2007 (Speech given by the Minister of Education)

3) The unbalance between education provision and the labour market needs.

- at the regional dimension:
 - 1) Fragmented service provision, little coherence between service providers and information gaps.
 - 2) Regional cross-sectoral network is not yet a stable concept or activity. Initiatives towards regional coordinating expert groups exist.
 - 3) Co-operation with administration, other bodies (social, health and PES services) and schools is not established systematically yet.

Germany

Characteristic....

As described in the 1st country Report ⁴, career guidance is the legal task of the Federal Employment Agency (FEA) and is carried out by its local employment agencies (LEA). The main responsibilities of FEA in relation to schools cover information, guidance and counselling and placement services relating to post-school career options (including vocational training and higher education). It is complemented by guidance and financial support schemes for target groups (disabled, disadvantages) and combine guidance with granting vocational rehabilitation support measures and general career guidance service in LEAs. According to Social Welfare Code III, this service is responsible for guidance and counselling in the transition process from school (general education) to vocational training and employment.

The German system of career guidance and counselling in LEAs for school students and other youth clients relies on the close cooperation between schools and employment agencies. These links between schools and the Federal Employment Agency FES are formally defined in an agreement between FES and the KMK (Standing Conference of Ministers of Education), renewed in 2004⁵. The detailed arrangements of the co-operation are negotiated annually at a local level between local agencies LEA and the school staff.

The co-operation between teachers and career counsellors of the LEA is especially important for the special-needs pupils as teachers know best the strengths of their pupils and also the problems of each individual.

So far, there are no specialized teachers for career guidance or counselling within the school system – in part (to some extent) due to the long lasting monopoly of the FES. Some schools (often comprehensive and special-needs schools) have appointed careers teachers for the co-operation with the counsellors of LEA.

⁴ First Country Report Germany, University of Heidelberg

⁵ Bundesagentur für Arbeit/Kultusministerkonferenz, 2004

... and particular problems⁶

From our point of view, the model described has some problems beside its strengths. One of the systematic problems is the weak position of guidance in school. In compulsory schools, there is no trained staff for guidance or counselling activities and no general curriculum for guidance and issues of the world of work until now.

With the renewed agreement between die FES and the KMK there is at the one hand the prolongation of this problematic, but on the other hand, there is a shift of some competencies to the schools. E.g. the schools are responsible for own activities in bridge building, in organising contact between the industry or the world of work in general and the pupil or to integrate economic issues into the curricula. Now, each of the 16 Federal States is developing more or less an own plan for the different school types to realize this new tasks. The funding of this activities as well as the coherence can be questioned. Good examples can be found in the Federal State of NRW⁷.

Another problematic aspect is the acceptance of the guidance activities offered by the LEA. Until now, there is enough research on this issue in Germany, but some findings of qualitative studies, e.g. done by a "Customers Test"⁸ show a high rate of young people who are not satisfied with the guidance offers they get. Other studies, done by the FES, show a more differentiated picture. From a more theoretical perspective, there is also some doubt about the existing structure. The distance between the counsellor, as a part of a very huge and mighty institution, and the single pupil might be too big in the given structure. It seems that the counsellors are in a high number of guidance activities not in the position to overcome this distance, so counselling or guidance activities lack the needed relationship⁹ between the counsellor and the pupil. For example, until now, a lot of the activities have the character of "test and tell". A single practitioner comes to a school class, helps to fill in the tests (on interests or Holland-Types¹⁰) and transmits the results to the children. This general criticism aims not the single counsellor, but more the system, that provides the guidance activities not close to the target group.

An other problem are school leavers after secondary one, who do not enter a school that leads to baccalaureate or do not enter a dual vocational training, but are confronted with problematic alternatives: the school based vocational training and much more the bridge-over-programs are risky. These bridge-over-programs have increased over the last years (today 40% of the part of an age group who do not enter the higher education system takes part in this

⁶ The chapter is based on a paper by Bernhard Jenschke, written as country report for the Joint Action Projekt in 2006

⁷ Der Landesausschuss für Berufsbildung des Landes NRW (2004):

⁸ Stiftung Wahrentest 2007

⁹ The importance of relationship for successful guidance and counselling activities is shown in many studies, for Germany for example by Grawe (2000) or Schiepeck (2006), see also Schiersmann (2008)

¹⁰ The used test is "Explorix", which is developed for the vocational educational system in Germany and Switzerland. (Explorix 2002).

system, in 1995, it were 31%)¹¹. The lower the educational background, the higher is the risk to enter this system. However, participation in this system lowers the chances radically.

A last critical point we want to describe here is the focussing on the transition itself rather than on a systematically competence development during the different school stages. Most of the instruments described below are devoted to pupils who are shortly before or within the transition process. There is not enough focus on the

- development of information competence, including ICT¹²
- development of personal plans, goals and career constructs¹³
- coming to terms with the world of work
- concern themselves with own interests, competencies and possibilities¹⁴
- Development of important self competencies to rule the own career path¹⁵

The Netherlands

Biggest problem: career choice based on theory, hardly on practical orientation! There is too little attention for career choice. It's not regular part of the educational curriculum, mostly a student counsellor pays some attention to that, but these people are not well-trained for this specific job. The choice is mainly based on theoretical information (books, cd/dvd about jobs, tests), too little attention is paid to practical orientation (work experience, work placements).

This problem causes early school leaving. The biggest school in 's-Hertogenbosch (ROC Koning Willem 1 College) did research on the specific reasons of early school leaving. 35% of the early school leavers had a bad guidance in school and career counselling. This is a national problem, this is a hot item. As municipality we get in contact (13th of may) with professors in career development to focus on this problem and to search to new solutions.....

One problem we already can mention: In the last 20 years gradually the budget for school career guidance became less, and it became a private activity.

This situation for 's-Hertogenbosch triggers us to go for a new European project (Comenius, Leonardo) to go more in the depth of career guidance at schools. Join the club!

¹¹ Konsortium Bildungsberichterstattung 2006

¹² For the description of the concept see Schleicher 2008

¹³ Young/Valach 2003

¹⁴ Lent/Brown 2002

¹⁵ WEBER, AISOP Conference 2007

Poland

There exists no general system of vocational guidance in Poland. The guidance and counselling system for adults is separated from those for children and youth. The first one is managed by regional and local governments. The transition of graduates in tertiary education and guidance for students is located in Academic Career Bureaus managed independent by universities under auspicious of the Ministry of Science and Higher Education. The guidance and counselling system within school and the transitions of school graduates is provided by Psychological-Pedagogical Counselling Units and School Career Units managed by regional governments under auspicious of the Ministry of National Education. The early school leavers are supported by Volunteers Work Camps under auspicious of Ministry of Labour and Social Policy. In addition there exists counselling units of reconversion of the Polish Army under auspicious of Ministry of Defence.

The only one social organization, the National Forum for Lifelong Guidance tries to build the system of vocational guidance and counselling by involving more and more representatives of all sectors mentioned above, and relevant actors of labour market. The structure of the Forum is regional.

The main institution, which provides the vocational guidance for schools in Poland are the Psychological-Pedagogical Counselling Units. Total number of that organizations is 590 spread in all the regions of Poland as visible in the picture 1.



Picture 1. Numbers of Psychological-Pedagogical Counselling Units in the regions of Poland.

They employ over 7000 professionals like psychologists, pedagogues, rehabilitants, vocational counsellors etc. According to the law they provide the specialized service for children and Youth under 19 years old. About 7% of the population in this age range receives direct specialized support from those institutions.

There exists 6 specialized vocational guidance units among all the 590 Psychological-Pedagogical Counselling Units: in Czestochowa, Gorzow Wielkopolski, Krakow, Lublin, Poznan and Walbrzych, No more than 30 Units do not provide vocational guidance and counselling.

One fourth of all employed professionals provides counselling service for schools.

Romania

Guidance and Counselling Guidance system in Romania is formed by three different networks, each having its importance: guidance and counselling in the educational sector, guidance and counselling in the labour market sector and guidance and counselling for youth (young people). So the task in providing counselling and guidance in Romania is shared both by the Ministry of Education, Research and Youth (former Ministry of Education and Ministry of Youth) and Ministry of Labour, Family and Equal Opportunities.

The counselling services are free of charge and can be accessed by a very large target group: students in pre-university education, in higher education, youth, unemployed and adults.

These services can be accessed by different ways:

- Psycho - Pedagogical Assistance Centres (PPAC)
- Counselling offices in schools (or an office for more than one school)
- Local working organisms (offices, services available etc.)

Based on the data provided in the Review of Career Guidance, Policies in 11 Acceding and Candidate Countries Synthesis Report July 2003, by the Ministry of Education and the Ministry of Labour the number of counsellors was of 650 in educational settings and 450 in labour market networks. But in 2005 for example, the number of counselling offices in each department increased in the pre-university educational field, in Bucharest the number of offices tripled comparing to year 2003. The total number of counsellors at pre-university level is now about 1500.

A. Guidance and Counselling services in Education

There are some important legal instruments steering guidance and information services.

Education Law No. 84/1995 regulates the information, guidance and counselling activities organised by institutions that come under the Ministry of Education. Other legal instruments regulate aspects relating to the Statute of the Psycho-Pedagogical Assistance Centres, define the job description for guidance teachers and counsellors, and set out the regulations regarding the Organisation and Functioning of the Psycho-Pedagogical

Assistance Centres and the Inter-School Psycho-Pedagogical Assistance Offices.

Departmental Centres of Resources and Educational Assistance are coordinating and evaluating the activity of the Psycho - Pedagogical Assistance Centres and of the counselling offices in schools or between schools and also of different associated centres (by the ministry order OMEN. 5418 from 08.11.2005 in which is approved the regulation of organisation and functioning of Psycho - Pedagogical Assistance Centres in each department and the frame regulation of subordinated institutions). By the same ministry order this services become available also in preschool education path.

These documents bring deep hierarchical changes in the structure and in the content at local and departmental levels - Departmental Centres of Resources and Educational Assistance are conceived as an organism coordinating three structures:

- School Centres of Inclusive Education
- Psycho - Pedagogical Assistance Centres and Offices (the offices in schools have about 800 students, organised in only one school or in clusters of schools with smaller populations, and are funded from the state budget)
- Interschool Logopedy Centres and Offices

Beginning with 1999 guidance and counselling became part of the national curricula, but beginning with the school year 2005-2006 were approved the first specific school programs for it as a different subject (for all years of study). As a result of this fact by the end of 2007 a large programme of continuous training for teachers and tutors was needed.

Implementation of Bologna process in Romania led to the necessity of widening the higher education guidance and counselling network and increasing the number of centres to support students in their own training path. (Ministry order OMEC no. 3235/ 2005 regarding organising licence cycle in higher education). By 2006 only 20 university centres had active services of guidance and counselling for students (Euroguidance Romania).

B. Labour Market Services Network

There are Information and Vocational Counselling Centres in the framework of the National Employment Agency (NEA) located in all departments and also in major cities. The target population is: young graduates, unemployed or adults searching for employment etc. The centres provide their clients with information regarding the labour market, education and training routes available, offer guidance to unemployed people and also act as a “mediator” between potential employers and the persons in search of a job.

These centres are trying also to establish a balance between educational training the labour market and institutionalise social dialogue in the area of vocational placement and training etc.

The National Employment Agency (NEA) is offering services of work mediation in the EU and EEA (European Economic Area) as a EURES (The European Job Mobility Portal) member (<http://www.anofm.ro/eures>).

The „Document of Position of Romania Conf RO 50/01 –Chapter 2 – free circulation of persons regulated this quality. Partners of public services of employment are trade unions, private organisation and other actors involved in labour market development. The network is coordinated by UE.

Also as a general aspect the NEA developed in 2004-2008 the programme “Counselling Services for Disabled Persons” and establishing 8 centres one for each region, with the large purpose to develop one in every department.

Between 2005-2007 with the support of World Bank the project “Information and Counselling in career” allowed to create 100 new professional profiles and to renew another 250. A training course was held to support utilising these profiles and also it was a starting point in setting up a portal for counsellors within the NEA.

At national level a training course for counsellors on 5 steps counselling method was held. There were also job fairs for different target groups: graduates, roma population, social excluded persons etc. in 2007 the “work caravan” aimed rural areas and roma population.

There are significant differences in this field between professionals who work in the educational system (that mostly offer **educational counselling services**) and those who work in the labour system (offering mainly **information, guidance and counselling regarding placement**).

C. Youth Counselling Services Network

The information and Counselling Centres for Youth within the framework of the National Agency for Supporting Youth Initiatives offer information and counselling adequate to young people needs, aged between 14-35 years. The main target group are students in pre-university and university cycles. They are collaborating with different institutions.

To conclude:

All institutions above are funded by the state budget.

There are also some private initiatives based on selection and placement of persons at a working place, but is mainly about the qualified workforce.

Guidance and counselling system has a base of strong information in education and labour market and the role of the counsellors is beginning to be more and more positive. The counsellors have several resources to access in order to support their activity and have also the support of the Institute of Educational Sciences within the LLL & LLG Department. In the National Curricula at pre-university level is a special Counselling and Guidance curricular area.

Problems to be solved: despite co-funding from external agencies and the Romanian government, the field of guidance and counselling has a deficit of human and material resources in relation to the demand for such services; the lack of pre-service training in counselling and guidance in Romanian universities; there is insufficient communication and collaboration between the various services involved in the information, guidance and counselling field; private career guidance services are still underdeveloped; the links between educational and vocational guidance, and between these services with placement services, needs to be strengthened; while ICT is increasingly being utilised, its potential is not being sufficiently harnessed, and tends to focus on providing information; career guidance for adults focuses mainly on placement; the legislative framework is still insufficiently centred on priorities of guidance and counselling, on clients’ demand and on the outcomes of the process.

Slovakia

It is typical for Slovak guidance and counselling system that guidance and counselling services are provided mainly by educational counsellor (teacher whose scope of teaching activities is reduced and who has some courses on this topic), class master, eventually school psychologist.

Educational counsellor's workload can be shortened in the range from 1 to 3 lessons per week according to the number of students attending the school. In this short time reserved for counselling educational counsellor deals not only with career guidance but also with all kinds of educational and psychological problems and these are usually priority in his/her activities. Educational counsellor should cooperate closely with Educational and psychological counselling centre, which can offer more complex guidance and counselling services if needed. Educational and psychological counselling centres represent also methodical support for educational counsellors. Services of school psychologist are quite rare (in the whole Slovakia only 125 schools offer them). Pupils and students with special needs can be referred to special educational counselling centres.

The main providers of counselling and diagnostic services within educational sector are educational and psychological counselling centres. It is mentioned that their services are utilized by 10 per cent of school population. Their focus is mainly on kids with social and psychological problems.

In general it can be said that guidance within educational sector is centred on career choice. Informational services on conditions in labour market are responsibility of Offices of Labour, Social Affairs and Family and its target are upper secondary schools pupils.

Offices of Labour, Social Affairs and Family (OLSAF) provide employment services for school-leavers who can't find jobs by themselves. The group „school-leavers“ is defined as a disadvantaged group in the labour market and is supported by projects financed by means of ESF. As an example of this support can serve so called “school-leavers praxis”, where employers are given financial benefits in case they offer internship to school-leavers. The aim of this internship is to acquire work experience and skills in real work environment.

Specific problems of Slovak career guidance are – insufficient staffing (only 1-3 hours for educational counsellor per week, lacking school psychologists), deficient cooperation between all concerned (offices of Labour, Social Affairs and Family, schools, educational counsellors, educational and psychological counselling centres etc.), lacking conception of career guidance separated from psychological and related counselling. Double role of educational counsellor (teacher and counsellor) can cause inconvenience because it is difficult to gain confidence of students as an emphatic and non-judging helper and at the same time give tests and marks as an educator. There is also need for more specific information for example on local labour market and available jobs – it is not common to gather this information at schools. [Ref. 1]

II.2.1.2. Typically used instruments, procedures and approaches in guidance and counselling

Austria

The used instrument are especially the following three:

- School counsellors, for mainly individual information and counselling for students, installed at all schools of level lower and upper secondary, main profession teacher, additional courses and training for counselling.
- Vocational orientation teachers, for the subject “vocational and educational orientation”, at the seventh and eight grade in all school types (in principle), in the seventh grade more personal orientated, to discover own talents, interests, strength and perspectives, in the eight grade more external orientated, to reflect personal aspects with the real world of work, professions and further options of education and training.
- Both of this options are more pedagogical, educational orientated.
- The third offer is the service of school psychology, mainly for special questions, special educational and personal needs, social questions etc.

Additional to this criterias within the school system exists a lot of external services and offers, e.g. by the PES (BIZ – vocational information centres), “clearing” by the Federal Social Administration for young people with special needs, regional projects like Career Coaching Guides etc.

Czech Republic

Key competencies and other supportive skills for the ability to find work are part of framework and school educational programmes of all basic and secondary schools where there a compulsory educational area “Human being and the world of work”.

The educational counsellors in schools work regularly with pupils and students. They assist with optimal study and career path.

In the Czech Republic there are several educational and career fairs organised regularly. Numbers of visitors are continuously increasing.

Most schools cooperate with Information and Guidance Centres that are part of the public employment services.

Denmark

Since 1993 when the Minister of Education launched a comprehensive set of initiatives called „Education for All“ (UTA), the compulsory schools in Denmark have been obligated to integrate a number of topics related to the labour market, into the general school curriculum. Though not an independent subject like for example mathematics, the topic „Educational and vocational orientation“¹⁶ as it is called, now has to be an integrated part of the school subjects or of the general curriculum.

In addition to being taught labour market topics, pupils in compulsory schools take part in study visits at local/regional trades and industries, e.g. visits to local farms. From the age 12-13 the pupils are furthermore entitled to one week's placement in a company of their own choice in order to get hands-on experience from the world of work. Additionally, the oldest pupils in compulsory schools attend various bridge-building courses which aims at building bridges between compulsory schools and various courses at secondary education level.

Students at general secondary level of education – depending on the particular course – receive lessons in general labour market issues such as the labour markets structure and functioning. Students at vocational upper secondary level can – also depending on the specific course – participate in projects related to the labour market. These vary a lot in both scope and content but could be projects like: „Create our own business“, or „Develop a waste-disposal plan for the Municipality of xxx“. In all cases, the purpose of these projects is to allow students to get a glimpse at the real world of work – e.g. how different types of work are organised, and the economic and structural functioning of trades and industries.

The above mentioned examples do not reflect a particular theoretical approach to career guidance. The main emphasis is to provide children and young people with information, e.g. on labour market structure and functioning and the peculiarities of different trades, crafts and industries.

Finland

The background theory for the new curriculum guidelines is socio-constructivist learning and counselling theory. The students are subjects and autonomous learners who need guidance and counselling in developing their study skills and planning their life career. The new curriculum guidelines stress the importance of learning to use different sources of information, especially computer-literacy and use of Internet are considered important. One of the indicators of effective guidance and counselling services is that the students have enough tools for making reasonable decisions in transition phases of their study path. This means that they have enough information about educational opportunities, they have learnt by experience what the working life is like and they know different occupations.

¹⁶ Uddannelses-, Erhvervs- og Arbejdsmarkedsorientering. UVM 1993

Germany

Vocational and career guidance activities and means of the LEA

There are different guidance activities of the career counsellors of LEA for pupils in schools to support their process of choosing a career in the transition from school to training or work.

Career orientation and information activities in schools

Each vocational counsellor (also from the rehabilitation teams) is appointed to certain schools and takes care for all guidance and counselling activities and means in these schools, as are

- Class room lectures on career education in the penultimate year of compulsory schooling
- Open hours for short individual counselling interviews in schools
- Special lectures, seminars and group counselling sessions on career choice strategies, training and labour market opportunities, job search strategies, assessment experience
- Special lectures or group activities for parents and school teachers
- Career education manuals for teachers for use in class room (“MACH’S RICHTIG” – “Do it the right way”)
- Joint guidance projects with schools, enterprises, training institutions and various other partners

Counselling Activities in schools and LEAs

- Individual and group counselling sessions in the employment agency
- team counselling , especially with special need teachers
- Individual profiling and subsequent action plan for persons applying for apprenticeship training or rehabilitation measures
- Psychometric testing; psychological assistance by LEA psychologists

Placement and support Activities

- Placement service for apprenticeship training, internship and regular jobs for both parties in the market: employers and training or job seekers
- Consulting services for employers with respect to training needs, activities and financial assistance through the LEAs (?)
- Work preparatory and work shadowing programmes especially for youngsters with learning problems or multiple social problems
- Financial assistance and subsidies for training to those who are entitled to participate in such programmes

- providing financial support and establishing training support schemes for target groups (socially disadvantaged and persons with disabilities)

Career Information and Self-Service Facilities

- Career Information Centre (Berufsinformationszentrum – BIZ) on the premises of each of the 180 LEAs with InternetCenter and a large variety of print as well as online and offline career and labour market information
- Training data base “KURS” with more than 600.000 training courses actual on a daily basis
- Occupational dictionary data base “BERUFEnet” with information to more than 6.000 occupational fields and jobs
- Job-search machine www.arbeitsagentur.de
- Self assessment tools for investigation one’s abilities and interests (“explorix”, “jobs and interest”)
- Booklets, brochures and career magazines for different target groups

The Netherlands

Following description is maximum offer, schools individual do “only” parts of that!

