



Professional orientation
Five steps to decision on school and occupation
Trainer Training

ISSUED BY:

Ministry of Education of the Republic of Serbia and
Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) GmbH
Župana Vlastimira 6, 11 000 Beograd, Srbija
Im Auftrag des Bundesministeriums fuer wirtschaftliche
Zusammenarbeit und Entwicklung (BMZ)
der Bundesrepublik Deutschland

FOR ISSUER

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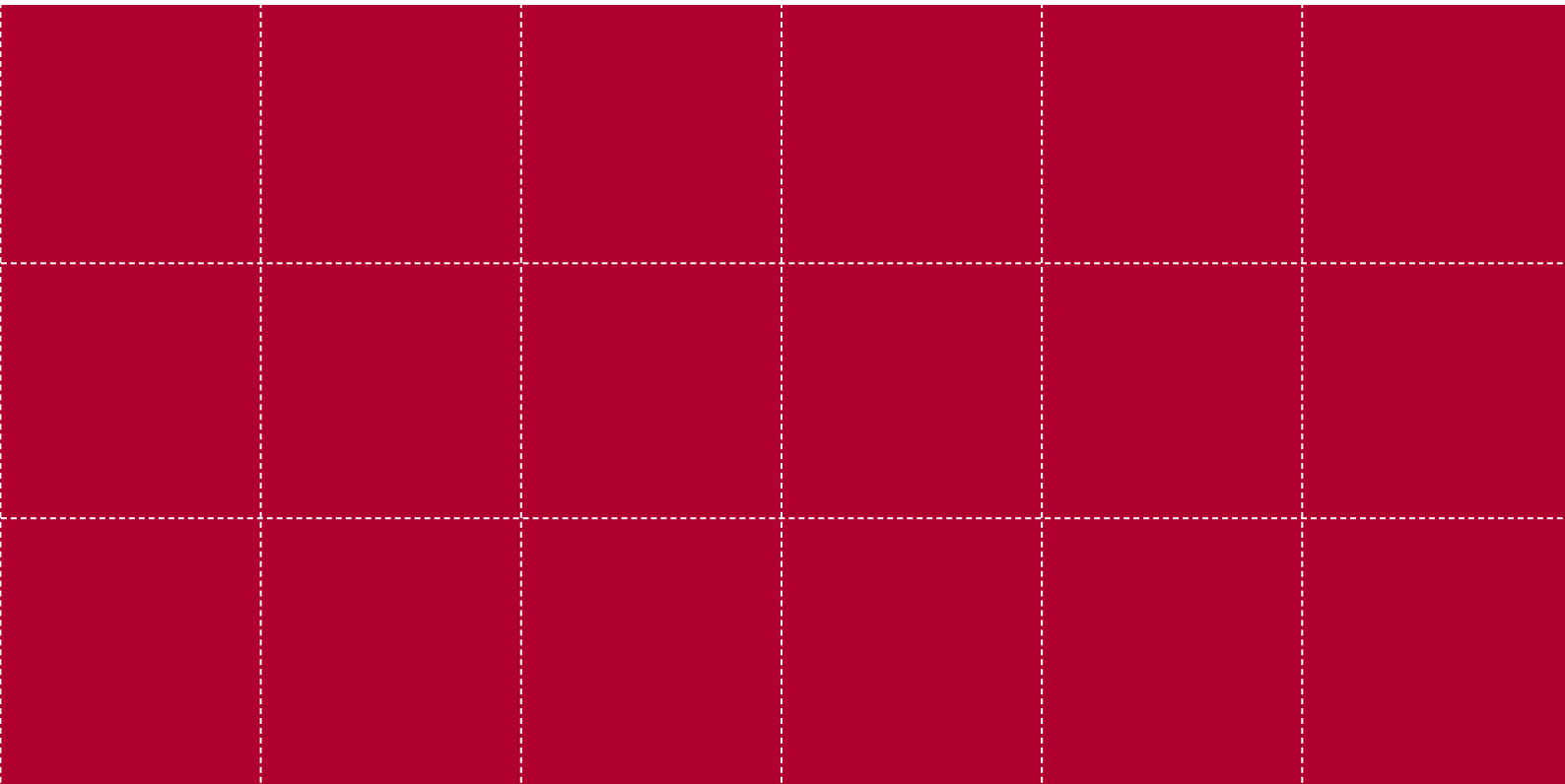
PRINT

InDesigner, Beograd

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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 universities¹. 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:

^{*} 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, Experimental analysis of career pathways of graduate students in the Kula, Sombor Vrbas region, 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 Bases⁴, Strategy for Career Guidance and Counselling in the Republic of Serbia⁵ and National Youth Strategy⁶. 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 the following: 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.



Choice of occupation as classification process¹¹: 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 process¹²: 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, afterwards, 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 process¹³: 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.

Choice of occupation as developmental process¹⁴: 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 process¹⁵: 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

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: Pollmann, TH. A., *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.

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 static 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 and E. Lange (see above).

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.

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, so as 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 orientation¹⁶

4.1 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 key 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 Nr. 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, as well as 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 need to 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 his/her 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 for young people 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.

4.5.4 Implementing the professional orientation program/teaching in school

According to the Austrian experience, professional orientation program/classes at school can be implemented as a separate subject, a project, or jointly.

Example 1 – Professional orientation – as a separate school subject

In the 7th and 8th grades, professional orientation is registered for 30 classes each.

The realization of the professional orientation program as a separate subject during a school year has its own certain specific characteristics:

- › a separate subject is realized as a mandatory part of the teaching plan and program of a school;
- › with one class per week during the entire year, professional orientation enables the process of occupation and school selection in accordance with the structure of the five-phase model;
- › orientation competence can develop and advance continually during the occupation selection process (personal, professional, and teaching competence);
- › students go through active instruction empirically:
 - › Forming personality is continually advanced in students by using open forms of learning.
 - › Application of exercises with various methods that enhance the competence is provided.
- › within the subject, teachers use their plan and program to better plan, realize and monitor the development of key competences;
- › the opening of the school towards the outer world (teaching experts, real encounters, etc.) is stronger;
- › real encounters are stipulated by the plan and program of the subject and are therefore easier to organize and conduct;
- › there is transparency for parents/guardians about what happens in class;
- › there is less work on the coordination of professional orientation classes than in other forms of program implementation;
- › parents/guardians are involved and recognize their roles in the process in which their children encounter the questions of occupation, further education, school options, etc.;
- › process monitoring enhances the development of personal strategy for own decision about occupation and school.

Example 2 – Professional orientation integrated in school subjects

In both 7th and 8th grades, 30 classes of professional orientation per year are integrated in other school subjects. Professional orientation is taught in an interdisciplinary way.

If professional orientation is led interdisciplinarily, we can start from the following characteristics.

- › In this organizational form, teachers, parents/guardians and extracurricular partners do not recognize the importance of professional orientation.
- › A lot of coordination work is necessary for the interdisciplinary teaching of professional orientation.
- › There is less orientation according to the teaching plan.
- › The process of occupation and school selection can hardly be realized in practice in accordance with the structure of the five-phase model course.
- › It is harder for teachers to plan, realize and monitor the key orientation competences.
- › The application of exercises with various methods which enhance competences is made harder and requires coordinated planning, organization, realization and monitoring of the work plan and program for various subjects.
- › When done interdisciplinarily, it is harder for teachers to plan, realize and monitor the implementation of the program, especially in situations when program contents are realized out of school.
- › Real encounters are harder to plan and implement.
- › There is almost no transparency for parents/guardians about what happens in class.

