Professional orientation - Five steps to decision on school and occupation

Professional orientation
Youth Office program

giz

Im Auftrag des:
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1

Introduction into the Pilot Profiles / Dr. Reier

Local interviewees of GTZ* from the Western Balkans countries often pointed at the fact that there are some approaches, but no system professional orientation of students and young people at the point of transition from elementary to high school. Based on this knowledge, the GTZ vocational education reform projects and youth projects in the Western Balkans countries, with support provided by local experts, conducted minor researches that confirmed and differentiated the picture: there are many approaches - such as education fairs, advertising campaigns by technical schools, discussions with company experts - but there is no system and institutionalized professional orientation.

Financially backed by the Federal Ministry for Economic Cooperation and Technical Development, GTZ and the regionally created professional orientation project are trying to face a massive problem on a pilot basis, a problem which seems to be typical for countries with vocational education school systems. In the Western Balkans countries, 75% of the generation is entitled to enroll in universities[1]. Almost all young people entitled to enroll in universities do so. Yet, only 20% of those who enroll in universities find a job that matches their educational background. This, however, means that 55% of the generation studies for wrong occupations. That is an appalling number. The situation in the Western Balkans does not differ from that in the Western European countries.[2] Wrong choices are expensive, and are paid by parents who finance the studies, the state that finances the studying of a large portion of students and maintain enormous educational capacities in universities, and companies that must train additionally the academic citizens to be able to work in companies. Finally, such situation is no less disappointing for academic citizens. After studying for five or six years they find employment in positions where around a three month training would suffice.[3]

A system professional orientation should contribute to informing on all levels of expensive and long-lasting educational mistakes, discovering alternative careers and developing them. Decision on the choice of occupation certainly lies with students, young people and parents. At the end of the day, the freedom to choose occupation and job is a basic right.

The target group of the developed and tried professional orientation model in the Western Balkans countries are young people who are in the final two grades of elementary school or those who finished elementary school only. There are three characteristics that especially mark the professional orientation model:

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* As of 1 January 2011 GIZ

1 The GTZ carried out a secondary statistical analysis in 2008, about the transition to university institutions and completing studies. The basis was a special statistic made at the inquiry of the GTZ by the Statistical Office from Belgrade in the 2000-2007 time period. The analysis included high school graduates who gained the title to enroll in university institutions, university and university of applied studies' freshmen (just enrolled and those resitting the year), the number of enrolled students, the number of successful graduates. Numeric data are related to the results of these analyses. It starts from the fact that, based on the common historical roots, the situation in all countries of the Western Balkans is similar.

2 Around 17% of job vacancies in Germany require academic qualifications (see: A. Gregorio, L.-J. Garcia; Der Arbeitsmarkt für Hochschulabsolventen; Erlangen-Nürnberg, 2007, S. 4).

3 As many as 80% of privateers pass the three-month period of in-company training in order to be able to perform the three most important tasks in a workplace (see: GTZ, Pilot Analyses of the Career Pathway of Graduates in the Region of Kula, Sombor and Vrbas, Belgrade, 2005, p. 85 – Pilotanalysen zum Berufsverlauf von Absolventen in der Region Kula, Sombor, Vrbas, Belgrad, 2005, S. 85).

- it is a five phase professional orientation concept including the following phases: (1) Self-awareness; (2) Information on occupations; (3) Career pathways; (4) Real encounters; (5) Occupation choice decision;
- in this concept, special importance is attached to the discovery relation to the world of work: students and young people should not only ask around in a company, but finish short in-company trainings by learning;
- overall professional orientation teaching and real encounters are designed as individual learning and development process.

Erwin Kaemmerer, *spiritus rector* of the model that is applied in Austria on the country level, trained 20 local trainers to become regional trainers by this model. The apex of the training was the "real encounter" with the five-phase professional orientation model as part of the study trip to Austria. All participants were impressed by what they saw in Austrian schools and companies. They were amazed by the sensitive professional orientation, set in such a manner as to discover perspectives, as well as an interesting teaching design method-wise. Also, they were thrilled by cooperation of all relevant institutions that help each individual develop his/her career.

The thrill probably motivated the local experts to work intensively on this, however, small project. They created for their own countries Trainer Training Manual, Professional Orientation Teacher, Expert Associates' and Youth Instructors' Manual, Student and Young People Portfolio, as well as a framework curriculum for schools and the activities' plan for out-of-school program application. That is not all. Twenty trainers from the project trained 178 teachers and professionals who work with young people. Through their program, trainings and consultations in 20 elementary schools and 15 youth centers and youth offices they reached 2753 young people from these countries.

In Serbia, the project has been implemented in five elementary schools, one youth office and four civil sector organizations in Belgrade, Bor, Jagodina, Niš, Požarevac and Sombor. The program framework was designed in accordance with the Law on the Education and Training System Bases[4], Strategy for Career Guidance and Counselling in the Republic of Serbia[5] and National Youth Strategy[6]. Within the program there is a Trainer Training Manual intended for professional orientation teachers, expert associates and youth instructors training. Elementary school and youth office manuals are intended for professional orientation teachers and youth instructors for direct work with young people. The Portfolio is intended for students and young people to follow their school and occupation decision pathway. The materials have been developed in accordance with the needs and specific characteristics of dealing with young people, both in school and out-of-school context, and will be changed and adapted in line with the needs and requirements of further program implementation.

In this way I want to thank all trainers, teachers and all professionals dealing with the young people, and who were engaged in the project for their great efforts. Of course, my special thanks go to students and young people who took part in this pilot program. Certainly, to Erwin Kaemmerer who dedicated huge effort to this project.

[4] Law on the Basis of the Education and Training System, Official Gazette of RS, No. 72/09.
[5] Career Guidance and Counselling Strategy in the Republic of Serbia, Official Gazette of RS, No. 16/2010.
[6] National Youth Strategy, Official Gazette of RS, No. 55/5, 71/05 - correction and 101/07.

2

Professional orientation – career pathways / Dr. Kaemmerer

Reasons for an increasing need for professional orientation

2.1 Changes in the world of occupations

We are all witness to the ongoing changes in the world of occupations. They mean more than just external changes in the form of business activities. The changes are related to the very "concept of occupation" which for generations, even centuries, made the core of business activities, and consequently, the core of educational system in Europe. In practice, changes in the world of occupations affect all, not only vocational education school systems, which oriented towards this concept; they also change the concept of professional orientation, both the previous and the next one. The so called "atypical" careers, flexible entries and transits in points of intersection between the school and the world of work are no longer an exception. Changes in the world of occupations carry changes to qualification requirements therewith and change the very professional orientation requirement. Now, instead of the "target point" that applies once and for all, we have a situation in which everything moves so that "dynamic orientation" replaces the situation that represented a preparation for something that was considered known conditions.

2.2 About the term "orientation" in the professional orientation context

The term "orientation" implies different contents of meaning. Orientation means both "situation" and "process". Also, orientation may mean the property of an individual's "orientation", as well as activity or influencing someone to orientate, regardless of the manner thereof.
The term professional orientation describes a large set of steps in the orientation process. It goes from education and occupation information to individual counselling. Also, it includes the so called "intrinsic" understanding of professional orientation in teaching, which represents a view of own personality, and "external" understanding which represents a view of the real world and occupations and extends all the way to following and instructing in the occupation selection and decision making processes.

Professional orientation also comprises concrete preparation for an occupation, work experience, traineeships, measures of general vocational education, offers of concrete assistance in decision making and help that leads to successful transition into occupation and/or opting for vocational education.

2.3 Occupation selection decisions theories – approaches for pedagogical and didactic implementation of professional orientation

Here, we will provide a short overview of different aspects of occupation selection decisions theories, of which there is an extensive literature.[7]

[7] **Busshoff, L.**, *Berufswahl–Theorien und ihre Bedeutung für die Praxis der Berufsberatung*, Stuttgart-Berlin-Köln, 1989; **Daheim, H.**, *Der Beruf in der modernen Gesellschaft*, Köln, 1967; **Ginzberg, E.** et al., *Okkupational Joice*, New York, 1951; **Lange, E.**, *Berufswahl als Interaktionsprozess*, u: Kölner Zeitschrift für Soziologie and **Lange E./Büschges G.**, *Aspekte der Berufswahl in der modernen Gesellschaft*, Frankfurt/M, 1975; Ries, H., *Berufswahl in der modernen Industriegesellschaft*, Bern, 1970; **Schweikert, K.**, *Berufswahl*, in: Kreklau C./Uthmann K.J., *Handbuch der Aus- und Weiterbildung*, Köln, 1987, 20. Ergänzungslieferung, Abschnitt 30/65, S. 1 ff; **Super, D. E.**, *Psychology of cerias*, New York, 1957; **Steffens, H.**, *Berufswahl und Berufsentscheidung zur Theorie und Praxis eines Aufgabenbereiches der Arbeits- und Wirtschaftslehre*, Ravensburg, 1975.

2.3.1 Overview

The goal of this overview is to address various theoretical approaches that partially make the basis for pedagogical and didactic approaches in professional orientation implementation:[8]

Occupation selection as allocation process[9]: occupation selection is considered neither a developmental nor selective process of an individual. There is a common viewpoint that occupation positions that exist in our society are distributed to their future owners. Choice of an occupation is accordingly considered occupation allocation.

This occupation allocation process is divided by H. Daheim[10], a representative of this understanding, in three phases:

- decision on individual school is made by the family which also influences it;
- decision on occupation position is made under influence of family, peer group and teachers;
- in the course of work life occupation positions are determined by colleagues, superiors and family founded by the individual.

Choice of occupation as classification process[11]: whoever chooses an occupation needs an optimal level of information of him/herself, aptitudes, interests, abilities and talents, as well as occupation requirements. It is suggested that everyone is looking for such environment and occupations as enable him/her to realize his/her abilities and skills and to take over acceptable positions and roles.

Choice of occupation as decision making process[12]: choice of occupation as decision making process is deemed to be interaction process between a person (personality structure) and an object area (occupation structure) with a view to analyzing, comparing jobs and, after setting up priorities, making a decision. This process is carried out in many phases, from problem spotting, via information receipt and processing, to decision and realization (strategic informing).

Choice of occupation as learning process[13]: the approach in the learning theory that explains the choice of an occupation regards "personal concept", an entirety of environmental impacts (family, school, etc.) and learned problem solution methods, as learning experiences touching upon one another and leading to a conscious choice of an occupation.

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[8] The structure largely relies upon **L. Busshoff** and **K. Schweikert** (see above).

[9] According to this sociological theory, the decision on occupation choice is also influenced by economic determiners (economic structure, situation in economy, labour market, occupation structure, etc.) as well as sociocultural and socio-psychological determiners (belonging to a particular class, family home, school, peers, career counselling, etc.).

[10] See: **Daheim, H.**, *Der Beruf in der modernen Gesellschaft*, Köln, 1967.

[11] One of the personality-oriented theories, also known in scientific literature as the "Differential psychological orientation as a comparison between personality traits, occupation requirements and socio-economic determiners". Along with differential approach, these personality-oriented theories also include the psychoanalytical approach and the theory of personal conception (see also: TH. A. Pollmann, *Beruf oder Berufung? Zum Berufswahlverhalten von Pflichtschulabgängern*, Frankfurt/M, Berlin, New York, Paris, Wien, 1993.)

[12] From the aspect of the decision-making theory, the occupation decisions are explained through the selection and decision-making procedures determined by the previous positions in school and occupation. At the same time, the individual and social aspects of occupation selection influence are not in the forefront (K. H. Seiffert).

[13] Busshoff, L., *Berufswahl. Theorien und ihre Bedeutung für die Praxis der Berufsberatung*, Kohlhammer, Stuttgart, 1984.

Choice of occupation as developmental process[14]**:** choice of an occupation is not deemed an action isolated in time, but a chapter in the lifelong process of professional development. The postulates of this approach are interdependence of decisions made by the young person him/herself and the ones made about him/her; choice of an occupation is a part of the continuous developmental process of own *I* identity which is developed. The choice of an occupation as a developmental process starts, e.g. by the choice of school after elementary school that temporarily defines further approach to education situations, while containing a possible decision on the change of occupation, and/or new orientation (re-qualification, alternative education pathway).

Choice of occupation as interaction process[15]**:** choice of an occupation is understood as the result of interaction between the one who chooses an occupation and his/her environment (parents, teachers, advisors, etc.). The interaction includes the extremely different interests and value positions of participants. The participants who become largely familiar with the realities of education and the world of work (information days in higher level schools, asking in schools and companies, traineeships) a high degree of rationality is developed in occupation selection.

2.3.2 Analysis

Taking this occupation decision theories overview as a starting point, the question of possibility to check compliance between the theoretical models behind the occupation decision processes and the decision making procedures that can be noted is not relevant for our consideration. In the first plane there will be a belief that theoretical approaches of

- occupation selection as allocation process,
- occupation selection as classification process,
- occupation selection as decision making process,
- occupation selection as learning process,
- occupation selection as developmental process, and
- occupation selection as interaction process,

contain elements that improve the design of concrete pedagogical processes for professional orientation.

[14] In respect of the person-oriented theories, the representatives of the developmental psychology theories note that the occupation choice must not be understood as statical and individual, but a lifelong, continuous process of professional motives and orientations. The most famous representatives of this theory are E. Ginzberg and D. E. Super.

[15] See: Ries, H. i Lange, E. (see above).

Since professional orientation is a far-reaching system comprising many relevant groups and stakeholders, it is necessary to point out in a clear overview the most important possibilities for explaining occupation selection.

It seems that none of the standalone occupation selection theories offers sufficient explanation of all impacts and dependence between occupation related decision and education, and consequently, previous professional orientation. Since each of these theories contains important approaches for explaining parts of the decision making areas, and/or preparations for decision making, none can be fully discarded as outdated or incorrect.

Therefore, we opted for an integration approach in developing our professional orientation program model. When developing the concept, the starting point was that improving effects can be achieved especially when the professional orientation process is understood primarily as:

1. learning process,
2. classification process in a dynamic sense of the word, future-oriented, and
3. decision-making competence.

Regarding understanding of professional orientation process as a learning process (1), the learning theory process starts from the premise that in order to design a professional orientation process learning experience should empower the personal concept, enable targeted experiences in the world of work (real encounters), and develop problem resolution methods. This includes independent information collection, dealing with the values, following future events, etc.

Regarding understanding of professional orientation process as a classification process in a dynamic sense of the word, future-oriented, and as learning competences (2 and 3), occupation selection is explained as classification process, that is recognizing and unifying interests, abilities, aptitudes and talents with requirements in an education and/or occupation area, so it can be understood in a dynamic and multidimensional way, as the one who chooses and the world of work are subject to changes and as there is interdependence.

If changes in education and the world of work must be taken into consideration, as well as targeted empowerment and improvement of abilities, positions and knowledge, then the multi-phase procedure is especially suitable as a professional orientation model with a possibility for reflection and verification of preliminary decisions and/or decisions. This makes the classification process a learning process which improves in a targeted manner the unification and comparison of personality profiles with education and occupation requirements in our school and/or an occupation.