Secondary schools:

Year 1 (children are 12 years old):

- General information about moments of choice

Year 2:

- General choice-guidance by mentor
- Joboriëntation in studylessons
- Careertest (in what sector/area)
- Oriëntation-day at the school for vocational education

Year 3:

- Careertest
- Some guidance in choosing career, one hour per week
- Oriëntation-days at the school for vocational education
- Visit to careermarket/jobmarket
- Companyvisit
- Exercise the concept of minicompanies

Year 4:

- Choose the 5 top-jobs
- Sector-project (in cooperation with the next school)

Poland

Individual guidance and counselling using psychometric tools like Town of Vocational Interest, Questionnaire of Entrepreneurial Abilities, Competence Repertory, Achievement Motivation Scale. Other methods in use those are psychological tests. Special certification qualifying to further education for children with various disabilities.

In general the guidance and counselling within school and at the transitions from school to the world of work is dominated by pedagogues and psychologists what result in specific theoretical, more psychological and more pedagogical streams. Group counselling is provided mainly through activating workshops, lectures of vocational knowledge, giving information, special trainings and other educational and vocational events.

Romania

The **instruments** mainly used for different target groups are:

- **Pre-university students:** debates, exercises, role plays, simulation on educational and vocational guidance themes included in the school curriculum, psychological group or individual counselling, use of ICT, educational fairs;
- **University students:** mentoring or / and tutoring system, educational fairs, job fairs, group or individual psychological counselling, career information and counselling;
- **Graduates at all levels of education and training seeking a job:** labour market information, job seeking techniques, using ICT;
- **Employed adults seeking a better job:** re-qualification and vocational re-conversion training, labour market information, individual assistance for finding a job;
- **Unemployed:** individual assistance for social and vocational (re)insertion, self evaluation techniques, questionnaires, tests, labour market information, career counselling, follow-up;
- Any other **minority:** religious, ethnic etc. (e.g., Roma), people in danger of social / labour market exclusion: theme oriented programs, information, mentoring or / and tutoring system.

In what concerns the **approaches** in guidance and counselling system the services are adapting to the client's problem / case. The counselling patterns tend to involve the client in the decision process, information, building and re-building the self-image, (self)evaluation etc. The practical methods developed by the counsellor are adapted on an ad-hoc basis to the

client's problem, to the gravity, emergency, priority and personal sensitiveness of the client in a certain situation. So the counsellor must have contacts with other experts in related fields, with the local authorities, employers and other community actors in order to better intervene. In what it concerns the specific **theoretical streams** we may say that the educational counselling is more psychologically based and the labour market counselling services are more economically and socially based and at some point it creates a gap between the approaches.

Procedures: for the educational counselling services the pre-university students have one hour/ week counselling classes held by the counsellors himself or by the tutor teacher of the class. The students may specifically solicitate counselling services by the school counsellor, or it may be recommended to him by the teachers, the student being identified as "having problems". The counsellor has nor the time or the capacity to offer individual counselling for all students, that is why the "healing" approach is used frequently.

The guidance and counselling services in the labour market approach is voluntary, depends of the individual need and intention to receive help in finding a job, to change his job or to receive training on a new professional path. The person identifies his needs together with the counsellor in individual sessions, are presented the options and it is helped to make a choice or for a job available and that he has training for, or to choose a training course available in order to be able to candidate on a job position.

The Ministry of Labour, Family and Equal Opportunities has an agreement with the Ministry of Education, Research and Youth, in which they go into school to present their activities, the new trends on the labour market, the weaknesses and the strengths in choosing a job, raising the awareness in students in making a decision based on real information.

Slovakia

In Slovakia, career guidance offers mostly three basic programmes - programme of career education, informational and counselling programme and psychological counselling programme. The first mentioned is mostly a part of educational counsellor's job and is embedded in educational process. The aim of informational and counselling programme is to complete information on employment (description of jobs, labour law, etc.). This type of programme is utilized mainly by OLSAF and educational counsellors. It is ideal for the use of ICT. Psychological counselling programme can be offered only by psychologists (school or counselling). It is continuous and more complex process– it can consist of diagnostic, counselling and eventually training services. The first two programmes are more effective in terms of number of participants involved as they utilize group methods like discussion sessions and lectures. Involvement of ICT and self-servicing interactive programmes impose fewer requirements on staff, too. Because of shortage of personnel these programmes could be very helpful in all facilities. Nevertheless it has to be said that they are not commonly used and there are still many pupils and students left without any guidance. Psychological counselling programmes utilize mainly individual methods and consist usually of entry interview, completion of career information, psychological examination and independent choice. This

programme can be enriched with training of social-psychological skills if needed. It is more time-consuming and therefore less available. In Slovakia, there is a long tradition of psychological -counselling services provision, part of which is also career guidance. Speaking about preferred approaches there is a development from static and psychotechnic vocational counselling to dynamic educational and integrated life-long career guidance.

II.2.1.3. Characteristics of newer approaches in guidance

Austria

E.g. the concept of “Career Coaching Guides” was integrated by the OECD and by the Federal Ministry for Education as an highly innovative, integrated and effective service at regional base, the characteristic is, that the philosophy of this service is a personal orientated, and regional networked service between all relevant stakeholders, especially school, enterprises, social partners, PES, and other relevant actors in this field in the regions.

Czech Republic

A very new approach was piloted within one of the ESF project called VIP Kariéra. At almost one hundred schools (both basic and secondary) were established “school guidance centres”. An on-line training course on career guidance for youth was created and staff of these centres trained. Beside this also an information system on situation of school leavers in the labour market was opened. Within the current ESF period a continuation of the project is expected.

Denmark

Youth guidance has been one of the tools in the fight against youth unemployment since 1982. It constitutes an obligation for the municipalities to follow up on all young people, who are not enrolled in youth education or who are not employed at the labour market. As described in the first Danish Country Report¹⁷ the Danish guidance system has undergone a number of changes in recent years, including establishing local and regional guidance centres.

In the new centres, as well as in the compulsory and secondary schools the characteristics of newer approaches to guidance are:

- A closer follow-up on young people in and out of the education system
- Establishing new „help-functions“ – e.g. mentors
- Special attention to appointed target groups – e.g. ethnic minorities¹⁸

¹⁷ First Country Report Denmark

¹⁸ Ny Chance til alle. Integrationsministeriet

Finland

The guidance and counselling services in different educational settings are seen as a process which prepares students for transitions and the future's society and gives students tools for life long learning. This means that the whole study path from comprehensive school to the secondary education and to working life or further education should be taken into consideration when writing local strategies for guidance and counselling services. It should be described how cooperation is realised between educational stages, for example, when students move from comprehensive education to upper secondary education. In the local curricula it should be described, how the follow-up system is organised. This means that net work between counsellors and teachers in different educational settings is promoted.

Multi-professional cooperation is defined by the new legislation for students' pastoral care in comprehensive and secondary education. The same legislation stresses that the schools should write strategies for the cooperation between school and home, as well. The active role of parents is promoted in Finnish school system by the legislation taken in use in the beginning of August 2003.

The new curriculum guidelines are more detailed and more instructive than the previous guidelines. The aim is to guarantee for every student guidance and counselling services of high quality and that every student gets guidance and counselling when he or she needs either support in daily school work or in making decisions dealing with her/his future life.

Germany

In the last years, there has been a wide discussion about changes in schools and in the vocational training system to foster the competence development of young people (e.g. as a reaction to PISA), especially for pupils with a background which enhances the risk / pupils with a high-risk background. Some measures can be named:

- Establishment of more full-time-schools with more possibilities to support young people
- Integration programs for people with migration background, especially in respect to the German language on the early school stages
- The "federal government's training initiative in conjunction with trade and industry" (Ausbildungspakt¹⁹) which is an initiative for more trainee posts within the dual system
- Establishment of a new agreement between schools/ministries and the federal employment agency in 2004 to enhance the vocational orientation in schools and on this base the concretisation in the federal states between LEA's and federal state governments.

¹⁹ On the page <http://www.ausbildungspakt-berufsorientierung.de/> one can find a manual for vocational orientation and cooperation between schools and the world of work (Bundesagentur für Arbeit 2006)

- The development of vocation descriptions (Berufsbilder) for more simple vocations and new branches
- Initiatives to encourage the gender issue in career choice, e.g. “Girls-Day” which invites girls to explore technical jobs
- The enhancement of the cooperation between schools and industry, mostly based on local initiatives
- The development of „school firms“, especially in secondary one (Hauptschulen), mostly based on teachers initiatives
- The high engagement of specific companies for vocational training within the company or in the region.

In the last years we can identify on the regional level more and more initiatives and project focussing the school to work transition as well as the guidance activities within schools. These projects are an expression of the need of such activities and maybe of the new responsibility the local authorities, the schools and the firms as well as other social partners are taking.

However, in our view, all developments described are not based or accompanied by a theoretical or research based discussion and they lack a systematic fundament in terms of financing and professionalism. One main reason for this last points is the major change in the FES and the open situation about their engagement in guidance and counselling on the first transition. As we can judge the actual development of new counselling and guidance concepts, undertaken by the FES, the criticism mentioned above are not sufficiently reflected.

The Netherlands

- Ambassadors network of captains of industry who are/feel involved in the problems of schools (of course it is in their own interest because of problems to get new well-qualified staff).
- Company visits are (rather) easy to arrange.
- Mini company-concept in primary schools, with help of companies (staff helps in schools); Bizworld (search at internet)
- Job coaches belonging to schools, guide youngsters to the labour market (especially schools for special education work with these people)

Poland

Psychological-Pedagogical Counselling Units provide together with Regional Educational Kuratoria information points for children and youth in periods before admission time for schools. The other counselling centres like County Labour Offices, Academic Career Bureaus and also Psychological-Pedagogical Counselling Units in cooperation with Educational Kuratoria organize educational and work markets involving vocational schools, lyceums, post-lyceum schools. These events are organized in cooperation with employer's and entrepreneur's organizations. In some regions of Poland the vocational schools provide practical education at the work place in eng cooperation with enterprise.

The County Labour Offices direct their clients to vocational courses and trainings. The training and educational institutions have to be recognized and appointed by the Regional Labour Offices in order to keep quality and standards of service provision.

Romania

By the ministry order OMEdC no. 4889/ 09.08.2006 based on the law no 87/ 2006 and the government decision 225/ 2005, the National Quality Assurance Framework (NQAF) provides the principles, methodologies, actions, measures, institutional arrangements and implementation instruments in order to ensure the quality in education and professional training at a small and also a large scale. NQAF is in concordance with the EQAF (European Quality Assurance Framework), the last having as a general purpose European cooperation in modernising educational and professional training systems adopted by the Copenhagen process. There are two main national agencies that have a central role in developing and correct implementation of the NQAF in ensuring the quality of the educational and professional training: ARACIP (National Agency for Quality Assurance in Pre-university education) and ARACIS (National Agency for quality Assurance in Higher Education).

By the ministry order OMECT no.1702/ 06.08.2007, beginning with the school year 2007-2008 the students from professional and technical streams may do their practical stages in a public or private enterprise based on a Main Frame Convention between the school and the partner organisation (enterprise). That may be a way to test and to improve their own abilities in working in a certain field and also makes a smoother transition from school to the world of work. Changes and development in guidance and counselling are also concerning aspects like changes in the law of education, teachers status documents and higher education law that have passed the public debate phase. The law includes also changes regarding the counsellors status in education field at pre-university level that are discussed:

- It is desirable to change the status form teacher psychologist/ sociologist/ pedagogue by that of auxiliary teaching staff as school psychologist (proposed by the new law)?
- Changing teaching norm from 40 hours/ week, from which 18 dedicated to scientific and methodological activities (teacher status) and that also includes more free days?

There is a tendency to keep the teacher status instead of school psychologist.



Slovakia

The Government of the Slovak Republic has approved Conception of educational and psychological counselling system in March 2007. The Conception elaborates on the idea of complex diagnostics of a child with educational and psychological interventions for family as a whole. The emphasis is continuously on the cooperation of educational counsellor and school psychologist. It was stated that the number of expert employees of educational and psychological counselling centres is underdesigned (in school year 2005/2006 there were only 631 full-timers). In the Conception there is a request for completion of career guidance system in the network of educational and psychological counselling centres mainly in the sphere of personal strength and preference identification in the terms of vocational and professional choice.

The Conception does not solve problems of transition to labour market. Continuously these questions are left totally in competence of OLSAF. Some projects solving student support in time of transition involving schools and educational and psychological counselling centres could be used as an example of good practice.

II.2.2. Specific topics for the Benchmarks

II.2.2.1. Criteria's for measuring changes in guidance and counselling – Benchmarks to measure the development of the guidance system

Austria

See the documentation “Indicators and Benchmarks for Lifelong Guidance” for CEDEFOP (Peter Härtel) – relating to school and transition.

Czech Republic

There are no direct criteria to measure developments of the guidance system.

Denmark

Following the goals and objectives formulated by the Government when implementing the new guidance system, possible quality criterias could be:

- Visibility and easy access to guidance in all levels of education, during transitions from school to work and between jobs
- Coherence and progression in guidance that takes place in different parts of the guidance system
- An increased number of a youth cohort enrolled in both secondary and upper secondary education
- A decrease in the numbers of student drop out and a decrease in the number of early school leavers

From a career theory perspective quality indicators could be that guidance provision:

- Contributes to widen the individual's perspective on choices at hand (e.g. by working with self-images and identity issues) and enhances individuals' career opportunities (e.g. by focusing on the individuals strengths rather than weaknesses)
- Helps individuals to identify personal goals and equip them with the means to reach them²⁰
- Contributes to remove socially constructed barriers that exist in individuals' possibilities in making free and equal career choices²¹

²⁰ Lent et al. 2002

²¹ Savickas, 2002

Finland

The framework for institutional self-evaluation of guidance provision

The following table is the framework of the national evaluation of career guidance in comprehensive education and the secondary level general and vocational education in Finland 2001 – 2004.

Table 1. Sets of questions used in the national evaluation of guidance in Finland 2001-2002 (Numminen, 2002)

Evaluation of the efficacy of career guidance	
Questions to evaluate the efficiency of career guidance	
<i>Set of questions 1</i> Training provision	How is the student entitlement for guidance identified in the national guidelines for curriculum fulfilled? What is the qualitative and quantitative level of guidance provision in respect to the demand?
<i>Set of questions 2</i> Up-to-dateness and responsiveness	How are the goals and aims of career guidance identified in the school curricula? How does the career guidance provision foreshadow the trends and qualifications in the labour market? How is the entitlement for individual learning programs/paths for students fulfilled? To what extent the students have opportunities to have alternative methods in completing the studies (distant learning, self help materials, competence based exams)? How has career guidance taken into account the functional changes in the educational system?
<i>Set of questions 3</i> Pedagogical organisation, quality of education, networks	How are the guidance services organised? <i>Individual learning programme;</i> How is the ILP created? <i>Networks in guidance</i> How is the co-operation with parents/guardians organised and monitored? How is the cross-sectoral regional co-operation with other training providers and guidance services organised and monitored? <i>Guidance services with specific target groups</i> How are the services for students with special needs organised? How are the services for students with ethnic background organised? How are the services organised during the work-based learning periods in the secondary level vocational education <i>Equality of justice among the students</i> Are students aware the appeal procedures How is the progress of the students monitored How are the responsibilities of the students identified in legislation fulfilled? <i>Evaluation:</i> Has the school carried out self-evaluation of the guidance services?
<i>Set of questions 4</i> Prolongation of studies	Does career guidance have any connection with prolongation of studies? How is the accreditation of prior learning organised?

<i>Set of questions 5</i> Drop-out and school retention	What measures have taken place to prevent drop-outism? To what extent career guidance services focuses alternative plans to complete education, for example to look for another institute?
<i>Set of questions 6</i> Functioning of credit transfer	How is the accreditation of prior learning and credit transfer organised?
<i>Set of questions 7</i> Qualification of staff members	What are the qualifications and competences of school counsellors To what extent they participate in in-service training?
<i>Set of questions 8</i> Physical facilities	What are the physical facilities of guidance? To what extent is ICT utilised?
<i>Set of questions 9</i> Regulations and agreements	How is career guidance defined in school curricula and how is this decision made? What kind of regional agreements/contracts are taken place?
<i>Set of questions 10</i> Management culture	What is the status of career guidance in the school system leadership and management? What is the status of career guidance in the school leadership and management? How are the career guidance services organised regionally? How are the career guidance services organised in school organisations?

Effectiveness of the career guidance services	
<i>Set of questions 11</i> Individual level	How does career guidance foster the student's growth and development, the progress/emergence of their studies skills and their career choice? How are the student's skills for self assessment promoted? How do the students reach the qualifications/eligibility needed for further studies? What is the guidance for further studies like? How is transition to labour market/placement promoted?
<i>Set of questions 12</i> Institutional level	How effectively does career guidance is used to promote the achievement of the goals of comprehensive/secondary level general/secondary level vocational education? How well does career guidance contribute to the functioning of the educational system
Financial accountability	
<i>Set of questions 13</i> Quantity and targeting the resources used for career guidance and how effectively they are used.	What are the total resources for career guidance? What is the student/counsellor ratio? What is the number of full time/part time counsellors? How are the resources allocated to meet the needs of students with low/high performance?

Germany

Based on the actual agreement on guidance and counselling and the formulated goals measurements could be:

- development of concepts for the shared guidance and counselling offers in the 16 federal states
- development of a strategy and concepts in each school based on the agreement between FES and KMK

- the grade of professionalism of the staff offering guidance in schools and in single projects
- the sustainability of the activities and the financial base
- the support, monitoring and evaluation of the activities with research and a theory based discussions.

Due to the complex and heterogeneous structure in Germany, a general question will be the coherence of the system on the one hand and, on the other hand, the fitting between the guidance offers and the individual needs of target groups, e.g. in different school types or regions.

The Netherlands

Improvement in the guidance system can be measured by the number of pupils which changes type or level of education during their school career (transition from prevocational education to vocational training). Better guidance and counselling provides pupils tools to make a better choice in education and profession. Another criterion is the number of pupils which leave school early.

Poland

There is a number of different benchmarks in use. The most common are the numbers or percentages of professionals, of services, of unemployed, of school leavers having a job, going abroad or coming back, etc.

For example 65% of counsellors provided activity workshops for school students in 2000 and over 85% now. About 84% of counsellors gives lectures of vocational knowledge to school students and their parents. Over 30% conduct surveys concerning choice of school and job. They use these data in direct work with youngsters.

Over 64% of counsellors from the Psychological-Pedagogical Counselling Units provide information-training meetings for school pedagogues.

Romania

There are no concrete benchmarks to measure the results of the guidance system. In pre-university levels of education we already said that the counselling is mostly educational (in class) and psychological (individuals dealing with their problems). There are no statistical data to show that due to the sustained guidance and counselling process in school the student chooses a certain educational and professional path according to its desires and competences. But, each counsellor gives to his clients questionnaires to be filled, he solicits a feedback from them, being a more qualitative approach – he makes client's portfolio.

From a qualitative point of view - from the feedback received from the teachers counsellors - we may conclude that counselling classes (although optional) are attended by the student with a lot of interest. Also in each department are organised by the Teachers Houses continuous training courses for the teachers interested in this curricula area. For the year 2006-2007 the number of courses on this particular area were about 6324, from which 5098 in urban regions and 1226 in rural regions. The participants to these courses were about 161500 (headmasters, teachers).

The evaluation of the counselling system is being done mostly from the point of view of the activities held by the counsellors throughout different instruments and reports. The counsellors' activity is evaluated at two levels based on a compulsory form on the same criteria but on different formats. First level of evaluation is self-evaluation and the departmental Psycho - Pedagogical Assistance Centre, makes the second evaluation of the counsellors' activity. Based on this second evaluation the counsellors are receiving institutional grades and bonuses.

There was also a proposition in making an institutional evaluation but it is not too well implemented for the moment.

The activity evaluation form follows a few criteria like: the counselling activity itself (depending on the beneficiaries categories), management, dissemination and marketing activity, taking part in school activities and outside the school. The score obtained may vary from 100 (highest) and 0 (lowest), in four different groups: very good, good, medium, and unsatisfactory.

The institutional assessment chart identifies aspects regarding: human resources, material resources and counsellor's activity. It has the same scale and evaluation groups.

Slovakia

Quality measurement of guidance system in Slovakia has not been elaborated yet. Mainly indicators of performance are monitored; among them usually staffing, spatial, technical and financial arrangement of counselling, number of guidance performances, usage of guidance methods, number of served and satisfied clients are the most important. [Ref. 3]

Measurements are done separately within every sector. Information is not shared and evaluated jointly. There is an obvious deficiency of research activities in the sphere of career guidance and transition to labour market.

II.2.2.2 Indicators and benchmarks to evaluate the results of school and learning activities

Austria

See also the documentation “Indicators and Benchmarks for LLG” for CEDEFOP (Peter Härtel) – relating to school and transition.

