

TRAINING

COACHING

EVENTS



work on it!
project

HANDBOOK OF GOOD PRACTICE TO SUPPORT YOUNG PEOPLE IN OCCUPATIONAL ORIENTATION

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INDEX OF CONTENTS

Introduction	3
How to work with this handbook	4
How to read the overview table	5
Methods - Training	
Career Compass.....	9
Career decision: Field of interest – What are my preferences?.....	11
Gallery	13
Job application is fun.....	15
Lucky Throw.....	17
New jobs fair.....	19
Singing one's own praises	21
Practical training in companies	23
Fair skills	25
Practical classes	27
Vocational training and guidance by a practice enterprise.....	29
Methods - Coaching	
Autobiography and life chapter investigation.....	33
Coaching game "Points of You™"	35
Colour metaphors.....	37
Counselling using Skype	39
Graphic cards.....	41
My goals	43
Tell your story using game "Punctum"	45
The narration.....	47
Labour integration path for employability	49
Business management and entrepreneurship techniques from the Province of Burgos (SODEBUR) ..	51
Career - Portfolio	53
The circular method	55

Methods - Events

Company tour.....	59
Parents present their jobs	61
Toddler group.....	63
Urban race	65
Annex.....	67

Introduction

Youth unemployment is still a hot problematic European topic. We have and especially young people have to face job and training markets that are more and more confusing referring to job offers and opportunities and also to required skills and competences that young people have to bring with them. Life makes demands and offers a lot of opportunities at the same time. So, youngsters feel overstrained and it becomes difficult for them to orientate themselves, find the right place and develop their own identity and personality. That makes it also difficult for them to generate an idea of their future life and in particular their professional life.

However, there are people who are working with youngsters all over Europe. They are social workers, educators, pedagogues, vocational counsellors, helpers for youngsters with special needs or heritage, volunteers of institutions and associations that work with youngsters etc. They have the task to support and to attend to young people by orientating and planning their professional way and life. But they have just little methods and tools to motivate and support young people individual and appropriate. Furthermore, the different kinds of professionals are not enough networking to exchange and combine their different action strategies for a better support of young people.

Therefore, we will increase the vocational and social pedagogical competences of these professionals by concentrating on their existing competences. We will furthermore enable and encourage them to develop local cooperation systems for the support of young people from the age of 13 years on – pupils, unemployed young people, disadvantaged and disabled youngsters – to offer them assistance that includes their entire living environment on their way to a satisfying occupational and social life.

Methodically we rely on an intensive, cooperative and democratic teamwork with our practice partners. One of our main targets is to determine different methods, tools and good practices that our practice partners and target group implement in their daily work with youngsters and that are useful to support young people on their way to a suitable profession. The collection of methods and tools is the base for this handbook that should help our target group to increase their professionalism and methodical competence. We developed the handbook together with our practice partners who provided the methods and tools, tested the handbook and gave feedback for the final usable version.

The handbook compiles and systemises methods, tools and good practice approaches that will facilitate persons working with young people to motivate and support young people's occupational orientation. Methods, tools and good practice approaches have been compiled and tested by our practice partners. After the testing period the methods and tools have been edited with recommendations on possible actions based on the feedback of the practice partners in a way that also practitioners without an explicit pedagogical education can implement them. As an action guideline it is available for practice partners, practitioners and further stakeholders. The handbook includes 27 methods, tools and good practice approaches.

How to work with this handbook

This handbook is divided into three chapters:



Mostly, these methods are useful for finding out more about the personality, weaknesses, and strengths as well as getting more and detailed information about job opportunities.



Methods for coaching / counselling help to clarify questions and doubts youth people have. Furthermore, these methods include personal interviews.



For doing methods from the chapter events a network as well as cooperating institutions and companies are necessary. These methods are outside the classroom. You have to visit companies and institutions.

Each page has this coloured line which defines the kind of method and chapter.

Furthermore, you get information about the duration and the number of participants for each method.



Methods with one clock are short term – methods. You need less than one day. Mostly, the duration is between one and eight hours.



Methods with two clocks are long term – methods. You need more than one day. Some methods have a duration of three till six month.



The symbol of one person defines individual / personal methods, working with only one participant. In some cases, methods could use individually as well as for group work.



Methods marked with this symbol define group methods. The numbers of group members depends on the method, mostly between five and 15 participants per group.

In sum, you can use three characteristic for choosing the method:





1. Which kind of method I will do (training, coaching or event)?
2. How much time I will spend (short term or long term)?
3. How many participants are involved (individual or group work)?

The classification depends on the experiences our practical partners have. All the information are only for orientation. You are welcome to do your own experiences and use the methods adapted in your own practical work.

If the masculine form is used when referring to persons in order to simplify legibility, this always refers to both male and female persons.

How to read the overview table

On the right side of the pages you can find an overview table. The overview table consists of at most 8 elements. It helps you to get a first impression of the corresponding method and offers a quick overview of relevant information referring to fostered competences and the implementation of the training method, coaching approach or event. Please be aware: The given information for implementation is only a recommendation. It's up to you and your individual context to adapt the training methods, coaching approaches or events to your special needs.

Career Compass	→ Heading: Title of the training method, coaching approach or event
Personal competence area:  knowledge  practical skills  social competences  self-competences	→ Personal competence area: Overview of competences and skills that are fostered by the method/ approach. The competence is promoted, if the symbol and the name of the competence are highlighted. We limited the individual competences to 4 categories that are fundamental for vocational orientation. Please notice: Most methods and approaches stimulate all of the mentioned competences. Nevertheless we highlighted only these competences that are – from our point of view – the most important referring to the particular method/ approach. In the following you will find more explanation in terms of these competences.
Recommendation for use	
Time: 1 to 1.5 hours depending on the number of participants	→ Time: How long will it approximate take to implement the method?
Working material and media: working lists with Career Compass questions, the Career Compass carpet (2x2m)	→ Working material and media: What kind of basis material and media do you need for the implementation?
Staff: Psychologist, career counsellor, teacher	→ Staff: How many people do you need for the implementation and which qualification should they have?
Location: Classroom, lecture-room, outside	→ Location: What kind of external requirements do you need for the implementation?
Source: Kuijpers, M. Scheerens, J., Shyns, B. – Career Competencies for the Modern Career, 2005. Kuijpers, M., Meijers, F., Gandy, C. - The relationships between learning environment and career competencies of students in vocational education, 2011.	→ Source: References you may need, if you are looking for additional information
Annex: square board with spinner	→ Annex: Additional material that you can use as template/ master copy.