3

Active process professional orientation concept in the Western Balkans

The basis of our comprehensive, consistently built concept of orientation and follow-up of youth in the school and/or occupation selection process in the West Balkans consists in the multiphase procedure, the so called five-phase model.

3.1 The structure of occupation selection process flow (the five-phase model)

- **Self-awareness:** by proper learning content design, recognize own capacities, readiness for achievements and aptitudes.
- **Information on occupations:** available or new occupation related information to be developed and prepared in a structural manner to provide for an informed occupation selection.
- **School opportunities:** knowing the options regarding school and career path leading to the desired occupation.
- **Encounters with the world of occupations:** by asking questions to occupation representatives, company internship representatives ("testing") and asking around in companies, the desired occupation is subjected to the reality test.
- **Occupation choice decision.**

3.2 Didactic implementation of the five-phase procedure

The didactic procedures during the professional orientation design process should enable the learning experiences that enhance dealing with one's own self: with personal interests, capabilities, desires, suitabilities, etc., with a view to becoming familiar with the person's profile and acquiring **personal and social competence,** and empowering **the decision making capacity** and decisiveness.

It is, however, necessary to transfer **orientation competence** to the young people by dealing with the information offers, collecting information, their selection and processing.

In addition to cognitive dealing with own personality and information, a young person is offered the approach via own experiences for his/her questions. This requires active methods, cognitive, research-based, independent learning by means of game and reflection.

By performing exercises and games similar to practice, by enabling high degree of youth activity and enhancing their readiness and motivation, by engaging into the occupation selection processes supplemented by real experience, i.e. by asking around in school and company with appropriate preparation and subsequent information processing, information fairs, and similar, youth orientation competence is empowered by "familiarizing" with the reality.

Occupation selection competence development among youth based on a personal concept is finally the goal and precondition for a successful transition into high school and into the world of work. Occupation selection competence is taken to mean the ability to make an independent decision to a large extent regarding school or in-company training, and to implement such decision. The decision must be made as a combination of personal concept (abilities, interests, aptitudes, appropriateness, etc.) and real circumstances (further education and/or occupation requirements, labor market prospects, etc.).

3.3 By summarizing the overview of the most important learning goals against the occupation selection competence development, young people will be able to:

- discover, research and reassess own **desires, interests and aptitudes,**
- spot **talents** and **capabilities,**
- become familiar with the **requirement profiles** in respect of professional jobs and education,
- acquire detailed **insight** into the selected education and occupation options in line with own interests,
- reflect on **work** in its multiple meanings and forms as an **elementary human factor,**
- recognize the current **forms**, as well as the changeability of work and occupation,
- become familiar with the world of work and occupations from the **cultural, economic, social** and **ecological** aspects,
- recognize the impacts of **new technologies** on different areas of profession and life,
- ponder upon the aspect of **health** as a factor in work and profession,
- get an insight into the world of work and occupations by means of **real encounters,**
- specify various **education options** with their specific requirements and final qualifications,
- build a **personal strategy** for own planning of career and life,
- compare the **personality profile** with the **requirement profile** for the educational and career pathway and to check it in respect of the decision.

4

Framework program plan: Professional orientation[16]

The goal, tasks and contents of the professional orientation program

The general program goal is to inspire young people by way of active participation in the professional orientation five-phase process model to take over responsibility for their future, to get to know themselves and their capacities, educational pathways and career pathways, to make a prudent decision regarding the school and to get involved into the world of work, thus achieving success in their career planning.

The professional orientation program strives towards building the decision-making capacity with young people and students and as such it integrates the two main components. One component is personal competence, i.e. the power of one's own "me" and recognizing the education and occupation options, and/or dealing with them (subject and method competence). The second is social competence which is ever more important in the world of occupation and it should be not only the subject of research, but the subject of training within professional orientation as well.

In this way, significant contribution is given to forming the personality of young people and students, and the centerpiece of the process is the development and strengthening of the will, decision-making capacity, focus, meticulousness, readiness to perform, persistence, and ability to engage into relationships.

4.2 Didactic principles

All relevant stakeholders in the professional orientation program implementation should take into consideration the fact that professional orientation is a process. Professional orientation should enable young people to become aware of their personal capacities, it should offer the choice of occupation and school, to follow changes in respect of the choice of occupation and to lead to independent decision on the choice of occupation and education.

The contributions of professional orientation to the forming of one's personality require a special manner of program methodology design: clear, direct experience of own activities is a precondition for the program implementation.

The program is implemented as active and interactive learning. The methods enabling active learning are applied and those that specially enhance development of key qualifications in the occupation-school selection process, especially the orientation competences: classroom discussions, role plays, group work, expert method, mind map, professional orientation portfolio, learning by stations (e.g. capability pathway), pro and con debate, individual work, pair work, interviews, real encounters, etc. The above mentioned and other methods used in the area of professional orientation will be dealt with in more detail in a separate chapter.

In conducting real encounters, the methods are applied which enable interactive learning in real school-work situations in which young people and students actively participate in exploring and finding a solution: asking around in school, company and industry, as well as individual

[16] The sources on the program implementation methods in Austria: The professional orientation curriculum for HS and AHS, issued by Ministry of Education, published: BWK (BGBL II No. 134/2000); Polytechnics School curriculum, issued by Ministry of Education, published: BWK (BGBL II No. 236/1997).

traineeships, in-company and in-school traineeships, visiting fairs to inform of occupations, etc. Real encounters require thorough preparations and subsequent processing with young people and students, and a more intensive cooperation between schools and companies. When defining the terms for real encounters, the overall professional orientation process should be borne in mind.

It must be observed that the school and occupation decisions are often made in the family circle or by means of individual counselling sessions. Therefore, by participating in this program young people and students are encouraged to make the decision on their own. Targeted use of counselling services in the professional orientation process should be promoted among young people and students within the program which is implemented in schools or via the Youth office program.

4.3 Learning areas and program/teaching contents, i.e. learning contents

4.3.1 Learning areas: Self-awareness

Self-awareness is the encounter of a young person with his/her own "me" (strengths, weaknesses, interests, aptitudes) and it represents the starting point for the decision-making process. If a young person is aware of his/her personal capacities (abilities, skills, strengths, talents), then they can get informed in a focused manner of the options in the future profession, as well as school-related options, and learn which occupations, i.e. school options suit them.

Goals

The general goal of this learning area is to help young people and students become aware of their affinities and capacities as part of the process of acquiring a real picture of themselves.

Young person should understand that dealing with his/her own "me" is an important precondition for his/her decision-making process and that it encourages him/her to learn the things he/she knows and does well and not so well (strengths and weaknesses and areas for development), so as to be able to compare his/her personality profile in the further process phase against the requirement profile, i.e. school or occupation options, in a focused manner.

Program/teaching contents and/or learning contents

Young people should learn to discover, explore and test their own wishes, interests and aptitudes, and to know to spot talents and capabilities, in order to learn to assess and reflect their own expectations; to recognize own capacities and readiness to perform; to self-reflect on interests, aptitudes, capabilities (self-assessment) and to build upon the choice of occupation and school; to deal in a critical manner with the occupation and job descriptions; to strengthen the feeling of own value, especially female students and girls, regarding suitability for a wide range of schools and occupations.

4.3.2 Learning areas 2 and 3: Information and exploring the school and career options

Exploring and using information on school and different career options enables youth to get new insights into the relation between personal competences and school and occupation requirements.

Young people and students are trained to find information on their own, they are instructed on how to use and select data and what possible sources of information are at their disposal - occupation information centers, employment services, magazines and brochures, job markets, occupation databases and other offers on the internet, etc. provide facts and data on the school and education options, areas of work and occupations, jobs, trends, etc.

Goals

The general goal of this learning area is to acquire knowledge on the various information offers regarding the school and occupation, as well as enabling young people and students to actively and independently use available information offers.

To transfer the orientation competence to youth in respect of occupation and school selection, they first must face the information offers they are interested in. This is why they learn how to search and select information by independently collecting relevant information from the internet and other sources concerning the areas of work and qualification framework, school education options, etc. and processing them in line with their preferences. Young people cognitively process the information they receive, but they are additionally offered the possibility of acquiring new insights and knowledge via personal reflection and possibility of personally experiencing their own experience. This is primarily referred to empirical passing of youth through exercises that resemble practice and real encounters, providing them with a high degree of activity and engagement and preparing them for further professional orientation processes.

Program/teaching contents and/or learning contents

Students and young people should develop the orientation competence by independently collecting and dealing with relevant information regarding school and occupation; they should be able to classify schools and occupations by certain work area criteria; to learn to get informed of various school areas and industries, to recognize the characteristics and, in line with own interests, acquire a more detailed overview of the selected schools and further education; to bring personal attitudes and understandings into the context with the school and occupation selection; to critically reflect and reassess their life planning and career planning; to acquire knowledge on school and career options leading to the realization of the desired occupation; to process available or new information in a structured manner, so as to arrive at an information-based decision on the occupation choice; to recognize work and occupation in their many meanings and forms as an elementary human factor, as well as their life space, and to ascribe them a personal value; by dealing with the issue of gender specific concentration on certain school and labor market pathways, divided by sexes, to learn and estimate the consequences arising thereof for the further life and career.

4.3.3 Learning area 4: Real encounters

In this area, the young person is encouraged to get to know personally interesting school and occupation options in practice.

To successfully conduct real encounters, it is very important to light upon the benefits it brings to the young people, necessity of good preparation for the real encounters and the requirements for their realization, following and reflection.

Under the term “real encounters” we mean all direct encounters with the world of work (asking around in the company, test practice/in-company internships), from the area of school education (test practice in schools), from institutions relevant for the occupation (employment service, occupation information centers, company training and professional development institutions). This also comprises the normally one-day information manifestations such as, e.g. occupation information fair, “Girls’ Day”, and/or “Girls’ and Boys’ Day” or school information day “Open Doors Day” etc. Through a real encounter the young person can supplement and improve his/

her theoretical knowledge of the world of work and occupations. Before a young person makes the final decision, it is highly desirable to perform an intensive "reality check" on the qualification framework/educational pathway once again and to check whether the real requirements match own ideas and personal assumptions. As part of the instruction process, "broadened company inquiry" (company testing), and/or discussions/interviews with an occupation representatives is especially supported and insisted upon.

Goals

The general goal of this learning area is to introduce young people and students to the world of work and their putting to the test in authentic situations in the world of work.

A young person should learn what benefits a real encounter "on the spot" brings him/her for his/her decision. He/she should think of what he/she is missing if he/she fails to inquire in such a way (testing the practice/in-company/in-school internship). In this way he/she gets to know his/her company/school and should prepare well for a potential real encounter.

When preparing for real encounters it is important to know well the terms and rules of behavior during the encounter, including, among other, agreement on work attitude, manner of conduct, etc.

To monitor one's own achievements, a young person should be offered the possibility of an intensive, structured reflection (e.g. company/school feedback analysis and assessment) and check with him/her whether the experiences and/or knowledge were in accordance with the original expectations.

Program/teaching contents and/or learning contents

By way of real encounters, which are effectuated taking into consideration the whole education process flow, and/or occupation selection flow, young people should learn of the world of work and occupation. Therefore, it is important to prepare thoroughly for such encounters and to process the acquired knowledge and experience later, so as to be able to inform themselves independently and fully of the education and work areas of their interest. There are different ways and numerous opportunities for it. For example: interviewing the experts (school and occupation representatives), by way of in-school internships (several days of internship, open doors' days) and in-company internships (craft trainings and asking around in the company), by visiting occupation information trade shows, specific manifestations promoting gender sensibility ("Girls' and Boys' Day"). The goal is to acquire new knowledge and arrive at conclusions from all these situations and to run a reality check on the school and desired occupation pathway; to meet the counselling institutions offering school/professional education planning assistance and to be able to use the offer for themselves.

4.3.4 Learning area 5: Decision

Within this area in the professional orientation process young people and students are enabled to make a decision on their future school and/or their future occupation. In this process phase, a young person has already become familiar with his/her interests and abilities, developed the orientation capacity by way of information and research; he/she knows the education and career path options, can compare his/her personality profile with the occupation world requirements and has practically tried out the way it works in school and at work. Now he/she makes the decision (step 5) regarding further education in a school.

Goals

The general goal of this learning area is for the young persons who took part in the professional orientation program to be empowered and capable of making an independent decision concerning their further education and occupation.

Program/teaching contents and/or learning contents

Young people now balance the choice of their desired school and career and the their feasibility in the context of interactions, i.e. influences from e.g. parents, peers, friends, counselling institutions, companies and society; in the course of the occupation selection process they should define the interim position in respect of the desired school, and/or career; they should involve parents (guardians) as important decision owners; they should check school choice against the checklist; they should compare the personality profile once again against the school profile requirements and make a decision.

5

Level PARENTS

The program suggests involving parents in their child professional orientation process, primarily aimed as support to individual decision making.

Parents are involved by means of parents' meetings, as well as real encounters which normally take place together with youth and are recommended as a stimulus for the decision making process.

Proposed topics: Parents' meetings

Topic	Persons	Didactic notes
Professional orientation – what is that? What is planned in the course of the training?	Parents, teacher, youth	Getting to know the professional orientation process
Capability pathway	Parents, teacher, youth	Testing the strengths, abilities and aptitudes with parents by stations and comparing them
Presenting the in-school traineeship results	Parents, teacher, youth, teachers from further education	Checking and deciding
Presenting the in-company traineeship results	Parents, teachers, company staff in charge of students, youth	Checking the decision
I am ... years old - what now?	Education, company and labor market experts, teachers, parents, youth	Checking the decision regarding further education in line with the valuation factors

6

Organizing professional orientation programs in youth offices in Serbia

The professional orientation program can be organized in various ways. Different program organization requires and causes different implementation methods. The experience presented herein is the result of two pilot program implementation models, which also imply specific organization and implementation, one inside the school and another as Youth Office program.

The Youth Office implements the professional orientation program in accordance with the role it accomplishes as part of local government.

Experience shows that the care for youth brings manifold benefits, both for the young person and for a wider social community!

Youth Offices implement the National Youth Strategy within its local action planning and implementation of such plans through direct engagement with the youth. In the field of professional orientation the National Youth Strategy[17] defines three specific goals relating to:

1. increasing the level of information dissemination among young people on the choice of occupation, employment prospects and labor market perspectives by developing the career guidance practice and counselling on all levels of education with the support from expert teams; developing and affirming the career guidance system and youth counselling on all levels of education with the support from expert teams, especially in the youth office activities; reaching out with the services of Information and Professional Counselling Center within the National Youth Employment Service to all areas; informing youth of the situation and perspectives on the national and local labor markets; providing higher efficiency of counselling services dealing with youth;

2. improving labor market prospects for young people and creating conditions for more frequent and better quality youth jobs by providing access to career guidance and counselling in all areas; improving education diversity and quality on all levels and instituting lifelong learning accessible to all (young people in all areas, the unemployed and employed youth by more and higher quality investments), affirming work ethics with the young people; promoting work engagement opportunities by working practices, internships, and voluntary work with a view to combating long term unemployment of youth and gaining the necessary experience for establishing a quality work relation;

3. increasing professional and spatial mobility of young people by way of instituting labor market forecast system as a support to occupation offer planning on the national and local labor markets in line with the needs of economy; instituting a system of unique and complete informing of young people of vacancies on local and regional labor market, stimulating inclusion of young people in training and qualification improvement programs for the purpose of employing in other regions and towns.