Czech Republic

These can be for example:

- graduate survey after one or two years after graduation,
- survey on employers satisfaction with graduates knowledge and skills,
- survey on unemployed registered graduates,
- survey on graduates of vocational school whether they are employed within their field of study,
- monitoring of unemployment rate of young people – job seekers according their profession and schools.

Denmark

From the dominating political perspective the main objectives within teaching and training (and guidance) is to supply the labour market with a workforce equipped with competencies relevant to both present and future market demands. Thus, an objective in career guidance is to help individuals make choices that are „realistic“ and matches both the needs of society and the needs, desires and resources that he or she has²². From an individual perspective, choosing an education can have a wider scope than just the narrow here-and-now job perspective. And choosing a specific job can connect different types of intentions to the individual. For example, it can be intended to be something that one only wants to do temporarily because one, at the moment, is occupied with other things than career issues.

Depending on who is to judge the success possible benchmarks could be:

- Balance between the supply and demand side at the labour market
- An education system that matches both present and future needs for qualifications
- A reduction in the drop out rates in youth education – especially the dropout that takes place in practice periods in companies
- Equal access to a variety of different careers and career paths
- Gaining job satisfaction, e.g. being able to balance life and work

²² The National Act on Educational and Vocational Guidance

Finland

The questions used in the institutional evaluation are derived from previous framework (see above). There are separate questions for comprehensive schools, upper general secondary level education and secondary level education institutes. The institutions can download the questionnaires on their server and after that the students, parents, school counsellors and principals are asked to fill the Internet-based questionnaire by an agreed dead line. After each response the application generates an on-line profile of the guidance according to the following set of indicators:

Access for guidance

- Student/counsellor ratio
- The index of necessity of career guidance Student
- The access index Student/Counsellor/Principal
- The clarity/distinctness of the guidance system in the school S/C/P

The facilities and resources for guidance

- The time allocated to career guidance C/P
- Psysical facilities for career guidance C/P
- The tools and materials for career guidance C/P
- Funding of career guidance C/P
- Other resources (Human Resources) P

The goals and aims of career guidance

- Meeting the goals C

Coherence of guidance services within the school

- Coherence of guidance services within the school C/P

Individual learning programme

- Implementation and realisation of individual learning programmes C/R

Study skills of the students

- Study skills S

Ability for further educational and career plans

- Ability for further educational and career plans S

Client satisfaction of career guidance services

- Client satisfaction of career guidance services S

Prevention of social exclusion

- Means to prevent social exclusion P

Germany

In our opinion, this question is focussing on *competencies*, the school can help to develop, such as:

- Do pupils have a clear picture of the world of work (e.g. jobs, vocational training, study programs, economical issues)?
- Do they have general “cultural” or general competencies that allow to integrate them in a workplace (social competencies, literacy, numeracy and others)?
- Do people have to gain information competence to deal with the mass of available information and to gather relevant information?
- Do young people have an idea of their own life process and career (realistic picture about own competencies, qualifications, strengths as well as boundaries)
- Have young people developed major self-competencies like self-reflexivity, target setting, decision making, biographical self reflexion²³
- Do they have a clear picture about the need of further learning during the life span?

Beside this competence oriented outcomes, we see more *general goals* for the schools and the school system:

- Can the school system provide an access as equal as possible to qualification and as well to the world of work?
- Can the school system and the single school (in cooperation with the vocational training system and the tertiary school system) help to open a direct access to the world of work for as many young people as possible ?
- The other way around: how much drop outs do we have (measured on a local level), how many young people are transformed to the bridge over programs
- What is the enrolment (and duration) for different target groups, e.g. young people with migration background, young people from areas with high unemployment rates, boys and girls and so on).

All these measures need a comprehensive and regional data base and a longitudinal design. A comparison just on aggregate level cannot provide proper information about effects of single activities e.g. by schools or regional projects.

²³ Savickas 2005

The Netherlands

A successful transition from school to the world of work can be measured by the number (or portion) of young people which succeeded in obtaining an enduring job (for example a job for at least 6 months) within short period (e.g. 2 or 3 months) after leaving school.

Poland

The common benchmark used in Poland is the outcome of written examination for the third class gymnasium (Table 1.) and Matura (the mature exam, Table 2.). There do not exist benchmarks for smooth transition of young people from school to the world of work.

Table 1. Percentages of mean number of points from the written examination for the third class gymnasium in 2007.

	Humanities	Sciences	Total
Poland	63%	50,6%	56,8%
Region Malopolska	65,6%	52,4%	59,0%
Country			50,4%
Small town less than 20 000 citizens			51,5%
Town more than 20 000 and less than 100 000 citizens			52,5%
City over 100 000 citizens			57,6%
Krakow			64,7%

There is visible in the Table 1. that the bigger the city the better result of gymnasium examination. The Region of Malopolska gives also a bit higher ratios of young people passing the Matura. In general however the percentage of young people passing the Matura is high and rather stable year by year.

Table 2. Percentages of young people who pass the Matura in 2007.

	Lyceum - general	Lyceum - profiled	Technical secondary school
Poland	96%	81%	82%
Region Malopolska	97%	88%	87%

Romania

There are no indicators or benchmarks to evaluate the results of school and learning activities. Only the professional and technical streams may allow some observation in what it concerns the practical stages and the preparation for entering active professional life well trained.

The research conducted by the LLL&LLG Department of the Institute of Educational Sciences “Monitoring System Of The Graduates Form Life Long Counselling Perspective” at pre-university level revealed the tendency of students to stay in the educational streams or to do both learning and working. Working alone was not preferred by a large rate of students. This was we may say a first step in finding out the students intentions but truly monitoring it is a plan with desire to be extended in all schools.

There are no specific statistical data on access to and usage of information, guidance and counselling services, but the good and weak points of the guidance and counselling system are stressed out in reports made by national or international experts. These reports are highlighting the concrete aspects that the system is dealing with. OECD report²⁴, ETF²⁵ and NICEC/ CEDEFOP²⁶ offer a very good image in how the system has developed from a more qualitative perspective.

In 2006 the Long life learning and guidance department of the Institute of Educational Sciences made a research on *Counselling Needs Analysis From Life Long Learning Perspective* with the purpose to analyse the counselling needs of different categories of actors from LLL perspective. The results allowed identifying the counselling needs and to make some propositions (point II.3 suggestions and remarks).

The basic criteria used in Romania to evaluate the results of the information, guidance and counselling services are quantitative and qualitative:

- Quantitative: number of people counselled, tested, guided etc. individually or in groups (school and university students, adults); number of counselled persons who found employment; number of information materials produced (information about professions, brochures, posters, web sites); number of surveys, studies, investigations, scientific papers etc.; additional financial resources attracted; drafting of promotion materials on the Centre’s image, objectives and services; teaching credentials and scientific degrees obtained by counsellors;
- Qualitative: beneficiaries’ satisfaction; efficient use of available resources (working equipment, psychological equipment, ICT, tests, questionnaires); involving other potential sources of counselling and guidance (the community, representatives of administrative authorities, employers, trade unions); networking; vocational self-education; engagement in professional associations in the field.

²⁴ Bucharest 2002, *Policies for Information, Guidance and Counselling Services – National Questionnaire*, OECD Report

²⁵ ETF - *Review of career guidance Policies in 11 acceding and Candidate countries Synthesis report July 2003*

²⁶ National Institute for Careers Education and Counselling (NICEC) – CEDEFOP *Study on The Qualification Routes and Competences Needed by Career Guidance Counsellors*, January 2008

These criteria are set by the counsellors' community and reflect aspects they regard as relevant for the evaluated activity. Within the boundaries of formally imposed general norms, the expert has a certain degree of autonomy in measuring and evaluating one's work. The tools used have a guiding role and provide the expert with feedback.

The information, guidance and counselling needs of certain communities or specific groups are determined by:

- Directly questioning the target group;
- Studies, surveys, analyses (data regarding customers' expectations from providers of counselling and guidance services or of information are gathered on the same occasion);
- Media analysis, discussions with local authorities, social partners and employers;
- Analysing the main types of requests formulated by previous beneficiaries etc.;
- Needs assessment done when launching a local / regional project;
- Discussions with people trying to change jobs on motives and short / medium term expectations.

Slovakia

Objective oriented indicators:

- deviation from average time of unemployment of school leavers
- expenses on further training of school leavers during first two years of employment
- ratio of school leavers working in the position relevant to the field of study and level of study
- deviation from average wage of the school leavers same category (level and field of study)



II.2.2.3. Criteria's for measuring changes for the better – Benchmarks used to evaluate the guidance provision

Austria

There exist a lot of national surveys about the problems of “early school leaving” but not an official documentation and school pathway documentation.

Czech Republic

There are no benchmarks to quantitatively measure the outputs in the first transition from school to world of work. Some indicators like the above mentioned should be measured. The question is WHO would collect the data and evaluate them (school, local authority, labour office, the ministry, or some of the research institutions) and WHO should pay it.

Denmark

According to the reform in the educational and vocational guidance both the youth guidance centres (UU) and the regional centres (Studievalg) are obligated to report results (quantitative figures) to the local and/or central authorities. The most commonly used benchmarks are factors connected to young people' enrolment in an educational setting and/or student activity and drop out. There are no registered evaluations that directly link specific guidance approaches to outcomes – e.g. initiatives that creates decision making skills or enduring interests or the „quality“ of the choices that are made.

Finland

See II.2.2.2.

Germany

One of the most important changes we need in the first transition is a reduction of those pupils who fault in the transition to the first labour marked, the vocational education system or the tertiary system. It seems to be evident that the bridge over programmes they are entering, are not helpful but make it even worse²⁷. Focussing on this group we can describe some qualitative and quantitative evaluation aspects. The qualitative questions leading to issues like the need of orientation, life planning, clarity of competences, possibilities, interests and so on.

²⁷ Almendinger 2007

The quantitative aspects lead to questions like the duration of the programs and the risk of long term unemployment, the school type or region aspects and the number of school leavers as well as the outcome of specific guidance measures and the reduction of the numbers described. From our theoretical view, the individual aspects (like orientation, reflexivity) and the structural aspects (local labour market) are linked very close²⁸ and can be integrated in a systemic manner.

Some of the other qualitative and quantitative benchmarks that are also relevant for the evaluation of guidance instruments are described in sector 2.1.1, 2.2.1. and 2.2.2. The most crucial point in our view is the quality of the data the evaluation is creating. For example, if we want to identify the outcome of an project in the metropol region “Rhein Neckar”, based on more than 20 schools, it is not enough to make a follow up to count the drop outs afterwards, to measure the duration of job search or to measure the number of break offs in vocational education, we need also a comparable data base. The first method we can choose is to evaluate a test group, the other one is to develop a general regional data base on all this issues. Of course such an data base is not only interesting for the measurement of effectiveness of guidance activities but also on all other activities in respect to education, regional labour market and so on.

The Netherlands

See II.2.2.1 and II.2.2.2

Poland

Most scenarios of direct work with youth concern with developing various skills like:

- Self recognition
- Assessment of own potential
- Getting a proper vocational information
- Decision taking
- Methods for self presentation (in various situations)
- Active job seeking
- Etc.

About 20% of gymnasium graduates choose vocational schools and the rest choose lyceums or technical high schools. Almost all need counsellor’s help. However the benchmarks are very poor: there is about 20 000 gymnasiums and secondary schools and about 1500 vocational counsellors providing service outside and within schools, only.

²⁸ Bandura 2005; Schiersmann 2008



Romania

There are no benchmarks to quantitatively measure the outputs in the first transition from school to world of work. Theoretically the students leaving the pre-university levels of education should have more information, developed competences and values in five main streams, thought in class in the guidance and counselling curricular area:

1. Self knowing and self development
2. Communication and social skills
3. Learning and information management
4. Career planning
5. Life style quality

So, the competences are established throughout the curricula on different levels: primary and general education (grades I-VIII), high school (grades IX-XII, on different profiles: theoretical, technical and vocational) and arts and crafts school (2 or 3 years of school). These competences were recently introduced (2006-2007).

Based on these competences there are no standardised national mechanisms to evaluate the results of the process, so the need for such instrument becomes compulsory in the near future.

Slovakia

Process oriented indicators:

- level of implementation of quality standards in career guidance
- expenses on career education and services
- number of clients and services provided

Satisfaction:

- level of satisfaction of school leavers with content of study, quality of school services and job
- level of satisfaction of employers with knowledge and competences of young workers

Instant criteria:

- study results of pupils
- results in competitions

II.3. Recommendations – topics for discussion

What are consequences for national and European policies and strategies in the field of “school and the world of work”?

Austria

A lot of surveys, documentations and studies for school guidance and transition in Europe exists – e.g. by CEDEFOP, Euro Stat, Refernet, and at national level.

The first step must be, to collect all this data and facts and (before a new study) to make a “meta review”, compare the relevant indicators, benchmarks and facts (not only the “official” European benchmarks!) according to the recognitions of OECD (Transition from Initial Education to Working Life”, Lifelong Guidance Policies etc.) and other sources.

The second step must be, to try to find a common structure for make visible the “hard facts” and the “soft facts” of transition in a comparable way all over Europe.

The third step should be to discover the common principles, criterias, success criteria and obstacles of transition and the specific different aspects in the member countries – especially concerning to the fact, that the performance in the official European education benchmarks not correlates really with the successful transition of young people from initial education to working life.

Czech Republic

There is a need of:

- Better cooperation between the main guidance providers including the legislation and resources.
- Widening on-line information and other guidance resources.
- HE study programmes for guidance counsellors.
- More research in guidance and its contribution to lowering the unemployment and to economy.



Denmark

Regarding the more general issues concerning guidance approaches targeted towards young people' transitions from school to work, the following issues might need further discussion:

- How guidance is closely connected to the current educational policy and/or issues connected to labour allocation - and what influence that has on the individual approach
- How to balance the approach „special services to appointed target groups“ and the objective to individualise the service provision
- The importance of scheduled lessons in careers education and methods and strategies to follow up on the activities involved – e.g. job placement
- The professionalisation of guidance practitioners – versus involving several different help-services in guidance (e.g. untrained mentors)

Regarding relevant benchmarks to evaluate guidance some general issues connected to the understanding of guidance and guidance related goals seem important – like these:

- How to create coherence in the service provision with many different stakeholders with diverse conceptions of what guidance actually is
- How to measure progression in guidance – e.g. that students gain more insights about themselves and the world of work, or learn different approaches to decision making
- How society goals and objectives in guidance are being balanced with individual goals

Finland

Emphasis on cross-sectoral regional practise and policy development in guidance and especially on transition phases.

Germany

What are consequences for national and European policies and strategies in the field of “school and the world of work”?

- Governments (in Germany) need a clearer concept of guidance and counselling as one instrument among others to help young people to be integrated in the society and the world of work.
- In Germany, we need a clear decision about the position of the FES in this issue in the future and a clearer concept about the role of the schools and local initiatives. If

this discussion will start, we need an integration of the different stakeholders in a common process with the goal of diversity and coherence.

- The measures and instruments should be based on evidence and research. A lot of activities we have are ad hoc or following “traditions” and they are lacking systematic evaluation. The establishment of clear benchmarks in combination with local data can have an interesting impact.
- There is a general demand on more professionalism, e.g. staff in schools and in local projects, but also in FES
- The link between general and secondary education, vocational training or tertiary schools on the one hand and guidance and counselling on the other is not strong enough until now.
- We need a more general discussion about modern life paths (participation, freedom, interests, sub-cultures) and demands of the society (e.g. employability, activation social systems). It seems
- to be, that the often postulated integration of these different views is for young people much more difficult or questioned than we describe in the political statements.

Poland

There is urgent need for building a system of vocational guidance in the sector of education in connection with guidance and counselling for adults and people with different disabilities.

At present there is a strong bottom-up movement concerning solutions of existing situation. The activity of this movement concerns in building the structure of the National Forum for Lifelong Guidance. Reduction of the break offs in school or vocational training, faster transition from school to labour market, migration of young people and reduction of social inclusion problems both in Poland and in the member states may be influenced by Polish government as well as the European Commission policies.

Romania

In guidance and counselling there are some directions that need to be exploited on short and long term regarding:

- Extending ICT networks in order that counsellors to have broader access to information, internet access and e-forums etc;
- Intensive training courses to help both teaching and counselling activities;
- Legal cooperation for professionals and common activities;

- Introducing training programs for school managers at Teacher Houses and School Inspectorate;
- Raising the counsellors status throughout legal means and professional authority in the community, salary raises etc;
- Counsellors ability and competences in the educational area in consulting from management and marketing point of view would be needed in their services;
- Romania has the mission to apply the European educational policies in adapting them to the national context, including guidance and counselling services as fundamental wrights of the citizens;
- The lack of instruments and the need in evaluating the results in the counselling curricula, system and process development may be a starting point for an European project to realise a common model of evaluation (such as the USA has – ASCA)

Slovakia

In an new or innovated national strategies of learning it would be suitable to launch co-responsibility of school management for quality and smoothness of school leavers transition by including relevant principles of competition of educational institutions.

Closer cooperation of particular sectors (the ministry of education, the ministry of labour, social affairs and family), institutions (OLSAF, primary and secondary schools, educational and psychological counselling centres, etc.) and companies and firms on state and on regional level should be set as a goal. This cooperation could lead to joint databases, exhibitions and markets operated by employees, regional and state offices and schools. Information and prognosis made by OLSAF could be taken into account by creating, transformation and winding up of particular study branches. Furthermore a conception of career guidance should be developed that would precisely define qualification requests for career guidance counsellors and their scope of employment and that would separate services of career guidance and psychological counselling. Career guidance should become available for everyone who is interested in or is in need of these services. This could be accomplished by making the services more effective and more direct. For example through the screening three groups of students should be defined – 1) those who would benefit from programmes of career education; 2) students that would utilize also informational and counselling programmes and 3) the smallest group of those who are in need of more intense and long-term programmes offering also psychological counselling. It is necessary to widen the offer of programmes utilizing ICT and self-serving and distant guidance.



III. Working Group: School

III.1. General remarks

All young people need access to a range of learning opportunities and specialist support if they are to make a successful transition from school to work, further training or higher education.

Young people and their parents or carers have identified the need for expert career advice, transition support, and a range of learning opportunities, in particular greater access to vocational education and training courses and opportunities to ‘taste’ a job before they leave school (“Early Work Experience”)

Young people need skills in communication, planning and organising, problem solving, teamwork, etc. to get work ready, but also need competences and competences and qualifications to make the successful first step into labour market after school and remain in labour market, at the work place, also concerning to the process of lifelong learning.

Young people should develop these skills while they are at school and make their “early work experience” while they are at school.

Asked questions:

III.2. Questions

- III.2.1. What are the competences and qualifications young people need to make the successful first step into labour market after school?
- III.2.2. What strategies do exist in your country to assist young people to become ‘work ready’ and develop these above mentioned skills?
- III.2.3. How should learning processes be improved to support young people to develop their own personal competences and qualifications needed for a changing world of work and for a successful working and personal life?
- III.2.4. What are innovative examples and good practice for development and implementation of innovative methods and measures in school?
- III.2.5. What are examples and good practice for innovative methods and measures in cooperation of school with the world of work, with companies and other institutions?

III.3. Suggestions / Recommendations

What are the consequences for pedagogical processes in school, for teachers, for learning outcomes? What do you recommend for your country and / or in general / in Europe?

9 countries have answered the questionnaire:

Austria, Czech Republic, Denmark, Finland, Germany, Greece, The Netherlands, Poland and Slovakia.

III.2. Topics

III.2.1. Competences and qualifications that young people need to enter the labour market

Austria

It exists a difference between the formal and the real criteria regarding to competences and qualifications for young people to need the labour market or further pathways for educational and vocational training. The formal criteria are e.g. school marks as a criterion to enter fulltime school pathways at upper secondary level, the “Matura” or “Reifeprüfung” as prediction to enter the university or a formal certificate (Berufsmatura) for an apprentice to get the right to study at tertiary institutions.

The “real” criteria are not quite the same, sometimes clear, sometimes “hidden”.

In general it could be said, that the well none criteria – well educated, good school marks, motivation, clear willingness and ability to learning and development in a job etc. – are relevant.

But in reality we can see, that – especially for young people at the age of fifteen, sixteen to attend an apprenticeship – the especially essential preposition for an successful pathway is the good preparation, early work experience, guidance and coaching of young people at the way from initial education to the next step of vocational education and training within the enterprises.

Czech Republic

- knowledge of ICT use,
- knowledge of foreign languages,
- oral and written language skills both in mother tongue and in foreign language,
- communication skills,
- team work,
- willingness to work,
- flexibility,
- do not have any exaggerating demands and expectations,
- willingness to further learning,
- decorum and behaviour.