Annotation to competences:

Competences are always functional referring to a specific situation. In terms of vocational orientation and integration competences are abilities and skills to solve problem referring to these fields, but is important to know that competences are only a theoretical construct. Competences are not inherent, they are learnable. Thanks to training and coaching it is possible to foster competences in different fields. At the same time motivation is a very important factor. You need the right motivation to gain as well as to use competences. That's why we collected methods and approaches with a playful and fun connotation. All the methods and approaches you will find within this handbook have the common goal to enable participants to act independently and self-reliant in the long run.



knowledge

– cognitive skills; available stock of facts, theory and rules



practical skills

– also known as “hard skills”; ability to accomplish tasks and actual situations independently and responsible



social competences

- also known as “soft skills”; ability to communicate and interact (e.g. capacity for teamwork, respect, flexibility, etc.)



self-competences

- abilities referring to yourself (e.g. self-dependance, ability to give and receive criticism, self-confidence, reliability, responsibility, etc.)

Training

Career Compass

The Career Compass is an effective method to guide a conversation. It encourages youngsters to look at career issues from different points of view and suggests realistic steps for their career path.

Objectives

The method is important to provide participants with guidance to support them to make better career choices. It helps participants to get educated in the right place and ensures a lower risk of dropouts. The aim of the method is to identify participants' view of career guidance and to develop career management skills to make decisions.

The Career Compass purposes that participants learn to articulate their thoughts and ideas precisely and resolve difficulties in their communication.

How to use

The method describes the phases of a career discussion and provides examples of questions to be asked. The Career Compass consists of five sections. Each section represents one of the career competences.

The five questions are:

1. What do I want? = reflection of personal goals
2. What I am good at? = reflection of skills
3. Where can I do that? = occupational research
4. How can I accomplish that? = career control
5. Who can help me? = network



Career Compass

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

1 to 1.5 hours depending on the number of participants

Working material and media:

working lists with Career Compass questions, the Career Compass carpet (2x2m)

Staff:

psychologist, career counsellor, teacher

Location:

classroom, lecture-room, outdoors

Source:

Kuijpers, M. Scheerens, J., Shyns, B. – Career Competencies for the Modern Career, 2005.
Kuijpers, M., Meijers, F., Gandy, C. - The relationships between learning environment and career competencies of students in vocational education, 2011.

Annex:

page 63
square board with spinner



During the game the participants reflect their own questions and attitudes.

The method comprises an active and free movement around the Career Compass carpet, similar to the game “Twister”.

It is played on the Career Compass carpet (in the native language), that is spread on the floor. The carpet has five coloured fields. A spinner is attached to a square board and is used to determine where the player has to go. The square board is also divided into five coloured sections. After spinning, the colour is called and the participant has to move there to answer the matching question.

Tip and variation

The Career Compass carpet can be used with a variety of people of different ages who are facing different life or career issues. It could also be used with people at different stages of cultural adaptation. The method can be used for the work with pupils on various stages of education (primary and secondary school) and adult groups.



Career decision: Field of interest – What are my preferences?

This method is designed to identify the interests of young people.

Objectives

The objective is that young people become aware of their individual preferences and interests. It is important to motivate young people to define their interests and personal preferences to enable them to develop a successful vocational realisation. The aim of this method is on the one hand to reflect on the interests of the participants and to either confirm or revise them by an exchange of opinions. On the other hand the aim of this method is not to find out strengths and weaknesses of the youngsters, but to help them to find out their own interests and to correct wrong orientation.

How to use

The game is scheduled for about 12 to 15 participants. The trainer puts 10 posters on the floor or on the board, which describe 10 different interest fields. The participants regroup themselves to that poster which area of interest attracts them most. The groups try to explain, why they decided on this poster and which activities in particular fit to their interests. After the participants discussed their interests, each group brainstorms and records professions which meet the interests they have chosen. They attach the professions to the respective interest field described on the posters. All participants examine the posters of the other groups and add additional jobs.

Cards with names of jobs can also be used scattered on the floor. Participants are asked to find those jobs that match their areas of interest and attach them to the posters. They can also suggest other professions, write them down on the cards and attach them to the posters.

Career decision: Field of interest – What are my preferences?

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

2 hours

Working material and media:

posters, pin board, career information brochures

Staff:

trainers, educational and career counsellors

Location:

school rooms, seminar halls

Source:

The method was developed in the frame of the "Naviguide" project and tested and implemented by Bimec Educational Institute.

Tip and variation

To collect more information about different jobs or about one specific job the participants create a “job profile folder”. By using the internet or information brochures, the participants write down different information about the job, e.g.: Which requirements are necessary? How long is the duration of the apprenticeship? Which career possibilities do I have? What are my tasks as...? What is the typical work time, and is shift work possible? In which company can I do this job?



Gallery

The exercise "Gallery" is designed to refresh and improve communication skills.

Objectives

The participants become more comfortable with the idea of 'performing' in public. This method strengthens communication skills (e.g. speaking to larger groups, staying within the time limit for speaking). It takes advantage of the fact that human communication is substantially influenced by visual aspects and uses pictures to encourage communication. Participants are able to reflect on and express their own opinion in front of a small group. They improve their presentation techniques, which leads to an increasing self-confidence. The exercise can also help to learn the basics of working with others and how to handle interactions in stressful settings.

How to use

In the seminar room, a wide range of pictures is spread on a large surface (at a table, at a windowsill, on the floor). The participants have 10 minutes to choose the picture that attracts them most. Their choice should refer to the given topic, e.g. "How does the world of work look like for women?" To make sure the participants really make a personal choice, they should not talk to each other during those 10 minutes and should not be distracted otherwise (e.g. Close the windows to avoid loud noise from the street.). After each participant has chosen a picture, the pictures are attached to a flip chart with adhesive tape. The trainer says a few words of introduction to prepare the situation: "We are experiencing the opening of an exhibition. As successful and well-known artists, the participants are invited to present their works to the topic of "How does the world of work look like for women?" to this expert audience." The participants take on the role of the artists who created the "works" and have about 5 minutes to present their pictures.

Gallery

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

the duration depends on the size of the group

Working material and media:

pictures from magazines with very different, unrelated subjects, flip chart (or easel/blackboard/white board), adhesive tape, pens (or chalk/white board pens)

Staff:

staff of institutions and associations working with youngsters

Location:

classroom, seminar hall

The "works" receive a name by the artists, which are written on the flip chart. Each "artist" is supposed to communicate convincingly and to explain, why he created this picture to the given topic.

The following questions should be addressed: Why did I paint/take that picture? What did I want to express with the picture? Why is the topic important to me?

A dialogue between the "artist" and the "audience" is welcome, questions are permitted.



Job application is fun

In this exercise participants are engaged in real life job activities.

Objectives

Practicing a job application situation is a good preparation for a real job interview. Especially for young people who have little experience in this area, a funny role play is a good basis for reducing fears and for finding a relaxed approach to that subject. The advantage of this exercise is that it introduces the topic of job interviews in a playful way and in a funny setting to the participants while teaching them the "rules" of that special communication situation. This method has the aim that participants recognise, that it is important to be prepared for a job interview. The role play situation reduces nervousness about the real situation.

How to use

The participants form small groups and have the task to set up companies and write job advertisements for vacancies. The jobs do not really exist. They are rather made-up fun jobs, e.g. banana evaluator or handbag carrier.