Professional orientation as a Youth Office program is implemented by trained youth instructors for professional orientation in line with the competencies and capacities that the Office has for one such program.

The program target group are all young persons interested in this program - whether they finished elementary school or interrupted their elementary or high school education, whether they are still attending high school, but having a dilemma regarding further education or expected occupation.

The benefits of professional orientation implementation as a Youth Office program is the following:

- youth offices have reach and influence even on persons who are not part of the formal school system;

[17] National Youth Strategy, Official Gazette of RS, No. 55/5, 71/05 - correction and 101/07.

- professional orientation is a strategic goal of the National Youth Strategy and Action Plan;
- good formal and informal connection with companies and education institutions;
- familiarity with the local community;
- there is an option to influence and change strategic documents on young people and for young people with their participation;
- openness of the Office for cooperation and networking with key stakeholders in a local community (employment service, companies, etc.);
- Youth Office plays a significant role in informing young people in the local community and it can implement the peer approach to professional orientation;
- Youth Office can provide funds for program implementation.

6.2.1 The forms of professional orientation implementation as a Youth Office program

Professional orientation as a Youth Office program can be implemented as follows:

1. the program implemented by Youth Office coordinator with assistance of the youth instructors' team for professional orientation which is formed around the Office's activities;
2. the program implemented by the Youth Office Implementation Partner, i.e. civil society organization whose representatives are trained youth instructors for professional orientation;
3. the program implemented by Youth Office coordinator as professional orientation instructor or a person in Youth Office in charge of the program implementation.

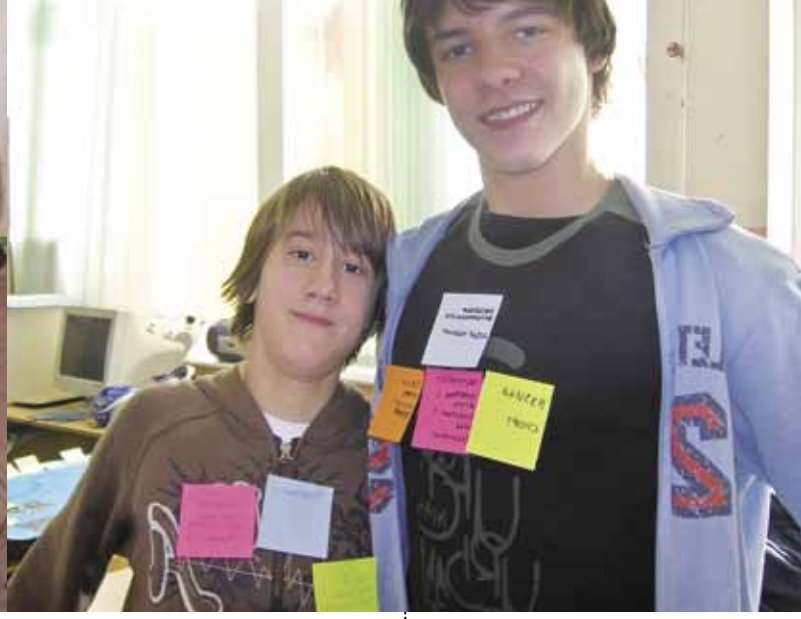
The professional orientation training for young people is implemented in **three training modules** comprising all five professional orientation **model phases** for a recommended total duration of 15 training hours and 15 hours of real encounters.

Youth professional orientation instructor can choose and implement individual workshops or combine activities from different workshops in line with the needs and abilities of the group he/she may work with. Additionally, individual work and follow-up of the young people involved in the program is supported.

The general goal of the program is to empower the young person to make a school and occupation related decision, as well as to enable him/her to take an active role in making that decision.

An example of the Professional Orientation Program and Activities' Plan, Youth Office Program

It is recommended that professional orientation as a program is implemented by means of a set of trainings and real encounters, adapted to the conditions and Youth Office services' users, with 15 hours of workshops and 15 hours of real encounters.



Special characteristics of the program:

- implementation timeline matches the needs of young people;
- higher volume of work regarding the program implementation coordination;
- more flexible approaches to parents;
- professional orientation should be organized so as to enable the process of occupation and school selection in line with the five-phase model flow structure;
- the orientation competence is developed and improved during the occupation selection process (personal, professional and method competence);
- the participants experience the program:
- Participants' personality formation is continuously improved by using open forms of learning.
  - Application of exercises with various methods that enhance the competence is provided.
  - the program should follow the success of transferring key competences.

6.2.3 Professional orientation programs implementation plan proposal in Youth Offices

Topics	Hours of training
LEARNING AREA 1 - Self-awareness:	6 hours
LEARNING AREA 2: Gathering information on occupations and researching	3 hours
LEARNING AREA 3: School and career options	3 hours
LEARNING AREA 4: Real encounters	15 hours
LEARNING AREA 5: Decision	3 hours
TOTAL NUMBER OF HOURS	30 hours

7

Methods catalogue

This part of the manual provides an overview of some of the methods that are recommended in the area of professional orientation for young people. In addition to the ones mentioned below, it is recommended to use all other active/interactive work methods.

CLUSTER Asking by the cards

Lecturer/teacher/instructor poses a question to the class in a visual form. The question is to be answered in writing. For these purposes, the instructor distributes the moderation cards. All are the same color, so that individual cards would not stick out based on color only.

The instructor asks the participants to write an answer to the question, and the participants should:
… write using the marker;
… write using block letters;
… use big and clearly identified letters on cards, but with a maximum of three lines per card;
… record a maximum of one idea per card;

The next step is collecting the cards. Attention should be paid to collecting them discreetly ("face down"). This is important, because even an open survey by way of cards should be conducted as anonymously as possible. Then the cards are placed on the moderation board.

When placing the cards, the instructor asks the participants if the next card could be comprised within the already placed card or it constitutes a new meaningful unit, which is why it must not be placed below, but next to the previously placed card. The process ends when all cards are placed.

At the end, the group checks the cards' distribution one more time and provides titles to individual groups of cards (meaningful units) with an appropriate umbrella term.

(Source: Seifert, J., *Visualisieren, Präsentieren, Moderieren*, Gabal, 2001.)

Double circle

Participants are getting ready for a topic focused presentation within the short phase of thinking. At the same time, topics can vary: methodological questions (e.g. school works preparation), stories of personal experiences (e.g. interesting vacation story), as well as professional aspects, of course (e.g. climate change). Experiences, assumptions and/or prior knowledge of students are in the spotlight.

(Source: Seifert, J., *Visualisieren, Präsentieren, Moderieren*, Gabal, 2001.)

About the set-up of the double circle itself: participants are sitting in a circle in pairs one across the other, so that the outer and inner circles are formed. Individual pairs can be selected, among other, randomly by cards with the two identical symbols/numbers. Then, all participants from the inner circle tell their story first. The other participants are listening and optionally asking questions. Then the participants from the inner circle move by, e.g. two chairs clockwise, so that new pairs are created. Then the participants from the outer circle are activated and start telling/reporting on the same topic. Then the participants from the inner circle move again by two chairs further, etc. At the end, the conversation process can be analyzed both from the communication and from the content aspects.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

Expert method

Work in basic groups

First, a random division in groups is done (basic groups) by pulling out different materials for group work. Participants first read the text as part of individual work, then they work together on the text as part of these basic groups. The most important premises and text contents are discussed, notes are taken (in writing if needs be) on what to tell others who are not familiar with the text at all.

Forming expert groups

Each basic group member is given a certain number of figures or colored dots. All participants with the same figure/color form the expert group afterwards.

Now at least one expert from the basic group moves to the group with new composition, where each work material (with segregated duties) is represented at least once. Each participant presents the results of the joint efforts by the basic group to new members as an expert. After that, all topics of the segregated work are summed up into a joint presentation.

(Source: Müller, F., *Selbstständigkeit fördern und fordern*, Weinheim/Basel, 2004. Kipppert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

Group work

1. Tables for group work are distributed:
   - Quietly.
   - Fast.
   - Carefully.

2. We plan our work:
   - We start fast.
   - We prepare our work materials.
   - We read the materials.
   - We check if all have understood the work tasks.
   - We delegate the tasks.
   - We create a time plan.

3. We agree on rules for group work:
   - Each person takes over the tasks onto themselves.
   - All are involved and active.
   - Everyone records the work results.
   - Everyone listens to others.
   - Everyone listens to others patiently and carefully.

4. We elaborate the matters:
   - We deal with the matter intensively.
   - We agree on the information we want to remember.
   - We delegate the work results.
   - We decide what other groups should know of our topic.

5. We prepare the presentation:

We decide how to make the presentation.
We delegate presentation tasks to team members.
We design the visual appearance.
We determine the flow of the joint group presentation.

(Source: Mattes, W., *Methode für den Unterricht*, Schöningh, 2002.Fundgrube für Methoden zur systematischen Hinführung zur TeamfähigkeitKlippert, H., *Teamentwicklung im Klassenraum*, Weinheim/Basel, 2001.)

Internet search

The instructor can use the topic relays offered on the internet. Those are the collected relays on cities, countries, ages, writers, etc. (see: www.learnetix.de). Additional thematic rally-contests with worksheets and teaching instructions can be found on http://e-lisa.at/linkex-press/archiv.

Relays on the internet can be developed autonomously. The advantage is in that the relays can be individually adjusted to the learning subject and the class/course performance level. At the start of a relay, participants are given a certain number of questions they need to solve through the internet. There is also a possibility of providing the participants with a list containing the links for dealing with the questions. Alternatively, participants can look for solutions using the browser as well, which increases the level of requirements.

As a rule, the browsers offer the "bookmark" (Netscape Navigator) or "favorites" service (Internet Explorer). They are used to mark the pages on the internet and download them directly by clicking theron.

(Source: Brenner, G., *Fundgrube Methoden I*, Cornelsen, 2005.)

The marking rules

Important points/key words are underlined by pencil.
The underlined text is read once again, then marked by yellow marker.
The text is skimmed.
Preparation (pencil, ruler, yellow marker, red ball-point pen).
The marked parts are presented by the mind map.
Additional information is marked by underlining the text using red pen.

Mind map

Developing a mind map with the group:

A topic or problem set-up is marked as key term in the middle of paper (board). Around the center the remembrance map is created, a wreath of main branches and further branching.

The instructor can assign the first example. Then, he/she passes the chalk (marker) to one participant who marks the next addition. The chalk is paid forward to the chain of applicants and each participant is encouraged to add something to the network.

Developing a mind map individually

The procedure is same as above, only that each participant passes through all the steps alone.

(Source: Müller, F., *Selbstständigkeit fördern und fordern*, Weinheim/Basel, 2004.)

Interviewing the partner

Wherever personal data, experience, opinions or special knowledge need to be exchanged, this can be done, among other, by interviewing the partner. In order to prepare this exercise, the group is normally split in half. One half of the participants is given a task to interview A, the other half is given a task to interview B (tasks in certain circumstances may be the same). The interviewing tasks are quite open (e.g. try to find out how your partner imagines a good training; what do they know of the National Employment Service; what are the specific characteristics of the place they live in; what did they experience during the weekend; what do they think of the trial drivers' license, etc.). Each participant knows what topics to ask in the interview and what topics he/she will be asked in the interview. In the phase of work, all participants are prepared silently for their tasks. Then pairs are formed by drawing: one representative of team A and team B. They interview one another for, let's say, three minutes. They ask, answer, add upon, summarize and take note of key words. After that, all participants meet in a circle of chairs and present their partner and his/her key data/experience/opinions/professional information. This exercise ends in feedback.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

Presentation

Five rules for a successful presentation:

1. Good preparation!

This is the most important point for the presentation as each man, whether it is a teacher or student, instructor or training participant, immediately notices whether the presenters are well prepared or not.

2. Write the notes on a piece of paper!

If you write down all you want to talk about, there is a danger of reading it out only and monotonously presenting what you learned. If you don't write down anything, there is a danger of losing the thread. Therefore, use a piece of paper with notes as a reminder with key words.

3. Speak "from your head"!

Listeners can follow a presentation much better if the presenters speak spontaneously. As presenters, look at the audience and make eye contact. Make sure you are not looking at instructor only.

4. Ensure you get attention!

You do not start immediately, but rather wait until all are quiet and ready for the start of presentation. At the end, you do not go back to your seat immediately, but rather wait to see if there are any questions or notes. If necessary, you can ask for silence and attention.

5. Emphasize the important information!

The one presenting a topic wants the listeners to remember the most important information. As part of your preparation, you may think of the aids you can use for others to memorize the content. For example, you can use blackboard or prepare a slide.

(Source: Mattes, W., *Methoden für den Unterricht*, Schöningh, 2002.)

Presentation by means of a piece of paper with key words (the two column technique)

Example:

Main text Column with key words

EU currently has a problem - too few technicians! If the budget for technical research increased now by 50%, the money could not be spent at all - in Austria only in the next years 5000 technicians will be lacking for that.

This is why the Ministry of Economy, in cooperation with the Industry Association, wants to encourage girls to opt for technical profession.

In some industries the ration between men and women is 90%. Technical occupations and family - do these match?

Wolfgang Tritremmel says: "Industry no longer means working with the punch card that punches the time of your arrival at work and the assembly line - there is a decreasing number of physical jobs. Thus, work with your head instead of your hands - and family can click in the picture. A female software engineer can, for example, even if on a maternity leave, work on projects from home on the internet."

Column with key words:

5000 technicians lacking
Ministry of Economy, Industry Association
Promotion among girls
Nine to one
Use your head instead of hands
Research and development
Juggling the family
Internet

Participants get a clear expert text. It has to be reshaped into a basis for free presentation as a piece of paper with key words.
The participants first read the text carefully and, if necessary, clarify unknown phrasings or expert terminology.
Then the participants summarize the meaningful chapters by subtitles.
Essential terms and individual pieces of information are then grouped under appropriate subtitles.
The key words' column is separated from the text and it serves now as the basis for presentation.
Introduction and summary must supplement one another - irrespective of the submitted text.

Variation:

Key words are jotted on individual cards. On the back of the cards, the participants write the variants. This provides certitude.

The reports composed by the participants individually can also be prepared using the two-column technique. The presenters then do not separate a piece of paper with key words from their report, but they speak using key words only. Only in case of utmost necessity do they refer to the original text.

(Source: Brüning, L., *Vortragen, Präsentieren, Referieren*, Auer, 2006.)

Presentation by using symbols

Example:

Main text
Visual overview - card with key words:
Columbus - discovered new world
Christopher Columbus was an unusual personality.

Born in 1451 in Italian Genoa, he was supposed, like his father, to become wool weaver. Yet, the nearby harbor and the sea made him become a sailor at the age of 14. He was a person thirsty for knowledge and he devoured, above all, the reports of the far lands.