Denmark

As mentioned earlier it is difficult to generalise on competence demands on the labour market. Inspired by various career theorist the following key competencies are important when taking the first step into the world of work:

- The ability to judge yourself in vocational terms – e.g. knowledge about your values, resources, goals and priorities (picture of yourself)
- The ability to foresee what choosing a specific job might indicate – e.g. the specific work role (picture of the future²⁹)
- The ability to „read“ and/or meet present and changing demands at the workplace – e.g. the specific performance demands, business values and attitudes (understanding of the actual demands)

Finland

The task of guidance and counselling activities is to support the pupils' growth and development so that they are able to advance their studying capabilities and social maturation, and to develop knowledge and skills necessary from the standpoint of life-planning. With the aid of guidance and counselling, the pupils reach decision making skills on studying, training, for everyday life and for careers on the basis of their own abilities and interests. The purpose of guidance and counselling activities is to boost the productivity of schoolwork, enhance well-being at school, and prevent social exclusion. Counselling also helps promote scholastic, ethnic, and gender equality.

The pupil's smooth transitions during the educational path must be supported through cooperation between study counsellors, their counterparts at upper secondary institutions, and teachers. The cooperation transcends the boundaries between institutions and educational levels.

OBJECTIVES

The pupils will:

- learn independence, responsibility, and self-knowledge
- learn skills in cooperation and interaction
- learn to improve their learning capabilities, to recognize their learning difficulties, and to look for help in problem situations
- get to know various learning styles
- learn to develop their study skills and their skills in evaluating their own actions

²⁹ Super, 1990

- receive support and guidance in different transition phases during, and at the end of, basic education
- learn to look for information and acquire skills for studying, the future, life plans and life choices by using the possibilities offered by information and communication technology
- learn to develop their decision making skills and to carry out and assess their future plans, even under changing conditions
- receive support and guidance in their occupational orientations, including subject, training and occupational choices that transcend gender boundaries
- learn how to obtain information about the society, working life, and entrepreneurship, and come to embrace multiculturalism and internationalism

Germany

It is difficult to draw an comprehensive picture of the needed competencies. Some important aspects (and some are maybe underestimated in school today) are mentioned above in section II.1.1. and section II.2.2.

The more general question is, have the school, and especially the compulsory secondary one in Germany a competence based curriculum, that is not just focused on the thematic domains (literacy, numeracy, science) but also general competences like social competencies and self competencies (see also chapter IV.2.2). This last seems to get more and more important because of the increasing complexity and the ongoing change in the world. To find a place in the world is in our days not longer a question of first transition from school (and family) to the world of work, but a continues demand. Like the captain on a ship, pupil need maps, navigation instruments, a goal (and the will to change a goal if necessary), a habit as the captain and a inner compass. Transferring this picture to competences it is clear, that information and knowledge about domains is not enough.

Greece

The stage of transition from school to the labour market is actually a very sensitive and important period for young people. Actually, most of the times, the real transition is from school to colleges or universities and then to the world of work. Although, there are a lot of young people who work after the school or work in parallel with their studies.

The main problem is that the educational system focuses on providing knowledge and bachelors. The same time students and parents aims just to get a degree. The problem is very obvious in Greece as far as the students, according to the Greek educational system, have to give exams in order to go in to the university and have to select the preferred department of college or university by the age of 17 years old. As far as the exams are very strict, students focus on their lessons and the do not think at all why they are studying, which is their professional scope.

At the other hand, according to a survey in Greece to enterprises for the requested competences, the representatives of the enterprises declare that the candidates are very competitive to the typical requests, for example bachelor and master degrees but they have not developed at all their soft skills.

In a competitive labour market where the 75% of candidates has a bachelor degree, is obvious that the candidate who will make the difference and became employee is the candidate who will have developed the professional and personal soft skills.

At the same survey, the representatives of the enterprises note that candidates have obvious difficulties and problems to be adapted to the work place. Most of the young people have never deal with a lot of things the same time, so they are not multitasked. Some of the key words and most required competences are the problem solving skills, communication skills, multitasking skills, leadership skills, adaptation skills, learning how to learn, and creative thinking, negotiation skills. In addition, personal qualities like responsibility, self-esteem, sociability, self-management, integrity and honesty are considered as precious characteristics.

Mainstream competencies:

Resources management: allocating time, money, materials, space, personnel.

Interpersonal skills: team work, teaching others, serving customers, developing leadership, negotiating and working with people from culturally diverse backgrounds.

Information management: acquiring and evaluating data, organising and maintaining files, interpreting and communicating, operating computers.

Systemic comprehension: understanding complex interrelationships, understanding systems, monitoring and correcting performance, designing or improving systems.

Technological command: selecting technologies, applying technology to the task, providing maintaining and troubleshooting equipment.

In a wider framework, the two basic key words for transition could be the words “adaptation” and “flexibility”. According to recent researches we change about seven jobs during our life and about 15 work placements and employers. As a result, students have to deal with the idea of changing jobs, professions and probably and education.

The Netherlands

- Motivation
- Responsibility
- The giving and receiving of feed-back
- Working together
- Concentration
- Assertiveness

- Problem solving ability
- Taking initiative
- Self image
- Doing tasks independently

Einstein4all is a new project (Leonardo); we are developing the competencies. We can bring in the results of Einstein4all in project “WOW”

Poland

Competences and qualifications young people need to make the successful first step into labour market after school concern mainly:

- recognition of the local and regional labour market
- information about labour market in various European countries
- information about possibilities of apprentices and practices in various European countries
- recognition of vocational interests
- recognition of abilities and aptitudes
- recognition of competences
- soft skills
- achievement motivation
- self recognition and self insight
- etc.

Slovakia

Missing competences of contemporary school-leavers have been stated according to the statements of employers. The biggest insufficiencies are in active knowledge of at least one foreign language (English), management, marketing, informatics, driving licence and knowledge of basic legal relations on labour market, relations with central offices (OLSAF, Social insurance company, tax office, etc.). One of the biggest reservations about school-leavers is lack of practical skills and experience as well as deficit in theoretical knowledge. Often it is required to innovate curriculum according to current news in science and technology. Ability to connect theories with praxis is inevitable. Vocational schools should provide a space for practice of basic skills and working habits e.g. by praxis in companies in the length of at least 3 weeks.

School-leavers should have a positive work attitude, an active approach to problem solving, independence and communication skills. They should be able to solve conflicts with co-

workers and cooperate in a team. School-leaver should be capable of proper self-presentation and have ability to communicate with potential employer.

Students should start with establishing both formal and informal contacts with potential employers already during studies (with help of praxis, excursion, discussion sessions with employers in school, attendance of markets and exhibitions).

III.2.2. Strategies used to assist young people in becoming 'work ready'

Austria

E.g. in the long term general education ("gymnasium") there exist no common strategy for preparing young people "work ready", because the main aim of this school type is, to prepare young people for further education at tertiary level.

In the "Hauptschule" is mainly the aim to prepare young people within the subject "vocational orientation" to make a choice between further fulltime school or part time school (apprenticeship) education and training (including the choice for an additional school year at ninth grade).

Additionally exist a lot of supporting structures and services for special questions, e.g. for young people with special needs ("Inclusive Vocational Education"), gender topics and additional relevant aspects.

In one school type (polytechnical school – prevocational school") is the main aim of the whole school year at ninth grade to prepare young people to enter an apprenticeship placement, which fits to the own talents, perspectives and interests.

This school type is the only one with integrated longer phases of "early work experiences" for young people within real enterprises as a part of the school program.

Czech Republic

- Development of key competencies of pupils and students. Only the practice will show to what extent it is good that each school is choosing its ways and means. There is a danger of formal attitude.
- Exercise of interviews, visits to career fairs, writing of CV and personal letter, training of self presentation, assertivity.
- Education should include also training of model situation for charitable professions.

Denmark

As described earlier pupils in compulsory schools are being taught in topics related to the world of work as well as study trips to local businesses are made by the schools. Also the „Bridge-building-courses“ mentioned earlier are activities that aim at learning more about the life after compulsory school. Most of these activities focus on gaining information about different lines of work.

The most important activity to help pupils get a hands-on experience from the world of work is the „in-company training“ of 1-2 weeks duration, which they are entitled to participate in at the upper grades of compulsory education. The vocational education system is organised as a sandwich type of education which alters between school periods and practical training at the company.

In this way the student also gets a „real- life experience“ about what it means to be working as a skilled worker. In some of the courses at upper secondary level students participate in „on the job training“ for some shorter periods of the course.

Finland

Guidance is a student entitlement which is defined in the legislation on education. See the details above in question III 2.1.

Germany

Until now it seems to be, that the curriculum discussion, even in the guidance context) do not have a clear picture how to enable young people to develop such competencies. There are plenty of instruments we described in Section 2.1.2, but these measures are much more instruments to provide young people with information but to help them to develop competencies (or to use an old term: personality).

The newer approaches mentioned in section 2.1.3 (e.g. school firms, practical experience in firms, cooperation between schools and the world of work) are much more devoted to help youngsters in developing such competencies.

Greece

Career Counselling in Greece is provided at schools as lesson, for one time a week at two classes (about 15 and 16 years old). Unfortunately the lesson is focused on the educational information. Students have a book for career counselling with several exercises where there are some topics about the labour market, the job interview and the construction of cv's. The main problem is that the development of skills is not a lesson, is a guidance process. Although, career counsellors focus on giving information about the educational institutions mainly. In a

political and official framework there are no strategies to prepare students to get into the labour market and to develop the requested soft skills.

At universities, there are some strategies for students, like role playing for a job interview, case studies, training in difficult situations etc. These services are provided in to career offices in individual sessions or in group seminars. The same time, some departments of universities require 6 months training in order to get someone the bachelor. During this period of work in work placements (relevant to the studies) students learn and “smell” the work placement. Unfortunately the quality of this training it is not high and at the other hand training does not concern all universities’ departments.

At the other hand, a lot of effort has been made to develop alternative curricula which involve more than a lesson to a subject. As a result, students learn to combine a lot of topics under a subject and deal with different tasks. This strategy involves in a way career counselling and promote soft skills and personal skills development.

The Netherlands

Einstein4all

Poland

Strategy of education within the system of school subjects:

- At the level of gymnasium there is introduced the subject “Przygotowanie do aktywnego udziału w życiu gospodarczym” – preparing to active contribution to economics’ life as one module of Social Education,
- At he level of vocational schools there is introduced the subject "Przedsiębiorczość" – Entrepreneurship,
- At the level of lyceum there is introduced the subject "Podstawy aktywności zawodowej" – basics of vocational activity as an interprofile course

Strategy of counselling within school:

- Introduction of vocational school counsellor

Strategy of counselling outside school:

- LLG professionals working in County Labour Offices
- Counsellors from the Psychological-Pedagogical Counselling Units
- Counsellors from the Volunteers Work Camps
- Counsellors from other institutions (private, social, etc.), which provide vocational guidance for school students

Slovakia

Unfortunately, there exists no unified and complex strategy for preparation of young people for the world of work in Slovakia. Only separate projects made and accomplished by schools, employers, educational and psychological counseling centers or OLSAF work on enhancement of school-leavers readiness for praxis. The Government deals conceptually only with some chosen spheres, which have the potential to improve the above-mentioned skills and abilities of young school-leavers.

According to the Conception of foreign languages teaching in primary and secondary schools, which was approved by the Government in 2007, study of one foreign language should gradually become obligatory from the third grade and study of the second foreign language from the sixth grade at primary schools. Study of two foreign languages should become obligatory in all types of secondary schools by 2016.

The Government has approved the Strategy of use ICT in regional education in 2008. Its aim is to bring Slovak education closer to modern ones. [Ref. 4]

III.2.3 How should learning processes be improved to support young people in developing their competences and qualifications

Austria

In principle all learning activities at school or other fields of life should have the aim to discover talents, competences and interests of young people, to give motivation and options to develop this talents and competences and to find out points and accesses in the world of life and work to make a next step into further education, training, employment and life.

Especially all subjects and learning offers should keep in mind the possible connection to applications in real life.

Some aspects should not be the “content” of learning, but a “principle” of learning processes, so e.g. to recognize own strength talents and potentials, to find out way for developing own personality, which fits to the personal structure and to possible accesses to employment, and to combine enjoying learning activities and afford and target orientated hard work. It’s quite simple in sports and music: If you find out the fields within young people could be find her qualities, they are mostly willing to work strongly to improve their quality and to became real good in this field of sports and music; it should be the same in all other fields of education and qualification regarding to possible access to employment and further pathways of education and life.



Czech Republic

- Appropriate and flexible system of LLL with strong base in basic and secondary education. For this situation have to be trained teachers not only by their university degree but also by further training that reflect the changing external conditions.
- Continuously up-to-date learning according the conditions at the labour market, narrower cooperation with employers, practise in firms.
- Increasing demand on responsibility of one's own behaviour.

Denmark

From a view point of guidance, career learning activities must become a more integrated part of compulsory school curriculum and preferably have the same status as other topics like language and mathematics. The specific content of careers education should be aimed at developing children's' and young people' ability to choose and handle their future career. Among several others, the British researcher Bill Law has suggested a framework for compulsory schools work with career learning. In his model, called DOTS³⁰, the following areas of competences are being suggested:

- Decision-making skills
- Opportunity awareness
- Transition skills – and
- Self-knowledge

In combination, working within these areas should help children/young people to become ready to make choices that are more consistent with their own wishes and goals.

Finland

The principles and division of labour among the different players in guidance and counselling activities are to be defined in the local curriculum. The curriculum must include a description of how cooperation with the local labour market and business community is implemented at the level of the entire school's activity. Classroom visits by labour market representatives, visits to workplaces, project work, the use of different sectors' informational materials, and an introduction-to-working-life periods make up the central part of this cooperation. The instruction in the different subjects is to include modules that connect the knowledge and skills provided the subject to the demands and possibilities of working life.

³⁰ Law, 1999

Germany

What is often missing from our point of view (also in the newer approaches) is a component of self-reference, or biographical reflection: “What says the experience to me?” “What are my thoughts and decisions from what I have seen”. The old formula “occurrence plus reflection leads to experience” is still true. This demands also an integration of questions of values, life plans and so on into the guidance process. Good practise in this aspect can be the integration of reflection-portfolios in the learning process.

At the moment, for many of the young people the view on the future is directly linked to uncertainty and anxiety. For them, this is their cultural capital they get. To change such a view and such a perspective, it needs stable relationships and authentic adults. In the families, this function is often not longer fulfilled. This leads us to the demand of guidance practitioners, teachers and social workers who can realize such a demand.

Greece

The ability to learn how to learn is one of the key words to succeed someone to be adapted to new environments and work placements. Critical thinking, problem solving, flexibility and multitasking are the required skills at the new world. All teachers and parents can become a kind of career counselors. Each experience or lesson can become an opportunity to learn and develop personal competencies. The way of learning should be based on personal critical thinking and not on given knowledge.

The Netherlands

First train the teachers in these skills and way of working. Hell of a job, they have been trained to give lessons..... To develop the competences it has to be part of the whole week program, integrated in the “lessons”. The teacher has to become a guider! I’m not very optimistic about the feasibility of changing this role. In teacher academies it is still a minor part of the curriculum!

Poland

There is necessary to introduce more hours of courses from subjects like *Entrepreneurship* or *Knowledge of Professions*. There is also necessary to introduce cooperation of vocational guidance professionals in schools. They should provide a service outside schools and partly inside, like group counseling. The lifelong guidance counselors could also give lectures and trainings for school students.

The necessity of special preparation of teachers and counselors follows the mentioned issues. Some support were done by the Ministry of Education for teachers of gymnasiums. The received a portfolio *School and Vocational Orientation in Gymnasium. The Role of Teacher*.

The teachers of subject *Entrepreneurship* should graduate a postgraduate study, which should include at least one module of vocational counseling in its curriculum. There is also necessary to introduce eng cooperation of LLG professionals with school teachers.

Slovakia

One of the most important assumptions for the future success of school-leavers in labour market is the right career choice. However this is made in the age that is not optimal for such a serious decision. Therefore it would be appropriate to accept a rule about the "right for mistake" – student should have the right to change his/her vocational choice after first grade in a secondary school and to start at another school without any unnecessary consequences. This right could be utilized by those who overestimated as well as underestimated their abilities. [Ref. 5]

There is also something else to be changed in vocational training and that is understanding of this process as a certain age concerning. Taking into account contemporary pace of development in technologies it is impossible to assume that after finishing 3-5 years of training students are done with education forever. Schools should therefore lead their students to a bigger interest in life long learning and offer courses to their former students.

A new subject – Introduction to the world of work – should be introduced to the curriculum of secondary schools. Its aim is to raise a labour law awareness of students as well as to provide vocational information and to prepare students for job search or self-employment.

One of the most crucial measures in vocational training should be making the obligatory praxis more effective. Nowadays it is quite common that students on their vocational praxis are used for non-qualified jobs and often they do not get a chance to practise their skills and knowledge. One possibility how to set it right is employing of job shadowing or job sampling, which could serve as an alternative praxis. Foreign internship and exchange visits could be very helpful, too because students could acquaint themselves with new and innovative practices in other countries while improving foreign language. Curriculum should be created in cooperation of schools and companies in the field. Teaching would that way get closer to the real needs of praxis and involved companies could become potential employers more available to school-leavers. According to a partial research from the field of chemical industry [Ref. 6] most potential employers are willing to such cooperation. Simultaneously recent but most of all future needs of labour market should be taken into account while creating load (scope) of field of study. Studies that produce narrow specialized experts should be reduced. [Ref. 7]

Increasing of ICT skills of school-leavers could be promoted by informatization of education – utilizing of ICT in different subjects of vocational training. This could be done only through better technical equipment in schools and higher ICT literacy of teachers.

Sphere of personal skills could be supported by school, too. There should be a space in learning process in which students would have opportunity to present themselves e.g. by presenting their projects within lessons, markets or exhibitions and so on. Teaching methods supporting independency, creativity and teamwork should be matter of course.

III.2.4. Innovative examples from schools

Austria

A special recent development is the so called “new comprehensive middle school” (“Neue Mittelschule”) in Austria, as an innovative approach to find a way behind the early selection of young people after nine and the half year into two school pathways.

There is a complex and differentiated program behind this new school type, starting with the school year 2008/2009 – in nearly all provinces of Austria at about 65 places. Detailed information are described within the official documents of the bm:ukk and the Expert Commission of the Austrian Federal Government.

Denmark

At vocational schools students at some courses are working at the school with projects like „create your own business“. These projects enhance students’ ability to understand the complexity of the life in a business and that many different job roles can be involved in every type of business. Apart from teaching the students specific competences as, for example business administration, the students also gain insights into many other areas of the business life – e.g. development, sale and production

Finland

The objective of cooperation between the school and the working and business communities is that the pupil obtains information about vocational fields, vocations, and working life and acquires ideas for entrepreneurial activity. Introduction-to-working-life periods are to be organised for the pupils as a basis for their educational and occupational choices, and to enhance their respect for work. The pupil must be able to gain personal experience with working life and vocations in genuine work environments. In connection with the introduction to working life, the pupils are to be given a chance to evaluate the information and experience they have acquired. The curriculum is to include a plan for arrangements for the introduction to working life.

Germany

School firms are a form of vocational orientation which have developed in the last years, especially in the secondary one school forms (Hauptschule, Realschule). The concept of the school firm is not new but today, it gains more importance. The development of a school firm at a school depends more or less on the initiative of single teachers or school classes. Some good examples and discussions can be found on the internet source of the conference “School, economy, sustainability – strengthen the weak” which took place in 2006 (dbu.de).

The source <http://www.schuelerfirmen.de/> gives access to more than 250 school firms in Germany as well as information alluding this issue.

Greece

The last few years the school, the curricula and the teachers have been adapted in a more effective way to young students' needs. The important thing is that career counseling and personal development it is not a lesson or a session, it is a process, a procedure. In addition, most of the times great importance has the way that measure implemented and not only the measure. One of the most innovative and effective methods is the visits in enterprises. Students are visiting enterprises and "watch" professionals in their every day job life. This is a great opportunity for students to learn about the real working life, to observe the professionals and to be more aware of the real world of work.

Another effective method is the combination of vacations with personal training. For example a three days campus where students play, learn and develop their selves. Students learn to play and live with others, play games, exercises and activities for personal development.

The official curriculum, at the moment offers one lesson, just one hour per week. The same time curriculum tries to combine personal skills into specific thematic areas to ordinary lessons, like literature, maths etc. The truth is that this method, even if is very interesting, at the moment doesn't seem very effective.

The Netherlands

See the movement we try to realise by the einstein program. Start with training of these competencies (key-skills, life-skills, what's in a name) in the secondary schools and continue this in the schools for vocational education (an ongoing learning process).

It's new for us, we are only in the beginning of this process.

Poland

More and more schools cooperates with the National Forum for Lifelong Guidance. Experts from the NFLG provide courses and trainings for lifelong guidance practitioners and professionals. Hitherto about 1,000 counsellors were trained but only few of them were school counsellors because in general there is a small number of them in the whole country. The other professionals try to help schools. However, there is a regulation of the Ministry of Labour and Social policy that do not allow the counsellors working in County Labour Offices to deal with the school students.