In the following, the participants apply for these jobs, and therefore they have to think about the qualification they need to get the job.

One participant of the small group that invented the occupation plays the role of the personnel manager.

After the role play the other participants give a feedback.

Job application is fun

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

2 hours

Working material and media:

Office supplies

Staff:

trainer, educational and career counsellor

Location:

classroom, seminar hall



Lucky Throw

This method combines several methods and innovative elements in 2 colourful dices.

Objectives

It is equally important to explore the wide world of different professions as well as to define training objectives. The aim of this method is to realise individual goals and to identify one or more professions that are interesting and suitable for the participants respectively to tie them with their individual goals. When using this method participants' strengths and weaknesses can be defined. With light game elements participants can solve many important issues such as values, needs and other important life areas which influence the future choice of professions.

How to use

Participants are divided into groups of 4 to 10 persons. Each participant has its own individual sheet (handout is enclosed) where they note down their personal goals based on the dice roll results.

20 minutes to roll the dice: One participant throws a dice for another participant who will pick it up to name the number that has fallen. At the beginning only one dice is played, then two. The catcher says what he can - cannot; want - do not want; need – do not need in the relevant sector according to his personal opinion.

After the 20 minutes, time is given to the group to create a description of appropriate professions.

Tip and variation

Participants often spend very long time to think about what they want or not want, so the performance quality of this task depends on how much each team member has thought about these issues individually.

Lucky Throw

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

40 to 80 minutes depending on the number of participants

Working material and media:

- handout with targets
- 2 dices:
1st dice: I am, family, job, rest, spiritual evolution, citizenship
2nd dice: I can, I cannot, I need, I do not need, I want, I do not want

Staff:

tutor, career counsellor, teacher

Location:

classroom

Source:

The method was created in Latvia by the astrologist and career counsellor in high-school Martins Geida.

Annex:

page 65 - worksheet "positive & negative"

page 67 and 69 - copy template for the cubes

Pros for exercises with dice: To pass on the dice, it is important to establish an eye contact and to call the name of the involved person. It is also important to wait for the moment when the catcher is ready for dice reception.

Variation of the group work

1. There is one sheet of paper for all participants to mark their goals. A joint presentation of the portrait will be created with a possible profession where this person can work.
2. A guide can choose one profession, for example, teacher, chef or politician who will be described or spoken about by the participants while working with the dice. This profession must be described by all groups. At the end of this exercise each group presents career portraits of this profession.

Alternatives

The dice can be used as icebreaker in different audiences.

Using the dice, it is possible to check at the beginning of the lessons if there is a positive / negative, optimistic / pessimistic mood in the audience. The guide notes down how much "+" has fallen (I can, I want, I need) and how many "-" (I cannot, I do not need, I do not want). At the end of the exercise the dice has to be played again to check if the mood of the audience has changed.





New jobs fair

Presentations, pictures and symbols are appropriate tools to deal with subjects that have negative connotations (word associations) such as "vocational orientation/unemployment/career choice" in an activating, positive manner and to discover "new possibilities" in a playful way.

Objectives

New jobs fair provides young people with tools and resources to enable them to make important and valuable career decisions. This method provides participants an opportunity to find out, how their own strengths fit to an occupation. Knowledge about your personal strengths is essential for good job integration. By knowing your work related strengths, the strengths required by occupations, and the big picture of how these strengths fit together, people can much more easier work in their sweet spot and are not dragged into areas where they cannot add a lot of value.

How to use

In groups of 3 to 5, the participants prepare an activating exhibition on new careers. They present the chosen occupational / educational sector and encourage visitors to show initiative. The participants are provided with the necessary information and presentation material. It is up to them what occupations they want to present within the given sector and how they want to organise their exhibition stands.

For the presentation, activating methods and forms of presentation should be used. If it is necessary, the trainer can be asked for advice in the preparation phase.

New jobs fair

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

4 hours (2 hours for preparation, 2 hours for the exhibition)

Working material and media:

information material (brochures, articles, texts etc.), posters, flip charts, writing material, internet and computer

Staff:

from institutions and associations that work with youngsters

Location:

exhibition room

Source:

This method is a part of the annually fair program, organized by the Bulgarian Training Firms Net during the "Fair of Practice Enterprises".

The approach combines contact with others, moving from one exhibition stand to the other, informing, being invited to state one's position and to participate, gaining insight into the occupational sector, experiencing with all senses and being encouraged to act.

Afterwards the participants reflect on their impressions. What has stuck in their minds? How did they feel during this exercise? The trainer summarizes the most important impressions, briefly.

The success of the exhibition largely depends on the interactivity of the exhibition stand and on how well the people in charge of the stands are able to make contact and communicate.



Singing one's own praises

During this exercise participants hold a two-minute "speech in praise of themselves".

Objectives

A lot of people find it difficult to talk about themselves, their skills and strengths and to assess them correctly. In a job application situation, however, it is important that people have a clear idea of themselves and their positive characteristics in particular.

With this method, participants can practice positive self-presentation in a playful manner.

Practicing positive self-presentation and reflecting on gender-specific differences are the aims of this method.

How to use

The trainer explains the aim and also the purpose of this exercise: In most cases, people are good at talking about their weaknesses, but find it very difficult to talk about their strengths. This often leads to low self-esteem. It is essential to have an image of oneself and of own weaknesses and strengths. In the world of work - e.g. in job interviews - it is very important to be able to describe oneself in such terms.

After the trainer's introduction, the participants think individually about the positive qualities they can recognise in themselves and write down these strengths, competences and skills to prepare a "cheat sheet" for their speech.

As a next step, the participants hold their complimentary speeches in front of the group. The speeches should not take longer than two minutes.

The trainer observes the speakers and tries to make mental notes of what attracts particular attention. Important questions are: Which skills are mentioned? Which skills are not mentioned although they exist? Are there any differences?

Pay attention! Taking written notes can be perceived as assessment.

Singing one's own praises

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

1 hour

Working material and media:

paper work sheets for taking notices

Staff:

trainer, educational and career counsellors

Location:

school rooms, seminar halls

Follow-up: In the whole group, the trainer asks the participants how they felt during their speeches. What was pleasant? What was unpleasant? If the trainer has noticed something in particular, he addresses it and discusses it with the participants: Are there differences between the skills girls and boys attribute to themselves? If yes, what are these attributions based on? For example, if girls prefer to attribute social skills to themselves and boys choose attributes for themselves referring to craftsmanship, it should be questioned.

Tip and variation

The trainer should explain that the speeches are not assessed. He should try to have a playful attitude to the whole exercise in order to reduce inhibitions.

Alternative: In pairs, the participants could write down positive qualities of their partners. Each participant should hold the "complimentary speech" that was written about him.

Tip: This method is useful during the first session when participants are new in the group. They are motivated and have not many prejudices than maybe later. Moreover, it is important to have breaks between the "singers" in terms of concentration.