Example 3 – Professional orientation as a project

In the 7th and/or 8th grade, professional orientation is conducted as an extracurricular activity according to a model in compliance with the needs of students and the school itself. The realization time frame should be in line with the realization time dynamics of the planned school activities, as well as the activities of the Ministry of Education.

If professional orientation is conducted as a project, we can start from the following characteristics.

- › In this organizational form, teachers, parents/guardians and extracurricular partners recognize the importance of professional orientation and have the option to choose.
- › The school defines the implementation model independently (how many children, on which dynamics, when, where and how the program would be realized) based on defined program requirements.
- › The school forms a project team which plans, realizes and monitors the development of key orientation competences.
- › In accordance with students' needs and the needs and possibilities of the school, it takes coordination of activities and harmonization of implementation model to successfully carry out the professional orientation project.
- › The project implementation dynamics is oriented towards the dynamics of carrying out, but not towards the contents of the teaching plan.
- › The application of exercises with various methods which enhance competences, as well as the accessibility of the program to students, depends on the accepted project implementation model.
- › The process of occupation and school selection is realized with more difficulty in practice in accordance with the structure of the five-phase model course.
- › The rest of the teachers are indirectly included in the project, in most cases they are just informed.

- › Real encounters are harder to plan and implement.
- › Parents/guardians are involved in the project, recognize their roles and give young people support during the decision-making process.

Organizational variants of implementation

- › The organization, coordination and implementation of the program in the school can only be done by the professional orientation coordinator.
- › Stipulated by the 7th and 8th grade programs are at least 30 classes for real encounters, occupation informing fairs and other school events regarding occupation.
- › The program allows up to five days of individual professional/educational training in companies, schools, advisory centres.

6.1.3 School annual work plan

7th grade

7. GRADE	NUMBER OF CLASSES
LEARNING AREA 1: Self-awareness	8
Self-awareness: Me about myself	2
Wishes, interests, affinities	2
My capacities	2
Self-assessment, assessment by others	2
LEARNING AREA 2: Information and research: Getting acquainted with information offer and how to acquire, select and process it	8
Education system: schools in my town, my county; education requirements profiles	2
Employment opportunities in my living space	2
Areas of work, qualification frames	2
Occupations and gender roles: prejudice or facts	2
LEARNING AREA 3: School and career options	6
Occupation biographies	2
Learning by stations: Capability pathway – comparison of personal capabilities with education and occupation requirements	3
Working in the time of changes and the influence of new technologies upon the labour market: getting acquainted with new school and career options	1
LEARNING AREA 4: Real encounters Familiarizing with interesting school and career options	6 + 15
Preparation and subsequent processing of real encounters	4
Real encounters: getting acquainted with the Open Doors Day – further education; occupation informing fairs; „Girls' and Boys' Day"; interviewing experts, advisory agencies, etc.	15
LEARNING AREA 5: (Preliminary) decision My desired occupation: reflection of desired school and career	4
Thinking about the arguments for and against the desired occupation	2
Comparing own advantages, capabilities, school marks to the requirements of school and industry for the desired occupation	2
TOTAL NUMBER OF CLASSES	30 + 15

8th grade

8. GRADE	NUMBER OF CLASSES
LEARNING AREA 1-Self-awareness: my advantages, my personal competence, my personality profile	8
I am testing my interests, capabilities, suitabilities, fears and hopes, and thinking about my life planning	3
My life in 10 or 15 years	2
I am testing my personality profile against my key qualifications and social competences	3
LEARNING AREA 2: Gathering information on occupations and researching Available information (or new, to be developed) on schools and occupations to be processed in a structural manner	6
A selective analysis of the informative materials regarding the desired school/schools and career options with respect to the interests	4
Use the information offer regarding completely new structures and requirements in the world of work and occupations to make a decision	2
LEARNING AREA 3: School and career options	6
Women in industry, men in industry: recognizing stereotypical gender roles	2
Become acquainted with education and occupation requirements regarding key qualifications and social competences and being able to reflect it against own personality profile	2
Comparison: Personality profile – school or occupation requirement profile	2
LEARNING AREA 4: Real encounters I research in more detail the school and career options that I find interesting	6 + 15
Preparation and subsequent processing of real encounters	6
Individual inquiries at school (in-school traineeship)	6
Inquiry at the company; individual counselling options at the employment service	7 (5 + 2)
Interviews with experts from school and industry	2
LEARNING AREA 5: Decision	4
I test once again – preferably involving my parents or guardians – my personality profile, my real experiences and cognition against the desired school requirements profile	2
Last questions regarding the course of the decision-making process: What influenced your decision? Which schools were on your short-list? Which ones did you opt for? Why did you opt for this school? Was it an easy decision? I make the decision about school having in mind the occupation and career choice	2
TOTAL NUMBER OF CLASSES	30 + 15

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.

Topic proposal: 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 schools and YO 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.

All models of professional orientation application listed herein are to be carefully studied in order for the Serbian elementary schools and youth offices, as the institutions where the program is carried out, to decide on a model which best fits their specific characteristics, development goals and human resources. Every institution has the right to choose a model.

6.1 Organizing professional orientation programs in elementary schools

A model of professional orientation application in Serbian elementary schools has been created based on the Austrian model and experience. In creating a model, every institution has the right to choose the one model which best fits their specific characteristics, development goals and existing human resources and lesson quota. In the pilot stage, professional orientation was realized as a project in Serbian elementary schools, with the idea and aim to create a model in the next stage which would be more acceptable and sustainable for our school system but also in accordance with the strategic documents defining this area. The program enables schools to realize the professional orientation program as a separate optional subject, integrated in the school subjects, but still a project.

Participating in the project are schools which express a need for support to their students and their parents and express a professional will to be trained at seminars on how to implement the latest knowledge in this field into the life and work of the school and students. Trained teachers and expert associates form a professional orientation team led by a coordinator in charge of the realization of program contents and also of the program commitments. Expert associates and teachers trained in professional orientation presented the program to the school's expert and managerial bodies and eighth-graders' parents and conducted a survey for informing and students' voluntary applications for this program. Groups were formed from the applied students for the realization of professional orientation training. Foreseen activities and contents that local authors created according to the five-phase dynamic professional orientation model current in the European Union were realized with the students and their parents.

The recommended plan of the realization of professional orientation program at the school is

Topics	Hours of training
LEARNING AREA 1 - Self-awareness:	10 hours
LEARNING AREA 2: Gathering information on occupations and researching	10 hours
LEARNING AREA 3: School and career options	5 hours
LEARNING AREA 4: Real encounters	30 hours
LEARNING AREA 5: Decision	5 hours
TOTAL NUMBER OF HOURS	60 hours

6.2 Organizing professional orientation programs in youth offices¹⁷ in Serbia

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 Strategy¹⁸ 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; ensuring that youth are informed 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

¹⁷ Program approach adapted to the needs of the youth sector in Serbia, editor's remark.

¹⁸ National Youth Strategy, Official Gazette of RS, No. 55/5, 71/05 - correction and 101/07.



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;
- › 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.

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

It is recommended that professional orientation as a program is implemented by means of a series of trainings and real encounters, adapted to the conditions and Youth Office services' users. It is recommended to organize 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 Plan and program implementation plan within the Youth Office

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.; Klippert 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 define the way in which to give 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 Teamfähigkeit

Klippert, 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 thereon.