The innovative methods and measures are introduced like:

- Individual Action Plan,
- Township of Vocational Interests – the method based on the John Holland theory,

- Questionnaire of Entrepreneurial Abilities,
- Achievement Motivation Scale
- ECENT questionnaire

There is also a great role of the Country Centre for Supporting Vocational and Continuing Education, which inspires, prepares and coordinates activities related to professional development of teachers from vocational schools and schools for adults. It prepares and executes educational ventures related to the stages of educational transformation in Poland. Its vocational guidance department provides the following activities:

- o Prepares the staff for the guidance and counselling system in the area of vocational and continuing education.
- o Prepares publications supporting vocational counsellors.
- o Implements the National Resource Centre for Vocational Guidance/ Euroguidance Network Project within the Leonardo da Vinci programme.
- o Publishes information in PLOTEUS - Portal on Learning Opportunities Throughout the European Space.

Implements the Compilation and Dissemination of Didactical Resources for Students' Career Planning Project as part of the European Social Fund - Sectoral Operational Programme of Human Resources Development.

Slovakia

CLIL – Content and Language Integrated Learning – It is an educational method of teaching of a non-language subject by foreign language. It is employed in Business Academy in Hlohovec from school year 2006/2007. It contributes to better linguistic knowledge of students. [Ref. 8]

Engineering training college of J. Jonáš has a history of innovative projects concerning language teaching (project - **Mobile language laboratory**) and vocational subjects (internship for students done in cooperation with Czech, Austrian and Hungarian schools). [Ref. 9]

Programmes of Junior Achievement are intended for schools of all types and their students as optional subjects approved by the Ministry of Education or as spare times activities. They are free of charge including methodology, textbooks, lectures, workshops and internships for students. Aim of these programmes is to provide economic basics by experiential learning. They should support independence, responsibility for one's own future, ethical decision-making and create a realistic image about the world of entrepreneurship. Utilizing of ICT in these programmes is very useful, too. [Ref. 10]

Vocational Secondary School of Clothing Puchov has joined the **project E-fashion** that was executed by variety of organisations in seven countries. Aim of this project was to integrate the use of IT and multimedia into vocational education and training of fashion and textiles design. [Ref. 11]

III.2.5. Examples of good practice and cooperative methods

Austria

A special example of good practice is the so called “polytechnical school – prevocational school” at ninth grade, for young people, which have in principle decided to attend an apprenticeship training after compulsory school. In this school young people is not only orientated and prepared for the next step of education and training, there exist also a lot of possibilities and options to have access to “early work experience” within enterprises, most of the placements of apprenticeships are an result of the context between young people and enterprises during this “early work experience” practices.

Detailed information about this school type and the special offers in Härtel / Kämmerer: Berufsüberleitung in PTS, Graz, Wien. 2007.

Czech Republic

Training of self presentation and possibility of cooperation with personal agencies and employers – not only lectures.

Denmark

Some of the most innovative approaches are taking place in the vocational education system. At some courses competitions are held among students and in cooperation with local companies. For example the competition could be about how to restructure the production line, or change a specific product to make the business more competitive and/or more productive. At some courses at secondary level students also participate in „real-life“ tasks that have been handed over by local companies. These vary a great deal in both scope and content, depending on the specific course, but could for example be the development of a new product or device for a production line.

Finland

The objective of cooperation between the school and the working and business communities is that the pupil obtains information about vocational fields, vocations, and working life and acquires ideas for entrepreneurial activity.

Introduction-to-working-life periods are to be organised for the pupils as a basis for their educational and occupational choices, and to enhance their respect for work. The pupil must be able to gain personal experience with working life and vocations in genuine work environments. In connection with the introduction to working life, the pupils are to be given a chance to evaluate the information and experience they have acquired. The curriculum is to include a plan for arrangements for the introduction to working life.

The "TET-tori", Web-based resource-center for period of work experience, was developed in co-operation with regional comprehensive schools, companies and secondary level vocational training institutes and upper secondary general education. The TET-tori builds on the needs of individual students looking for information on placement options in enterprises. The companies themselves maintain the information needed to students and the schools. The system includes the main legislative documents needed in the process. It provides the vocational schools opportunities to link their training provision with the job placements available. It includes also materials how to integrate this introductory period in the local career education programmes. System has also features to support placement for summer jobs for students. This framework as such can be duplicated as an empty platform and only the regional information should be fulfilled by local experts and companies. From that perspective this illustrates how ICT can be used in managing the whole regional guidance provision, not only information in individual guidance process. This makes the whole guidance provision more transparent for the students, parents, providers and companies. The use of this system is a comprehensive content in career education sessions. More than 3000 enterprises in Finland are already as registered users.

Germany

A project we are accompanying in the moment is the school project KÜM in the metropol-region "Rhein-Neckar" (Cities of Mannheim, Heidelberg, Ludwigshafen and the region around). For this project, in more than 20 Schools extra guidance stuff is integrated. The guidance stuff support the young people for the last two years. They are helping them with individual and group sessions, information, interest-tests, skill development for the transition, preparing applications and so on.

The project maybe can be "good practice" because of the duration of the "learning process", the establishing of special guidance professionals in the schools and the strong cooperation between the schools and the regional world of work. This cooperation is based on the strong connection between all social partners in the metropol region. The guidance stuff in this sense has the role of a networker and a case manager who brings the instances together which can be helpful for a single youngster. The project and its outcomes will be evaluated by some benchmarks, especially the duration for the first transition, the rate of drop outs and the number of break offs in the vocational training. The examples in chapter IV are also examples of innovation in school.

Greece

The gap from school or anyone else educational institution to the world of work, still remains a problem. There are two axes, the information for the labour market and the preparation, the development of the personal characteristics for the world of work. The part of information includes information about different jobs, the every day life of a professional, the difficulties the studies required, the perspectives etc.

The same time students observe a real work place and realise the importance of some soft skills, like multitasking, problem solving, team working, time management, leadership etc. The part of realisation of these skills is the first step of personal development.

Regarding the development of these skills, career counsellors via interactive exercises and activities in individual or group sessions can train students.

The same time “Career Days” can help students. Professionals from different fields discuss with students about their jobs and students learn the details of each job. The placement for one or two weeks in an enterprise is one of the most effective ways to link the gap between school and world of work. Students “work” for some days in a company and live the every day work life.

The Netherlands

- Ambassadors network captains of industry, talking about education
- Working group education and labour market; delegates from different schools and different companies who try to make connections to school-labour market and the other way around.
- Staff of companies give lessons in schools.
- Einstein4all: cooperation municipality/schools/companies

Poland

- A lot of different kinds of apprentices offered by employers direct to schools.
- More and more projects at regional, country or European levels allow schools to start and develop a cooperation of school with the world of work, with companies and other institutions.
- Joint actions, organized by companies, Kuratoria with schools and other institutions, like Work Market to promote both the companies and school students as potential workers
- A very good examples of good practice for innovative methods and measures in cooperation of school with the world of work, with companies and other institutions are Academic Career Bureaus, which are present at almost all universities in Poland.

Slovakia

Successful cooperation of school (Vocational Secondary School of Electrotechnics) and company (Volkswagen SR - VW SR) is presented by Centre of practical training, which has been established in 1996 by VW SR. This Centre provides possibilities for students to gain expert knowledge with the help of employees of VW SR right during the industrial process. [Ref. 12]

III.3. Recommendations – topics for discussion

Austria

- Pedagogical processes at school must have strongly connected with the changing situations in society and the world, including the world of work, especially in time before the interfaces and decisions for individual transition.
- The resent, proposals and suggestions for change and further development of school and pedagogical processes in school for teachers, for learning outcomes etc. you can read in the second interim report of the Expert Commission of the Austrian Federal Government – it's a pity, only in German ...

Denmark

Regarding teaching and learning at schools with the objective to prepare young people for the world of work the following issues might need to be addressed:

- If and how we are able to generalise what competencies young people need to become employable and/or self-employed
- How different activities enhances young peoples understanding oft he world of work (picture of themselves and their opportunities)
- What is actually at stake when choosing a career and what consequences that should have on the career education that takes place in compulsory schools and further on

Finland

Guidance should be a compulsory component in curricula during comprehensive education. Focus should be in career management skills as identified a priority in the 2004 EU Council Resolution on Lifelong guidance

Germany

- until today, it is still a lack of curricular based and professional guidance activities in German schools
- the project and other good practice (like the ones described) are rather models in the moment but they are not established in a broader sense
- in respect to this but also to other issues (e.g. teacher training, network management) a clearer definition of competencies and financing on the regional, federal and national level is necessary

- on the level of educational practice we need more and better educated professionals in school and in other related institutions. The understanding of the educational process as a comprehensive task, including developing “life-competences” is underestimated in the curricula as well as in the teacher training.
- in terms of learning outcomes we should rise the question, if our orientation on single domains should be changed into a orientation on more complex competencies, including aspects of values, social competencies, motivation and other.
- the cooperation between school, social work, employers and other stakeholders should be strengthened in future.

Greece

At the moment, Greece is at the beginning of developing a career counselling programme for students. The main problem is that there are not experienced career counsellors, at the one hand, and at the other hand, there are not an adequate programme for career counselling. Each effort seems to be segmental and flabbily coherent with the real students’ needs. According to surveys, it is very important and useful in each lesson to involve cases about the labour market and every day work life. For example, at the lesson of maths, some problems could describe a balance sheet of a company, in order students to become familiar with these data.

For Greece, it would be necessary to change the mentality and the idea that people have about career counselling. People still deem career counselling as a luxury, as their priority is to just to get into the university and obtain a bachelor. The last years, things have changed and students and parents have realised the importance of career counselling.

Overall, the main problem in Greece and maybe in whole Europe is the general philosophy that people have about career counselling. This philosophy penetrates the official curricula and just little steps have been made in order to change the situation.

The Netherlands

Training staff at schools (make them guider of learning processes), change the curriculum of teacher academies.

Poland

The lack of system for LLG in country will have serious consequences for pedagogical processes in school, for teachers and for learning outcomes. Separate work of school pedagogues, school vocational counsellors and teachers is present since years and one can observe the consequences: unemployment rate, youngsters going abroad for work, young people at risk of being social excluded, etc.

The recommendation both for Poland and for Europe is clear: there is a great need to develop lifelong guidance system in each member state and across Europe as a real tool for implementing the national system for LLL.

The best way to achieve it is development of National Fora for Lifelong Guidance in the member states and the European Lifelong Guidance Policy Network. However, the Polish experience learn that it will never happen if the bottom up social movement will be overlooked. The governmental initiatives must be recognized and accepted by social partners. Otherwise even the best initiatives of EC will be in vein.

Slovakia

We could agree with recommendations of OECD report from 2007. Main points are:

- To improve participation of enterprises on creation of curriculum and on funding of vocational education. Participation of funding of VET is quite rare in Slovakia. Financial participation would guarantee better correspondence of skills acquired and expected on the labour market.
- Implement efficient apprentice training. To use dual apprentice training or similar system of training on the real working place in enterprise. Experience with dual VET system shows this could be good way how to make transitory process more smooth.
- Support to non university tertiary education. Slovakia is missing less theoretical shorter tertiary education with better vocation orientation similar to other European countries.

[Ref. 13]

IV. Working Group: Transition

IV.1. General remarks

Transition from School to the world of work is an approach that provides learning support to young people as they move from school to work. It encompasses the entire range of learning and training opportunities, and career development and support mechanisms available to young people in the post compulsory years.³¹

Industry Economy, employers, parents, schools, peer groups and the community all play an important role in helping students make a successful transition from school to the world of work.

“It is becoming increasingly important for industry and employers to engage with schools to establish partnerships so that young people are ‘work ready’ when they leave school. Increased engagement will also assist schools in meeting industry and employer expectations of school leavers.”

Like we discussed in Vienna, there are a lot of key factors to make a smooth transition from school to the world of work. Concerning the theme of the next conference we decided to have a closer look to the issue of “Youth friendly Society / Youth friendly Economy” a key factor to build and strengthen local partnerships between schools, industry, business, town/community councils, training organisations, students and teachers for “early work experiences” for young people and interactive activities between schools and the world of work.

Asked Questions:

IV. 2. Questions

- IV.2.1. What are the most relevant changes in the world of work?
- IV.2.2 What are the needs and demands in the labour market, in companies, at the work place addressed to young people and vocational start-ups?
- IV.2.3. What are the most relevant competences and qualifications to remain in labour market, at the work place, also concerning to the process of lifelong learning?
- IV.2.4 Is yours a youth friendly society and youth friendly economy? Please mention 3 points or arguments to support your thesis.
- IV.2.5. Exists a working network between schools and political stakeholders, public institutions related to the WOW like labour offices etc. and social parts (Trade

³¹ Based on: “SCHOOL TO WORK TRANSITION, STRATEGIC PLAN, 2007 – 2009”, October 2006
Employment and Training Division, The Northern Territory (NT) Government, Australia

Unions etc.), representatives of entrepreneurs' organisations in your country on local and regional, national level? Please describe the network and the way of function. Who plays the leading role? Is the network informal or formal (legal)?

IV.2.6. What is your personal experience with companies, HRM, professionals, workers etc. to get in contact and in cooperation?

IV.2.7. Can you give as a good practice of creation of networks and a special activity performed by networks? Please describe it in a short way (a format for good practise with all details will follow).

IV.3. Suggestions / Recommendations

What are your personal suggestions and recommendations for the system of transition in your country and / or in general / in Europe?

11 countries have answered the questionnaire:

Austria, Czech Republic, Denmark, Finland, Germany, Italy, The Netherlands, Poland, Romania, Slovakia and Spain

IV. 2. Topics

IV.2.1. The most relevant changes in the world of work?

Austria

- Additional to the European wide well known aspects – quality, flexibility, mobility, qualifications, basic competence, etc. etc. ... - are especially the following aspects highly relevant.
- Increasing number of more flexible jobs, no fix duration
- There is no possibility to make a decision for the whole life
- Needs not only for skills, but for competences
- Entre- and entrepreneurial skills
- Need for a minimum level of basic competences
- There are no more fix described jobs and positions, but possibilities for the access to labour market, combined with the option to develop within the labour market, either in the first enterprise or in another
- More and more start ups are not real “fix jobs”, but the starts in projects, in so called “flexible jobs”, etc., but this gives young people the chance to show their competences, to learn and to find the next access

Czech Republic

- Quick changes of qualification requirements that happened also during employment,
- Demand on a high level of legislative awareness of job seekers when they are entering into employment contract,
- Demands on foreign languages, self awareness, flexibility, travel and mobility requirements.

Denmark

In Denmark, as in other EU-countries, the most evident change in the world of work is that the qualification demands have become more fluid, changing and unpredictable, due to the general economic development and the continuous changes on the demand side. Denmark has undergone a rapid transformation from an economy dominated by agriculture to more diversified business conditions.³² This transformation required many new types of education and training and, as described earlier, comprehensive reforms have taken place in the education system in order to address these changes.

Though it has become increasingly difficult to foresee or predict future qualification demands, policy makers tend to generalize these, in favour of the demands held by specific segments of

³² Thematic review, OECD 1998

the labour market, e.g. ICT-businesses or other highly developed companies. The British researcher Helen Colley draws a somewhat different picture of the present demands when referring to the fact that: „Hairdressing, warehouse-keeping and shelf-stacking are three of the fastest-growing occupations in the UK“ ³³. This implicates, as she states, „a rather different face on the ‘choices’ on offer“, but it also calls for a more diversified approach when trying to interpret labour market demands.

Finland

Today’s society is often depicted in terms such as the information society, knowledge society or network society to describe essential features characterising its current developments. The most visible element of this new society is naturally the rapid development of the information and communication technology and the fast increasing amount of information. Furthermore, the growing production of knowledge, increasing networking between organisations and individuals, and changes in occupational structures and contents of work are typical developments of the information society.

The conditions of knowledge production have also changed. New kinds of industrial production are dependent not only on new information technology but also on new kinds of expertise. Many organisations have become knowledge intensive innovation centres in which collaborative work, networking, and transformative and creative learning have become key concepts in organisational development.

Table 2: Trends related to the working life in information society and corresponding qualifications of employees. (Tynjälä, 2006)

Characteristics of work in the information society	Key skills and qualifications
The development of information and communication technology Globalisation	Computer skills, media literacy, critical thinking problem-solving skills, adaptive expertise Language skills, cultural knowledge, tolerance, ethical attitude, adaptive expertise
Continual change, complexity and uncertainty	Learning skills, reflectivity, flexibility, adaptability, internal entrepreneurship, boundary crossing skills, ability to handle with pressures and uncertainty, progressive problem solving, adaptive expertise
Networking, teamwork, projects	Social skills such as oral and written communi- cation skills, cooperation skills, representation skills, boundary crossing skills, work process knowledge, adaptive expertise
Symbolic–analytic work	Abstract thinking, system thinking, knowledge use, experimentation, innovativeness, vision, progressive problem solving, adaptive expertise
Person-to-person services Routine production services	Social skills, adaptive expertise Loyalty, punctuality, routine expertise

³³ Colley, Helen 2004

Germany

The description of the changes in modern society are legion. Some of the major changes are described for the German educational and vocational sector and for lifelong learning are for example described by Schiersmann³⁴.

For our context we want to outline some concrete problems:

- In the world of work and in social life in total, one of the most crucial problems is the gap between different social groups and their possibilities to participate in cultural, social and economic life. More concrete, it is the difference between the chances to participate in well educated, well paid jobs and branches or not. Guichard made here the distinction between “core employees and peripheral employees”³⁵. This gap grows. Whereas in former periods (until the 1990s) the industry (and other branches, e.g. building industry, public services like Telecommunication, Post, Railway) absorbs a huge percentage of the lower educated group and give them a long-term perspective, this is not longer the case today. A lot of the not well /poorly educated or trained people can’t enter the normal employment system or work in precarious jobs with low payment.
- Beside of changes in the economic situation and the social system, an important reason for the demand on better educated people lies in the general changes in the production processes. These changes lead to a demand on higher qualifications, technical but also social. From the view of the industry, a lot of the youngsters are not able to cope with that. One reason might be, that schools often can’t educate the general competencies in a proper way. But the other side of the medal is a kind of an elevator effect: The education system develops, but the demand from the world of work develops too, maybe faster. And: The negative effects are higher for the lower educated population but for the higher educated. E.g. a lot of vocational training positions which were occupied in former times by people with secondary one (Hauptschule, Realschule) today are occupied with people from secondary two/baccalaureate. (General Gymnasium, technical or economic matriculation).
- Another aspect is, that in today’s world of work the employees are questioned to show a high willingness for engagement in the job, a high commitment with the firm and the own “career”³⁶. This is not new for the high educated, but it is a new demand for lower educated occupations³⁷. But if we look to the youth culture, it seems to be, that such a habit is not interesting or reachable for all. In an actors-theoretical view ³⁸ such a habit is a co-production between the institutions of the society and the individual. The thesis is, that that part of the young people who expect to be on the “loser-side” of the game search and find other cultural fields beside the world of work to maintain their dignity and a self concept that allows them to be proud of themselves. One of the outcomes of that

³⁴ Schiersmann (2007)

³⁵ Guichard (2008)

³⁶ Guichard 2007

³⁷ Elias 1987, Foucault 1988

³⁸ Bandura 2005

individual “learning process” is, that the possibilities “I” have in the world of work (e.g. in handcraft) are not popular for “me”.

- But if the idea of occupation has not longer a central role for all in developing identity and the consideration of work as the major way to self-achievement is not valid for the whole population we have to think about the role of education, competence development and vocational guidance in general.
- One of the important effects we can recognize in this context is the decreasing confidence between employers and youngsters as potential employees or trainees. The reason for this is on the one hand the complexity of educational pathways and (maybe in Germany extremely) large variance within a single educational path. But on the other hand, there is a doubt about the youth more in general. With the fading out of social structures, values and social coherence rises a uncertainty about the “other”. These leads to the effect that the primer factors in the curriculum vitae (e.g. type of education, marks) are not longer enough to demonstrate the competence or the potential that is necessary to be occupied. So, the employers searching after methods to get more and better information and a valid prognoses about the applicants through assessments, tests, trainee programs, extended portfolio, practical and other instruments.

A long-term cooperation between firm and schools ore higher education institutions can be seen in this context. To survive in such procedures is today an extra competence and it is strongly dependent to highly developed other competencies like to demonstrate

Italy

Demographic changes, innovation and diffusion of ICTs, as well as the emergence of a larger global market economy, are forces that come together and interact, inducing major changes in the workplace and the labour market.

The development imperative

Narrowing inequalities in the distribution of income within countries, as well as the need to bring about a faster pace of convergence between poor and rich countries, represent a development imperative that is – and will continue for decades to be – a powerful engine for change in many aspects of the world of work.

A technological transformation

The process of innovation and diffusion of new information and communication technologies (ICTs) that took off in the 1990s, constitutes a radical transformation of the means of production, distribution and exchange.

The rapid spread, ongoing development and pervasiveness of this flow of innovation is driving a massive reconfiguration of world production and distribution, as well as the management systems of enterprises and public agencies – with major consequences for employment patterns.

The direct employment effects of ICTs are, on the one hand, new jobs created in producing and delivering new products and services and, on the other, the loss of jobs in redundant technologies or in firms that fail to keep up with competitors' rate of innovation.

An example would be personal computers. The computer industry itself has created many jobs, while the use of computers in many other industries has substituted to some extent labour force, thereby destroying jobs.