Adventurer

In 1478 the famous explorer married a Portuguese noblewoman, he lived in Madeira and went sailing for at least once along the African coast.

Like the learned men of his time, neither Columbus believed any longer that the earth was flat. If it was round, he was convinced, then by sailing westwards one could reach India as well. The route should be shorter than the land routes for India.

Work task: Please try to select the symbols or pictures as an alternative for using key words for the key words' column. The result should be a picturesque presentation of the piece of paper with key words.

As an alternative to using key words, you can suggest it to the participants to use symbols or pictures for certain cases. Put in the right order, students will find it a picturesque presentation of the key words' card. This method requires the students to find adequate symbols for different words, which enhances participants' motivation. Additionally, their imagination competence is improved which is important for learning as a whole.

At the same time, participants can use a symbol as a slide by which they structure their lecture for the audience. Audience attention rises, since they probably cannot relate the symbols alone to the subject context directly. It is only in the course of the presentation that the symbols and their meanings become understandable. With many listeners this creates a growing internal tension, depending on the meaning they assign to symbols.

(Source: Brüning, L., *Vortragen, Präsentieren, Referieren*, Auer, 2006.)

Role play

The lecturer comes up with the basic situation in which different persons consider a topic/problem in an open and/or controversial manner (e.g. father, mother, daughter, son and uncle discuss in a "family conference" the daughter's idea of school and occupation, or: boss, expert worker, in-training worker, intern and youth instructor discuss at work protection of youth in the company on a concrete case, etc.). For preparing the discussion more teams are formed preparing one role each. For this they receive cards with short role description, which differ from team to team. As a rule, this is accompanied by basic professional information on the topic/problem that are the same for all. Members of individual preparatory groups read and discuss the existing materials first, then they think of the ways in which the actor from their team would act the role and how he/she should provide arguments in the game. Then the selected members meet on the improvised "stage" and play the roles. If the discussion moderator with an integrated role is required, the instructor can be involved in one of the supporting roles. At the end of role play feedback is provided - both by "actors" and by viewers/listeners.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

Snowball method

Participants are given an impulse for brainstorming, where the topic-related train of thought should be more or less initiated in the following way: each participant has three minutes to think

and write e.g. three strengths, three weaknesses, three goals, three reasons, three measures or to choose e.g. three pictures or three questions. After that, the class is divided into more groups each comprising three members and nine different points. The task of the group members is then, to select four most important of the maximum nine points in e.g. ten minutes, in as objective, fair and constructive manner as possible. These rules apply to the third stage as well, namely, to the group discussion with nine members each. For this discussion there are another e.g. ten minutes available (available time can vary, of course). Within the given time frame the three teams, each comprising three participants, must agree in the big group on five common points and get informed, provide arguments, discuss and select accordingly. The five most important points arrived at in such a manner are then presented by each group in a plenary session. This exercise ends, among other, by methodology focused feedback as well.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

Conversation by stations

Work with pictures - impulses

The lecturer places conversation impulses on external walls of the working space (premises, questions, quotes, caricatures, slides, etc.). The conversation situations created in this way are then assigned numbers. The participants draw papers with appropriate numbers. Then all with number 1 are gathered at station 1, all with number 2 at station 2, etc. Then the conversations start while observing the parameters given by the teacher (e.g. conversation duration three minutes, each group member must be given the word; short presentations, full sentences, adding upon others; reaching the target task). Observing the rules is checked by "observer" identified by the group, and he/she is simultaneously the conversation moderator and is involved in the discussion to a limited degree. As soon as the time allocated for conversation expires, the instructor rings the bell and the groups move clockwise to the next station and discuss the conversation impulse placed and located there. Then the bell rings again, etc. As it has already been said, the discussions firstly have to encourage, inspire and transfer orientation. When the groups pass all stations, feedbacks are first given on the group level, followed by a round of plenary analysis with special involvement of the group "observers".

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

The advertisement round

Participants are given a certain framework topic (e.g. advertisement for a visit to London, England or France stay, "X" resort region, some EU country, selected foreign language, desired destination for the next excursion, Germany's favorable economic location, etc.). They prepare

their "advertisement speech" at home and it should last for about two minutes. They make note of key words and may try it in front of the mirror and/or by using tape recorder. During the training, more groups are formed of five to six participants each, and they practise "test speeches" to one another (warming up). Then, more participants are selected who will give their advertisement speech before the whole group (these can be volunteers as well). After each speech, the audience is given a chance to assess it by using the three color cards, which had been previously distributed to all in the audience. Whoever raises the green card, they mean that the speech was "very convincing", the yellow means "partially convincing", while the red one means "little convincing". Whoever "advertises" has the right to ask up to three persons in the audience for a more detailed explanation of their card choice. At the end of the exercise, the criteria that make a convincing speech are noted.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.)

The fishbowl method

Applied to a disputable topic

Similar to a fishbowl, e.g. five participants ready for a discussion sit in the middle of the work space. All other participants sit around them to follow the coming discussion as observers. A controversial topic is given as a task, with which the discussion participants are somewhat familiar. The fishbowl group discusses for, say, 15 minutes on their own. The participants-listeners are entrusted with the task of following by way of observation task (observation form). Upon the expiration of the 15 minutes both the discussion participants and the observer groups are gathered for a short analysis. Then, the observer groups first come out regarding reference person. Then come the discussion participants with their notes and experiences.

Variant:

For a controversial topic there are three chairs each available for the "pro" and "contra" groups, out of which two are occupied. Two representatives of the "pro" group and the "contra" group start the discussion. If some of the observers wants to get involved in the discussion, he/she may take the vacant seat and participate in the discussion. After the expiration of the agreed upon time (e.g. two minutes), he/she must make his/her seat available for someone else who is interested.

(Source: Klippert, H., *Kommunikationstraining*, Weinheim/Basel, 2002.
Brenner, G., Brenner, K.: *MethodenI*, Cornelsen, Berlin, 2005.)

Professional orientation as a Youth Office program

Workshops (group trainings) for young people

Youth training is organized in **three training modules** comprising all the **five-phase model phases** of professional orientation with the following timeline:

Module 1 Self-awareness	**Phase 1:**	I am getting to know myself
Module 2 Information on occupations, career and educational pathways	**Phase 2/3:**	I search and process the information on school and career optionsI compare my profile against the school and occupation requirements before internship
Module 3 Real encounters with the world of work and deciding on a school and occupation	**Phase 4:** **Phase 5:**	I get to know in practice the school and occupation possibilities that interest me I compare my profile against the requirements, I decide and make concrete steps

Module 1

Self-awareness

Phase 1: I am getting to know myself

Topics and goals

Topics:

- The Professional Orientation Program concept and the role of Youth Office and youth instructor in the program implementation
- Interests
- Skills and capabilities
- Values
- Picture of myself
- Team behavior
- Learning behavior

Goal of phase 1: I am getting to know myself, for young people

- knowledge acquisition, developing skills for discovering, analyzing and developing own interests, capabilities, capacities and values important for directing the professional development and self-fulfilment of young people.

OUTCOMES of phase 1: I am getting to know myself, for young people

Young people will be able to:

- recognize own capacities;
- understand themselves, impact own development and take over responsibility for own development;
- recognize and develop their aptitudes, interests, capabilities, desires, needs, attitudes and values, readiness to perform;
- learn and improve their individual relationship with the school education options, work and occupation and plan their life and work;
- develop their independence, self-assurance and self-reliance, as well as a positive picture of themselves;

› develop the decision-making capacity and decisiveness in attaining the education and career goals;
› develop and take over responsibility for their own educational, professional and life choices;
› recognize and develop positive attitudes, social acceptance and community recognition.

Workshop names

1. The first meeting of young people
2. Young people status quo and manners of support
3. The role of youth instructors for professional orientation – Instructor is not a wizzard
4. In the world of interests
5. In the world of values
6. Self-awareness
7. What am I like and how do the others see me – my self-portrait
8. How do I behave when studying and what type of studying do I apply
9. Everyone on a team has their role
10. My expectations

I AM GETTING TO KNOW MYSELF - PHASE 1 - workshops

The first meeting of young people — WORKSHOP 1

GOALS	›	professional orientation youth instructors and young people - workshop participants, introducing and getting to know each other;
	›	presenting the project and the Professional Orientation program;
	›	introduction to the workshop rules (observing the times, initiatives, volunteering, cancelling);
	›	introduction to the professional orientation portfolio for young people.
Methods:		work on the materials, exchange.
Training sequences	1.	Presenting the professional orientation program to young people Reflection on contents, goals and outcomes of the Professional Orientation Program, work methods and implementation timeline.
	2.	Introduction of participants – Introductory "pass the ball" game The host starts by presenting himself/herself, passing the ball to whoever he/she wants and asking them to: say their name, their quality (a quality they are proud of), reasons and motives for being in the seminar.
	3.	My badge – individual work and presenting the badges/exchange Creating the badge where young people will write their name and present by means of a symbol, sign, drawing the desired occupation.
	4.	Our rules – individual, group. Writing the list of rules: what is very important to observe during the workshop activities and agreement on which of the listed rules is most important to observe.
	5.	Summarizing and the common list of rules The host writes down the proposed rules and checks if all agree for these to be the common work rules.
	6.	Introduction to the portfolio for young people Presenting the Professional Orientation Portfolio for Young People; explaining the document purpose, the manner of filling it out and encouraging young people to leaf it through and ask the questions.
Time:		60 minutes.
Social form:		individual work, frontal work.
Moderation materials:		Copy Form No. 0: PORTFOLIO USE INSTRUCTIONS. Ball (paper ball is fine as well), A4 paper sheets, markers, scissors, adhesive tape, stickers.

WORKSHOP 2 Young people status quo and manners of support

GOALS	›	joint definition of young people's needs in relation to the professional orientation;
	›	defining the benefits from passing the instructions in all segments.
Methods:		impulse questions; interview; work on the materials, exchange.
Training sequences	1.	Instruction for interviewing the seminar participants The hose explains that each small group will be interviewed by one instructor, depending on their number. The instructors are seated in different positions in the room if it is big (or an explanation is given that another room would be used which is as big as that one). Alternatively, the instructors can organize individual interviews before the training start.
	2.	Division in groups The participants form a group and each instructor calls his/her group, i.e. one group member at a time, for an interview: status quo.
	3.	Interviewing the participants - guided dialogue The questionnaire also contains the space for responses, noted by the instructor.
	4.	Additional instructions While members of the small group are conversing with the instructor, other members of the small group are preparing the poster-puzzle for presenting their small group. After each one of them has finished talking to the instructor, they enter the data into their portfolio, while writing information about themselves onto the poster: what they enjoy, what they love doing the most, what fulfills them (they present themselves on the poster graphically), their status quo, type of support they need the most, desired occupation/high school.
	5.	Creating the POSTER-PUZZLE Young people enter their information onto the poster - the shortest description of themselves (they can agree and connect the similarities) and agree on who will present their poster to the big group.
	6.	Presentation POSTER–PUZZLE OF SMALL GROUPS Small groups' representatives present their POSTER-PUZZLES one after another. The host presents possible benefits from the coming instructions and key role of professional orientation youth instructors, and emphasizes the group members' qualities.
Time:		95 minutes.
Social form:		individual work, frontal work, work in pairs, group work.
Moderation materials:		flip chart paper, A4 paper sheets, markers, scissors, adhesive tape. Copy Forms 1: Status quo and young person's expectations from the instructions for the host and for the participants. Copy Forms 1a: Status quo and my expectations from the instructions for the host and for the participants. Copy Forms 1b: The puzzle design - for the host. Copy Forms 1c:Key roles of youth instructors for professional orientation - for the host.

The role of youth instructors for professional orientation

GOALS	›	familiarizing the participants with the modern concept of professional orientation;
	›	familiarizing young people with the possibilities and restrictions of process monitoring;
	›	clarifying the roles: youth instructor is a follower on the path during the decision-making process and he/she assists by providing support regarding orientation, information, decision-making advice, etc;
	›	success of the instruction process depends on the quality of interaction between the young person and youth instructor, while responsibility for making the decision rests with the young person.
Methods:		conversation, statements-impulses, mini lecture.
Training sequences	1.	Introductory part: the participants say their name in rounds and their virtue starting with the initial letter of their name.
	2.	Mini lecture delivered by youth instructor on the goals and steps in the instruction process and a presentation of the five-phase professional orientation process model The host speaks of professional orientation in general, why it is important for it to be not only the information gathering, but also the real orientation resulting in making the right decision, which will be the result of considering oneself and the picture of oneself on the one hand and the educational and/or occupation and career path options, on the other. This venture-instruction process is therefore designed having this goal in mind. The work will be based on the five-phase model of professional orientation, which means passing through the five steps - modules: › Self-awareness; › Information on education pathways and career pathways; Familiarizing oneself with the school network; › Testing - real (world) encounters in the world of work; › Making the right decision. On this path, the youth instructor will be there to provide the following to the young people: › more contacts, intensive conversations with constant information exchange; › continuous process documenting with a list of cards (work meetings, cooperation steps, etc.); › lists in the card archives, the so called files (personal data, school/occupation choice and decision-making situation) will be opened for young people; › he/she will encourage keeping the Professional Orientation Portfolio as a supplement to the "application folder"; › he/she will perform monitoring as part of individual and/or small group meetings; › he/she will encourage young people to finish the monitoring process by a final discussion which will be documented; › he/she will motivate the young person to perform reflection through the feedback form.
	3.	Creating the poster: Clarifying the roles - group work Young people are divided in groups by counting off. They present the roles of young people and youth instructors in training on a flip chart by drawings and symbols.
	4.	Poster presentation
	5.	Summary by host The host emphasizes that the success of an instruction process depends both on the youth instructor and young people themselves. The youth instructor cannot make miracles and he/she is there to support them, to give them an impulse to develop the best in them, to take the future into their own hands.
	6.	Exchange In the big circle the question stands: Where in this poster do you see your parents? The host encourages the participants to recognize collaborators in their parents and the importance of cooperation with them both on this and any other area in the process of growing up and in life. They point out the importance of "rooting for the same team".
Time:		45 minutes.
Social form:		frontal work, group work.
Moderation materials:		Copy Forms 1g: Dr. Erwin Kaemmerer: Professional orientation - the term (for the host only) Flip chart paper, markers, scissors, adhesive tape.
Media		Power Point presentation of the five-phase professional orientation process model.

WORKSHOP 4 In the world of interests

GOALS	›	recognizing own interests;
	›	providing arguments for choosing the interests;
	›	becoming aware of the level of own interests.
Methods:		polls, work on the materials, line of assessment, reflection.
Training sequences	1.	Personal interests – Forming and presenting the pairs by personal interests Young people write down their interests on stickers and present them to their pairs.
	2.	Interests – work sheet Individual work on the work sheet relating to interests.
	3.	Line of assessment Allocating the participants to three positions in the room: 1. I am very interested, 2. I am partially interested, 3. I am not interested at all - depending on the responses they provided in the work sheet; after the host reads the statement, the participants move to one of the three positions; this is followed by their argumentation and exchange.
	4.	Final comment by the host and reflection.
Time:		45 minutes.
Social form:		work in pairs, individual work.
Media:		–
Moderation materials:		Copy Form No. 2: Interests test is in the Youth Professional Orientation Portfolio as well.Copy Form No. 3: Work sheet "What am I interested in", A4 papers with the written down degrees of the line of assessment.