(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 envisaged 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

The participants are given a certain framework topic (e.g. an advertisement for a visit to London, a stay in England or France, a vacation region “x”, an EU country, a chosen foreign language, a desired destination for the next school trip, the convenience of Germany’s economic location, etc.). They prepare their “advertisement speech” at home and it should last for about two minutes. They write down keywords and possibly already rehearse in front of the mirror and/or with the help of a cassette recorder. During the training itself, several groups of five to six participants are formed first and they give “trial presentations” to each other (warm-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. The person who raises a green card thinks that the address was “very convincing”; yellow means “partially convincing”, and red 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 the Fishbowl, e.g. five participants ready for discussion sit in the middle of the working 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). When the fifteen minutes are up, both the discussion participants and observer groups gather 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.)

8

Trainer training

Trainer training for Professional orientation is realized in **three training modules** which will cover the **stages of the five-phase professional orientation model** in the following dynamics:

Module 1 Self-awareness	Phase 1: Self-awareness
Module 2 Information on occupations, career and educational pathways	Phase 2: Information on occupations and career Phase 3: Educational pathways
Module 3 Real encounters with the world of work and deciding on a school and occupation	Phase 4: Real encounters with the world of work and occupations Phase 5: Decision making

The main GOALS of trainer training (teachers and associates from elementary schools and professional orientation youth instructors) are:

- › training for a successful application of Professional Orientation Program with students and young people in institutions and circles they work in;
- › knowledge acquisition, skill development and empowerment and the development of professional competences in establishments and institutions which deal with students and young people in order to ensure and achieve principles, goals and the achievement standards of students and young people in the area of professional orientation and career guidance by accepting as valid previous knowledge, needs, interests and possibilities of students and young people;
- › knowledge acquisition, skill and competence development in students' and young people's parents in order to give help and support to students and young people in directing their professional development;
- › establishing and ensuring the quality of cooperation and partnership with establishments and institutions in order to provide conditions, development, management and implementation of Professional Orientation Program and career guidance for students and young people.

Specific GOALS	Outcomes: the trainers are able to
<u>Understanding the complete concept</u> Professional orientation as a multidimensional processual activity and its application in the area of education-formative work and activities	they understand and apply the modern concept of professional orientation and career guidance; they understand professional orientation models and methods of implementation in both the region and Europe; they implement professional orientation within the education-formative work and activities;
<u>Forming and attitude towards career as a process</u> and a lifelong concept which implies completed schools, trainings, seminars and activities in order to develop professionally and reach inner satisfaction	they understand professional orientation as a dynamic and non-linear process; they recognize the methods of joining in the process of building own career and encourage young people to build their own careers; they support students and young people in the professional orientation process; they reveal and overcome stereotypes regarding school, occupation and career;
The development of methodical competence by <u>applying various methods</u> , forms and techniques of work in professional orientation through an interactive way of working	they apply various methods, forms and techniques from the area of professional orientation in working with students and young people; they make transfer to other areas of education-formative work; they use various sources in gathering information;
Training for process-oriented individual <u>monitoring</u> of students and young people in the area of professional orientation	they get acquainted with and apply monitoring instruments and techniques; they perceive indicators they monitor and record monitoring; they perceive key points in the development of students and young people and support them in development; the cooperate with other experts in order to support professional and career development;
<u>Development</u> of students' and young people's professional interests and choices in accordance with modern changes in the world of work and tendencies in the development of the world of work	they recognize and develop students' and young people's professional interests; they gather information on the changes and tendencies in the development of the the world of work; they direct students' and young people's professional interests and choices without directly influencing the choice;
<u>Establishing cooperation and involving close people important to young people</u> – parents, guardians, friends of students and young people and training them to give help to students and young people in encouraging and directing their professional development	they cooperate with parents in group and individual meetings; they understand various styles of upbringing; they understand various approaches to the matters of professional orientation from the parents' vantage point; they intermediate between parents and the young person in matters of professional orientation;
<u>Establishing cooperation with establishments and institutions in the local community</u> in order to empower students and young people in making decisions about the choice of school and occupation and the professional development of students and young people	they create a team action plan with establishments and institutions in the area of professional orientation; they motivate associates from establishments and institutions in the local community to get actively involved and contribute to the cooperation in the area of professional orientation;
Work on <u>networking</u> in the local and regional circles, on connecting schools, world of work, institutions and family	the find various cooperation possibilities in everyday practice; they create a network of mutual support and exchange of ideas, joint promotion and accomplishment of activities; they use program materials functionally;
Using program materials	hey help and support students and young people in the process of creating their personal professional development pathway thtough the Portfolio; they give their creative contribution in the development of working materials and manuals.

8.1

Module 1, phase 1: Self-awareness

Topics and GOALS:

- › Interests
- › Skills and capabilities
- › Values
- › Picture of myself
- › Work with parents

GENERAL MODULE GOALS 1: Self-awareness (of the phase 1) for the trainers:

- › acquisition of knowledge, skills and professional competences for working with students and young people and for the application of the processual professional orientation model;
- › creating a system support network for young people regarding professional orientation.

Specific GOALS of the program in Module 1 (phase 1):

- › understanding the modern process five-phase professional orientation model in the context of lifelong learning;
- › improvement of knowledge, skills and professional competences for application of the process professional orientation model;
- › advancement of knowledge, skills and competences for the process of self-awareness in interests, skills and values of students and young people;
- › advancement of knowledge, skills and professional competences for students' and young people's learning;
- › training professionals for process-oriented individual monitoring of students and young people in the area of professional orientation;
- › training professionals for the advancement of knowledge, skills and competences of parents in order to help children in the self-awareness process;
- › training professionals for cooperation with parents and linking them into networks;
- › networking of professionals and spreading of the idea of the five-phase professional orientation model.

GOALS of phase 1: Self-awareness for students and young people:

- › knowledge acquisition, development of skills and competences in discovering, considering and developing interests, abilities, capacities and values in students and young people, important for directing their professional development and self-fulfilment.

Outcomes of phase 1: Self-awareness for students and young people:

Students and 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;

- › they develop their independence, assurance and self-confidence, as well as a positive image 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. Professional orientation – modern concept
2. Professional orientation work methods
3. In the world of interests
4. In the world of values
5. Self-awareness
6. What am I like and how do the others see me
7. How do I behave when studying and what type of studying do I apply
8. Familiarizing participants with Manuals for elementary school and YO and the Portfolio for Students and Youth
9. Planning the work with parents/guardians
10. Reflection on Module 1, phase 1, Self-awareness

8.1.1 SELF-AWARENESS – PHASE 1 – workshops

Professional orientation – modern concept

WORKSHOP 1

GOALS	<ul style="list-style-type: none"> › mutual introduction of participants and motivation for work; › familiarizing the participants with the modern concept of Professional orientation; › becoming acquainted with and experiencing the expert method.
Methods:	expert method, work on text.
Training sequences	<ol style="list-style-type: none"> 1. Pairs exchange – about personal qualities and presenting the pair based on quality exchange. 2. Division into three groups. 3. Work on professional orientation text from different angles with the help of key points of studying in primary groups and exchange: <ol style="list-style-type: none"> a) professional orientation – concept and place in modern school, b) changes in the world of work and professional orientation, c) the role of teacher/youth instructor in professional orientation 4. Forming of expert groups – newly formed expert group consists of representatives from primary groups – and exchange about key points they dealt with: a), b), c) aspects of professional orientation. 5. Expert groups reporting. 6. Closing comment by the host, Power Point presentation on the concept and the five-phase model of professional orientation.
Time:	90 minutes.
Social form:	work in pairs, group work.
Media:	Power Point presentation of the five-phase professional orientation process model.
Moderation materials:	cards for division in pairs, Copy Form No. 1: Texts for work in pairs.