Indirect effects include the impact of technological change on productivity, skill requirements and associated organizational adaptation.

The global competition

The reduction of barriers that first took place between local and national, then regional, and now intercontinental markets, is a dominant theme in recent economic history. Liberalization of trade controls on manufactures, an easing of restrictions on foreign direct investment and other capital movements, as well as sharply reduced costs of transportation and telecommunications, have fostered the emergence of a global market economy.

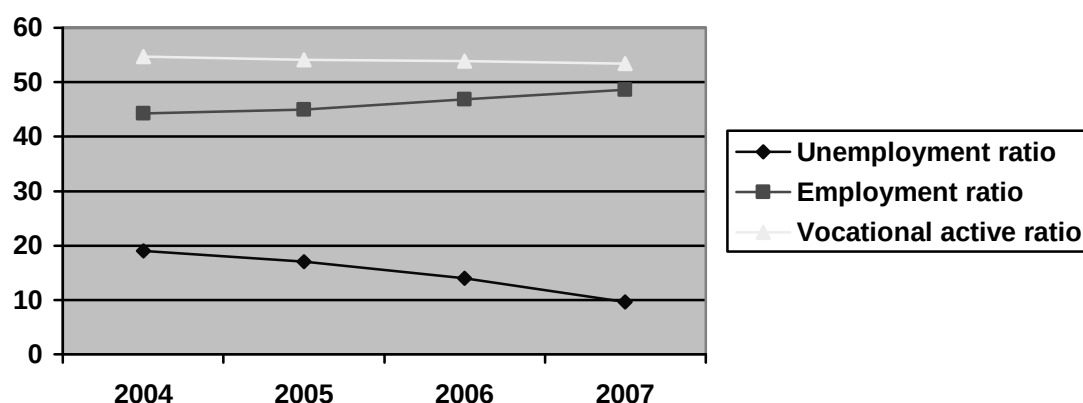
As a result of these changes more businesses face fiercer competition in their domestic and export markets. Intensified global competition for products and services feeds through into pressures to adapt workplaces and match the efficiency and quality of market leaders – or close down.

The Netherlands

New demands, new management culture, ICT-competencies, life long learning, Total quality Management

Poland

The relevant changes in the world of work are good visible in the Picture 2.



Picture2. The relevant changes in the world of work in Poland in years 2004 -2007 (source: Bael,2008).

The unemployment ratio in Poland goes dynamic down (Picture 2.) It was 9,6% in 2007. In the same time the employment ratio raise and it was 48,6%..

The aim of EU policy is to reach the average employment ratio of 70 for men, 60 for women, and 50 for people in the range age 55-64. At present the highest ratio is in Denmark – 77,4.

Romania

- The unemployment rate was constantly decreasing in the last years.

At the end of January 2006, the unemployment rate at national level was 6,2% (548.022 persons). At the end of March 2008, the unemployment rate at national level was 4,2% (374.050 persons),

The evolution of the unemployment rate in the first trimester of the 2002-2008 years

	2002	2003	2004	2005	2006	2007	2008
January	12,7	8,6	7,7	6,3	6,2	5,3	4,3
February	13,5	8,8	7,8	6,3	6,2	5,1	4,3
March	13,4	8,6	7,8	6,1	6,1	4,8	4,2

Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM

- The unemployment rate between young people is still high, but it decreased in the latest years.

In 2005, from 522967 unemployed people, 215311 unemployed benefit from unemployment assurance; among the latest, around 35% are aged under 25 and 25-29. (Source: National Institute for Statistics, 2005).

At present (2008), there are 7 million persons with ages between 14 and 35 years.

The 30-39 years category of people represents 27,6 % and the category of 40-49 years represents 26,2% from the total unemployed people registered at ANOFM³⁹ in 2008. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM).

- The education level is a very important factor in finding a job on the Romanian market.

Persons with primary, gymnasium and professional education (SAM40) represent 82,3% from the total number of persons addressing ANOFM services. Persons with highschool and post highschool education represent 14,7% and persons with university studies represents only 3%. The unemployment rate within person with low education level remains constantly at a very high level from one month to another. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM).

- The continuous restructuring process of the Romanian economy leads towards changes in the occupational structures.

New occupation occurred, the content of other occupations changed dramatically and other occupations became old-fashioned or disappeared.

Examples of dominant occupations: chemist, electrical network engineer, doctor (family medicine), teacher for the gymnasium education level, mechanic, primary school teacher, waitress, worker in the agriculture sector, optician, baker, tailor, driver, cleaning woman.

Examples of new occupations: data bases administrator, kinetotherapeut, school counsellor, management consultant, ecologist technician, imobiliar broker, assurance agent, human resource inspector, social worker for old people.

Examples of occupations which changed their content: chief accountant, chief marketing services, career counsellor, sociologist, psychologist, public relations specialist, political referent, computer and electronic networks operator, accountant, translator, secretary, receptionist, worker on public security, telecommunication electronist. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS⁴¹, 2006).

The content of different occupations changed in the latest years.

³⁹ Agentia Nationala pentru Ocuparea Fortei de Munca - National Agency for Employment

⁴⁰ Scoala de Arte si Meserii - School of Arts and Crafts

⁴¹ Institutul National de Cercetari Sociale in domeniul Muncii si Protectiei Sociale INCSMPS - National Scientific Research Institute for Labour and Social Protection

The main factors, which caused changes in the content of different activities, were: the adaptation of the services to the clients' needs, the increasing competitiveness and the impetus of the technological improvements. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).

- The number of total employed people diminished or increased, according to different occupational categories:
 - Decreasing - the occupational group of *qualified workers in agriculture, silviculture and fishing* decreased with 1.5 mil persons (1977-2002), the occupational group of *qualified workers* decreased also with 1.5 mil persons (1977-2002).
 - Increasing - the occupational group of *workers in commerce, services* and the occupational group of *specialists in intellectual occupations* (1977-2002). (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- The high level of gender stereotypes in relation with different occupations

The social services are still considered occupations for women while the industry services are considered occupations for men. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- A high level of stress is associated with most of the occupations.

The „new” occupations and occupations from public administrations are associated with the highest stress level. (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).
- After the integration in the EU, (1st January 2007) Romania was confronted with massive levels of emigration.

Emigration

In 2003, one out of ten families were affected by emigration.

In 2005, 16% of the Romanian families were affected by emigration.

The total numbers of families: 7320202. 2500000 families (1/3 from the total) have at least one person who went working abroad after 1989.

The official number of persons working abroad: 777200.

2007: Unofficial numbers show that approximately 2000000 people are working abroad.

Temporary emigration rate:

1990 -1995: 5/100

1996 - 2001: 6-7/100

After 2002: between 10‰ and 28‰

Where do Romanian people emigrate?

1990: Israel, Turkey, Italy, Germany, Hungary

1996-2002: Italy, Spain, Israel, Turkey, Germany, Hungary, USA, Canada

After 2002: Italy, Spain, Hungary, Germany

Approximately 11% form the Romanian people aged 18-59 year declares that they want to go working abroad in 2007 (1400000 people). (Source: Temporary Accommodation in a Foreign Country. Economic Migration of the Romanian People: 1990-2006. Foundation for an Open Society, 2006 www.osf.ro).

Immigration

- 2005: 49.485 foreigners were registered at the National Authority for Foreigners
- 2006: 53.606 foreigners (8% more than in 2007)
- Foreign people represents 0,2% form the total Romanian population (21.7 mil.)- which is a low percent in comparison with the percent registered in another countries.
- The most of the immigrants are coming from: Moldavia, Turkey, China, Italy, Germany, SUA, Syria, France, Lebanon and Ukraine.
- Romanian active population: 9.7 mil. people. Foreign people working in Romania: 0,58% representing form the total employed people, but the trend is that the number will increase.
- Estimation of the National Prognosis Commission: 2013-2015, approximately 200.000 - 300.000 foreigners will enter the Romanian labour market. (Source: Immigration and Asylum in Romania- year 2006. Bucharest, 2007 www.mai.gov.ro)

Slovakia

Slovak economy has undergone many important changes in last 20 years and these have influenced our labour market crucially. Transition from centrally planned economy to market economy in 1989 meant unavoidable increase of before zero unemployment what brought new problems affecting almost every citizen directly or indirectly. Unemployment rate has increased rapidly (first increase in 1991, in 1994 unemployment rate was 14.38%).

Private employers entering the labour market have decreased unemployment subsequently (in 1998 - 12.2%). The highest rate of unemployment (almost 20%) has been in 2001. From that year the rate of unemployment decreases constantly. This reduction has been supported also by EU entry of Slovak republic in 2004 and by accompanying increase of working mobility of Slovak citizens. Recent rate of unemployment is around 7,5% what is the one of highest rate in the EU. Unemployment is not distributed equally; western part of country has 2-3% but eastern part 11-13,5% of unemployment. A big problem is especially unemployment of young people under 25 (in November 2007 – 18,3%) and their share in long-term unemployment that is still very high. Recently a new phenomenon has arisen on our labour market – despite the

relatively high rate of unemployment there is a deficiency of workers and experts in some areas and some positions stay unoccupied. Qualified manpower is missing above all in industry. This fact refers to unnecessary revision of vocational education. Problems are caused also by low willingness of people to geographical as well as professional mobility. [Ref. 14]

Spain

The enterprises of the XXI century in Spain and consequently, his world of work, have generally suffered the following changes: Nowadays, the “standard” employee must have a clear commercial vocation and orientate his professional task to the changing demands of consumers which are more and more exigent and stratified. All this is due to the exponential growth of the products and services of the competition and as a consequence of this, the productive and organized structures of the enterprises are more and more flexible.

The globalization makes the demand bigger and varied than the economy of the traditional market, so enterprises diversify more and more his products and services.

So, as a consequence, the proactivity in the satisfaction of the client, the continuous research, as well as the adaptability and the work in networks is nowadays an indispensable requirement in the labour market for an efficient cover of the wide markets.



IV.2.2 The needs and demands in the labour market

Austria

Young people should have two main competences: to be “job fit” and to “remain job fit”, it means, that young people should have skills and competences after the initial education phase, which are a good base to enter the labour market, but they should also have the competences, to improve their own learning background, to switch from different places of employment to another and to improve their ability to work and learn in different and various working frame works.

Czech Republic

- Flexibility, knowledge of languages, willingness to work and become adapted and learn ...

Denmark

As described above the labour market demands has become somewhat difficult to generalize because of the more diversified employment sector – and, as Colley stress: „ We might even question if there is such a thing as ‘the objective needs of society’“⁴². She draws our attention to other British researchers that argue that many contemporary commentaries on the ‘new world of work’ are misleading. If that is in fact the case guidance practitioners’ need to pay more attention toward the diversity of labour market demands rather than draw generalised conclusions about these.

All this considered, the trends in regards to new demands held towards young people who enter the labour market could be listed as follows:

- Flexibility in terms of both geographic and „trade“ mobility
- Willingness to continuously participate in learning new skills and attitudes
- Readiness to meet changing performance demands

Finland

Working life in the 21st century has undergone rapid and profound changes in social, economic, and technological domains. The complexity of the situation makes it impossible to predict these developments accurately. The complexity of the situation makes it impossible to predict these developments accurately. Yet, on the basis of the most advanced working life practices and visions, one may catch sight of some trends in the ways work is being

⁴² Ibid

transformed and, thereby, make some plausible inferences about future competence requirements.

The changes in the cultures of work and professional and technical competencies are connected with the rapid growth of the high-tech industry, the emergence of a digital and global economy, and the revolutionary developments in information and communication technologies.

Work in organisations is increasingly becoming structured in teams and groups supported by technology, and characterized by distributed expertise and networked activities. Challenge for a modern organization is to organize work with knowledge in a way that facilitates continuous knowledge advancement. A challenge to every employee is to develop competencies that allow one to function as a knowledge worker, i.e. to engage in activities that added value to knowledge rather than produce physical goods. Such skilled and often collaborative activities include work with a variety of knowledge artefacts or “objects”; besides theories. One might be developing plans, proposals and designs; building, maintaining or structuring databases.

In modern society educational institutions and knowledge organizations are required to find new models and practices for facilitating the creation and sharing of knowledge.

From an educational viewpoint qualifications an individual employee needs in the modern work place are for instance:

- high level technical skills
- ability to be independent
- to improve ones competences continuously
- to be flexible
- to co-operate
- networked expertise

Germany

It is hardly possible to give an general answers to this question. One attempt to do that is the description of concepts like key competencies, core-competences and so on, e.g. by the OECD, in the national school curricula or in for the bachelor Study programs. In such catalogues one can find competences like

- to interact properly in social situation, e.g. teamwork, communication
- to deal effectively with major cultural techniques, e.g. literacy, numeracy, ICT
- to gather and process information according to situations
- to use methods to solve problems, e.g. process organisation



In the German discourse, there are many complains about the lack of such competencies across all educational levels (see also IV.2.1) but also about general behaviour (social norms, values, secondary virtues like punctuality, cleanliness, exactness etc).

A good overview in a more comprehensive manner gives the paper written by the “national vocational education pact”⁴³.

More specific to the work-processes there is a greater demand on competencies like: decision making

- process-control
- self-control
- self-reflection

The general trend behind this kind of competencies is a requirement for academic competences that allows the single person to deal more independent within the workplace, to develop the workplace and the own competence and to control the outcomes and processes without permanent supervision.

Italy

The yearly survey on Italian companies intentions to assume new workers (Excelsior) is the most important source of information about needs and demands of Italian labour market, even if the cross checks made at the end of the year usually show a great difference between the need expressed and the real action taken.

Anyway, professional figures that seems to be requested by the labour market currently are:

- Paramedical sector: trained nurses and physiotherapists.
- Information technology sector: electronic engineers
- Working class: skilled welders, carpenters, blacksmiths, electricians, founding plants attendants
- Tertiary sector: cooks, sales assistants and waiters.

⁴³ Bundesagentur für Arbeit (2006). See also http://www.schulministerium.nrw.de/BP/Unterricht/Faecher/Berufs_Studienorientierung/08_IHK_NRW.pdf

The Netherlands

Based on my experiences with companies the main demands can be defined as have a thorough command of the following key competencies:

- Motivation
- Responsibility
- The giving and receiving of feed-back
- Working together
- Concentration
- Assertiveness
- Problem solving ability
- Taking initiative
- Self image
- Doing tasks independently

Poland

First of all competences. The labour market and companies need more and more people with substantial portfolios. It means a number of competences. There is also characteristic that the employers do not prefer formal competences. There is equal if the competences are formal, informal or unformal. Important is which professional skills follow the competences. The vocational start-ups are also more and more connected with apprentice or practice at a work place.

Romania

From a research made on Romanian companies we can have the **employers`** perspective about needs and demands when recruiting personnel for different jobs (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS, 2006).

- The jobs remained unoccupied more than 3 months during 2005 year: financial consultant, real estate broker, welder, mechanic, brick mason, carpenter, joiner.
- The jobs remained unoccupied more than 3+6 months during 2005-2006 years („chronic workforce deficit”)- jobs not attractive (salaries, work conditions) or demanding a higher lever of professional qualification: manicurist, hairdresser, workers in electric energy industry, in building industry, welder, real estate broker, mechanic, brick mason, carpenter.

- The reasons for the employers' dissatisfaction regarding the qualifications/competencies of the employees are:
 - o Not enough practical abilities
 - o Weak theoretical preparation
 - o Lack of communication abilities,
 - o Lack of ICT and technology skills
 - o Lack of „work culture” (indiscipline at the work place).
- The representatives of the Romanian companies declare that most of the employees are not hired according with their real qualification:
 - o In building and real estate domains, persons with medium educational background are hired in jobs requiring a higher professional qualification
 - o In commerce, extractive industry and transport persons with medium educational background are hired in jobs requiring a lower professional qualification in jobs requiring a lower professional qualification (jobs with attractive salaries)
- The level of employers' satisfactions regarding the qualifications of the young people is low (especially in the buildings, transport and hotels domains).

From a research made on Romanian pupils (X and XII grade) and we can have the **pupils'** perspective about the needs and demands when entering the labour market (Source: Monitoring system for graduates in the lifelong guidance and counselling perspective, IES, 2007).

Among the very important factors when entering the labour market, pupils mentioned:

- Practical experience (68,2%)
- Professional qualification (58,1%);
- The help of the family (48,6%)
- Job search techniques (40,5%)
- Personal qualities of the person searching a job (39,2%).

Pupils consider that they achieved during the school time:

- Maternal language competencies (83%),
- Foreign language competencies
- Learning to learn competencies
- ICT competencies
- Mathematical, science and technology competencies
- Opening at new cultures and artistic creativity (32%)

Pupils consider that school does not develop enough the entrepreneurship and the social and civic competencies.

79% consider that during the school time, they achieved the competencies needed for labour market insertion. (34,5% totally agree, 44,6% partially agree) . Still, they consider that the communication in foreign languages, ICT and entrepreneurship abilities were not enough developed during the school time.

The most important competencies for labour market insertion, in the pupils' opinion, are:

- Communication in maternal language (5,9 points on a scale with 8 points).
- Foreign language competencies
- ICT competencies
- Mathematical, science and technology competencies
- Entrepreneurship competency
- Learning to learn competencies
- Social and civic competencies. (3.6 points)
- Opening at new cultures and artistic creativity (3.2).

Slovakia

Employers emphasize especially the importance of practice and theoretical knowledge relevant to their practical needs. Qualified workers are missing above all in automotive industry, engineering and other industries.

Key competences are defined differently in different materials but what is common to all of them are communication skills, interpersonal skills, problem solving skills, creative and critical thinking, ability to learn a manage one's own education, usage of ICT. [Ref. 15]

Spain

As a consequence of what we have said in the previous question, the employees must be well trained and motivated and as well they must be qualified to manage projects, showing a receptive attitude to the changing needs of the market. And also they must have a predisposition to geographic mobility.

Regarding the business politics mentioned in the previous question, the employees of the enterprises of the XXI century must have a professional profile with two basic characteristics: Proactivity and work as a team. These two characteristics will allow them to deal with the needs of the markets which are more and more wide and exigent.

IV.2.3. Competences relevant to remain on the labour market

Austria

Cf. IV.2.2

Czech Republic

Flexibility, knowledge of languages, willingness to work and become adapted and learn ...

Denmark

As suggested earlier competences relevant to remain on the labour market depends highly on the specific sector and/or even on the particular business. To be able to foresee future competence demands would implicate – as the sociologist Manuel Castells would probably put it – that one actually knows what role the „region“ Denmark will play in the future globalised network of trades and industries. According to Castells most of the global workforce is still occupied in what he calls „old economy jobs“ which have qualification demands that differs a lot from „new economy jobs“. Thus, the determination of future competence demands rests highly on our ability to predict how the labour market will develop.

Following Castells thesis⁴⁴, the risk of becoming unemployed may rest more on the structure of the future market, than on the individuals' actual level of education. According to him even people with a high level of education are at risk of becoming „irrelevant“ – especially if they have been trained in „old economy jobs“. Whilst some companies hold high demands towards their employees, e.g. in terms of participating in further education and updating one's competencies, others might require more „narrow“ and/or specialised competencies. According to Colley it is „a minority (that) may enjoy more flexible and creative work (...) far more people are trapped in unglamorous manual and service sector jobs“⁴⁵.

Finland

Cf. IV.2.2

Germany

Some of the competencies we mentioned in section IV.2.2. are as well relevant to this question. The major change we are facing is, that the individual has the full responsibility for own career and the development or survive in the labour marked. The employers and the

⁴⁴ Castells, 2000

⁴⁵ Colley, 2004

welfare state changed their role more or less to support the individual by offering possibilities for competence development.

Despite the discussion if they do that in a proper manner one note, we have the situation, that the individual needs meta competencies to

- recognize the demand on lifelong learning
- to have the willingness to invest in the own development and
- to have the confidence that they can cope with the changing world

Beside this general attitudes there is a need for all the competencies we can describe as the literacy for the information age⁴⁶.

Italy

According to the 2007 Excelsior report, most part of the interviewed companies intend to provide training to the new workers, in order to give them specific knowledge and professional skills suitable for the specific working place.

That's why it seems a less important issue the skills already possessed by the workers, although, of course, for specific professions a specific degree is required (e.g. health related professions or other professions that require a special certification obtained after completion of a state exam).

All companies, anyway, requires what in Italy are called "transversal skills" which are: ITC and foreign languages – especially English - knowledge, communication skills, team work skills, adaptation and flexibility attitudes.

The Netherlands

Cf. IV.2.2

Poland

The same like point IV.2.2. However, to remain in labour market, at the work place is engaged related to the extent how people develop and get new competences. Thus, it is obviously related to the process of lifelong learning

⁴⁶ Schleicher 2008

Romania

According with the Guidance and Counselling Curriculum (grades IX-XII) the most important transversal competencies pupils should achieve during the school time are:

- Competencies in exploring personal resources needed in career planning
- Interpersonal abilities with the aim of personal and social development of a young people
- Information management competencies
- Competencies in developing personal and professional projects
- Quality lifestyle competencies

For the professional stream, pupils should achieve within the Guidance and Counselling Curriculum (IX-X grades) the following competencies:

Personal development for performant results in life

- Analysing the personal resource portfolio
- Efficient learning abilities
- Establishing the educational and professional plan
- Describing the occupational world in

The process of lifelong learning (Source: Monitoring system for graduates in the lifelong guidance and counselling perspective, IES, 2007).