WORKSHOP 5 In the world of values

GOALS	›	getting familiar with one's own and the system of values of other participants.
Methods:		brainstorm, cluster - asking by the cards, presentation, reflection.
Training sequences	1.	Brainstorming on the values The host encourages young people to say what matters for them, what they cannot imagine their life without.
	2.	GROUP FORMATION – Participants group formation activity through the game "Atom"
	3.	Creating the values pyramid Work with the values cards in groups and creating a joint values pyramid.
	4.	Group work presentation Presentation of the group values pyramid.
	5.	Discussion, summarizing, reflection
Time:		45 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 4: Cards with written down values, adhesive tape, flip chart papers, values pyramid. Copy Form No. 4a – The look of the pyramid

Self-awareness – in the world of skills and capabilities through the capabilities pathway

WORKSHOP 6

GOALS	›	discovering oneself and accepting others as they are;
	›	linking the characteristics, skills and capabilities with the occupation requirements.
Methods:		work by "Capability pathway" stations, reflection.
Training sequences	1.	**Discovering self** Evoking the pictures of self from different period of your life and writing down on the different color stickers: interests, values, abilities and desired occupations from different periods of education and growing up; individual work (interests - yellow sticker, values - red sticker, abilities and talents - green sticker, desired occupation - blue sticker).
	2.	**Personal reflection** The host forms groups through the game "Atom": young people are moving freely in space and when the host claps hands and says a number, that many participants join hands and represent an atom. Each time an atom is created, the group gets a task: whether it is writing their interests or values on the sticker, to be exchanged within the "atom". Upon completion of the task, after two-three minutes, the atom will dissolve and young people start walking again and at the host's sign they form a new atom again - and get a new task. Each exchange in the "atom" group on personal interests, abilities, values, talents and desired occupation lasts between three and five minutes.
	3.	**Contest – autobiography** Creating an autobiography as an application for a fictitious contest based on the information the participants had written on the stickers - individual work.
	4.	**Reporting** He/she who wants, reads the autobiography which is the response to the fictitious contest.
	5.	**Capability pathway – work by stations** Support pairs are formed for passing the capability pathway.
	6.	**Reflection** Reflection by means of the pair self-assessment sheet and the documentation kept in the Youth Professional Orientation Portfolio.
Time:		90 minutes.
Social form:		individual work, group work, work in pairs.
Media:		audio equipment.
Moderation materials:		stickers in four colors, A4 papers, markers, › several types of chocolate that taste different for testing the sense of taste; › several bottles with different smells; incense, basil, mint, cinnamon, vanilla, for testing the sense of smell; › vegetables and stone fruit for testing accuracy of finger and hand movement or the thread and the needle. Copy Form No. 5:The Capability pathway for entering the capability testing results for each participant; the materials for testing the taste of smell, taste, ball, CD with recorded sounds (smells, grains of rice and lentil, chocolate of different taste, different objects for discovering the tactile sense). Copy Form No. 5a:Capability pathway self-assessment sheet for pairs.

WORKSHOP 7 — What am I like and how do the others see me – my self-portrait

GOALS	›	recognizing own capabilities, aptitudes and virtues;
	›	familiarizing young people with the manner of receiving and giving positive feedback to others;
	›	considering the picture of self by comparing: What am I like? What do I think of myself, and what others think of me?
Methods:		data collection, demonstration, providing feedback, reflection.
Training sequences	1.	**Continue the sentence...** The host instructs the whole group to continue the sentence: "I am..." with the quality that best describes each one of them personally. They speak in the sequence of application until everyone has said something about themselves.
	2.	**Drawing a self-portrait with clouds around it** The host reminds others of the sheet in the participants' portfolio: self-portrait and the clouds drawn around it as in a comics book where they need to enter personal qualities (as a help the host can offer them a list of "Examples of qualities"). It is recommended that young people should write their positive qualities in all clouds, yet they can enter in one of those, if they want, their weakness (e.g. I am late, I am stubborn, I am not independent, I am pliable, etc.).
	3.	**Presentation of self-portrait** Whoever wants to present their self-portrait can do that and he/she is congratulated for being exactly the way he/she is and the way he/she presented himself/herself. Other participants are encouraged to ask a question regarding the drawing, to give some comment - but solely a positive one - in relation to the presented self-portrait.
	4.	**Instructions by host** Now let's see how the others see us. As the participants are sitting in a circle, the host asks them to write their name at the top of A4 paper and, when indicated by the host, to pass the signed paper to the participant sitting on their right. That way, everyone has the paper with the name of another participant in their hands. The task is to write in several words or in one sentence maximum how they see the person whose paper they have in their hands, i.e. the person whose name is written on the paper. Then they fold the paper to cover what they have written; as indicated by the host, the papers are paid forward to the right until everyone gets the paper with their name on top.
	5.	**How do the others see me: paper circulation – accordion** Each group member writes their positive opinion on the person whose name is on top of the list.
	6.	**Reading the data from the list – accordion: How do the others see me** Reading the data about self from the list (whoever wants to do so).
	7.	**Reflection**
Time:		90 minutes.
Social form:		individual work.
Media:		–
Moderation materials:		Copy Form No. 5v: Self-portrait (it is included in the Youth Portfolio as well). The host suggests that these self-portraits should be used for work with parents as well. A4 paper, markers.

How do I behave when studying and what type of studying do I apply

WORKSHOP 8

GOALS	›	reflection on own behavior when studying; establishing what type of studying I apply;
	›	familiarizing oneself with the application and manners of developing personal studying strategies for young people.
Methods:		work on the text, reflection.
Training sequences	1.	Types of studying – Division of participants in groups based on the studying types The host explains the manner of division into groups: whoever recognizes themselves in a description, he/she will be assigned to that group! Description of learning behaviors follow. If you bought the latest mobile phone, you would: a) first read the instructions before turning it on (visual/verbal type) b) immediately start testing the purpose of each button (motor-practical type) c) talk to someone who already has the same phone, they would show you the operations, and together you would test it (acoustic, toward cooperation type) d) the debt type includes all the above manners.
	2.	Work on the materials – what type of studying do I apply and joint creation of the list of advice for each learning type – group work
	3.	Group work presentation
	4.	Final comment by the host: The host refers to Gardner's theory of the different types of intelligence and different manners of studying. He/she underlines that every type is subject to development and analyzes the learning pyramid as a connection between the manner of learning and memory duration.
Time:		60 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 6:What type of studying do I apply and Behavior for each learning type.Copy Form No. 6a:Graphical presentation of Gardner's theory of the different types of intelligence and the learning pyramid.

WORKSHOP 9 — Everyone on a team has their role

GOALS	›	becoming aware of one's role, i.e. behavior in a group or team;
	›	empowering own potentials;
	›	taking over responsibility for own behavior in a team.
Methods:		demonstration; group work.
Training sequences	1.	**Division in groups** The host informs the participants that scrips are to be drawn. On each one of those a term characteristic of one of the European countries is written. Your task is to find your group, "your country" with the appurtenant terms (e.g.: Italy - spaghetti; pizza; gondolas; Romeo and Juliette; Luciano Pavarotti).
	2.	**Group work** The host checks if all group members have been correctly distributed and if they have "found their country", by asking the formed group which country it represents and each group member reads his/her scrip. Each group is entrusted with a task of designing a presentation as interesting as possible for the country it represents - an invitation to visit it! They can sing, dance, draw, act, use frozen images, masks and costumes - in a word, anything they want. Each group member is involved in the presentation. The presentation should last at least five minutes! They have 20 minutes to prepare.
	3.	**Group work presentation** Each group represents "their" country!
	4.	**Self-assessment sheet** After finishing the presentations, each group member gets the sheet for self-assessment of their dominant role in the team and contribution to the team.
	5.	**Exchange - becoming aware of own impression** Exchange of opinions on a topic within the group: self-assessment sheet. In the big group, the host invites everyone to tell their impression in respect of their behavior during the presentation creation and giving. Also, they need to say how they will use the impression in the future
	6.	**Summary by host** Everyone on the team gives his/her energy and takes over a role, and all roles are equally important and deserve to be equally appreciated. It must also be borne in mind that the role in a team can be subject to change and can be different in different periods of the individual's life or depending on different circumstances!
Time:		90 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 6b: What am I like in a team - self-assessment sheet. Copy Form No. 6v:Proposals for division in groups - attributes of the countries in Europe.

My expectations

WORKSHOP 10

GOALS	›	becoming aware of one's expectations in life;
	›	adopting the skill of formulating own expectations;
	›	building the ability for linking expectations to the choice of school and/or choice of occupation.
Methods:		carousel, collage.
Training sequences	1.	Exchange on a vision – CAROUSEL The participants are seated in two concentric circles, facing one another. Each person from the inner circle recounts their vision of self to the person across them in the circle. After two-three minutes, the participants from the outer circle move one seat to the right and the exchange continues with them talking now. Every two-three minutes the group moves one seat to the right. The inner and the outer circle speak alternately: "My biggest wish is to become... in fifteen years time" (they say anything: place they would love to live at; physical appearance; health; occupation; life style; marital status; material status. E.g. My biggest wish is to be in China in 15 years!)
	2.	Pair formation Pairs are formed by drawing the scrips with names of famous couples from the world of art and culture written on them: Romeo and Juliette, Tristan and Isolde, Asterix and Obelix, etc. The host prepares the number of scrips depending on the number of participants.
	3.	Creating the collage After the pairs have been created, the host provides the materials for the collage to each pair: Me in fifteen years' time. Each member of the pair creates a collage for themselves – they paste the pictures from popular magazines that reflect their vision: where and how will they live; what and how will they do things; what is his/her environment, status, etc. During the work they exchange opinions with their pair and encourage one another for the vision of own life.
	4.	Presenting the collage All participants talk about what they had presented and what their vision is. They get applauded for it by other participants.
	5.	Reflection – questions for the exchange in the big circle: › Have you thought often of your future? › Do you see your future optimistically or with fear? › Do you believe that this picture/collage could become a reality in ten (fifteen) years' time? › Did you manage to discover common characteristics in the visions of the future? › Do visions of girls differ from those of boys?
Time:		60 minutes.
Social form:		individual work, work in pairs.
Moderation materials:		A4 format papers for every participant, markers; as much material from popular magazines as possible (for the collage technique: paper clips, interesting pictures of beautifully designed apartments from magazines, pictures of cars, pictures of tourist destinations); scrips with names of "famous couples" from the literature, film, poems (Romeo and Juliette, Asterix and Obelix, etc.)

Module 2

Information on occupations, career and educational pathways

PHASES 2/3: I SEARCH AND PROCESS THE INFORMATION ON SCHOOL AND CAREER OPTIONS

I COMPARE MY PROFILE AGAINST THE SCHOOL AND OCCUPATION REQUIREMENTS BEFORE INTERNSHIP

Topics and goals

Topics:

- The picture of a modern world of work and key competences for occupations in the modern information society
- Information offers, collection, selection and processing
- Areas of work and related occupations
- Educational profiles
- Occupation requirements and counter-indications
- The choice of school and occupation
- The choice dilemma - educational pathways
- Stereotypes
- Occupation qualification framework structuring and description
- School/occupation selection criteria

Goal of Module 2 "Information on occupations, career" for young people, phases 2/3: I search and process the information on school and career options.I compare my profile against the school and occupation requirements before internship.

- knowledge acquisition, skills and competences development for professional orientation and independent information collection on the world of work, occupation and career, the system and levels of youth education.

Outcomes of phase 2 for young people

Young people will be able to:

- recognize options for independent search for occupation, education and career related information from different sources;
- apply the possibilities for organizing, structuring and processing occupation, education and career information and perform reflection;
- analyze the acquired information and link them to own needs, interests, aptitudes, abilities, opinions, values and desires with a view to decision-making;
- organize information and create a mini fact sheet on occupations as an occupations' database (internal one for the group, school or Youth Office);
- recognize the motives and reasons for their school selection;
- based on the criteria for their school selection criteria, arrive at the occupation selection criteria;
- analyze and evaluate (assess) different terms from the world of occupations;
- by using (through analysis, synthesis, evaluation) information on occupation, work areas, education and career pathways, adopt a realistic manner of assessment;
- form an informed occupation choice decision.

Outcome of phase 3 for young people:

› familiarizing young people with the network of high schools and specific school and occupation requirements for certain educational profiles.

Outcomes of phase 3 for young people

Young people will be able to:

› get to know and understand the requirements of the occupation they are interested in;
› analyze the occupation requirements and define the occupation qualification framework;
› get to know the pathways through the high school network to the desired occupation and analyze school aspects;
› get to know, analyze and assess alternative methods for arriving at the desired occupation (if applicable);
› consider the perspectives for further education, professional development or requalification;
› adopt positive attitudes and the desire to deal with planning their professional life;
› show creativity in finding different career pathways.

Workshop names
1. The picture of a modern world of work in the modern information society
2. Information offers, information collection and processing methods
3. Areas of work and related occupations
4. The areas of work and educational profiles – expert areas – occupations
5. Occupation requirements, adequate abilities and the contraindications
6. I am familiar with the occupations, education and career pathways
7. The choice dilemma: what education and career pathways to choose
8. Sex and non-traditional occupations stereotypes
9. People from the industry in lessons – interviewing
10. Occupation structuring and description – occupation qualification framework
11. Choice of occupation and income
12. Occupation selection criteria – orientation creates a clear picture

I SEARCH AND PROCESS THE INFORMATION ON SCHOOL AND CAREER OPTIONS. I COMPARE MY PROFILE AGAINST THE SCHOOL AND OCCUPATION REQUIREMENTS BEFORE INTERNSHIP – PHASE 2 AND 3 – workshops

WORKSHOP 11 — The picture of a modern world of work in the modern information society

GOALS:	›	understanding the modern world of work;
	›	defining key occupation competences in the modern world;
	›	understanding the importance of key competences' development and linking them to the Professional Orientation Program goals.
Methods:		presentation, reflection.
Training sequences	1.	Introductory game – name and occupation The participants say their name in rounds and one occupation starting with the initial letter of their name.
	2.	The picture of a modern world of work and key competences for occupations After they are divided in groups, the participants inside the group exchange their opinions on what the key occupation competences are required in the modern world.
	3.	Group work presentation
		Reflection and Power Point presentation on key occupation competences
	4.	Summary by host The host makes a reference to theCopy Form No.7/a; he/she asks each participant to consider himself/herself in relation to each of the competences and encourages them that each of them is learned and developed through our engagement.
	5.	Summary by host Everyone on the team gives his/her energy and takes over a role, and all roles are equally important and deserve to be equally appreciated. It must also be borne in mind that the role in a team can be subject to change and can be different in different periods of the individual's life or depending on different circumstances!
Time:		60 minutes.
Social form:		group work.
Media:		Power Point presentation of key competences for occupations in the modern information society
Moderation materials:		Copy Form No. 7a: Key competences for occupations in the modern information society. Flip chart paper, markers.