WORKSHOP 2

Professional orientation work methods

GOALS	> understanding the importance of active professional orientation work methods and their application;
	> training participants for using various methods of presentation;
	> becoming acquainted with and experiencing the expert method.
Methods:	Brainstorming, work on text, two-column presentation techniques, presentation techniques using symbols, roleplay, demonstration, advertisement round.
Training sequences	1. Brainstorming - listing methods.
	2. Method analysis - group work.
	3. Preparation of presentation on Professional Orientation Working Method Catalogue, with one of the active working methods: two-column presentation techniques, presentation techniques using symbols, roleplay, demonstration, advertisement round.
	4. Group work presentation.
	5. Power Point presentation and the final comment by the host.
Time:	90 minutes.
Social form:	group work.
Media:	Power Point presentation on active working methods in professional orientation.
Moderation materials:	Copy form no. 2: Presentation methods, Manual for elementary schools, flip chart papers, markers.

WORKSHOP 3

In the world of interests

GOALS	> recognizing own interests;
	> providing arguments for choosing the interests;
	> becoming acquainted with the instrument for registering and scaling of interests which will be used in work with students and young people.
Methods:	polls, work on the materials, line of assessment, reflection.
Training sequences	1. Forming and presenting pairs according to personal interests written on stickers.
	2. Individual work on the work sheet relating to interests.
	3. Evaluation line - rearranging participants in space into three places: 1. I am very interested, 2. I am partially interested, 3. I am not interested at all - according to the answers noted in the worksheet; argumentation and exchange.
	4. Closing remark by the host and reflection.
	5. Power Point presentation and the final comment by the host.
Time:	60 minutes.
Social form:	work in pairs, individual work.
Media:	—
Moderation materials:	Copy form no. 3: "What am I interested in" worksheet, A4 papers with listed degrees of evaluation lines.

In the world of values		WORKSHOP 4
GOALS	> recognizing own and respecting other people's values;	
	> creating a common value system; becoming acquainted with other participants' value systems;	
	> becoming acquainted with and empirically searching for methods: brainstorming, cluster- examining using flashcards, presentation.	
Methods:	Brainstorming, cluster- examining using flashcards, presentation, reflection.	
Training sequences	1. Brainstorming about values.	
	2. Values pyramid - group work with value cards and creating a common values pyramid.	
	3. Group work presentation.	
	4. Discussion, summarizing, reflection.	
Time:	60 minutes.	
Social form:	group work.	
Media:	–	
Moderation materials:	Copy form no. 4: Value cards, Sellotape, flip chart papers	
Self-awareness – in the world of skills and capabilities through the capabilities pathway		WORKSHOP 5
GOALS	> discovering oneself and accepting others as they are;	
	> connecting qualities with the requirements of some occupations;	
	> becoming acquainted with and empirically searching for “station” testing.	
Methods:	work by “Capability pathway” stations, reflection.	
Training sequences	Discovering oneself – evoking and writing the following on colour stickers: interests, values, capabilities and desired occupations - from the period of school and growing up - individual work (interests - yellow sticker, values - red sticker, capabilities and talents - green sticker, desired occupation - blue sticker).	
	1. Exchange in groups - personal interests, capabilities, values, talents and desired occupation; form groups using the “Atom” game.	
	2. Job vacancies - drafting a curriculum vitae as an application for an imaginary job vacancy based on the data written on stickers - individual work.	
	3. Reporting - those who want read the curriculum vitae as an application for an imaginary job vacancy.	
	4. Capability pathway - work by stations in pairs.	
	5. Reflection.	
Time:	90 minutes.	
Social form:	individual work, group work, work in pairs.	
Media:	audio equipment.	
Moderation materials:	stickers in four colours, A4 papers, markers, Copy form no. 5: Capability pathway for entering results of capability testing for every participant; materials for testing the sense of smell, taste, a ball, a CD with recorded sounds: (smells, rice and lentil grains, chocolate of various flavours, various objects for detecting the sense of touch).	

WORKSHOP 6

What am I like and how do the others see me

GOALS	> recognizing own capabilities, aptitudes and virtues;
	> familiarizing the participants with the way of giving positive feedback to others;
	> seeing the image of oneself by comparing "what am I like and how do the others see me";
	> empirically searching for activities and giving feedback – complementing.
Methods:	collecting data, demonstration, giving feedback, reflection.
Training sequences	1. Introductory game "Atom".
	2. How do the others see me: passing around a piece of paper – "accordion"- participants sit in a circle; everybody writes their name at the top of an A4 paper and on the mark of the host they give the signed piece of paper to the participant on their right. This way, every participant has in his/her a paper with another participant's name in his/her hands. The task is to describe in a couple of words or one sentence maximum how they see the person whose paper they have in their hand, i.e. whose name is on the paper. After that, they fold the paper to cover what they have written down; on the mark of the host, the paper is passed on to the right until everybody gets their own paper.
	3. Reading the data from the list – accordion: How do the others see me – read only by those who want to.
	4. Reflection.
Time:	60 minutes.
Social form:	individual work.
Media:	–
Moderation materials:	A4 papers, markers.

WORKSHOP 7

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

GOALS	> reflection on own behaviour while studying; determining the type of studying I apply;
	> preparation for the application and improvement of personal studying strategies in students and young people;
	> becoming acquainted with the instruments to be used in work with students and young people.
Methods:	work on the text, reflection.
Training sequences	1. Dividing participants into groups according to studying types: If you bought the latest model of a dishwasher, you would: a) read the instruction manual before turning it on (verbal type); b) ask somebody to show you how to turn the machine on (observant type); c) immediately start exploring which button is for what (action type); d) talk to somebody who owns the same machine, the person would instruct you in some operations, you would try out the machine together (cooperative type).
	2. Work on materials – what type of studying do I apply – and joint drafting of lists of advice for every type of studying (work in groups).
	3. Group work presentation.
	4. Final comment by the host: Gardner – different types of intelligence and studying pyramid.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy form no. 6: What type of studying do I apply and Behaviour for every type of studying.

Becoming acquainted with the Manuals for Work with Students/Youth and the Portfolio

WORKSHOP 8

GOALS	› analysis and familiarizing with the materials to be used in work with students and young people.
Methods:	analyzing the materials, presentation.
Training sequences	<ol style="list-style-type: none"> 1. Analysis of the Manuals for Work with Students/Youth and perceiving connections with the Portfolio. 2. Poster presentation: Manual structure; mitigating circumstances and handicaps in working with materials with students and young people; connection between the Manual and the Portfolio. 3. Reflection
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Manual for elementary school and YO; Portfolio, flip chart paper, markers.

Planning the work with parents/guardians

WORKSHOP 9

GOALS	<ul style="list-style-type: none"> › empowerment of participants for work with the students' and young people's parents; › drafting a scenario for the meeting with parents (contents and activities).
Methods:	presentation, reflection.
Training sequences	<ol style="list-style-type: none"> 1. Familiarizing with the workshop for parents from the Manual for elementary school (OK "My expectations – I in ten years") group work and analysis of the suggested workshop. 2. Exchange of opinion about the analysed workshop from the Manual. 3. Preparation of presentation of professional orientation program to the students' and young people's parents and the drafting of the scenario for the meeting with parents group work, participants create suggestions for presentation and scenario for the meeting with parents. 4. Reporting on the group work regarding the parents' meetings proposals. 5. Reflection.
Time:	60 minutes.
Social form:	group work.
Media:	–
Moderation materials:	flip chart paper, markers, Manual for elementary school and YO.