Practical training in companies

Participants pass through practical trainings in companies.

Objectives

The main objective of this method is custom-fit placing in vocational trainings due to practical experiences. In this way it is possible to avoid early dropouts. This approach fosters social and vocational skills.

How to use

The participants start with one week practical training in a certified institution. They work in the following vocational fields:

- woodwork
- home economies
- metal-work
- gardening
- economy
- administration

The participants have the possibility to collect first experiences in these working areas within a “protected space”. Based on these activities participants choose a local or regional company for their practical training. The participants are accompanied by a pedagogue.

Tip and variation

Practical training in companies is predominantly for youngsters at the 8th and/or 9th grade.



Practical training in companies

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

3 weeks (1 week in a certified institution, 2 weeks in companies)

Working material and media:

relevant working material in companies

Staff:

teacher, trainer, mentor

Location:

school, vocational centre, companies

Source:

This method is part of the program “job start plus” – vocational orientation by practical experiences.

Fair skills

This method is an advanced training to become a trainer of youth culture. It consists of three elements.

Objectives

The method gains to qualify participants for a voluntary work or a job (strengthen soft skills, acquire skills in the youth culture sector). At the end this approach combines culture with targets of vocational education and prevention of extremism.

The young people spring into action. Strengths and weakness of the participants become visible due to their activity and self-determined tasks during the workshop. Furthermore self-reflection as well as assessments by the group member/ trainer is an essential part of this approach.

How to use

1. Youth culture workshop – in different fields of youth culture (Rap, HipHop, graffiti, comic, ...)

The workshop is conducted by representatives of the youth culture. During the workshop the participants acquire practical skills in the field of the chosen youth culture as well as competences of a trainer like communication skills and other “soft skills” (e.g. cooperation, responsibility).

The creative activities within the workshop help to motivate the participants and to activate them to take part in further activities. Furthermore by the work on own contents and media the participants get encouraged to express their own feelings. Creative activities stimulate the process of self-reflection.

2. Political education workshop – “school of skills”

In heterogeneous groups the participants learn to act respectfully. They also talk about prejudices referring to youth culture. Issues of the civil society are discussed together with the participants.



Fair skills

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

2/3 blocks at 5 days or 1 day (shortened version)

Working material and media:

equipment for a youth culture workshop, office supplies

Staff:

2-3 youth culture protagonists, 1 political educator, 1 supervisor/ coach, 1 coordinator

Location:

school, educational institution with the possibility to spend the night there/ catering

Source:

The method was developed and tested by Cultures Interactive (German NGO) within the project “XENOS – Live and work in diversity” funded by the German Federal Ministry of Work and the European Social Fund.

This helps them to find their own position in the society as well as to identify their own ideas and wishes relating to their (vocational) development.

3. Self-awareness group – psychology based group work and coaching

The organisation is free. It is up to the coach to choose suitable methods, but you can find a motive for conversation within the experiences of the day. Self-reflection as well as discussions about experiences, conflicts and participants' attitudes take place. The participants talk about topics relating to the concrete living environment of the young adults.

Previously it is possible for the coach to guide the discussion towards vocational orientation/ job market.

The trainer team accompanies the participants in cooperation with local institutions of vocational orientation and the youth welfare service.

Tip and variation

Activities for the youth culture workshop are chosen related to the interests of the participants. There is the possibility to offer several youth culture workshops at the same time to meet the participants' interests.



Practical classes

This approach combines cooperation with companies and school education to meet the personal needs of young people and to increase the opportunities to perform.

Objectives

The main aim is to integrate disadvantaged pupils and pupils with learning distractions into a vocational training according to their existing practical skills. Another objective is to support pupils to reach a basis school certificate. Due to their practical experiences it is possible to find suitable and custom-fit jobs / vocational trainings. In addition, this approach avoids early dropouts in vocational training.

The adjusted school education tend to support the self-development and to strengthen basic knowledge and competences (e.g. math, language, skills like politeness, punctuality, ability to work in a team).

How to use

Starting at the 7th grade, practice days are organized to integrate pupils into vocational training. Four days per week the pupils go to school, and at one day they work in regional companies. During the practice days the pupils learn how important several key skills and qualifications are. The pupils are accompanied by a teacher. Several subjects are taught via concrete experiences in the companies.

Tip and variation

The participation in these practical classes is optional. Parents and children have to agree.

It is very important to have a network before you start. The network could consist of: vocational schools, youth welfare services, jobcentre, local companies, family advisory centre, drug counselling, psychological special services, etc..

Practical classes

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

permanent service (till pupils reach a basic school certificate)

Working material and media:

school supplies

Staff:

mentor (at the company),
teacher with special skills
(teacher for vocational orientation)

Location:

school, vocational centre,
companies

Source:

This method is part of the program "job start plus" – vocational orientation by practical experiences and an element of a "vocational choice friendly school" (school that supports vocational orientation).



Vocational training and guidance by a practice enterprise

A practice enterprise (also known as a practice firm or virtual enterprise) is a virtual company that runs like a real business silhouetting real firm's business procedures, products and services.

Objectives

Working in a practice enterprise provides participants with the necessary skills and knowledge to become an entrepreneur or find an employment.

During working in a practice enterprise participants train the ability to take initiative, self-reliance and also to deliver knowledge on how to establish and run a company. Participants learn how to work in a team, to take on responsibility, to develop self-initiative and to improve their soft, professional and technical skills.

How to use

A practice enterprise is a simulated company set up by participants, with the assistance of a facilitator, to undertake commercial activities. It provides participants with hands-on business skills and enhances their knowledge and experience of business practices. Although there is no actual transfer of goods or money rather transactions take place like: orders, invoices and financial records including creditors, debtors, stock holdings and so on.

A practice enterprise is very often assisted by at least one real mentor company which products and services the practice firm silhouettes. Mentor companies supply information on technical and management issues.

A practice enterprise researches the market, advertises, buys raw materials, transports, stocks, plans, manufactures simulated goods, sells simulated products or services, and pays wages, taxes, benefits, etc..

Vocational training and guidance by a practice enterprise

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

2-6 hours weekly

Working material and media:

life-source materials, business cases, legislation, internet and computer

Staff:

teacher, trainer, university lecturer

Location:

school, vocational centre

Source:

This method is a general practice of the Bulgarian Training Firms Net.

Practice enterprises offer practical training in:

- administration skills
- accountancy
- computer-based skills
- personnel management
- marketing and sales
- purchasing
- entrepreneurship

The results are measured by creating a personal portfolio.

Tip and variation

Trading with other practice enterprises is an essential component of the concept. The global practice enterprises network “EUROPEN /PEN International” includes thousands of practice enterprises.

Coaching



Autobiography and life chapter investigation

In counselling autobiography is described as a self-discovery, self-exploration, self-analysis or self-characterisation method.