Information offers, information collection and processing methods

WORKSHOP 12

GOALS	›	identifying the information resources in respect of the world of work and career pathways;
	›	enabling young people to prepare and use the resources;
	›	enabling young people to prepare the resource identification and analysis techniques;
	›	developing young people's sensibility to use the environment information resources.
Methods:		environment analysis, reflection.
Training sequences	1.	Association on the topic: information – young people The host encourages young people by the following questions: from who, where, in what places, in what manner can they inform themselves of the desired school/occupations.
	2.	Identifying the information resources – group work The host encourages young people to exchange all sources of information and their availability; he distributes Copy Form No. 7:to the groupsEnvironment analysis; based on the form, the groups fill out the "Environment analysis" sheet and determine the available and significant sources of information on occupations and career.
	3.	Group work presentation
	4.	Assigning sources of information to the groups The groups are "assigned" the sources of information: National Employment Service; education fairs, high schools, internet, elementary school.
	5.	Creating the posters for using the sources: National Employment Service; education fairs, high schools, internet, elementary school Each group creates a poster for one of the sources of information: what information can be obtained from each individual source of information and how can communication be established with the representatives of the sources of information.
	6.	Group work presentation
	7.	Reflection Referring participants to creating individual information collection plan and using the internet for collecting various information on the world of education, occupation and career.
Time:		60 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 7: Resource identification environment analysis. Copy Form No.7b: Information offers that interest me the most. Copy Form No.7c: The individual plan of collecting information.

WORKSHOP 13 — Areas of work and related occupations

GOALS	›	getting to know the areas of work and the appurtenant occupations;
	›	understanding the complex world of work and occupations and noticing the connection between the occupation and the world of work.
Methods:		card classification, gallery walk; mini presentation.
Training sequences	1.	**Introductory game – guessing the occupation (pantomime)** Presenting the occupations by way of a characteristic movement: the participants think of an occupation and present it to the group by way of a characteristic movement. However guesses first, thinks of the next task.
	2.	**Work areas** A mini presentation by the host on the work areas defined by our laws and the existing occupation nomenclature.
	3.	**Connecting the work areas with the appurtenant occupations – group work** Using the moderation cards for the areas of work and occupation cards, the group joins the appropriate occupations to the work areas. After they finish, they check the correctness and join the next work area.
	4.	**Group work presentation and reflection** Consideration of what was difficult, and what was easy in the task.
	5.	**Summary by host** The host makes a reference to the Copy Form No.7/a; he/she asks each participant to consider himself/herself in relation to each of the competences and encourages them that each of them is learned and developed through our engagement.
	6.	**Final comment by the host:** On the new nomenclature in the development; on the standardization for each occupation and job description within the occupation; on the need for new occupations and new educational profiles in high schools; on interesting and unusual occupations.
Time:		60 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 8 and 9:Cards with the work and occupation areas. Copy Form No.9a:On the new nomenclature.

The areas of work and educational profiles – expert areas – occupations

WORKSHOP 14

GOALS	›	getting to know expert areas – vocational school profiles
	›	connecting the educational profiles with occupations in certain vocational schools;
	›	enabling young people to find the pathway through the high school network to the desired occupation.
Methods:		work with cards, group work presentation; mini lecture; gallery walk.
Training sequences	1.	Introductory game – mysterious occupation (with cards where an occupation's qualification framework is written) A volunteer reads to himself/herself the data on an occupation from the card he/she drew. The participants ask questions on the given occupation by making reference to the characteristics and work conditions. The volunteer responds with YES and NO to the participant's questions, and they guess which occupation is in question based on the given responses. Whoever guesses right, draws the next card. (The host can prepare more cards and conduct this game whenever there is time and interest of the participants for it.)
	2.	Connecting vocational schools with the appurtenant occupations – finding the "intruder" – group work After they are divided in groups, the young people must find an intruder among the five schools and the educational profiles offered in the materials.
	3.	Group work presentation
	4.	Joining the educational profiles with the occupations based on the cards – group work A mini presentation by the host on the educational profiles in school they enroll at, as an instruction for connecting the educational profiles with occupations.
	5.	Group work presentation – reflection
	6.	Creating the posters with the school network for different municipalities/counties based on the Ministry of Education call for applications The participants choose a town, municipality, region and, based on the MoE Call for Applications data for high schools present the existing data – SCHOOL NETWORK with all indications on the educational profiles that are taught in school; on the potential pilot nature thereof; on the internship conditions; on the life and work conditions for students.
	7.	Gallery walk After the posters are placed on a visible location, the gallery walk starts and the reflection with an emphasis on the similarities and differences between the same type of school in different towns.
	8.	Reflection, final comment by the host
Time:		90 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 10: Cards with occupation description. Copy Form No. 11: Vocational schools and educational profiles (intruders:School of mechanics: fuller, non-ferrous metal smelter, bender and concrete worker, miner, painter, insulation worker, asphalt worker, geological technician for research, chemical product developer.Economic school:administrator and graphics technician, sign painter, deck officer, transport sales manager.Medical school: plant protection officer, bowls technician, veterinary technician, biotechnology technician, zootechnician.Electric engineering: administrator and graphics technician, goldsmith, photographer, drawer-retoucher specialist.Beauty school: cosmetics technician). Copy Form No. 12: Educational profiles and occupation columns to be separated. Additional supplement – List of schools by municipalities/counties from the Ministry of Education's Call for Applications for enrollment into the High Schools.

WORKSHOP 15 Occupation requirements, adequate abilities and the contraindications

GOALS	›	getting to know different areas of work and linking with the occupation requirements in that area;
	›	discovering the connection between the areas of work, occupation requirements and contraindications;
	›	enabling young people to find and accept the connection between the area of work, occupation requirements and contraindications (in understanding this connection as an important criterium for occupation selection).
Methods:		work with cards, group work presentation.
Training sequences	1.	Introductory game "Fortunately and unfortunately" The host starts the circle by saying "Fortunately, I am capable of... (stating the capability), but unfortunately... (stating why he/she cannot show that capability)". The participant next to the host continues the string "unfortunately (and repeats what the host had said), but fortunately... (states some other of his capabilities)" and the sequence continues.
	2.	Connecting the area of work (on the cards) with the requirements relating to capabilities for the area and occupation – group work The host gives to every group an envelope with the requirements cards for each work area (20 cards) and one area of work (out of the 20 existing ones). Based on the contents written on the cards, the groups find the appropriate area of work (which they received at the start) and so on, for the coming areas of work given to them by the host.
	3.	Checking the accuracy of the joining results During the work, the host is present in small groups for any kind of support and intervention.
	4.	Contraindications for individual occupations on the cards – group work The host gives to every group an envelope with the contraindication cards for each work area. The participants opt for one area of work. The group finds the contraindication card for a given work area and so on, for the coming areas of work.
	5.	Group work presentation
	6.	Reflection, final comment by the host
Time:		60 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 13: Lists with work areas, occupation requirements and contraindications (cut out the cards from these lists).

I am familiar with the occupations, education and career pathways

WORKSHOP 16

GOALS	›	enabling young people to collect important information on education systems;
	›	getting to know the information on the world of work and education regarding their interests;
	›	searching, selecting, independently collecting relevant information and developing the skill of segregating important aspects of individual schools on a further level: duration, requirements, focus, subjects, powers;
	›	developing the group presentation skills;
	›	discovering the school and career pathways.
Methods:		dealing with the information; text analysis; group poster; group presentation; internet search.
Training sequences	1.	Presenting the "offer", i.e. overview of schools in town/region The host places the flip chart papers with the name and symbol of school with towns in the region written next to where the school is and explains that the coming contents in the poster will be composed by the participants interested in that school, i.e. that type of school. He/she gives the following instructions: Think of the school that most interests you in respect of further education. Write your name on the sticker and paste it on the appropriate flip chart list. If you are indecisive, write one more sticker and paste it next to the name and number - Nikola 1; Nikola 2... Paste it on the appropriate place. All those who pasted the sticker onto the same list will make one group. You have one blank sheet as well, in case that the desired school is not on the offered posters. In that case, write the name of the school onto the sticker and next to your name (e.g. Bogdan - Art School).
	2.	Group formation and group formation instructions Instructions by host: Each group gets the information and marketing materials relating to the school that the group members want to enroll at - something is in the written form, something is in the electronic form. Also, the participants may access the internet and search for additional data regarding the school they selected. All information they have should be analyzed from the following aspects: › school duration (are there three-year, four-year schools); › school entrance requirements; › subjects studied in each of the school profiles; › conditions that some schools offer to their students (is there a student campus; is there an organized internship; what are the possibilities for traveling from your place to that school, etc.). For all these aspects the participants get a set of cards. They use them for creating the posters for presenting the school, occupation and career.
	3.	CREATING THE POSTER FOR THE SELECTED SCHOOLS FROM TOWN/REGION - work in formed groups. The groups are working on developing the posters based on the cards with the school information and marketing materials they received from the instructor and/or gathered from the internet. The host encourages the participants to delegate a group member for gathering additional required materials from the internet.
	4.	GROUP WORK PRESENTATION The representative of each group presents the poster in which all required data are exposed - education and career aspects. After the workshop, the posters are placed in a visible position, chosen for the area of professional orientation.
	5.	Comment by host The host reminds the participants to create the same poster for their desired school in their Portfolio.
Time:		45 minutes.
Social form:		group work.
Media:		studied in schools from CD - Find yourself
Moderation materials:		› the materials containing information on high schools which are brought by the teacher; information from the internet collected by students; › flip chart papers for as many schools as there are in town/region and one without the name of school; › stickers for the participants; colors; colored papers. Copy Form No. 13a: School aspects. Copy Form No. 13b: My little school, my little home (exists in the Portfolio).

WORKSHOP 17 — The choice dilemma: what education and career pathways to choose

GOALS	›	recognizing the motives and reasons for own school/occupation selection;
	›	documenting the motives and reasons for a potential school decision;
	›	defining own expectations;
	›	reviewing and connecting the school and occupation selection criteria.
Methods:		preparation of folders on further education; internet search.
Training sequences	1.	Continuing the impulse sentence: From high school I expect... The host invites the participants to focus on their expectations from high school/ career/occupation. He/she encourages them to remember what they said in the previous module on their expectations from the future (My expectations in 15 years' time).
	2.	Full summary of the future school/occupation. Group formation and instructions by host The host asks the participants to "go back" to the groups from the previous encounter; therefore, all who worked on a presentation of the same school should be in the same group again. Instructions for work in groups: Your task is to create a full overview of your future school/occupation and career pathways. When you do that, write the expectations from your high school/occupation and career into your Portfolio and exchange it with the pair nearest to you. When you have finished with that, too, think of all possible reasons why you would attend exactly that school or select exactly that occupation and write it down. Exchange that with your pair as well.
	3.	Work on own Portfolio with the support of the pair/group
	4.	Instructions for preparing the "tree of expectations and motives" and the career pathways' "map" The host's instructions: think of your expectations and your reasons for choosing exactly that school/occupation. Of those reasons create the tree onto which you will present the expectations and motives of all members of your small group. Think of what will be the branches, leaves. Where will you write the names of your members? With the support of the group members, fill out the career pathways' "map".
	5.	PRESENTATION OF THE "TREE OF EXPECTATIONS AND MOTIVES" FOR ENROLLMENT INTO THE DESIRED SCHOOL AND THE CAREER PATHWAYS' "MAP"
Time:		45 minutes.
Social form:		group work and individual work.
Media:		–
Moderation materials:		Copy Form No. 13v: THE TREE OF EXPECTATIONS AND MOTIVES Copy Form No. 13g: EDUCATION AND CAREER PATHWAYS in the Youth Professional Orientation Portfolio. The materials with additional information...

Sex and non-traditional occupations stereotypes

WORKSHOP 18

GOALS	›	becoming aware of and overcoming stereotypes regarding sex and opinion about typically male and typically female occupations;
	›	empowering the participants to advocate their own opinion and values, and to respect the opinions of others;
	›	thinking of different viewpoints and readiness to correct own viewpoint;
	›	familiarizing participants with the notion and meaning of prejudice;
	›	recognizing prejudices,
	›	using argumentation.
Methods:		work on the materials, moderation cards, discussion, scaling, reflection.
Training sequences	1.	Brainstorming – the most common misconception of some occupation is... The host invites young people to remember the most common misconception of some occupation. He/she writes it down on the flip chart.
	2.	Division in groups – division method as chosen by the participants.
	3.	Instructions for work with the set of moderation cards: Women, household or career The group decides the statement from the set of cards for which there is the biggest consensus - this is the statement they will be advocating after they present if for discussion to other participants.
	4.	Harmonization inside the groups – democratically.
	5.	Distribution of green and red cards to each participants for the discussion purposes The host distributes the green and the red cards to the participants. He/she explains that, following a statement, each participant will raise the green card if they approve of it, or the red one if they disapprove of it.
	6.	Statements under examination Each group has established the statement for which there is the biggest consensus among the group members. This statement is presented in a discussion by the group leader reading it out to the whole group, and all participants, regardless of the group they were in, raise the green card if they approve of the statement, and the red one if they don't. The word is first given to those who disapprove of the statement. When all (who want) list their arguments, the word is given to those who approve of the statement. The final word about the statement approval is given by the group leader, the one who presented the statement and he/she invites the participants again to speak out if they have something to say or add.
	7.	We recognize prejudices – scaling On a one to five scale, the groups provide an estimate for each of the cards - whether it is a prejudice or not. They agree themselves on the manner of harmonization.
	8.	Group estimate presentation The groups compare and emphasize their estimates.
	9.	Reflection, final comment by the host on prejudices and manner of overcoming prejudices The host explains that each statement is a stereotype on a given profession and roles. The same procedure is repeated with the cards: Performance and income.
Time:		60 minutes.
Social form:		group work, frontal work.
Moderation materials:		Copy Form No. 14: Women - household or career; cards. Copy Form No. 14a: Performance and income; flip chart paper, markers.