WORKSHOP 10

Reflection on Module 1, phase 1, Self-awareness and seminar evaluation

GOALS	<ul style="list-style-type: none"> › empowering participants to apply the program in work with students and young people; › seminar evaluation.
Methods:	discussion, evaluation.
Training sequences	<ol style="list-style-type: none"> 1. Exchange with participants: impression from the seminar, dilemmas, questions. 2. Exchange of support messages – individually, on stickers, participants write support messages for preparation work in professional orientation program and paste them to the prepared poster. 3. Summary by the host. 4. Filling out the evaluation sheets (GTZ form). 5. Reflection.
Time:	90 minutes.
Social form:	frontal work, individual work.
Media:	–
Moderation materials:	flip chart paper, markers, stickers.

8.2

Module 2, phases 2, 3: Information on occupations, career and educational pathways

Topics and GOALS:

- › The picture of a modern world of work and key competences for occupations in the modern information society
- › Active types of learning and their connection with innovative work methods in a company
- › Information offers, collection, selection and processing
- › Areas of work and related occupations
- › Educational profiles
- › Occupation requirements and counter-indications
- › Stereotypes
- › Occupation qualification framework structuring and description – mind map
- › School/occupation selection criteria
- › Work and cooperation with parents

GENERAL GOALS OF MODULE 2 (phase 2, 3) for trainers:

- › acquisition of knowledge, skills and professional competences for work with students and young people for the application of the process five-phase professional orientation and career guidance model;
- › creating a system support network for young people regarding professional orientation.

Specific GOALS of the program in Module 2 (phase 2, 3):

- › understanding the modern process five-phase professional orientation model in the context of lifelong learning;
- › improvement of knowledge, skills and professional competences for application of the process professional orientation model;

- › advancement of knowledge, skills and professional competences for informing students and young people on occupations, career and educational pathways;
- › training professionals for the advancement of knowledge, skills and competences of parents in order to support children in process of informing on occupations, career and educational pathways;
- › becoming aware of and overcoming prejudice and developing an open attitude on occupations and career as a process and lifelong concept;
- › encouragement and development of young people's professional interests in accordance with modern changes in the world of work and tendencies in the development of the world of work;
- › networking of professionals and spreading of the idea of the five-phase professional orientation model;
- › familiarizing professionals with materials for work with students and young people.

GOALS of phase 2 Information on occupations and career

- › knowledge acquisition, skill and competence development for professional orientation and independent information collection regarding the world of work and occupation and career, systems and education levels of students and young people.

Phase 2 outcomes for students and young people

Students and 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;
- › using (through analysis, synthesis, evaluation) information regarding occupations, areas of work, education and career pathways, they develop a realistic evaluation method;
- › form an informed occupation choice decision.

GOALS of phase 3 Information on educational pathways

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

Phase 3 outcomes for students and young people

Students and 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 the planning of their professional lives;
- › show creativity in finding different career pathways.

Workshops:

1. The picture of the modern world of work and key competences for occupations in the modern information society
2. Active types of teaching/learning and innovative work methods in a company
3. Information offers, information collection and processing methods
4. Areas of work and related occupations
5. Areas of work and educational profiles – professional areas – occupations
6. Occupation requirements, adequate abilities and the possible contraindications
7. Sex and non-traditional occupations stereotypes
8. People from the industry in lessons – interviewing
9. Occupation structuring and description – occupation qualification framework – mind map
10. Occupation selection criteria
11. Planning the work with parents/guardians
12. Reflection on the contents and activities from Module 2, phase 2, 3
Information on educational pathways, occupations and career pathways

8.2.1 Information on educational pathways, occupations and career – PHASE 2, 3 – workshops

WORKSHOP 1

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 an occupation starting with the initial letter of their name.
	2. The picture of the modern world of work and key competences for occupations – exchange in groups.
	3. Group work presentation.
	4. Reflection and Power Point presentation.
Time:	60 minutes.
Social form:	group work.
Media:	Power Point presentation of key competences for occupations in the modern information society
Moderation materials:	flip chart paper, markers.

Active types of teaching/learning and innovative work methods in a company		WORKSHOP 2
GOALS	<ul style="list-style-type: none"> › becoming aware of the significance of having active teaching/learning methods present in everyday school practice; › envisaging and understanding the cause and effect connection between active types of teaching and innovative work methods in a company; › envisaging the role of school in the preparation of students and young people for innovative types of occupation; › connecting (analysis and assessment) of development possibilities in key competences for occupations with concrete actions in classes. 	
	Methods:	work on text, presentations, work with cards, underlining keywords, evaluation scale.
	Training sequences	1. Introductory game – “Open vacancy for a competent candidate”: the host starts the circle by saying his/her name and competence beginning with the first letter of his/her name; the rest of the participants are expected to, one by one, say their name and competences (but it is not revealed that the point of the game is that the competence starts with the first letter of their name) – so that who gets accepted at the imaginary vacancy are those who perceive and say this – the game continues until everybody discovers the rule.
		2. Statement evaluation (work at workplace) – Does school prepare for innovative occupations – individual work.
		3. Scaling – harmonization of evaluations in a small group.
		4. Group work presentation.
		5. Competences in innovative types of work in a company – group work with cards – underlining competences.
		6. Perceiving connections between active types of studying and development of competences in innovative types of work in a company – group work.
		7. Group work presentation.
		8. Ways of developing competences – personal insights – examples on which particular activities we use to develop each competence.
		9. Reflection
Time:		60 minutes.
Social form:		individual work, group work.
Media:		–
Moderation materials:		Copy Form No. 7: Active types of learning and work in school; Copy Form No. 8: cards – innovative work methods in a company.

WORKSHOP 3

Information offers, information collection and processing methods

GOALS	> identifying the information resources in respect of the world of work and career pathways;
	> training for giving support to students and young people in the preparation and use of resources;
	> enabling trainers to prepare the resource identification and analysis techniques in work with students and young people;
	> developing professionals' sensibility to use the students' and young people's potentials regarding the use of environment information resources.
Methods:	SWOT analysis, simulation, reflection.
Training sequences	1. Associations of the topic: information – students and young people.
	2. Identifying information resource – analysis of the surroundings – group work.
	3. SWOT analysis for the most distant resource – group work.
	4. Group work presentation.
	5. Division in groups by sources: National employment agency; education fair, high schools, internet, elementary school.
	6. Preparation of students and young people for using the resources: National Employment Service; education fairs, high schools, internet, elementary school (each group prepares one resource).
	7. Group work presentation.
	8. Reflection.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy Form No. 9: Resource identification environment analysis, Copy Form 10: SWOT analysis of resources.

WORKSHOP 4

Areas of work and related occupations

GOALS	> familiarizing with the work and occupation areas;
	> becoming acquainted with the ways of how to enable students and young people to understand the complex world of occupation and connect occupations with areas of work;
	> enabling trainers to prepare the resource identification and analysis techniques in work with students and young people;
	> developing professionals' sensibility to use the students' and young people's potentials regarding the use of environment information resources.
Methods:	card classification, gallery walk.
Training sequences	1. Introductory game – guessing occupation with a special gesture (participants think of an occupation and present it to the group through a special gesture – the one who guesses "decides" on the next task).
	2. A mini presentation by the host regarding areas of work defined by our law; regarding occupation nomenclature.
	3. Group work – connecting areas of work with the related occupations – moderation cards (each group connects several areas of work with the related occupations).
	4. Group work presentation.
	5. Participants' reflection and the final comment by the host.
Time:	60 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy forms no. 11, 12; Cards with areas of work and cards with occupations.