Objectives

The method is recommended to be used for counselling at an early stage, because it helps to get the basic data of the participant's biography. It offers the possibility to explore every dimension of each participant's personal life. The method supports the participant to get to know himself, which means to notice and assess his achievements, strengths and potential and to identify and evaluate his competences and experiences. Exploring the own biography helps participants to realise their life purpose, whereas for the consultant this method is useful to reveal the participant's views of the world.

By this method the participant can detect the actions and influences that give meaning to his life. By creating an autobiography the participant describes his life as he has lived it, highlighting the most important interests, experiences, insights and interpersonal relationships as well as success and failures.

The method is designed to:

- develop the awareness of the life trajectory
- help to get to know oneself
- reveal a person's key events in life, their role and influence
- encourage reflection on the experiences and values
- help young people to assess their strengths and the need to get more capacity
- establish a detailed background of the current situation of existential problems

Autobiography and life chapter investigation

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

Biographical execution takes 10 to 20 minutes depending on the customer's age and life experience.

Discussion of a method takes about 60 minutes.

Working material and media:

paper, pens, computer (not necessarily)

Staff:

career counsellor, psychologist, psychotherapist, social worker

Location:

counselling office where the consultation can be done undisturbed

Source:

Career counseling methods, Adina Ignata, the State Education Development Agency, Riga, 2009
Socially dynamic counseling, practical approach for building interest, R. Vance Peavy, State Education Development Agency, Riga, 2011.

How to use

An autobiography can be created in a number of ways. The biography can be written by the participant in chronological order. It can also be constituted as a horizontal life-line where all the positive events are placed above the line and all the painful experiences below the line. It is also possible to ask the participant to divide his life in chapters and assign an appropriate heading for each chapter.

An autobiography can also be created as a collage or by using various computer programs.

It is also important to define the purpose of the creation of the autobiography. It is possible to have different purposes. You can look at the whole life of a participant or only a particular life aspect. After creating and presenting a life story it is essential to discuss the experience, to reflect and to analyse it.

Because the method often is used at the start of a counselling session, it is possible to ask the participant to draw his life line or to divide his life into chapters once again after some time and to compare, how it has changed his attitudes towards himself and his situation after the consultations.

Tip and variation

It is more challenging to use this method with young people who have little life experience. In that case a very specific purpose and/or aspect of life which should be investigated have to be defined. For young people who already have some work experience, the method works even better, because it offers more opportunities for self-analysis and self-characterisation.



Coaching game “Points of You™”

“Points of You™” is a coaching game adapted for career counselling needs.

Objectives

This method is useful for reflection of the past, a clear view at the present and to show future potential. It is a good method to find out what is the real issue that needs to be solved. To set the right issue is part of the success. It is useful when people are stuck in a situation and don't know where to move next or if traditional career counselling methods do not work or are insufficient.

The aim is to show up alternative views to situations and to illustrate that everything is possible if a participant chooses the right way. To reach this aim a counsellor supports a participant to look deeply inside himself and find something new there.

How to use

The game includes 66 different photo cards with additional words. For each card stories exist in the corresponding book. The stories are designed with questions.

The participant goes through one of the questionnaires. First of all he sets the question which will be solved through this game. For example, what is my professional potential or how or in which direction can I develop my career?

In a next step the participant chooses three cards without looking at them and puts each card to the following questions face down: What happened in the past? What happens now? What potential is there?

Next the participant opens the first card and tries to find relations of the question with the photo. The participant also tries to find himself in the photo. If it does not work immediately, the participant can adapt the photo by adding or dropping something in his imagination.

Coaching game “Points of You™”

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

20 – 30 minutes

Working material and media:

game “Points of You™” or a similar game with photo cards and names on it

Staff:

psychologist, career counsellor, teacher, coach

Location:

classroom, outdoors
calm atmosphere

Source:

created by Israel experts in 2007, coach and psychologist Yaron Golan and Efrat Shani

In a next step the participant adds the word which is written below the photo and continues the process. He tries to answer the following questions:

Which other words can be made up from the same letters?

Which word has the opposite meaning?

Do I like or dislike this word?

How is the word connected with the photo I am looking at?

How is all of this connected with the issue that concerns me today?

Continue with the two other cards in the same way. At the end of this stage the participant have to summarise everything and write down an action plan that he will implement in 24 hours, in 7 days and 1 month to change the situation.



Colour metaphors

The method "Colour metaphors" is a modified colour ratio test.

Objectives

The method helps to identify unconscious motivation (needs, interests) in the occupational field as well as in other important activities of the participants. The aim of this method is to help students and young people to understand their motivation in order to make a decision. The method is considered metaphorical and clearly represents the current situation.

How to use

The method is based on two principles:

1. If a person associates a concept with a pleasant colour, it may be concluded that the person has a positive attitude towards the concept. And vice versa, if the person does not like the colour then perhaps he has a negative attitude towards this concept.
2. If a number of concepts are marked with the same colour, it can be concluded that a connection exists between these concepts and the treatment has to be equal.

In order to determine the motives and attitudes it is important to find concepts that are important and interesting for the participant. The concept list should include the following:

- different types of activities (customer service, analysis, creative activities, etc.)
- different needs and values (family, love, duties, etc.)
- different emotional states (anger, fear, satisfaction, etc.)
- people that are important to the participant (direct manager, customers, colleagues, etc.)
- different periods of time (past, present, future)
- significant events (career development, challenges and risks, etc.)

Colour metaphors

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

20 minutes individually,
in groups up to 40 minutes
depending on the number of
participants

Working material and media:

set of colour cards (yellow, red, green, blue, purple, brown, grey, black), size:6x12cm for individual consultation
concepts are written on small slips of paper, size 2x6cm

Staff:

psychologist, career counsellor, teacher, art - therapist

Location:

classroom, lecture-room, lobby, outdoors

Source:

developed by I. Solomin, doctor of psychology

Annex:

page 71 - set of color cards
page 73 - concept cards

- key words: my hobbies, interesting occupations, real “me”, ideal “me”.

The concepts are chosen after the discussion with the participant, when his life situation and needs are clear.

Individual counselling instructions

8 colour cards and different concepts are in front of the participant at a table.

The participant reads a concept and picks the most appropriate colour for this concept. Because there are a lot of concepts but only 8 colour cards it is possible that one colour card has many concepts and other colour cards have none.

The concepts should be placed inversely with inscriptions down on the colour cards.

When the participant has assembled all the concepts by matching colours, ask him to rank the colour cards starting from the colour that is the most attractive for him. The result should be a line of colour cards and corresponding concepts starting from the colour that he likes the most to the colour that he likes the least.

The participant takes the concepts located on the colour cards and places them below the colour cards with the inscription face- up.

The results can be discussed with the participant. The aim of the conversation is to identify the hidden desires of the participant, his values, the pursuit of satisfaction, motives and actions, relationships and possible forms of adaptation, what is the current situation and what is the predictable future. You can also obtain information about the participant's experience of stress and other negative experiences.