WORKSHOP 19 People from the industry in lessons – interviewing

GOALS	›	developing the skills for describing occupations, the qualification framework of occupations for a work report from a certain occupation;
	›	developing competences for the preparation of a guided interview for certain occupation experts;
	›	applying new working methods in professional orientation: notes with keywords.
Methods:		simulation, detection game, scrips with key words.
Training sequences	1.	games: HIDDEN PERSONALITY The host explains that in the workshop they will deal with interview preparation and conducting. He/she will use one game from one time quizzes where three persons appear with the same identity, and the participants should discover which person is actually behind the identity – occupation, in this case.
	2.	Division in groups based on the five different symbols The host has printed out sheets containing the symbols relating to the mandatory ship inventory. There are as many same sheets as there will be participants in the small group.
	3.	Application of volunteers and instructions for preparing the role The volunteers receive the materials which represent the occupation qualification framework: Open Sea Ship Hotel Manager – Open See Hotel Manager Report and Hotel Manager Qualification Framework The participants' task is to read the material, underline key words and make notes with the key words from the material. They agree on who the person A, B, C will be, who will answer the key question and represent the real person working as Hotel Manager on an open sea ship.
	4.	Preparing an interview with the person with a mysterious occupation (Open Sea Ship Hotel Manager) Young people receive the materials which represent the occupation qualification framework: Open Sea Ship Hotel Manager – Open See Hotel Manager Report, Hotel Manager Qualification Framework and Interview Questions Template. Their task is to prepare a list of questions to find out which of the three persons – A, B, or C is the right Open Sea Ship Hotel Manager. After that, on the group level they decide which person will be asking questions to persons A, B and C. The game starts when persons A, B and C sit down and present themselves. Discovering the person starts by the group whose symbol was drawn randomly as first, and continues by the groups subsequently drawn.
	5.	Detection game The group representative asks one question each to persons A, B and C, and the next group continues. After three rounds of questions, the groups decide which person is the right manager, with prepared arguments. After the groups have spoken, the persons A, B and C present themselves and the right personality is discovered
	6.	Reflection and the final comment by the host The importance of knowing the qualification framework for each occupation we would like to work in; the importance of getting to the right information on the occupation of interest. A well guided interview, the ability to single out the important from the unimportant in the sense of key terms and words is of paramount importance.
Time:		90 minutes.
Social form:		individual work, group work.
Media:		–
Moderation materials:		Copy Form No. 15:Interview questions model. Copy Form No. 16:Hotel Manager qualification framework and Hotel Manager job description.

Occupation structuring and description – occupation qualification framework

WORKSHOP 20

GOALS	›	familiarizing the participants with the occupation qualification framework benchmarks
	›	developing analysis skill and extracting important information for occupations and classifying into different categories;
	›	familiarizing the participants with the method of structuring and visualization of occupation description and qualification framework;
	›	familiarizing the participants with the process of unifying diverse information;
	›	enabling the participants to present the information by way of the mapping method.
Methods:		mapping, information analysis; mini lecturing.
Training sequences	1.	**Division in groups based on drawing the scrips onto which the occupation is written:** bank clerk, office clerk, insurance officer, financial administrator, physiotherapist.
	2.	**Distribution of the materials and instructions by host** Each group gets the materials containing the details on occupation and career development for: bank clerk, office clerk, insurance clerk, financial administrator, physiotherapist.
	3.	**Presentation of the mind map draft process – mini presentation by the host.** The host addresses the participants: Before you is the text that you will map. Read the text carefully and underline in one color only the key words in each paragraph, and in another color those words that are not key, but are important. You will easily remember the text if you underline, because up to 25% of paragraphs are key words, while the remaining 75% are "meat" linking the key words. After reading and underlining the key and important words and terms, present the main ideas from the text in a symbolic way, as follows: the central topic as key term should be presented symbolically in the middle of A4 paper placed horizontally. You draw the key idea or you draw the main term. The central symbol of the topic should be around 5 cm in diameter and positioned in the center of flip chart paper without encircling it and by using at least three colors. Draw several thicker main branches around the central symbol, and on the branches draw the symbols or pictures of key words as a memory map. The branches should be drawn at an angle of 45 degrees, so as to support the form of a neural cell in our brain. In the next step, the main branches further extend into the little branches, also at the 45 degrees angle. Then, on top of it make a drawing or a symbol of important ideas and terms relating the the most important terms that you have already drawn on the thicker branch. Use as many colors as possible and try to present the symbols and drawings as three-dimensional. If you find it difficult, try to present the symbols in whatever manner you can manage. Your artistic talents are not under the test. Bear in mind that each one of you has their own associations for symbolic presentations and that the mind map is a "personal" map. Your task is to agree within the group on the symbols to present on the map and to create a mind map for a specific occupation.
	4.	**Structuring and visualization of occupation qualification framework:** bank clerk, office clerk, insurance officer, financial administrator, physiotherapist – drafting the mind map in groups; the host explains the mind map method while drawing the mind map on flip chart.
	5.	**Group work presentation**
	6.	**Reflection and the final comment by the host**
Time:		90 minutes.
Social form:		group work.
Moderation materials:		Copy Form No. 17:Mind map creation instructions – in pictures. Copy Form No. 17a:Occupation fliers in vocational school. Markers, flip chart paper.

WORKSHOP 21 Choice of occupation and income

GOALS	›	becoming aware of the fact that income can be one of the occupation selection criteria;
	›	recognizing the fact that education quality and duration often increase the occupation value;
	›	developing the negotiation and agreement skills, and reaching compromise as one of the negotiation outcomes;
	›	recognizing the importance of realizing personal interests.
Methods:		Vernissage – "paper circulation" for writing in the required information, argumentation, negotiation.
Training sequences	1.	**Division in groups based on the symbols:** dinar; dollar; pound; euro.
	2.	**Making a choice in respect of different occupations** Several flip chart papers are circulating from one group to another, each one containing a target. Group members paste a dot of their evaluation onto the target: Estimate to what degree are you capable of choosing the stated occupation. The closer you are to the target center, the readier you are for the occupation. The activity ends when the group gets the target they started with.
	3.	**Target analysis in the group** The host invites the participants to analyze the result of all participants' estimates on "their" target, based on the following items: › how many dots are grouped in which circle; › start counting the dots from the center to the farthest circle.
	4.	**Group reporting and comment by host with exchange in the big group** The exchange is realized through the following questions: Where are the majority of dots grouped and why is it so regarding each target? What criteria did you use when pasting your evaluation sign onto the target? (the host writes it down on flip chart paper) Where are earnings on your criteria list? Was it decisive for the place you pasted "your" dot? How much importance did you give to the occupation/job complexity? How did you treat job risks in occupations? How did you think of the education duration for the given occupations? The host asks the questions for each criterion the participants have listed.
	5.	**Exchange of opinions on the criteria according to which income is defined – compromise in the small group** The task is for the participants to imagine being on a team in the company for determining employees' salaries and they should make the criteria for evaluating the salary for each of these occupations. They should provide arguments for their opinion.
	6.	**Exchange of opinions regarding the arguments for determining salary for a certain occupation** While group representatives are reporting, the host writes it down on the flip chart. In addition to what has been written, the host adds that education duration and salary are related, how to use the salary negotiation option, etc.
	7.	**Exchange of opinions on the agreement and negotiation process and summary by host**
Time:		60 minutes.
Social form:		group work.
Moderation materials:		Copy Form No. 18: the target on flip chart paper for occupations: miner, stewardess, virologist, physicist. The target on flip chart paper for occupations: miner, stewardess, virologist, physicist.

Orientation creates a clear picture

WORKSHOP 22

GOALS	›	becoming aware of own expectations from the occupation;
	›	recognizing the interaction between school, i.e. occupation choice and later job satisfaction;
	›	learning of the group participants' expectations;
	›	advocating own opinion and setting up the priorities;
	›	comparing own expectations against the profession's reality.
Methods:		Brainstorming, providing arguments on a topic, setting up priorities.
Training sequences	1.	Brainstorming: "What do I expect from my occupation?"
	2.	Work on the "My ideas of occupations" sheet – individually Everybody works on the TIMELY ORIENTATION CREATES A CLEAR PICTURE sheet, by distributing the total of 15 points to the expectations marked on the sheet, by assigning the highest point (15) to the most important expectation, and the lowest point, or no point at all, to the least important one.
	3.	Exchange in pairs
	4.	Joining of pairs The host informs the participants that two pairs should now join one another and exchange their manner of point allocation. The task for the joint pairs' members is to exchange the manner of point allocation in respect of expectations and to create a short description thereon, using the following questions as a guide: › Do the expectations differ inside the small group? › Were there some expectations without any points assigned? › Which expectations in the small group received the highest number of points? › After the exchange inside the group, has anyone wanted to change the number of assigned points in respect of some expectations, i.e. did someone express their wish to change the expectations ranking by importance? › Interpreting the saying "Money makes me happy" in respect of the future occupation by group members. Each small group will receive the list with these questions.
	5.	Work on the reflection sheet regarding ideas of one's future occupation – group work
	6.	Small groups' representatives reporting
	7.	Exchange of opinions about:Will considering your expectations in this way influence your future school selection? How?
Time:		60 minutes.
Social form:		work in pairs, group work.
Media:		–
Moderation materials:		Copy Form No. 19:Timely orientation creates a clear picture.

Module 3

Real encounters with the world of work and deciding on a school and occupation

PHASE 4: I GET TO KNOW IN PRACTICE THE SCHOOL AND OCCUPATION POSSIBILITIES THAT INTEREST ME

PHASE 5: I COMPARE MY PROFILE AGAINST THE REQUIREMENTS, I DECIDE AND MAKE CONCRETE STEPS

Topics and goals

- Real encounters
- Decision on a school and occupation
- Counselling work with students and young people
- Job application
- At an interview in an organization/company

The goal of phase 4 "I get to know in practice the school and occupation possibilities that interest me" for young people:

- acquisition of knowledge, development of skills and competences for real encounters and, through real encounters with the world of occupations and trying out youth internships.

Outcomes of phase 4 for young people

Young people will be able to:

- openly ask questions in a company and approach the real encounters in an open manner;
- have a clear picture of the occupation they want to try themselves at;
- become familiar with company realities and the demands place before them;
- get an insight into the in-company training and/or get an insight into the educational effects of real encounters;
- recognize the contexts of company economics;
- get more information on work, industry, economy;
- become familiar with the entrepreneurial manner of thinking and acting;
- prepare for a company interview and reflect on the interview process;
- respond in a prepared and informed manner to the specific occupation requirements they will try themselves out in;
- assess the attempts at an occupation in respect of their abilities and interests;
- act responsibly in respect of safety and behavior in internship as such.

Goal of phase 5 for young people "I compare my profile against the requirements, I decide and make concrete steps":

- acquisition of knowledge, development of skills and competences for independent, realistic and mature decision making on further education, occupation choice and directions of professional training of young people.

Outcomes of phase 5 for young people

Young people will be able to:

- get to know the phases in the decision-making process;
- reconsider their decision;

- summarize personal interests, expectations, abilities;
- perform realistic self-assessment in relation to the occupation requirements;
- make the occupation choice decision on their own;
- apply independently, both in writing and verbally;
- fill out the application tests independently;
- create rankings of the desired occupations;
- have alternatives for their choices.

Workshop names:

1. We learn as part of real-world encounters
2. My decision on a school and occupation
3. Counselling work with young people
4. Job application – application related training
5. At an interview in a school/organization/company
6. Reflexion on the Professional Orientation Program modules

Real encounters with the world of work and deciding on a school and occupation

PHASE 4: I GET TO KNOW IN PRACTICE THE SCHOOL AND OCCUPATION POSSIBILITIES THAT INTEREST ME

PHASE 5: I COMPARE MY PROFILE AGAINST THE REQUIREMENTS, I DECIDE AND MAKE CONCRETE STEPS

PHASE 4, 5 – WORKSHOPS

WORKSHOP 23 We learn by real-world encounters

GOALS	›	raising participants' sensibility to the importance and benefits from the real world encounters;
	›	familiarizing participants with the elements and phases of real encounters – preparation for inquiry at school/organzation/company (SOC);
	›	preparation of young people for real encounters;
	›	support to participants in creating conditions for admitting young people in SOC during the real encounters.
Methods:		fish tank, simulation, expert method, work on the materials.
Training sequences	1.	Applications of six volunteers for the simulation of a real encounter preparation Simulation roles are as follows: one internship teacher or professional orientation youth instructor, one hotel reception manager, three students, one hotel guest. The starting situation: The internship teacher comes to the hotel with students for internship; he is anxious because he expects they will make problems during the internship. Everything he says to the student-trainees, he says with a raised voice, he is ordering but not saying anything specific. When students asked him what to do, because they were standing in front of the reception without a clear instruction by the teacher, he responds as follows: "You should know what to do", and insists on their putting on uniforms. Reception manager has bad experiences with students in traineeship, he cannot explain what is expected from them, he directs them not to "touch anything and go to the helping room", all the while trying to smile to the just arrived guest and greet him. The guest addresses him in English, and the receptionist, astonished, asks the children: "Who of you knows English? I wanna one of you out there immediately to see what this guy wants!" On your own, create the behavior of the students and the guest based on this starting situation.
	2.	Preparation of participants in the outer circle Preparation of tasks for monitoring the simulation in pairs: based on observing the simulation of traineeship, the participants follow, observe and make note of the behavior of all participants in the simulation as the discovery of steps that the internship teacher realized with the students, based on the protocol they receive.
	3.	Preparation of the simulation of an unprofessionally carried out real encounter
	4.	Presentation of the simulation
	5.	Forming groups out of pairs from the outer circle and the exchange of opinions regarding elements they followed in the simulation with the expert method
	6.	Group work presentation
	7.	Distribution of the materials required for the real encounters Each group is given a document and the task to present it to others.
	8.	Group reporting
	9.	Reflection and creation of a common list of tips for carrying out real encounters
	10.	Final comment by the host.
Time:		90 minutes.
Social form:		group work, work in pairs.
Moderation materials:		Copy Form No. 20:Protocol for following the simulation; Protocol for following the behavior.Copy Form No. 21: I find myself an internship post, appointment in a company, short information about my internship position, how will I act during the internship, my daily report, my daily report for the days/weeks of internship, interns evaluation form, retrospective; flip chart paper, markers.

My decision on a school and occupation

WORKSHOP 24

GOALS	›	acquiring an insight into the decision-making process and key decision-making points.
Methods:		line of assessment, work on the materials.
Training sequences	1.	**Introductory activity – at the line of decision** Passing through personal experience - spread the points with marks on the floor: kindergarten, elementary school, optionally high school. Several volunteers go through all points as a remembering impulse in order to develop professional orientation and disposition through time, by saying how they saw themselves in those periods of their development and what they wanted to become "when they grew up".
	2.	**Creating a presentation for the received materials - group work** Each group is given a moderation material and the task to study it and present it to the other groups. Each group agrees on the manner of material presentation (mind map, key words column, poster...).
	3.	**Group work presentation**
	4.	**Reflection and the final comment by the host**
Time:		60 minutes.
Social form:		group work.
Moderation materials:		Copy Form No. 22: Texts on decision-making: What to do before making a decision on the choice of occupation, Decision making, Decision regarding school with the aim of making the decision on occupation choice reality, the Instance of decision - parents; flip chart paper, markers.