Areas of work and educational profiles – professional areas – occupations		WORKSHOP 5
GOALS	> getting to know expert areas – vocational school profiles	
	> connecting the educational profiles with occupations in certain vocational schools;	
	> training for training for giving support to students and young people in finding their way to the desired occupation through the network of schools.	
Methods:	work with cards, group work presentation.	
Training sequences	1. Introductory game – mysterious occupation (with cards where an occupation's qualification framework is written): a volunteer reads to himself the occupation data from the card he has drawn, answers the participants' questions with YES or NO and they guess the occupation in question based on the answers they got.	
	2. Connecting vocational high schools with related occupations – finding "the odd one out" – group work.	
	3. Group work presentation.	
	4. Joining educational profiles to the occupations based on the cards – group work.	
	5. Group work presentation – reflection.	
	6. Making a poster with school network for various counties or municipalities.	
	7. Gallery walk.	
	8. Reflection, final comment by the host.	
Time:	90 minutes.	
Social form:	group work.	
Media:	–	
Moderation materials:	Copy Form No. 13: Cards with occupation description; Copy Form 14: Vocational schools and educational profiles (intruders: Mechanical engineering high school : rolling-mill worker, non-ferrous metal smelter, steel-bender concrete worker, miner, painter, isolator, asphaltter, geological research technician, maker of chemical products. 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 : cosmetician.); Copy Form No. 15: Columns with educational profiles and occupations in two colours (use scissors to divide yellow and blue columns); Additional supplement – A wish list by counties from the current High School Admission Competition by the Ministry of Education of the Republic of Serbia.	

WORKSHOP 6

Occupation requirements, adequate abilities and the possible contraindications

GOALS	>	becoming acquainted with various areas of work and joining them with occupation requirements in that area;
	>	discovering the connection between the areas of work, occupation requirements and contraindications;
	>	training for training for giving support to students and young people in finding and accepting the connection between the area of work, occupation requirements and contraindications (in understanding this connection as an important criterion for occupation choice).
Methods:		work with cards, group work presentation.
Training sequences	1.	Introductory game "Fortunately and unfortunately" - the host starts the circle by saying "fortunately, I have the ability to... (names the ability), but unfortunately (says why he cannot demonstrate this ability)", and the participant next to the host continues the string "unfortunately (repeats what the host said), but fortunately.. (names another one of his/her abilities)" and the string goes around.
	2.	Becoming acquainted with areas of work and joining the two (on cards) with the requirements regarding capabilities for the area and occupations - group work.
	3.	Verifying the accuracy of the results of joining.
	4.	Contraindications for certain occupations on cards - group work.
	5.	Group work presentation.
	6.	Reflection, final comment by the host.
Time:		90 minutes.
Social form:		group work.
Media:		–
Moderation materials:		Copy Form No. 16: Sheets with areas of work, occupation requirements and contraindications (cut out the cards from these sheets).

WORKSHOP 7

Sex and non-traditional occupations stereotypes

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;
	>	overviewing different opinions and being ready to change own attitude;
	>	familiarizing participants with the notion and meaning of prejudice.
Methods:		work on materials, presentation of pair work, evaluation scale.
Training sequences	1.	Introductory game - associations in a discovery quiz based on the associations for the occupation of a steward.
	2.	Assessment of characteristics in order of precedence of men and women for the world of work and occupation - pair work.
	3.	Pair work presentation.
	4.	Description of a perfect man/woman on a poster and typical occupations - group work.
	5.	Group work presentation.
	6.	Reflection, final comment by the host.
Time:		90 minutes.
Social form:		group work, work in pairs.
Media:		–
Moderation materials:		Copy Form No. 17: Expectations from woman/man - assessment scale; Copy Form No. 18: Cards with "typical" occupations for women/men; flip chart paper, markers.

People from the industry in lessons**WORKSHOP 8**

GOALS	> sensibilization of participants for describing occupation, the qualification framework of the occupation, report on work from a certain occupation;
	> sensibilization and development of participants' skills in preparation and realization of the interview held with experts from a certain occupation;
	> becoming acquainted with the participants and applying new working methods in Professional orientation: notes with keywords.
Methods:	role play/simulation.
Training sequences	1. Preparation of the interview with an expert: A ship hotel manager in the open sea as a detection of person with the mystery occupation – group work.
	2. Preparation of three volunteers for the interview for detection game – (persons A, B, C) – individual work.
	3. Detection game – Three volunteers present themselves as the ship hotel manager. Only one person is really the manager (this participant read the complete text with job description for a hotel manager, the remaining two participants do not have the complete text and will not know the answers to all of the group's questions). The rest of the participants ask them questions about the work of a hotel manager, with the assignment to discover who really is the manager after two rounds of questions asked to all three persons.
	4. Reflection and the final comment by the host.
Time:	90 minutes.
Social form:	individual work, group work.
Media:	–
Moderation materials:	Copy Form No. 19: Hotel Manager qualification framework and Hotel Manager job description; Copy Form No. 20: Interview questions model.

Occupation structuring and description – occupation qualification framework – mind map**WORKSHOP 9**

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;
Training sequences	> enabling the participants to present the information by way of the mapping method.
	Methods: mapping, information analysis; mini lecturing.
	1. Presentation of the mind map draft process – mini presentation by the host.
	2. Structuring and visualization of occupation qualification framework: bank clerk, office clerk, insurance officer, financial administrator, physiotherapist – drafting the mind map in groups.
Training sequences	3. Group work presentation.
	4. Reflection and the final comment by the host.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	fliers for occupations, Copy Form No. 21: Physiotherapist job description; markers, flip chart paper.



WORKSHOP 10

Occupation selection criteria

GOALS	> sensibilization of participants to support students and young people in guiding and recognizing criteria which contribute to school and occupation choice;
	> empowering participants in creating workshops for work with children/young people;
	> sensibilization of participants in using various materials to create workshops for work with children/young people;
	> empowering participants to encourage children/young people to provide arguments for their attitudes when choosing school, occupation and professional career.
Methods:	mini lecture; creating workshops, presentations.
Training sequences	1. Principles and rules of creating workshops – mini presentation by the host.
	2. Creation of workshop based on materials – two groups create workshops for parents, three groups create workshops for students and young people. Group work based on the offered materials.
	3. Group work presentation.
	4. Reflection and the final comment by the host.
	5. Group work presentation.
	6. Reflection, final comment by the host.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy Form No. 22: Materials for creating workshops: criteria for school choice, suggestions for occupation qualification criteria, women – household or career, performance and income, questions for personal reflection, timely orientation creates a clear image; flip chart paper, markers.



Planning the work with parents/guardians

WORKSHOP 11

GOALS	<ul style="list-style-type: none"> empowering participants for work with the students' and young people's parents in the area of professional orientation and career guidance; empowering participants to draft a proposition for the meeting with parents.
Methods:	presentation, reflection.
Training sequences	<ol style="list-style-type: none"> Associations of which feedback from the professional orientation program we deem significant for parents/guardians. Preparation of presenting the results of the professional orientation program realization, phases 2 and 3, with students and young people – group work. Reporting on the group work regarding the parents' meetings proposals. Becoming acquainted with the workshop for parents from the Manual for Work with Students/Youth. Reflection.
Time:	60 minutes.
Social form:	group work, work in pairs.
Media:	–
Moderation materials:	flip chart paper, markers, Work Manual.

Reflection on Module 2, phases 2, 3

WORKSHOP 12

"Information on educational pathways, occupations and career"

GOALS	<ul style="list-style-type: none"> empowering participants to apply the program in work with students and young people; seminar evaluation.
Methods:	discussion, evaluation.
Training sequences	<ol style="list-style-type: none"> Exchange of impressions from the seminar with participants – doubts, dilemmas, questions. Filling out the evaluation sheets (GTZ form).
Time:	90 minutes.
Social form:	frontal work, individual work.
Media:	–
Moderation materials:	flip chart paper, markers, stickers.