Interpretation of results

All concepts that are located at the same colour are interrelated. For example, if there are concepts like "my work" and "interesting occupation" placed at the same colour, it means that the work is binding and interesting for the participant. It also means that he has a positive attitude towards it. If for example the concepts of "fear" and "professional work" are grouped together, it means that there are problems regarding professional work.

When interpreting the results you should start with the concepts that are associated with positive colours by the participant. Then groups with concepts - "An interesting occupation" and "My passion" should be analysed. It is because of the fact that all concepts associated with these two concepts are likely to be very interesting, important and related to his motivation and needs. Then you should analyse all concepts related to the time - "past", "present" and "future". Finally you should review the concepts - the real "I" and the ideal "I".

If it is important for the participant, you can analyse the concepts that are related with professional activities, relationships and other life events.



Counselling using Skype

Career counselling via Skype is a relatively new method. This type of communication is convenient and does not waste time and financial resources.

Objectives

Purpose, method and contents used in consultations are very different and adapted according to the needs. Skype is used mostly for giving short responses to specific questions that are usually related to education or job search. The main result of a Skype counselling process is to realise the needs of a participant and to define further steps. A Skype consultation provides a first step for young people to understand the range of services that are offered by the career counsellor.

How to use

Skype consultations can take place at different times and different places. This method can be used in combination with other career counselling methods. You usually use Skype to give short answers to specific questions, for repeated consultations and to consult participants who live in remote areas or in other cities. For example, a participant is struggling to find a job. In a Skype conversation advices for job-seeking can be provided. The participant can also send his CV during the call, which can be reviewed, and recommendations for its improvement can be given. Working with the computer and using programs like Skype is common to young people. It is convenient and does not create additional stress that might be related to searching a counsellor's office or waiting in the line.

Tip and variation

Instead of Skype it is also possible to use other similar communication programs like Google Hangouts, Viber etc.. The main difference is that using this software offers the possibility to communicate in writing, transfer files and make video calls. Although these programs can be used for group counselling, it is more common to use them for individual consultations.

Counselling using Skype

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

up to 45 minutes

Working material and media:

internet and compulsory prerequisite

Staff:

psychologist, career counsellor

Location:

office



Graphic cards

The graphic cards are stimulating materials (graphic drawings) that are used as a key element in consultations.

The Drawing kit consists of 25 cards, and it has been tested by 1000 young people starting at the age of 14.

Objectives

The method provides support to participants in a situation where they need to choose a career. It helps participants to realize the desires and needs in order to make choices and decisions also referring to personal responsibility. It promotes the possibility to get an idea of the most successful career. The "graphic cards" method promotes the personal search for answers, reflection on employment and profession as well as identifying a suitable direction. Questions asked in the discussion encourage each participant to think about the individual career realization.

How to use

The graphic cards are black and white drawings that are used in various exercises. The graphic cards method is based on two approaches - the gestalt-therapy approach and the art therapy.

With the help of graphic cards it is possible to:

- identify unfinished activities in the past
- realise the participant's unconscious desires and needs

Fundamental questions raised by the consultant referring to these tasks are:

- What happens now?
- What do you feel now?
- What are you doing now?
- What do you want now?

Graphic cards

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

up to 40 minutes for individual consultation,
up to 1.5 hours for group consultation depending on the number of participants

Working material and media:

drawings by V. Peskovskas or other artists' works such as M. Esher

Staff:

Psychologist, career counsellor, teacher, art - therapist

Location:

classroom, lecture-room, lobby, outdoors

Source:

the black and white graphic drawing kit created in 2005 by V. Peskovskas.

Black and white graphic drawings painted by artists can be used as a stimulus material. Drawings that can be characterized as incomplete, uncertain or containing optical illusions (for example Maurice Escher's works) are suitable. It is also possible to use the especially designed cards by the little-known artist V. Peskovskas, if they are accessible.

Exercise "choice"

A participant has many different expectations and interests. What is important to me? Do I make the right choice? What do I need? Which are the priorities?

Put the drawings on the table in front of the participant and let him choose the drawing that attracts him most. If there is more than one, still choose only one.

Look at the picture and think about the following questions:

- Which emotions does it cause?
- What are you thinking about now?
- How are these thoughts related to the selected images in the drawing?
- How are these feelings and thoughts related to the situation in your life at this moment?

Write down the answers to these questions.

Tip and variation

This method can also be used with people who want to make a choice in their professional life but are afraid of making an important decision.





My goals

The method "My goals" is a projective technique which focuses on the creation of a collage.

Objectives

This method helps to identify and understand the most important aspects of life. It promotes reflection about all the essential themes of life, including job, education, hobbies and development.

The aim of this method is to become aware of life and career goals as well as to clarify obstacles for achieving them.

How to use

At the beginning a short, free discussion is necessary. The discussion should be implying personal and professional life as well as the goals and tactics for achieving them. The discussion should include the following areas of life:

- myself
- family, friends, my home, relationships
- education, career
- recreation, hobbies

Process and instructions:

The instruction has to be provided in steps to the participants:

1. Write down three to five life goals you want to achieve in the next five years.
2. Once the goals have been written down, create a collage about the theme "My life in five years".
3. Choose one of the goals and write three to five steps that have to be done in order to achieve this goal.
4. Create a collage about the theme "Obstacles that stand in the way of reaching the selected goal".
5. Discuss with your counsellor about how to overcome at least one of the obstacles.

My goals

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

1 hour individually,
1 to 5 hours in groups,
depending on the number of participants

Working material and media:

A4 sheet of paper, pen,
magazines, scissor and glue

Staff:

psychologist, career counsellor,
teacher, art – therapist

Location:

classroom, lecture-room, lobby,
outdoors

Source:

Mākslu metodes un tehnikas
profesionālajā darbībā. Raka
2010 A. KOPITINS

During the discussion the following questions are asked by the counsellor:

1. Tell us about your work (collages).
2. What are the goals you are setting?
3. Which steps did you define for each goal?
4. Which obstacles did you identify that may interfere reaching the selected goal?
5. How will you overcome these obstacles?
6. How do you like the results of your work?
7. Which of the collages was easier to create – the one associated with goals or the one associated with obstacles?
8. What were the difficulties when creating the collages?
9. How purposeful are the planned activities?
10. Can they help you reaching goals?

The participant may not like his own collage. In this case the counsellor can ask the participant to modify it in the way that the collage is more acceptable. It is important to work until the participant accepts the result.

Tip and variation

The estimated time for this task is 60 minutes – approximately 10 minutes for the initial conversation, 40 minutes to create a collage as well as 10 minutes for the discussion. If the task will be done in groups, a longer period of time will be needed. It is possible to organise discussions in pairs or in groups of three to four participants.

This method can be used for working with people in various stages of adaptation processes in another cultural environment.

It is possible to use a sandbox instead of the A4 sheet and natural materials instead of magazines, if the task is performed as an outdoor activity.



Tell your story using game “Punctum”

“Punctum” is a game adapted for career counselling needs to expand your point of view. The method is well-suited to encourage and motivate participants.