Pupils consider important to continue the process of learning after finishing the school in the following areas:

- Obtaining a higher professional qualification

And 4 non-professional competencies:

- Learning foreign language
- ICT competencies
- Entrepreneurship competency
- Communication and social abilities development

The most needed competencies in different occupations in Romania (Source: The evolution of the occupations on the Romanian market in the 2010 perspective, INCSMPS/MMSSF, 2006)

- - problem solving (77,6% from the interviewed persons declared that the need for this competence is high and very high)

- - general competencies: writing, reading, elementary science concepts, active learning (67% from the interviewed persons declared that the need for this competence is high and very high)
- - resource management competencies/ time management (56% from the interviewed persons declared that the need for this competence is high and very high)

Competencies associated with the changes in the content of work:

- using a computer
- knowing foreign languages (English)
- problem solving
- resource management
- communication

(non-professional competencies!)

Slovakia

An important factor for remaining in labour market is a proper vocational choice. Although the choice as such cannot be defined as a competence or qualification, processes leading to it employ more skills, e.g. problem solving and decision-making skills, ability of introspection and self-understanding.

One of the main nowadays barriers to searching for a job and to remaining in labour market is insufficient qualification and unwillingness to qualification flexibility. Everybody after finishing vocational training has to be ready for continual education and further completion and broadening of qualification. There is a close dependence of this demand with another request – qualifications offered by vocational schools should not be too narrow, specific and bound e.g. to particular position in particular company. Also passing a school-leaving exam increases chances to find and keep a job.

Also work habits play an important role in remaining in labour market. Supposed absence of these habits in school-leavers is a frequent reason of employers why not to employ them. Basic positive work habits include work discipline, punctuality, cooperation, decency in behaviour and communication, responsibility, etc. If an employee wants to keep a job he/she has to prove he/she dispose of these qualities.



Spain

The most relevant competences required for the attitude of an employee at the work place are:

- Initiative and pro activity.
- Efficiency and capacity for hard work.
- Commitment and implication with the company.
- Adaptability to the changes and continuous learning.
- Predisposition to work as a team and in collaboration networks.
- Client support.

IV.2.4 Indicators that suggests a youth friendly society and youth friendly economy

Austria

Yes, Austrian is a new friendly economy.

- The first and the main theses: There is no other nation in the world, in which so many young people have the chance to have access education training program within the enterprises – about 40 percent of the sixteen years old young people enter the apprenticeship training based on the vocational education law in Austria (combined education program, enterprise training and schooling program in vocational school).
- The second argument could be, that the youth unemployment rate in Austria (about 9,5 percent for the fifteen to twenty five years old young people) is rather low in the relationship in Europe (but also to high – each young people should could find access, if he or she can and want).
- It's not only youth friendly economy in Austria, it also a youth friendly society – the programs and processes for young people in education and employment are normally committed between the different political parties and the social partners (normally ...).
- A special aspect is the recent development in the last four years, concerning to the inclusive vocational education as a special program of the apprenticeship training. The inclusive vocational training is regulated in the regular vocational training law, with the option to design special curricular of vocational training programs concerning to the potentials and talents of young people with physical or psychical handicaps. The development in the last years shows, that there is a increasing awareness and willingness by entrepreneurs and enterprises, to give young people a chance, if there is a good frame work for support and help.

Denmark

In the Danish society one can identify the following 3 areas that suggest a youth friendly economy:

- Courses at secondary level education and most courses at higher education are free of charge. In vocational secondary education students receive a „learners-salary“ when they are in the company (apprenticeship model).
- Students at the age of 18 and above attending general and upper secondary level of education, are entitled to receive student grants and have access to additional student loans to cover living expenses while studying. (Students at vocational secondary education are likewise, when attending the initial courses at technical and commercial colleges.)
- Young people enrolled in education are entitled to apply for access to special rooms/housing opportunities for as long as they are attending courses (in Danish: Studenterkollegier)

Finland

1) The Children's parliament association of Finland

The aim of the association is to improve children's participation and use of influence in Finland via democracy education. Association's ideological ground is based on the Children's Rights Agreement of the United Nations. The main aim is to help to create culture of democracy to the comprehensive schools. Every child:

- should be heard, get information about the matters which concern him
- should be able to participate and influence on decision making
- should learn the principles how to influence on a democratic society
- should experience how to be important and respected in his own community

2.) The Youth Participation Project

The project aims at developing new operational models and service systems at the local level to support youth participation. The key priorities of the participation project include the development of schools using a communal and co-operative approach, guidance for upper secondary education and/or towards the labour market, and the development of living conditions and environments by improving the possibilities of young people to participate and to make a difference. In addition, cross-cutting themes in the project activities include co-operation across administrative boundaries, the co-ordination of services, the development of the service system, prevention, and early intervention.

3). The Ombudsman for Children

The Ombudsman for Children **promotes** the realization of the rights and interests of children at the general decision-making and legislative levels. She works in collaboration with other officials, organizations, child research and other interest groups dealing with issues concerning children. One aim is to improve collaboration among all those involved in child policy through better coordination. The Ombudsman :

- **assesses** the implementation of children's rights in Finnish society and monitors the welfare and living conditions of children and young people.
- **assesses** legislation and other forms of decision-making from the point of view of children. A key task is to promote child impact assessment.
- **spots** injustices in the system and makes initiatives and issues statements, advice and guidance on issues concerning children and young people.
- is **in touch** with children, young people and people working with them, and disseminates information based on these contacts to decision-makers.

A special task of the Ombudsman is to **promote** the implementation of the UN Convention on the Rights of the Child and disseminate information about it in Finland. The Ombudsman **does not deal** with individual cases.

The Ombudsman is an independent authority who works in liaison with the Ministry of Social Affairs and Health.

4) The Development Programme for Child and Youth Policy forms a base for the Policy Programme

The Development Programme for Child And Youth Policy 2007 - 2011 creates a basis for the Policy Programme and the cross-sectoral objectives. The policy programmes broad-based intersectoral issues to ensure the attainment of the Government's key objectives. The policy programme for the well-being of children, youth and families launched is divided into three areas; a child-oriented society; well-being families; and prevention of social exclusion. Gender equality and multicultural aspects are cross-cutting themes that are brought to force in each area and action of the policy programme.

Germany

It is not very easy to argue in one direction, but there is some evidence, that our society in Germany, (maybe more general the western society) or economy is not very "youth friendly".

This thesis can be underlined by some arguments:

- Firstly, with the declining of common ends of life, society, family – so through individualization at all – for a lot of young people it is hard to find an orientation. In Germany we have a longitudinal study⁴⁷ that try beside other questions to grasp this problem. The general orientation of the society in direction of economic factors and work on the one side and the missing perspectives for many young people is in a contradiction to the search of the young people after sense in life and post material values in general, e.g. family, friendship, ecological thinking.
- Secondly, we have today often short-term economic preferences and a reduction of public responsibility (shift from long-term career perspective without clear decision for investment in competencies). The employers and the society as whole are using and supporting the potentials and leave the others behind.
- The third argument is, that also the educational sector until today does not follow the goal of integration in (modern information) society and economy. The system is still very confused and reforms often follows more the opportunities and political interests and the principle of try and error than a clear picture. What is missing is a consequent support for all children and young people especially in terms of the competencies outlined before.

⁴⁷ Shell Jugendstudien 1985, 90, 91, 95, 1998, 2000

Italy

Italy is **not** a youth friendly society because:

1. there is not a system to support economically high school or university students. All expenses related to study are sustained by families. No subsidized credits, very few students accommodations, very high prices of books and university fees, very few “students jobs”. All that leads to the fact that young people belonging to working class families often have no possibility to continue their studies.
2. The unemployment rate in Italy is now at 6.8%, but the unemployment rate among youth aged 15 to 24 years is at 21.6% (characterised by a great territorial gap between north and south, where in some regions it’s over 30%). Young people labour market is also characterised by an high percentage of “atypical contracts” and temporary jobs. A recent labour market reform gives facilities to companies which employ under 25, but usually wages are very low. With this kind of working situation a young worker has no or very little access to bank credits, is not allowed to obtain special permissions if he wants to attend educative or training courses (only foreseen for workers with permanent contracts) etc.
3. Lack or very low income as much as insecurity in income continuity, the high price of apartments rents and the lack of a housing policy for young people leads to the fact that in Italy most part of young people is somehow forced to continue living in their parents house till they are 30 or more.

Poland

The society is youth friendly and the economy is less youth friendly.

1. People support youngsters to facilitate vocational start-ups. Different organizations support direct young people or award employers who prepare work places to them.
2. A lot of social organizations as well as County Labour Offices supports self-employment of young people.
3. Companies on the labour market more and more often offer jobs to young people.
4. The legislation and banks do not support entrepreneurial activities of youth.

Romania

The Romanian society and economy are undertaken different initiatives during the latest years in order to become more „youth friendly”:

- Law 76/2002 regarding the unemployment assurance system and stimulating the insertion on the labour market. In order to increase the chances of youth to be integrated on the labour market, employers are stimulated to hire youth by receiving subventions form the unemployment assurance budget.

In March 2008, economic agents received such kind of financial support for 13655 employed graduates out of which 12278 in the private sector and 1377 in the public one; 44,7 % for university graduates, 29,7% for high school graduates and 15,7% for professional stream graduates (SAM). The numbers are not significantly different from the previous months. (Source: The operative statistic situation regarding the unemployment rate registered at the end of March 2008, ANOFM)

- ANOFM is organising every year job fairs for different target groups.
- Romania is participating in the LLL programs financed by the EU (Comenius, Leonardo da Vinci) which support the exchange of information, experience, professional training for youth and adults.
- The EURES network is actively involved in solving employment situations for youth and adults
- The National Agency for Youth (ANY) is a coordination institution at national level working in the youth field.
 - The National Agency for Supporting the Youth Initiatives (NASYI) – is one institution under the coordination of ANY. One of its latest activities with impact at national level: “ANSIT University” – national program of non-formal education for youth;
 - INFOTIN is a Direction within NASYI which offers information and consultancy: guidance and counselling, JOBTIN – selection of personnel;
 - The guidance and counselling networks at pre-university level (1500 practitioners) working in primary, gymnasium, high school and professional secondary education (SAM) level- offering information, guidance and career counselling;
 - The guidance and counselling network at university level – offering information and counselling services for high school graduates and students;
 - The information and counselling network inside ANOFM (belonging to the Ministry of Work) offering services to the unemployed.

Slovakia

Our society hasn't developed proper precaution and arrangements yet to call it youth friendly society. As mentioned above according to the report of OECD from 2007 the unemployment rate of young people in Slovakia is the second highest of OECD countries. Almost 60% of unemployed in the age of 15-24 searches for a job more than one year what is three times longer than in other OECD countries. Barriers remain in an employers sector, too. Employers are not interested in employing especially young women because they constitute the risk of early maternity/paternity leave. There are almost none strategies developed for coordination of work and family (e.g. support of part-time jobs for parents with small children).



Spain

Fundación Red Andalucía Emprende has as a main target the learning promotion, being addressed mainly to young entrepreneurs.

In this way we can say that we have a youth friendly society, and to support this fact, we can mention three programs managed and coordinated by Fundación Red Andalucía Emprende which are addressed to young entrepreneurs:

1. PRACTIQUEMOS: It's a Project funded 100% by the public administration within his politics, to develop the entrepreneur culture among young people in Andalucía through training and internship to improve the qualification, professional development and entrepreneur abilities.
2. Innovation, Science and Enterprises South Regional Ministry and Education South Regional Ministry have an agreement of collaboration to develop projects to encourage the entrepreneur culture in primary, secondary and professional training education:
 - EMPRENDER EN MI ESCUELA (Entrepreneur attitudes in my school) in primary education.
 - EMPRESA JOVEN EUROPEA (European young enterprise) in secondary education.
 - EMPRENDEJOVEN (young entrepreneur) in professional training education.

IV.2.5. Existing networks related to WOW

Austria

In Austria exist some networks, regulated by law, and other related to the special tasks and programs of school types, additional networks within projects, regional networks and other.

- A) A legally based “network” is the regulated partnership between enterprises and school within the apprenticeship education and training. This apprenticeship is based on a contract between the apprentice, the enterprise and the parents, including the compulsory vocational school.

This creates a kind of network between about 40.000 enterprises and some 120 vocational schools in Austria, in all regions, in all sectors of economy, in fact the networks exist really between the concrete partners and in the special sectors of economy (e.g. construction, tourism, carpenter, mechanists, electronics, etc., more “virtual” in some.

- B) In some school types exist very strong and effective living networks between school and the regional economy and enterprises, so especially for the so called “polytechnical school – prevocational school”, at the ninth grade, because within this school year the students have some weeks “work experience” within real enterprises, prepared, accompanied and reflected within the school program.

This cooperation between school and enterprises is one of the most effective program to prepare a smooth transition from school to further vocational training and education, which is also very effective for young people with personal predictions and qualifications, which are not real good in the school sector, but more practical orientated.

Additionally exist a lot of cooperations between school and economy / enterprises in a more or less intensive networking, e.g. in the field of upper secondary vocational school system (technical, commercial, service, tourism).

- C) The third format of networks is – either nation wide or regional or target orientated – within special programs, projects and activities, e.g. within the European social fund (forma: EQUAL development partnerships), projects at province level, e.g. “Career Catch Coaches” Styria, networks and platforms at national level, e.g. for “Lifelong Guidance” (National Forum for Lifelong Guidance) including all relevant Federal Ministries, social partners, public employment service, Euroguidance, NGO’s like Austrian Association for Education and Economics etc.

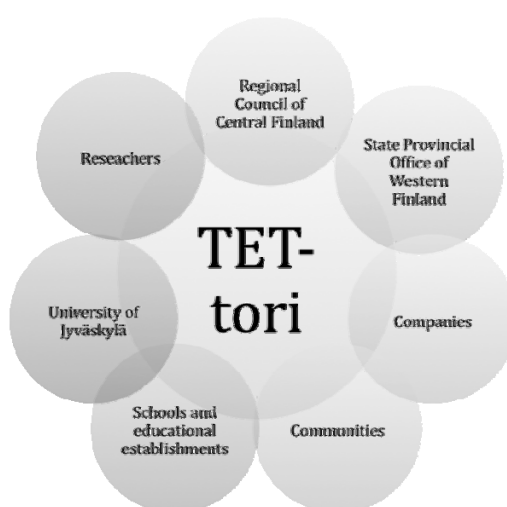
This networks have in principle an more informal base (but some regulated strictly by administration regulations), but are in the real sometimes highly effective.

Denmark

Students enrolled in vocational education have access to take part in the trade unions' special apprenticeship clubs. These create a link between the employers, the learner and the trade union and handle questions that has to do with the training period.

Students enrolled in other courses e.g. short and medium circle course, form student networks that sometimes are also involved in providing information on practical training places, vacancies and job-options.

Finland



- The "TET-tori", Web-based resource-center for period of work experience, was developed in co-operation with regional comprehensive schools, companies and secondary level vocational training institutes and upper secondary general education. The TET-tori builds on the needs of individual students looking for information on placement options in enterprises. The companies themselves maintain the information needed to students and the schools. The system includes the main legislative documents needed in the process. It provides the vocational schools opportunities to link their training provision with the job placements available. It includes also materials how to integrate this introductory period in the local career education programmes. System has also features to support placement for summer jobs for students. More than 3000 enterprises in Finland are already as registered users.
- TET-tori is a formal network. Leading role is held by University of Jyväskylä, Institute of Education Research and Regional Council of Central Finland. Steering group members represent companies, State provincial Office of Western Finland, Communities, Researchers, Career counsellours, Career counsellor education, Confederation of Finnish Industry and Employers TT Trust and Confederation of Finnish Industries. Close co-operation is done with the regional Enterprise network and Chambers of Commerce.

Germany

- The state ministry for education and research organized an innovation circle on the issue of vocational training. It is planned, that the outcomes of this group are the nucleus for some mayor reform projects within the next years.
- The KMK and the FES as well as the ministries in the federal countries and the LES working together to develop the guidance programs continuously
- The BIBB (Federal Institution for vocational education) takes a leading role in developing vocational programs and occupational images and cooperates with different stakeholders in doing that. The BIBB is also engaged in terms of guidance.

There are in the last years more and more local networks, mostly carried by the chambers of commerce, trade unions, employers, educational institutions and other stakeholders.

All this network activities are until now more or less informal. Until now the effectiveness and the sustainability of such initiatives can be questioned. The general problem seems to be the lack of leadership the governments on the different levels are willing to take.

Italy

The element that has changed the Italian education, training and labour frame during the last years is the shift of important functions from the national to the regional, provincial and local authorities.

The Ministry of Labour and Social Policies is aiming to create a “national service system” based both on the characteristics of the local realities and on an effective action, able to answer to the citizen’s needs on a national level.

Despite the fact that an organic regulation on guidance is still missing, from 1997 onward the Educational System has started to make more and more reference to the importance of guidance, and has urged all the institutes to plan guidance activities.

Guidance and work: on May 2001 the Ministry of Labour issued the ministerial decree on “Accreditation of vocational centres”. This decree describes the guidance activities as “... informative, training and counselling activities with the purpose of promoting self-orientation and supporting the definition of vocational training and work pathways and the support of the working placement”.

Within this definition, informative guidance corresponds to a paper or multimedia structured system that deals with vocational training and working opportunities. This system is opened to the needs of its users, regardless of their age, and it is accessible individually or with the assistance of an expert.

On the other hand, guidance training consists of short modules intended for groups of users with similar informative-training needs in relation to specific areas of the orientation process.

Finally, guidance counselling is a sort of “relationship of individual assistance” that, along with the methodological use of the “competence balance”, aims to enhance self-knowledge, the discovery of own aptitudes, skills and interests. In doing so, the advisor helps the individual to determine a series of motivations and a methodological path to follow in order to design and achieve a personal professional plan.

A specialized psycho-pedagogic support is also offered to those users who experience disorientation or maladjustment problems.

As described by the legislation, the main organizations providing all, or just some, of these guidance services are:

- Employment Services (Provincial structures)
- Job Guidance Centres or Youth Information Centres (Municipal structures)
- Training Agencies (Private structures)
- Trade Unions
- Entrepreneurs Organizations

In order to satisfy the requirements of the different users, these services are differentiated, as far as the staff professionalism, the methods and the tools used, according to the type of consumers they aim to serve.

At local level (regional, provincial or municipality level) many experimentations have been made to build networks with all the subjects working or having interest in guidance and career counselling: institutions, social parts, labour offices, schools, health and social services dealing with people with special needs or with problems (drug, mental health etc), schools and vocational training centres.

These networks usually are informal, based on political agreements between the different subjects.

The aim of these networks is to have a systematic approach to guidance and career counselling. Often training is provided to professional working in different organisation to help the improvement of technical skills and to strengthen the relations in the net.

The presence of such kind of networks facilitate the delivery of group guidance activities, both to smooth transition from school to school or from school to work, since representatives from different sides of the labour belong to the network itself and are committed and willing to give their contribution.

Usually the leading role of this networks is played by the political authorities, in the sense that they promote the idea of the network and facilitate the its creation and maintenance.

The Netherlands

Our action plan learning jobs is such example (cooperation between companies, municipality, schools, SME, labour office. It is at local level. The municipality plays a leading role, we were asked by the other partners to take the lead, because the municipality is independent.

A new development is at regional/provincial level, this new project is called in Dutch: Servicepunt leren en werken, in English: service centre for learning and working! It starts 1st of May and will end in 2011 (perhaps later). Again the municipality takes the lead. The two main items of this service centre are Accreditation of prior learning and dual learning primarily it is for employed people in companies. Very interesting challenge!

On national level we had the taskforce youth unemployment, but this was not really integrated policy. It's finished. I have to tell that we in the Netherlands have a specific position. We have the lowest rate of unemployment in the whole of Europe, that's important to know, on behalf of everything what we undertake in the field of school and the world of work!

Poland

The country level.

Concerning working network between schools and political stakeholders, public institutions related to the WOW like labour offices etc. and social parts, representatives of entrepreneurs' organisations the only organization which is building that in scale of the whole country and including the particular regions is the National Forum for Lifelong Guidance.

The regional and local levels.

There exist a lot of networks between schools and regional/local authorities and employers. Most of them are outcomes of different projects supported by regions and EC.

The international level.

A number of schools are member of various networks as results of international projects like Youth, Leonardo da Vinci, LLP.

A number of regions and schools provide direct bilateral cooperation. They exchange school students, provides study visits etc.

Romania

Between 2005-2006, 8 Regional Partnerships and 34 Local Partnerships on Occupation and Social Inclusion have been established with the aim of promoting initiatives regarding the labour market insertion, improving the professional training, fighting against the discrimination on the labour market and promoting the inclusion on the labour market of the vulnerable groups.