8.3

Module 3, phases 4, 5: Real encounters with the world of work and deciding on a school and occupation

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
- › Professional orientation – pedagogical capacities for implementation
- › Creating a network
- › Work with parents

GENERAL GOALS OF MODULE 3 (phase 4, 5) for trainers:

- › acquisition of knowledge, skills and professional competences for work with young people and for the application of the processual professional orientation model and career guidance;
- › creating a system support network for young people regarding professional orientation.

Specific GOALS of Module 3, (phases 4, 5):

- › understanding the modern processual five-phase professional orientation model in the context of lifelong learning and advancement of competences for the application of the professional orientation model;
- › sensibilization of professionals for the importance and gain from real encounters for professional orientation of students and young people;
- › development of knowledge, skills and attitude of professionals for the preparation and realization of real encounters with the world of education and work and reflection of the encounters held;
- › acquisition of knowledge and skills for organizing and realization of encounters with experts: Occupation Information Day; Talent Day; Traineeship Trial days;
- › empowering professionals and motivating students and young people for real encounters and working out the materials for reflection of real encounters with the world of education and work;
- › development of professional knowledge and skills for real encounters with partners in the area of professional orientation and giving support to partners and students and young people: high schools, the National Employment Service, organizations and economic companies, establishments;
- › training professionals for the advancement of knowledge, skills and competences of parents in order to help children achieving real encounters with the world of work;
- › development of cooperation with parents: empowering parents to support independent decision making on the choice of school and occupation;
- › networking of professionals and spreading of the idea of the five-phase professional orientation model.

GOALS of phase 4 Real encounters with the world of work

- › acquisition of knowledge, development of skills and competences for real encounters and, through them, with the world of occupation and trying out traineeship of students and young people.

Phase 4 outcomes for students and young people

Students and 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;
- › to answer prepared and informed 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.

GOALS of phase 5 Decision making on school and occupation

- › 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 students and young people.

Phase 5 outcomes for students and young people

Students and young people will be able to:

- › recognize 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 in writing and verbally;
- › fill out the application tests independently;
- › create the ranking lists of desired occupations;
- › have alternatives for their choices.

Workshops:

1. Preparation for real encounters
2. We learn by real-world encounters
3. My decision on a school and occupation
4. Counselling work with students and young people
5. Job application
6. At an interview in an organization/company
7. Professional orientation – pedagogical capacities for implementation

- 8. Creating a network
- 9. Work with parents
- 10. Reflection on Module 3, phases 4, 5 Real encounters with the world of work and deciding on a school and occupation

8.3.1. Real encounters with the world of work and occupation and making a decision – PHASE 4, 5 – workshops

WORKSHOP 1

Preparation for real encounters

GOALS	>	sensibilization of participants for realizing the importance and gain from real encounters;
	>	familiarizing participants with the elements and phases of real encounters – preparation for inquiry at the SOC (school/organization/company);
	>	resource analysis for making real encounters with the world of work and possibility of trying out traineeship in the area;
	>	mutual support and connecting of participants from various cities.
Methods:		analyzing the environment, work on the materials.
Training sequences	1.	Association: Real encounters with the world of work
	2.	Power Point presentation: inquiry at a company and trying out traineeship at a school/organization/company.
	3.	Listing the needs and wishes of students and young people for trying out traineeship – group work.
	4.	Background analysis – SOC (school/organization/company) as resources for trying out traineeship on concrete examples from the backgrounds of seminar participants come from. In the centre circle, they write the most frequently chosen occupation of students and young people, and in the surrounding circles, they write the places where this occupation can be tried out in practice. In the bigger circles, they write the more important places and in the smaller, the less important places for trying out occupation. They use a full line to mark the places as available, and a dotted line to mark the source as harder to access.
	5.	Steps in preparation of real encounters in SOC for the most accessible resource – making the order of steps to complete the preparation for making real encounters, with two groups working on the steps of inquiries at companies and the other two for trying out traineeship.
	6.	Group work presentation.
	7.	Reflection and the final comment by the host.
Time:		90 minutes.
Social form:		group work.
Media:		Power Point presentation: Inquiry at SOC and trying out traineeship.
Moderation materials:		Portfolio; Flip chart paper, markers.

We learn by real-world encounters

WORKSHOP 2

GOALS	<ul style="list-style-type: none"> › raising participants' sensibility to the importance and benefit from the real world encounters; › familiarizing participants with the elements and phases of real encounters – preparation for inquiry at school/organization/company; › training participants for the preparation of students and young people for real encounters; › support to participants in creating conditions for admitting students and young people in SOC during the real encounters.
	Methods: fish tank, simulation, expert method, work on the materials.
	<ol style="list-style-type: none"> Applications of six volunteers for the simulation of a real encounter preparation. Simulation roles are as follows: one traineeship teacher, one hotel reception manager, three students, one hotel guest. The starting situation: <ul style="list-style-type: none"> › The traineeship teacher comes to the traineeship to the hotel with students; he is anxious because he expects they will make problems during traineeship. 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 behaviour of students, young people and the guest based on this starting situation. Preparation of participant in the outer circle – preparation of tasks for monitoring the simulation in pairs: based on observing the simulation of tour guide traineeship, the participants follow, observe and take down observations on the behaviour of all participants in the simulation as the discovery of steps that the traineeship teacher realized with the students, based on the protocol they receive. Preparation of the simulation of an unprofessionally carried out real encounter. Simulation presentation. 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. Group work presentation. Distribution of materials and creation of a common list of recommendations for carrying out real encounters. Group informing. Reflection and the final comment by the host.
	Time: 90 minutes.
Training sequences	Social form: group work, work in pairs.
	Media: –
	Moderation materials: Copy Form No. 23: Protocol for following the simulation; Protocol for following the behavior; Portfolio ; flip chart paper, markers.

WORKSHOP 3

My decision on school and occupation

GOALS	> acquiring an insight into the decision-making process and key decision-making points.
Methods:	line of assessment, work on the materials.
Training sequences	<ol style="list-style-type: none"> 1. Introductory activity – at the line of decision – personal experience – spread points with marks on the floor: kindergarten, elementary school, high school, university. Several volunteers go through all four points as a remembering impulse in order to develop professional orientation and disposition through time; they say how they saw themselves in those periods of their development and what they wanted to become “when they grew up”. 2. Group work – creating a mind map for the received materials. 3. Group work presentation. 4. Reflection and the final comment by the host.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy form no. 24: Decision making texts: What to do before making a decision on the choice of occupation, Decision making, Decision regarding school with the aim of conducting the decision on occupation choice, the Instance of decision – parents; flip chart paper, markers.

WORKSHOP 4

Counselling work with students and young people

GOALS	<ul style="list-style-type: none"> > recognizing counselling elements in in work with students and young people; > familiarizing the participants with the various situations in which counselling work with young people is applied; > becoming acquainted with the course of the counselling work and trying out the counselling process of students and young people in professional orientation.
Methods:	Brainstorming, work on text, simulation.
Training sequences	<ol style="list-style-type: none"> 1. Brainstorming about the topic: Professional orientation. 2. Work on text. What a professional orientation counsellor does by underlining activities and work done within the professional orientation program. 3. Exchange and discussion. 4. Division into six groups and simulation preparation. 5. Simulation of counselling work with candidates sent to counselling work based on the situations for counselling work: 1 – Complete indecisiveness, 2 – Indecisiveness within three schools and occupations, 3 – Discrepancy between the wish and the health condition of the student, 4 – Discrepancy between the wish and other personality traits, 5 – Discrepancy between the wish and socio-economic conditions, 6 – Pressure from parents. 6. Reflection and the final comment by the host.
Time:	90 minutes.
Social form:	group work.
Media:	–
Moderation materials:	Copy Form No. 25: Text – What does a professional orientation counsellor do; Copy form no. 26: Examples for counselling work – simulation tasks; Portfolio .