Objectives

This method is very multilateral and helps to understand yourself, your needs, dreams and expectations of your professional life in a better way. It is useful for participants who do not know what profession they should choose for further studies or work. It is very useful for people who stuck in a situation and do not know where to move next. It's a good way to carve out resources of people and make them visible.

The aim is to help the participants to realise the values connected to professional work and to help them to see different ways for personal and professional development.

The “Tell your story” method shows all the resources without highlighting strengths and weaknesses. It is based on “everything is possible” and only depends on efforts to achieve it.

How to use

There are 33 different photo cards. The participant picks three of the photos in which he sees associations with future professional work.

After picking, the participant shares thoughts and ideas that arose in this process.

In addition, there are 33 cards with different words. Without looking at these words the participant picks the same number of words as pictures.

He places the words to the pictures and adds new ideas and thoughts which arise due to these words.

Then he chooses one of the 33 questions to answer additionally.

After all, the participant invents the name of the story.

Tell your story using game “Punctum”

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

individual: 20 – 30 minutes,
group: up to 1 hour

Working material and media:

The game “Punctum” or a similar game with photo cards

Staff:

psychologist, career counsellor,
teacher, coach

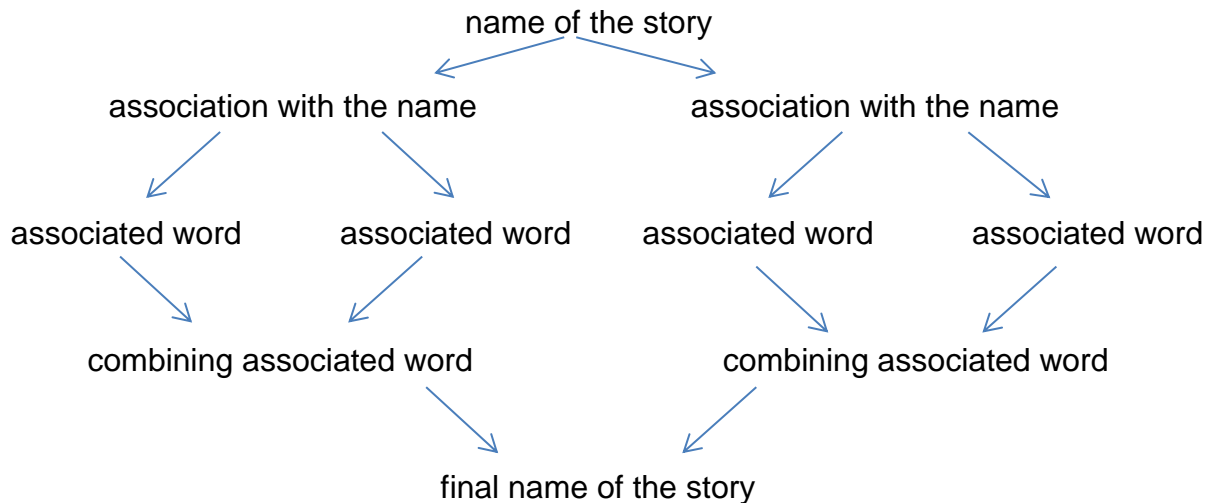
Location:

classroom, outdoors, calm
atmosphere

Source:

created by Israel experts in
2007, coach and psychologist
Yaron Golan and Efrat Shani

After naming the story the participant gives two words which are associated with the name of the story. For those two words he gives two more words for each of them. Out of these four words the participant creates two new words. The last two words have to be united to one word which builds the final name of the story.



After using this method the participant makes an action plan about what he needs to do within the next 24 hours, the next week and the next month to move forward. If the plan is fulfilled, it is a good start to set new goals to achieve. Results can arise not immediately, but after some days. After using this method, a process in the participants' mind is going on for a while.

Tip and variation

1. It is possible to use this method in groups as well as individually.
2. It can be used as a previous step before talking about which skills are needed to achieve goals and how to improve those skills.
3. The game is available in many languages.
4. To use this method we recommend a further training.



The narration

The narrative method is based on the principle of a structured interview between the counsellor and the participant.

Objectives

The method helps to reveal the internal and external personal resources that can contribute to a successful integration into education/lifelong learning and the labour market. The narration is based on a global approach, taking into account all the personal, professional and social aspects of a person's life.

One aim is to maximize the compatibility of the resources, requirements, interests and values of a person with real offers of the education or employment system as well as to achieve a maximum compatibility of the social and professional integration.

The method intends to create a symbolic life story as well as to create a person's identity and position. Using the narrative method, the career counsellors supports the participants to recognize their strengths, talents and abilities that can effectively be used to achieve success in the professional life or in any other area of life.

Self-knowledge occurs during the narration. Identification of the important factors of the career development helps the counsellor to recognize possible career directions in accordance to the previous life experience that turned out to be functional and effective. Facts that emerge during the narration can also serve as arguments for the person to make a career decision.

How to use

During the narration the identification of needed resources is carried out and a structured life story of the participant is created. It is based on the previous experiences of a person, acquired life role models, existing knowledge and achievements.

The narration

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

interview time - 1.5 hours,
if necessary counseling can be continued in several meetings

Working material and media:

presentation materials: A3 sheet, pencils, felt-tip pens

Staff:

psychologist, career counsellor, teacher

Location:

counselling room

Source:

The method is based on N.E. Amundson's approach in client advising.

Theoretical background - Amundson, N.E. Active Engagement. The being and doing of career counseling, 2009, Canada: Ergon Communications.

The narrator reveals the most significant facts about his previous achievements that contributed to his success during previous life experiences. The narrator also reveals facts about his interests and hobbies.

The narration is created chronologically - starting from the childhood, continuing with the time spent in school and finishing with the present moment.

Based on the details given by the narrator the story is recorded and mapped on a work sheet to make it visible. Thanks to the visualization the narrator can see his life story as it has been told and puts everything on its place.

Labour integration path for employability

This method measures employability using interviews and questionnaires and improves employability by the implementation of an individualized job placement itinerary.

Objectives

The following objectives are pursued:

- launch a counselling and job placement service structure via decentralised offices – facilitating the participation of users and the business community to avoid displacement
- incorporation of plans and strategies to avoid discrimination and to ensure equal opportunities with particular emphasis on equality of men and women
- activities, training, information and guidance for employment

How to use

The protocol to be followed consists of several phases:

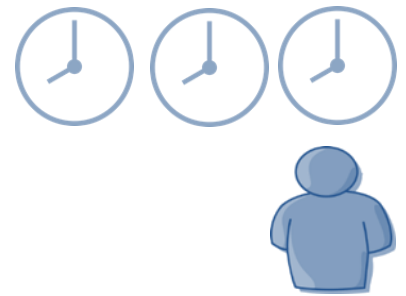
1. The welcome phase

The first interview has the aim to create a mutual trust between the counsellor and the participant. This very important interview establishes the frame for the integration process.