Counselling work with young people

WORKSHOP 25

GOALS	›	familiarizing the participants with the various situations in which counselling work with young people is applied;
	›	familiarizing the participants with the course of counselling work and testing the participants' counselling process in the professional orientation program.
Methods:		work by stations.
Training sequences	1.	**The bottom line: how sure am I about my future school/occupation decision** The participants take their places on the evaluation line (crepe tape is placed on the floor) from 0 to 100%, depending on how sure they are of their future school/ occupation decision and they provide a rationale for the position they took on the line.
	2.	**Positioning the poster with the characteristic "cases" written on it – when does a young person need counselling** Posters with counselling work situations are pasted on the wall, the participants walk through the room, stop at each poster, read it carefully and write down all sentences from the text relating to them.
	3.	**Division in groups and preparation for the work presentation by stations - posters** Exchange of information on who wrote which sentences and forming the groups with the same sentences.
	4.	**Presentation and discovery: the posters present young persons who need counselling for professional orientation, because they are in the situation of:** › total indecisiveness; › indecisiveness regarding three schools and occupations; › mismatch between the desire and health condition of participants, › mismatch between the desire and other personal qualities; › mismatch between the desire and the social and economic conditions; › supporting the parents' pressure.
	5.	**Power Point presentation on counselling work**
	6.	**Reflection and the final comment by the host** Explanation to students on where and how to have a counselling session with a professional orientation and career guidance counsellor, how to prepare for the counselling, to check the degrees and certificates they received during the education.
Time:		90 minutes.
Social form:		group work, frontal work.
Moderation materials:		Copy Form No. 23:Characteristics of the person who needs the counselling work and Copy Form No. 24:What should you be talking about during the counselling sessions.

WORKSHOP 26 Job application – application related training

GOALS	›	familiarizing with the requirements and skills needed to apply for a certain job position;
	›	familiarizing with the application strategy;
	›	familiarizing with the elements of a complete application documentation.
Methods:		work on the text, check list.
Training sequences	1.	Attributes with the word: CONTEST
	2.	Division into the "support" pairs Each pair is given the materials for writing the application documentation and each person writes for themselves, after choosing the company, occupation, job they want to apply for, but with the help of their pair: CV, cover letter, motivation letter and petition for the job for which you apply.
	3.	Writing the contest documentation
	4.	Checking the created documentation in pairs The pairs are given the check lists for controlling the documents.
	5.	Informing the pairs of the work and success based on the check lists
	6.	Presentation of one document each:CV, cover letter, motivation letter and petition for the job – anyone can apply if they want.
	7.	Reflection and summarizing More application documentation writing templates; it is desirable to accompany the documentation by certificates and degrees on additional qualifications, accomplished results in contests, etc.
Time:		60 minutes.
Social form:		pair work, frontal work.
Moderation materials:		Copy Form No. 25: – Documents: CV, cover letter, motivation letter and petition for the job, flip chart paper, markers.

At an interview in a school/organization/company

WORKSHOP 27

GOALS	›	familiarizing oneself with the etiquette for an interview in a company;
	›	increasing awareness about the overall impression at the interview in a company.
Methods:		fish tank, work on the materials, evaluation scale.
Training sequences	1.	Warm-up game The host invites the participants to move freely through the room at a given impulse and to pay attention to the movements and gestures of others they meet: are they self-confident, zestful, insecure, hasty, scared, fulfilled, satisfied, etc.
	2.	Job placement interview and simulation preparation After application, four volunteers prepare the simulation for an interview that takes place in the company: two persons applying for the job opening and two persons from the company, representing Head of HR and Secretary. Head runs the interview based on the list of questions:Reasons for occupation selection/occupation requirements.Persons applying for the job interview:One represents the person who is anxious, competent, but insecure in contact with people, but who cares about the job; he/she gets involved in the interview as spontaneously as possible.Another represents the person who is competent, self-confident, intrusive at times, recently laid off, responding to the interview questions spontaneously and gets involved in the general conversation flow spontaneously (even when the question is not addressed to them).
	3.	Preparation of participants in the outer circle – task distribution Distribution of papers to pairs: clothes, body posture, body language, facial expression, gesticulation, voice, first words, manner of expressing oneself, environment; they follow the task given to them in pairs and jot down their remarks while following the interview simulation.
	4.	Simulating the "fish tank" interview
	5.	Exchange of impressions and segregating the important moments in relation to the interview when applying for the job
	6.	Summarizing the impressions, with a special focus on the rules of behavior
	7.	Leafing through the tips accompanying the materials:Rules of behavior during a job interview
	8.	Evaluation of behavior – How does that work? Distribution of the materials: How does that work and joint estimate of how some behaviors influence others and how they can be a guideline for behavior at the same time, for each behavior on the list – is it overly positive or overly negative.
	9.	Reflection and the final comment by the host Types and possible areas of questions in a company: reasons, career development, company knowledge.
Time:		90 minutes.
Social form:		group work, frontal work.
Moderation materials:		Copy Form No. 26:Questions for the interview; Reasons for occupation selection/ occupation requirements; Rules of behavior during a job interview; Scrips: clothes, body posture, body language, facial expression, gesticulation, voice, first words, manner of expressing oneself, environment; Copy Form No. 26a:Simulation monitoring tasks Copy Form No. 26b:"How does that work"

WORKSHOP 28 Entrepreneurship

GOALS	› identifying key factors for self-employment; › evaluation of factors for self-employment; › enabling young people to create the vision of the future in their own occupation as entrepreneurs.
Methods, forms, techniques:	› topic-based arguments, › testing, › poster presentation, › group work.
Training sequences	1. **Group formation.**The host distributes to the participants the cards for division in groups – he/she prepares as many cards as there are group members (Form). 2. **Reasons for performing independent activity/entrepreneurship – group work** The host provides instructions for work in groups: The participants should remember a person they know, who is an entrepreneur and/or performs an independent activity and has their own business (they do not have to say the person's name). Participants are then given a sheet for group work (Form 27) and the task is to write in the circle in the center the activity the person performs, and in the circles around it the reasons they believe had been decisive for that person to start his/her own business. Exchange takes place on the group level and agreement is made to present one activity only and the reasons for performing it. They have fifteen minutes available for the work. 3. **Group reporting.**While the group representatives are reporting, the host writes down the reasons for starting own business as stated by the participants on flip chart paper. 4. **Vote for the most important reasons for starting an independent activity.**The host gives the following instructions: The reasons for starting one's own business are stated on the flip chart. If the participants believe that some other reason is also important, and is not included in the list, they should say it for the host to write it down (if the participants say it, the host will write it). Then the host asks each participant to approach the board and put their mark next to the reason they believe is the most important for starting independent business. They have the right to choose one only, for him/her the main reason. After the participants mark their main reason, the host counts the votes and comments several of the most important reasons as identified by the group. 5. **The Entrepreneurship Test – independent filling out of the test and exchange in the group after its completion.**The host gives the following instructions: The Professional Orientation Portfolio for Young People contains The Entrepreneurship Test (Form 28).The participants should read the instructions and complete the test independently, and then, exchange opinions within the group on the test results regarding each of the test elements 6. **Exchange – test results.**The groups speak of how much their test results overlap or differ. In the big group, opinions are exchanged by those who want to (from the group). 7. **My vision – me as an independent entrepreneur.**The host now invites the participants, since they have heard different, but the most important reasons for an independent activity and since they have completed the test and got an insight into and estimate of their own self, to think of the following possibility. The host instructs the participants to imagine that they had the possibility of opening an independent business and becoming entrepreneurs. There is space in the Portfolio for writing a short essay by responding to some of the following questions: › Imagine yourself as entrepreneur in ten years' time: what do you do, which activity are you in? › What does the space you work at look like? › Who do you work and cooperate with? › What are the relations between you and your collaborators? › What does your work day look like? › How is your job organized? › Who makes decisions and regarding what? › How happy are you with your job? › How happy are the consumers of services you provide? › How do you plan to expand your activity in the next ten years? › Write an answer to the unasked question, if it is important for you. 8. **Exchange – reading the entrepreneur's vision.**The host encourages the participants to exchange their essays in front of the group. Then, he/she invites the volunteers to read their essay.
Time:	70 minutes.
Social form:	group work, frontal work.
Moderation materials:	Cards for division in groups (Copy Form No. 27a); Copy Form No. 27:Group work sheet for identifying the motives for entrepreneurship; Copy Form No. 28:Entrepreneurship test (included in the Portfolio); Copy Form No. 28a:Essay writing guide (included in the Portfolio).

Reflexion on the Professional Orientation Program modules

WORKSHOP 29

GOALS	›	empowering young people to consider their own passage through the Professional Orientation Program.
Methods:		discussion, evaluation.
Training sequences	1.	Presentation of insights and achievements in the area of professional orientation. Each participants creates their own presentation in the manner they choose, while focusing on presenting own insights by means of self-awareness, occupation, school and career pathways information, real encounters with the world of work and the school and occupation decision modules.
	2.	Presentation
	3.	Exchange of opinion among the participants about impressions from the seminar, dilemmas, questions The host can create a panel with questions and needs of young people.
	4.	The encouragement tree.Each participant draws somebody's name and writes on a sticker a message of support for the person's professional and career development realization; they paste the sticker onto the Encouragement tree. Once everyone has pasted their message, one by one, the participants find the message addressed to them, read it out loud and give thanks.
	5.	Filling out the evaluation sheets
Time:		60 minutes.
Social form:		frontal work, individual work.
Moderation materials:		flip chart paper, markers, stickers.

WORKSHOPS FOR PARENTS/GUARDIANS

WORKSHOP MY EXPECTATIONS – A COLLAGE

GOALS	›	becoming aware of the child's capacity;
	›	enabling parents to honor the child's reasons for school/occupation selection;
	›	enabling parents to assist their children and young people in encouraging and directing their professional development;
	›	intermediation in understanding the viewpoints of parents and children.
Methods:		exhibition, exchange, presentation.
Training sequences	1.	Continuing the sentence. The parents/guardians continue the sentence focusing on the most appreciated quality, characteristic of their child: "I am the proud mother/father of ... (name of child) and I am happy that he/she has the following qualities and characteristics... (states the child's characteristics and qualities).
	2.	Finding the child's vision.The posters – children's visions, are pasted on the walls. The parents/guardians try to find the vision of their child.
	3.	Exchange.The parents/guardians talk on the topic: How did you recognize the vision of your child? What helped/hindered you in it?
	4.	Presenting the collage "Me in fifteen years' time".The collage authors present their expectations and the vision of the future from the workshop.
	5.	Future schools/occupations – exchange in pairs.The parent/guardian exchanges opinions with his/her child on the child's future school/occupation.
	6.	Reflection.Reflection on the insights from the parent/guardian – child exchange in pairs.
Time:		60 minutes.
Social form:		pair work, frontal work.
Moderation materials:		collages with the vision of the future in ten years' time.

OCCUPATION DESCRIPTION USING THE MIND MAP

WORKSHOP

GOALS	›	presenting own expectations from the occupation;
	›	presenting the interaction between school, i.e. occupation choice and later job satisfaction;
	›	learning of the parents' expectations;
	›	advocating own opinion and setting up the priorities;
	›	presenting the occupation qualification framework using the mind map.
Methods:		Brainstorming, providing arguments, setting up priorities.
Training sequences	1.	Continuing the sentence of parents/guardians: "I guess that my child will select the ... school, i.e. occupation ..."
	2.	Group formation The participants are distributed in groups by the desired school and choose the group representative who will present the occupation that the selected school prepares one for by way of the mind map.
	3.	Presenting an occupation using the mind map The participants present occupations to parents using the mind map. After the presentation is over, the host invites the kids to sit next to their parents and show them the mind map they created.
	4.	The parents/guardians fill out the TIMELY ORIENTATION CREATES A CLEAR PICTURE sheet, with points for expectations from the future occupation for their kid.
	5.	Exchange – Comment by the parent-kid pairs: the points of agreement and disagreement and how they coped with it. The host encourages the parent-kid pairs to exchange their scoring results. Then he/she invites the pairs who are willing to exchange opinions in the group.
	6.	PARENT/GUARDIAN ENCOURAGEMENT TREE The host invites parents to write on stickers the encouragement messages to their kids in respect of the school and selected future occupation.
	7.	PRESENTATION OF THE TREE OF ENCOURAGEMENT One kid comes out of the group, pastes the stickers onto the drawn tree on the flip chart and reads the parents' messages.
Time:		60 minutes.
Social form:		group work, pair work, frontal work.
Moderation materials:		stickers.

WORKSHOP OUR PARENTS' UPBRINGING STYLES

GOALS	›	getting to know different education styles;
	›	recognizing characteristic sentences in speech for each of the styles;
	›	becoming aware of the communication skills' importance;
	›	motivating for non-violent communication use.
Methods:		fish tank, role play, cluster.
Training sequences	1.	Continuing the sentence: I express my respect... The host asks the participants to go back in their thoughts to their parents' home and select a personality from their home they love and appreciate the most; they should ponder upon the qualities most appreciated about that person and continue the sentence: "The thing I appreciate most about my ... (father, grandfather, uncle, mother, grandmother...) is..."
	2.	Pairs of volunteers Six volunteers are applied for the role play of parent-child in pairs. The host tells the pairs to enact the situation in which the child informs the parent of the high school he/she wants to enroll. Additional instruction for the first pair: the parent has an authoritarian education style (his/her characteristic sentences are: "You will do what I say, because I say so", "While you're in my house, you'll play to my tunes!", "Now, that's not gonna go the way you want it", the tone is sharp, ordering); for the second pair: the parent has a laissez-faire education style (the parent's attitude is that his/her "head is in the sand", does not notice and does not participate in what is happening; the child dictates the rules; the laissez-faire parent's characteristic sentences are: "Well, I don't know", "Do as you wish") and for the third pair: the parent cherishes the encouraging developmental education style. His/her characteristic sentences are the ones he/she tries to recognize his/her child's needs, to provide support in thinking (making the choice) of his/her child, not to impose own solutions, but to understand why his/her child does as he/she does. Thus, his/her sentences would be: "You want to be sure that it is exactly what you want", "Do you need any help with the selection?", "What is it that I can do now for you to feel good about your decision?", etc. The role play scenario: the child starts the dialogue by communicating his/her decision regarding enrollment into high school, waits for the adult to respond in the given style, after which they are to respond spontaneously to the messages for the situation and atmosphere to unwind as naturally as possible.
	3.	Most frequent messages from adults in pairs Other participants, in pairs, while the role play is prepared, are given the task to make a list of sentences/messages that they hear the most from adults and to sort them out into the pleasant and the unpleasant ones. The task for the observers while the role play unfolds is to form a big circle and sit down, while in the middle of the circle two chairs will be placed for the "actors" to sit; the observers will make notes of parents and children's characteristic sentences, monitor reactions of the one and another and assess the outcome of the conversation.
	4.	Role play
	5.	Role play analysis The pairs of "actors" say how they feel and if they are happy with the way they clicked into the "role".
	6.	Exchange and adding upon The observers read from their list what they have noted. Others add upon it. The pairs are commented upon following the sequence in which they played.
	7.	Reflection and summary Importance of the communication method between the interlocutors, with the fact that the language of understanding can be learned; it pours light onto the adults' education styles which are not so "light" in real life, but are prevalent in someone's behavior; encouraging the young to understand the education styles in order to preserve self-respect as much as possible; reference is made to the analysis regarding the conversation outcome of each pair and importance of the language of understanding between them, the sense of recognizing the interlocutor's needs and feelings, importance of support to the child when making the choice (which may refer to any area of life, not only school/job selection) is underlined.
Time:		90 minutes.
Social form:		group work, frontal work.
Moderation materials:		**Copy Form No. 29**:Messages most frequently heard from adults; **Copy Form No. 30**:Characteristic sentences of an adult which reflect the style and manner of education. Instructions for pairs playing the roles,

4

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