Job application		WORKSHOP 5
GOALS	> training participants for the preparation of students and young people for job applications;	
	> becoming acquainted with the procedures and application documents.	
Methods:	work on materials.	
Training sequences	1. Associations – job vacancy attributes.	
	2. Drafting documents for job application – group work: each group drafts one document for the set job vacancy (Professional Orientation Coordinator at MES).	
	3. Reporting through poster presentation.	
	4. Recommendation letters for job applications – joint definition of recommendations.	
	5. Reflection and the final comment by the host.	
Time:	90 minutes.	
Social form:	group work, work in pairs.	
Media:	–	
Moderation materials:	Copy form no. 27: Instructions: how to write a CV, how to write a cover letter, how to write a motivation letter, how to write an application; flip chart paper, markers.	
At an interview in an organization/company		WORKSHOP 6
GOALS	> becoming acquainted with the etiquette for an interview at a company;	
	> behaviour analysis and assessment with the aim of leaving a better impression;	
	> increasing awareness about the significance of overall impression at the interview at a company.	
Methods:	simulation.	
Training sequences	1. Warm-up game – expressing emotions through facial mime and pantomime.	
	2. Preparation of simulation for the job interview for the post of Professional Orientation Coordinator at MES (four people: two play the interviewees. two play the company's Human Resources manager and secretary; the boss conducts the interview according to questions; job candidates – one person is nervous, insecure in contacts, cares about the job and joins in the conversation as much as he/she can, the other person is self-confident, competent, imposing and joins in the general course of the interview).	
	3. Preparation of participants in the outer circle – distributing tasks – evaluation elements and pairs monitoring.	
	4. Simulation.	
	5. Reflection and remarks by participants from the outer circle.	
	6. Tips – the etiquette for an interview at a company.	
	7. Summarizing the tips by way of the "I wonder how that works" materials.	
	8. Reflection and the final comment by the host.	
Time:	90 minutes.	
Social form:	work in pairs, group work.	
Media:	–	
Moderation materials:	Copy Form No. 28: Job interview questions; Copy form no. 29: Tasks for following simulation; Portfolio . Copy Form No. 30: "I wonder how that works".	

WORKSHOP 7	Professional orientation – pedagogical capacities for realization
	<p>GOALS</p> <ul style="list-style-type: none"> › overviewing the pedagogical options of carrying out the program with the help of the school plan and program, school projects, Youth Office program, cross-curricular approaches – integrative approaches, extracurricular activities. <hr/> <p>Methods:</p> <p>expert method, work on materials, simulation.</p> <hr/> <p>Training sequences</p> <ol style="list-style-type: none"> 1. Introductory activity: "The seed of growth" of Professional Orientation – each participant gets a seed of a plant; after that they exchange opinions about the type of connection (association) between the seed and the work on the new Professional Orientation Program. 2. Analysis of materials for carrying out the Professional Orientation Program – group work; each group studies one approach. 3. Formation of expert groups (two people from each primary group) and opinion exchange on all approaches. 4. Distribution of roles to participants for the simulation of the "round table": sitting at the round table are one representative of a particular program implementation method and Professional Orientation youth instructor, and the following guests are in the studio: minister of education, minister of youth and sports, school management representative, economy representative, representative of parents, representative of eighth-graders; the remaining participants are teachers and Professional Orientation youth instructors. 5. Simulation of the round table and opinion exchange about program application models from the point of view of various participants; the host has the role of the journalist-facilitator. 6. Reflection and the final comment by the host. <hr/> <p>Time:</p> <p>90 minutes.</p> <hr/> <p>Social form:</p> <p>group work.</p> <hr/> <p>Media:</p> <p>–</p> <hr/> <p>Moderation materials:</p> <p>Copy form no. 31: Project concept offers: curriculum for 7th and 8th grades, Professional Orientation classes, annual plan for 7th and 8th grades, organization forms for implementation, Professional Orientation classes and annual plan for 7th and 8th grades integrated into Professional Orientation centres, Professional Orientation within a project and annual plan for 7th and 8th grades, coordination of measures of Professional Orientation, youth offices – qualification framework of the youth instructor for professional orientation; flip chart papers, markers.</p>
WORKSHOP 8	Creating a network
	<p>GOALS</p> <ul style="list-style-type: none"> › encouragement of networking of the teaching staff and students and young people from various cities in the pilot phase of the project; › empowerment and support for further work. <hr/> <p>Methods:</p> <p>discussion.</p> <hr/> <p>Training sequences</p> <ol style="list-style-type: none"> 1. Introductory activity: a twine ball net – participants sit in a circle and the host already has the ball prepared. It starts with holding one end of the twine in his/her hand, says which activity/action he/she would propose for a closer cooperation between the teams and throws the ball to the person of his/her choice. 2. Group work – professional orientation network models – possible ways of creating a network – how to ensure network sustainability. 3. Group work presentation. 4. Reflection and the final comment by the host. <hr/> <p>Time:</p> <p>90 minutes.</p> <hr/> <p>Social form:</p> <p>group work.</p> <hr/> <p>Media:</p> <p>–</p> <hr/> <p>Moderation materials:</p> <p>a ball of twine, flip chart paper, markers.</p>

Work with parents**WORKSHOP 9**

GOALS	› empowering participants to familiarize parents/guardians with the decision-making process;
	› creating a way to familiarize parents/guardians with the decisions made by students and young people;
	› promoting a developmentally advantaged upbringing style as a desirable upbringing style;
	› involving parents into the support network for students and young people.
Methods:	creating workshops, presentation.
Training sequences	1. Brainstorming: an important message for parents/guardians regarding the support they give to children, especially in decision making.
	2. Recalling the highlights of the Professional Orientation Program 4, 5 - Power Point presentation on the process they went through with the children/young people, on decision-making process.
	3. Creating a final meeting with parents - group work.
	4. Group work presentation.
	5. Reflection, summarizing, closing remark.
Time:	90 minutes.
Social form:	group work.
Media:	Power Point presentation on highlights of the Professional Orientation Program, on the process their children went through, the importance of the decision which was made regarding professional orientation choice and what to do next.
Moderation materials:	poster paper, markers.

Reflection on Module 3, phases 4, 5**WORKSHOP 10****Real encounters with the world of work and occupation and making a decision**

GOALS	› empowering participants to apply the program in work with students and young people;
	› seminar evaluation.
Methods:	discussion, evaluation.
Training sequences	1. Encouragement tree - each participant draws somebody's name and writes on a sticker a message of support in work on professional orientation for that person; they paste the sticker to the Encouragement tree. Once everyone has pasted their message, one by one, participants find the message addressed to them, read it out loud and give thanks.
	2. Exchange of opinion with participants about impressions from the seminar, dilemmas, questions.
	3. Filling out evaluation sheets (GTZ).
	4. Simulation.
	5. Reflection and remarks by participants from the outer circle.
	6. Tips - the etiquette for an interview at a company.
	7. Summarizing the tips by way of the "I wonder how that works" materials.
	8. Reflection and the final comment by the host.
Time:	60 minutes.
Social form:	frontal work, individual work.
Media:	—
Moderation materials:	flip chart paper, markers, stickers.

LITERATURE

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TRAINER TRAINING

CIP - Cataloguing in the publication
Serbia's National Library, Belgrade

ISBN 978-86-87737-15-0
COBISS.SR-ID 184506892

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