The partnerships have also the responsibility of: revising the Regional Plan for Occupation; identifying the problems in the labour market insertion and social inclusion at regional level; developing projects to be financed by the European Social Funds. In 2006, Regional Collaborations Pacts have been signed for the 8 regional partnerships. The partnerships are regional/local structures established within Phare projects with the aim of supporting the Ministry of Labour in the process of labour market policies implementation. They are informal structure, with the intention to become formalised within the next period of time.

Every partnership includes: municipalities of the counties included in the region, the counties committees, the institutions of prefecture, the Chambers of Commerce, Industries and Agriculture and the AJOFMs in the region. Also trade unions, employers associations and county school inspectorates are taken into account as parts of the working groups responsible for the development and implementation of different initiatives.

A National Guidance Forum is also an initiative under progress at present. The structure includes representatives of the Ministry of Labour, Ministry of Education, Institute of Educational Sciences, guidance and counselling practitioners with the aim of supporting the collaboration between different counselling networks, identifying the problems in the guidance and counselling field, developing action plans and supporting the policies in the field of guidance and counselling.

Between schools and ANOFM have been established Collaboration Protocols in order to develop guidance and counselling activities in school and better support the pupils educational and professional decisions.

Slovakia

The Government of Slovak republic has approved The Conception of Two-levelled Model of Vocational Education and Training in Slovak Republic in 2007. This Conception is supposed to create basis for the most important change in the sphere of vocational education and training. The two-levelled model should be executed at the state and at the school level by the means of state educational programmes and school educational programmes. State educational programmes should follow requests, needs and goals of the state educational policy. School educational programmes should be harmonized with needs of regional labour market and created in cooperation with local employers.

Spain

Yes, actually, Fundacion Red Andalucia Emprende is an entrepreneur support network. It's a formal network at a local and regional level and also there is a network at a national level. The Fundación Red Andalucía Emprende is a non profit making organisation dedicated to supporting the economic activity in the Community of Andalusia, whose objectives are focused around the promotion of entrepreneurial culture and the creation and consolidation of enterprises.

Its final purpose is to contribute to the enterprise development of Andalusia, in both local and rural areas. And also, to contribute in the main economic enclaves of Andalusia, for which it counts on the collaboration of the municipalities where their support devices are based. It is wholly participated by the Andalusia public administration and directed by a Board of Trustees, whose presidency and vice-presidency fall, respectively in the General Secretariat for Industrial and Power Development and in the General Director for Social Economy and Entrepreneurs.

For the fulfilment of its objectives, the Foundation manages the Andalusia Network of Business Incubators, integrated by 150 Schools that provide their services in municipalities and rural areas. Also, it counts on 11 Support Centres for Enterprise Development (CADEs) located in each one of the province capitals and in strategic towns of the Autonomic Community. Both companies, Business Incubators (EE) and CADEs, form the Territorial Network of the Foundation that offers cover to 100% of the Andalusia territory.

In addition to the direct and immediate support to entrepreneurs throughout the Territorial Network, the Foundation manages and provides a series of programs and projects directed at the detection and support of entrepreneurs and the improvement of enterprise culture.

In this way, the Fundación Red Andalucía Emprende undertakes works with numerous potentially entrepreneur groups (university population, women, young people, unemployed professionals, immigrants, groups in risk of social exclusion), fomenting the economic activity in traditional and novel sectors (knowledge-based projects, both technological and creative, multicultural projects, social projects...) and facilitating the introduction of all those innovating elements that ensure the company's success. The Foundation in addition tries to tightly collaborate with other countries in the European Union through integration in European Networks, for the development of common projects and the interchange of experiences within the European community.

IV.2.6. Experience with getting in contact with companies

Austria

The overall experience is, that if it could be addressed to the companies, that contacts, cooperation and coordination of activities concerning to transition of young people from school to world of work is also a benefit for the companies than it works.

Examples for this are the “early work experience” for young people especially in the “polytechnical school – prevocational school” as an process of “matching” between school, young people and enterprises to find the right placements for young people and to find the right employees for the future for the enterprises.

Another example is the program “in company for teachers” to give teachers the chance to have experiences in the fields of world of work for which they prepare their students.

A third special experience is the concrete cooperation in special projects, e.g. for “Fascination Technique”, which brings young people, schools and companies especially with the target to inform and motivate young people for further training and vocation in the field of technical professions.

Denmark

Today many contacts between employers and employees are being established through personal networks and many websites has been created to link jobseekers with current and relevant vacancies. At education institutional level students have access to special arrangements where they can meet representatives from companies and vice versa. Companies attend trade fares to promote their company and attract their future workforce, and institutions arrange fares to ease companies’ access to relevant staff. The latter can be arranged in many different ways, e.g. by creating trainee or company dating sites and meetings.

Finland

Last seven year I have been a head of a Peda.net Schoolnet. Peda.net started as a regional project ten years a ago, but it is one among the most used web-based learning enviroment on today’s Finland . Activities around the Peda.net Schoolnet represent development-oriented studies carried out in close collaboration with schools, teachers and educational establishments. In addition to the staff of different educational institutions and organisations, those contributing to this research collaboration include also other national and international experts active in the field. Members are representing the full range of educational provision. More than 75 Finnish municipalities are members of Peda.net Schoolnet, more than 60 municipalities have schools that are members of the Schoolnet.

Last four year I have been focusing on the developing a Web-based resource-centre for period of work experience.

Activities and development work around TET-tori are carried out in close collaborations, with Career counsellours, Researchers, regional Enterprise network, Chambers of Commerce, Municipalities, companies and with representatives of different regional projects. More than 3000 enterprises in Finland are already as registered users. More and more companies, municipalities and cities are joining in TET-tori. Regional development is done in close co-operation.

Germany

Our experience is, that the interests in networking is very high. Often the network activities are more or less informal and non-committal. The employers are interested in cooperation in the sector, because the lack of well educated and competent employees grows in the last years. (see also section 2.7)

Italy

My personal experience is as trade-unionist, director of an information and counselling centre for unemployed, member of different institutional committees dealing with labour market, training and guidance policies at national, regional and municipality level.

Having such a role I never experienced problems to get in contact or to cooperate with companies, HRM, professionals, workers a.s.o.

The Netherlands

Positive experience, there is a real co-operation companies want to invest in a better relation with the schools and other partners. The problem is that nationwide 300.000 vacancies can't be filled in. Two reasons: not enough offer of people and a problematic match between jobs and unemployed.

Poland

Czeslaw Noworol: I have a great personal experience to conduct research in companies, HRMs, cooperating with professionals and workers. I have also had lectures and provided HR Masterclasses at the university for prestigious organizations like Philip Morris, Pliva – pharmacy entreprice, Toyota or Opel.

I have elaborated methodology and professional tests for Service of Civic Force – Chancellery of the Prime Minister. The methods concerned the procedures of selection to positions of Department's Director in Ministry or General Director in Regional Office, and the tools for

vocational guidance professionals in public Regional Centres for Information and Career Planning, County Labour Offices etc.,

Monika Zdziech: I have personal experience with companies, HRM professionals and workers as practitioners. I have conducted research and describe work stands. I have also provided recruitment and selection of candidates to work as well as selection of workers to higher positions in companies.

Romania

As Euroguidance member and IES researcher, I am in permanent contact with the Romanian guidance community by email (<http://groups.yahoo.com/group/cjapp-cjapp@yahoogroups.com> guidance and counselling discussion group). Practitioners' representatives participate every year at the Annual Euroguidance Conference; they are also involved in the researches IES is developing. IES and Euroguidance representatives usually are taken part in the counties guidance and counselling meetings and seminars.

The contacts with companies, HRM and workers are rare and usually they are mediated by the guidance and counselling practitioners.

Slovakia

To involve companies into cooperation with schools is always quite hard in Slovakia. Companies are focused pretty much on their business. The most accessible are HRM especially if objective is improve recruitment possibilities and conditions. Management of bigger companies have more possibilities and often are in favour of development relations with education sector. SME and especially tradesmen are cooperating mainly with schools educating their children. Trade unions are in this area in Slovakia inactive.

Spain

Fundacion Red Andalucia Emprande cooperates with all kind of private enterprises, public entities and social agents. According to private enterprises, we focus mainly to the services contracts to manage programs and projects regarding the awareness & dissemination of entrepreneurial culture (For example, Emprandejoven and practiquemos projects). According to public organisms and social agents, we have cooperation through conventions and collaboration agreements, by means of which we all promote the entrepreneur culture.

IV.2.7. Examples of good practices concerning networks

Austria

- First example: Polytechnical school – prevocational school
- Second example: Projects e.g. Career Catching Coaches
- Third example: IBEA – Clearing, concerning inclusion of special regular vocational education and training

Denmark

The Danish Employers Confederation (DA) had until recently a close cooperation with local schools in what was called a school-contact network of consultants who helped local schools in providing access to practical training places. Today the contact between compulsory schools and employers is the responsibility of various employers' organisations, e.g. Danish Industry (DI) ⁴⁸ who now provides services that include study visits to local companies, teaching materials to use at both compulsory schools and vocational colleges, guest teaching and the provision of short term practical training places.

Likewise the employee organisation The Danish Federation of Trade Unions (LO) has established a service that address the need of information regarding the various trades and industries. LO also publishes teaching materials that can be used in compulsory school when teaching the topic – described in chapter 2.1.2. An example is a publication that describes different jobs and the types of work you perform in different sectors.⁴⁹

The above mentioned organisations are important links between the school system and the world of work. In addition to this different networks are created within various parts of the education system. An example is the network of guidance counsellors who helps students at vocational colleges to gain access to training places in other EU-countries (PIU).

Finland

Cf. IV.2.7

⁴⁸ Skole.di.dk

⁴⁹ Dit job. UV-materialer for 7.-10. klasse. Fagbevægelsens Skolekontaktarbejde



Germany

A very good piece of practise is the Network ProFIS50. The Network is based in the region “Rhein-Neckar” and it aims to foster the employability of young people in the region.

Participants are

- Pupils
- Parents
- Employers
- Schools and School administration
- Public services
- Teacher-training institutions
- the metropol-region

The project starts January 2008. More about the project can be found in a few months at <http://www.rhein-neckar-dreieck.de/968.0.html>

To provide another good example of the high engagement of specific companies in terms of networking, we can present the regional project of BASF AG the “BASF Ausbildungsverbund”⁵¹ (Vocational training network).

The BASF vocational training network is a cooperation between firms in the region to develop new vocational training possibilities and to give more school-leavers a chance to enter the dual system. The initiative is supported by the chambers , by the LEA and the association of the chemical industry and by many cooperation firms. Beside the development of more vocational training possibilities, a program to develop key competencies for all participating trainees is part of the initiative.

Italy

The first experience of a network for career counselling and guidance took place at the end of the 90’s, when the Vicenza municipality counsellor for youth affairs promoted a network with all existing services providing guidance and career counselling.

Members of this network were labour offices, youth information offices, trade unions unemployed information centres, entrepreneurs associations, vocational centres and high schools.

The network didn’t last long, because of new administrative elections and consequent change of the counsellor, but during it’s short life training to representatives of all organisations

⁵⁰ ProFis 2008

⁵¹ BASF Ausbildungsverbund

belonging to the network was provided, and that led to a common technical knowledge and developed long lasting personal relations between people working in the same area.

In the year 2002 the Vicenza Province Counsellor for labour market and training issues promoted a network including organisations from all the province: institutions, social parts, labour offices, schools, health and social services dealing with people with special needs or with problems (drug, mental health etc), schools and vocational training centres.

The aims of this network was to:

- Raise awareness about the importance of guidance and career counselling among the members
- Promote a continuous exchange of experiences to help the growth of the technical skills of the professionals working in the field
- Promote common activities, such as training for the professionals and activities for students, unemployed etc
- Promote new common activities for young people in order to support them in transitions

The Netherlands

The ambassadorsnetwork (Actionplan learning jobs 's-Hertogenbosch)

Goals and method of working

1. What is a ambassadorsnetwork?

The ambassadorsnetwork of the action plan learningjobs in 's-Hertogenbosch consists of representatives of big companies and of cooperatives of companies in the city.

They give us the possibility to create access to their network and use their contacts for the benefit of the aims of the actionplan learningjobs.

Quantitative aims are acquiring 350 EXTRA learningjobs for youngsters in the period from 2004 until the end of 2007; realisation: 450 learningjobs.

In 2008 and 2009 per year 100 EXTRA learningjobs we try to realise again.

Qualitative aims are:

- Improvement of the matching of youngsters and learning jobs;
- Improvement and strengthen the contacts between education and companies;
- Improvement of the guidance of youngsters at the working place;
- In general: to create a regional network that guarantees a suitable learningjob for every youngster who needs such a job.

2. How did we realise the ambassadorsnetwork?

a. The actionleaders of the actionplan learningjobs 's-Hertogenbosch immediately started searching to find the “captains of industry”, people who play an important role within the regional trade and industry. In general we focussed on representatives of bigger companies or cooperatives of companies, for example companies which jointly are settled at one companyground-area.

b. A great number of these employers/chairmen of companyground-areas/directors/heads of human resource departments have been approached by telephone with the request to make an arrangement for an interview.

c. In the interviews we talked about:

- Reasons to start the actionplan learningjobs;
- Goals of the actionplan;
- The importance of shared responsibility around learningjobs, also from the point of view of employers.

As support during the interviews we used a folder, focussed on the region 's-Hertogenbosch, in the specific house style of the cooperative of SME (MKB) actionplan learningjobs.

d. The durance of the interviews was about 1 hour.

e. At the end of all interviews there remained a group of interested, responsible and involved entrepreneurs and chairmen of companyground-areas, who jointly formed the ambassadorsnetwork. This network has been composed broadly. The members vary from a director of one of the biggest companies in 's-Hertogenbosch until the chairman of the chambers of commerce.

f. The director of one of the companies functions as chairman of the ambassadorsnetwork and is THE host during this meetings.

g. The ambassadors meet each other every 6 weeks. The actionleader (Gerard v.d. Heijden) and the projectleader (Theo van de Veerdonk) on behalf of the municipality of 's-Hertogenbosch join the meetings.

h. During the meetings the project is monitored, subjects are acquisition and matching of learningjobs, bottlenecks and possible solutions. Reports are made of the meeting.

3. What is the intended aim?

Via companies/institutions gaining of suitable learningjobs for youngsters.

Subaim is that ambassadors in their contacts with others propagate the project and, for example via the folder, give extra attention to the actionplan.

Another subaim is that the staff of the actionplan (actionleader and the staff which does the acquisition of the learningjobs) VIA the ambassadors get in contact with all kind of (new) companies and institutions. In practice this means that the staff of the actionplan is invited for

meetings of ambassadors, for instance to give presentations at company-cooperatives to have the possibility for networking.

Staff of the actionplan also is invited for important events in 's-Hertogenbosch, like Newyearmeetings of the chambers of commerce, meetings of shopkeepersassociation and networkmeetings of companies.

Via one of the representatives of the ambassadors the actionleader has been introduced to FC Den Bosch (local footballclub, plays national second league football). As result the actionplan learningjobs is a representative in the Businessclub and is at the website.

Another important role of the ambassadorsnetwork is to give feedback to discuss important developments at the labourmarket and education.

The all-over aim is to increase the relations with companies, so that sufficient suitable learningjobs will be reached and maintained for youngsters in the city and region.

4. Points of attention

An important issue is the administration of relations. Not only with the ambassadors, but also the relations introduced by the ambassadors.

Also on basis of the interim evaluation in 2006 the staff who does the acquisition, beside their regular contacts with companies, keep in (telephonic) contact with the relations to ask their opinion how everything is working!

Poland

E.g. School Network – Center for Citizens Education and Polish American Foundation Women together – a network for equal opportunities. School and business – cooperation with employers Etc. there is a lot of nets (look point IV.2.5.)

Romania

One very important network for the Romanian Guidance and Counselling community has been established starting with 1997 within the project “Information and Career Counselling” financed by the World Bank. A network of career counselling offices and guidance practitioners has been established, resources have been allocated (computers, TVs, printers) and a national training program started during 1999-2001. The project is still running, with different activities such as: developing guidance and counselling newspaper, elaboration of occupational profiles, training for practitioners in using Jackson Vocational Interest Survey, developing a national portal with resources and online guidance and counselling services.



Slovakia

We have found one nice example of special service provided by school to their pupils leaving school and entering labour market. In Associated school of services in Lučenec (upper secondary vocational school) established so called “School Labour Office”. This service is taking special care on school leaving students. They are helping them to communicate with possible employer, looking for special needs of local business and offering tailored courses to school leavers during last year of study.

Spain

We collaborate with other public organisms as the Education South Regional Ministry to carry out the execution of educative programs as “Empresa joven Europea” or “Emprendejuven”. The Education South Regional Ministry facilitates us the contact with the different participating centers in the programs, as well as the involvement of the educational team.

- Technological Spaces Network of Andalusia collaborates with our organization in the diagnosis and the implementation of TICs (Technology, information and communication) in the companies created and supported by fundacion Red Andalusia Emrende.
- Internally, we can mention our own organisation, within one of the projects we have already mentioned, Emrendejuven, where the different centres that belong to Entrepreneurs Support Territorial Network in Andalusia make tasks that are complemented to each other. The Central Services of the program plan and coordinate the execution of the program; the incubator Schools take actions of dissemination through all the schools in Andalusia, selecting the students who are going to participate in the enterprise management training. And finally the Support Centres for the Enterprise Development are in charge of the formation of these students. This collaboration in Network culminates with the learning of the entrepreneur culture among these young students and in future, with the materialization of their projects creating new business, being this, the last objective of the program.

IV.3. Recommendations – topics for discussion

Austria

Experiences with networks at federal, national and local level, additional networks for special topics and sections of transition between special schools and special fields of world of work.

- Experiences with networks, which are legal based, formal and official structured, and more in official networks.
- Also experiences with personally networks and “virtual” networks.
- Role of the members of networks
- Relationship between “networking” and “processes and progress” – what happens really concerning to networking?

Denmark

Focussing on young peoples actual transitions from the life as a student to participation on the labour market discussions about successful transitions offer a number of challenges to the professionals who are helping students in the process. Topics for discussion could be:

- The task itself „determine labour market demands“
- How and if qualification demands can be generalised to cover the whole labour market
- What factors are important to understand the interaction between the individual and the labour market and the role each part plays in the meeting

Germany

- There is a need for independent guidance for individuals but even though for institutions (schools, employers)
- We need the development of confidence between schools, employers and the young people. A Strong cooperation and a more regional orientation may help
- The development of new job description, occupational programs and positions for youngsters with lower educational background should be enlarged
- There is a need for early communication of life perspectives and the organization of school and other institutions in a manner that foster self control and motivation to maintain with learning and development
- Parents should be stronger involved in the issue of educational and vocational development and future of their children
- The society should make a clearer decision and commitment to high standards in education and to a modernization of vocational training.



Italy

An informative module designed for students attending the last year of high school to support them in the choice of a university faculty, of a post high school specialization course or in their transition to the world of work.

The most important subjects of the modules were:

- A general overview of the local, national and international labour market: trends, needs and demands coming from companies, legislation, opportunities for young people.
- Job search: how to find information about vacancies, how to write a CV, how to manage an interview etc.
- The world of work seen from different perspectives: HR managers, craftsmen, trade unionists etc
- Self employment

The Netherlands

Career counselling has to get a push, the content of that has to be regularly in the curriculum, x-hours career counselling has to be guaranteed in the regular budget of schools.

Poland

The first transition from the world of education to the world of work is the most important in each human life. Thus, it should be a focus of all guidance activities and should have a special place in the implementation of the strategy for LLL in each member state.

We observe in Europe the issue of migration and related to it a problem of social inclusion. However, one can observe a new phenomenon: the mean time spend abroad is in average longer but there is less and less people who decide to stay “for ever” in other country.

For example 46% of young people who went to Great Britain come back, spending there less than half a year.

The important reason for coming back, not only Polish migrants, is the fact that immigrants usually do work under their qualifications and competences. Consciousness of that is the main reason to come back to mother country. Another reason is the improvement of local economy.

Romania

National:

- Efforts should be made in the direction of supporting the collaboration between counselling networks at different levels.
- Inclusion of counsellors' representatives in the structures of the Regional/Local Partnerships for Occupation.

European:

- Developing projects between educational institutions–guidance and counselling institutions–labour market services actively involved in supporting the transitions of youth from educational settings to the labour market for exchange of information and good practices in different EU countries.
- Continuous training for counsellor dealing with the transition issue on themes like multiculturalism, distance/online counselling etc.

Spain

According to me, it would be much better if it would be a better coordination and communication among the different public organisms and agents involved in the entrepreneurship. They should establish a clear competence distribution regarding employment and business creation.

We could get this objective by increasing the Entrepreneur Network in Andalusia to the rest of public organisms, improving the communication and the information treatment system among the coordination of the network and the rest of entities collaborating. In this way, all the support and funds from the public organisms would be clearer and defined. And we would get better results in employment and business creation.

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Feedback Red Territorial de Apoyo a Emprendedores



With the support of the
Lifelong Learning Programme
of the European Union
133995-2007-AT-COMENIUS-CNW

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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