2. The diagnostic and assessment phase

The diagnostic interview consists of two parts.

During the first part you guide the participant and fill in a diagnostic tool. The diagnostic tool has a specific section about professional skills in different areas (e.g. administrative and management; health, catering and cleaning, transportation, production). It serves to find out in how far the participant has professional skills and records the level of knowledge and skills acquired by the person during his work experience and as a result of professional practice. The aim is to collect information and to assess and evaluate the employability of the person on the basis of their professional interests.



Labour integration path for employability

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

depending on the participant

Working material and media:

application form, diagnostic tool, databases, internet and computer

Staff:

5 people - 1 coordinator and 4 counsellors

Location:

office

Source:

Ceder Merindades (business management and entrepreneurship office of Merindades/Burgos)

It is based on a data collection and documentation within the framework of the implementation of the program ACCEDEM in the EQUAL Community Initiative.

The second part comprises team meetings. The counsellors discuss and evaluate the results of the diagnostic tool, assess the skills of the participants and provide recommendations for further vocational development.

3. The return phase

The return interview serves the purpose to provide information and resources to the participants to enable them to make decisions regarding their vocational integration process.

The personalized attention is important throughout the entire process using tutoring, guidance and counselling by an interdisciplinary team.

Business management and entrepreneurship techniques

This is a functional methodology, based on the enhancement of added values, skills, experiences and personal coaching.

Objectives

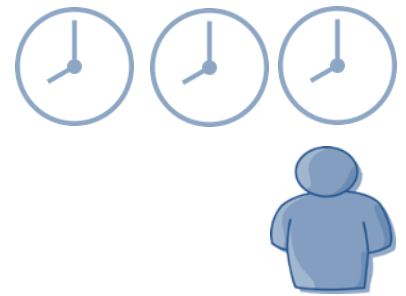
The aim is to identify personal and professional values that are required by a particular job offer.

The method pursues the following objectives:

- clear identification and improvement of the professional profile
- generating greater opportunities by enhancing the intrinsic value of personal capacities and performance
- improving the quality and precision of the information provided by the expert

The following aims are pursued:

- significant improvement of the employability of participants
- better adaptation to selection processes and selected offers
- better positioning in the selection process
- improvement of the performance in conducted job interviews
- improvement of the process of actively seeking employment



Business management and entrepreneurship techniques

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

individual and group sessions:
2 hours
courses and case workshops:
2 hours daily.

Working material and media:

Paper documents, online resources, portable computer, access to internet, software for multimedia resources

Staff:

psychologists, social workers, coach, counsellor

Location:

rooms and an adequate space for conducting meetings

Source:

SODEBUR

How to use

The method is based on improving the perception of “Me as a professional” and the skills linked to this.

The method follows several stages:

- The first step is to make sure that the participant has a CV to ensure to know the basic work profile.
- Second, a personal interview will be held in which you analyse their CV and draw up a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. At this stage, you go through a psychological work with some of the participants, in order to help them to recover their lost self-esteem to strengthen them.
- In the third phase an identification work of the participant's strengths will be developed to identify the opportunities their profile can offer referring to job-seeking. The counsellor helps the participant to draw up a full CV adapted to his interests and skills.
- In addition, you can also plan a coaching session to help the participants to be able to speak in public and to exploit their strengths in a job interview.
- The process is closed by developing a job seeking plan and identifying the appropriate sources and channels to each case.

Finally, a regular monitoring is done, analysing any changes which have occurred in each CV over time and supervising if the customized plan is improving the chances of employability.

All of this is complemented with regular training activities aimed at improving the participant's employability including designing specific training plans to improve the professional profiles and testing other possibilities such as entrepreneurship and self-employment.

Tip and variation

Network collaboration is essential:

- social services at province level
- social service at municipal level
- public employment services (regional level)
- companies
- business associations, trade unions
- educational and training centres

Career - Portfolio

It is a learning assessment tool to gain credit and recognition for formal and non-formal learning experiences.

Objectives

A Career-Portfolio is a useful resource to identify strengths and talents. Participants think about their past, their present and their future. The portfolio is especially used to assess strengths and weaknesses in perspective to make some educational or career decisions. This method assists persons to reflect about their personality, their abilities and their possible career path ways independently and without assistance of third parties. It helps to understand who and where they are, how much they want to change certain behaviour and what they are willing to do.

How to use

Using this method participants analyse and document their own (further) career pathway and create their own Career- Portfolio. The portfolio should be designed in this manner that it grows with the development of the "professional personality" and the experiences.

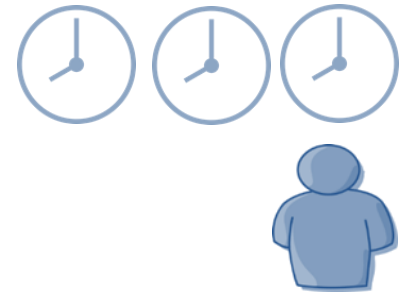
Content of the portfolio

1. The Dream Job

What is my dream job? What do I expect from my professional activities?

2. Interests, skills and abilities

Abilities and characteristics which represent the personality will be documented. This can be done using certain specific tests and with professional support as well as by preparing an own "Europass".



Career – Portfolio

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

It is a long-term activity and not temporary.

Working material and media:

documentation of vocational trainings, job practices, job descriptions, job offers, tests for self-assessment, motivation letters etc.

internet and computer

Staff:

everyone who is working with young people, also advisors, mentors, tutors

Location:

room

Source:

The method was developed in Bulgaria within activities initiated from the National Chamber of Skilled Crafts together with experts of Association Generations for training and coaching purposes of apprentices.

3. Documentation and ascertain of all relations with the job world before the career choice

The participants make a list of:

- what kind of professions they know (of relatives, acquaintances, and friends)
- occupations that they are interested in
- desired occupations /conversations with parents, friends

4. Documentation of the orientation measures and the applications

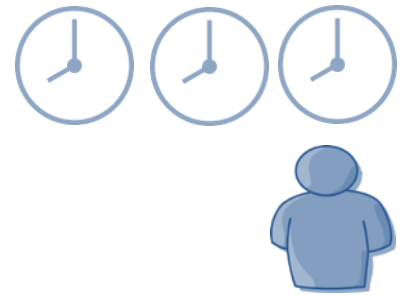
- written and electronic information materials (newspapers, magazines, brochures etc.)
- company visits
- work placements, internships
- applications (collection of all letters for applications, for internships, training and employment and their results)

5. Application documents

- motivation letters
- necessary certificates
- attestations, etc.

6. Documentation of the vocational training and job practices

- training (incl. training abroad)
- special educational projects



The circular method

The circular method is originally a part of a social project to provide university students a human training programme beyond their academic training and education. The social training programme contains a number of activities promoting the inclusion of citizens living in the neighbourhood.

Objectives

The objective of this approach is to provide young people with social and intercultural skills. The participants act as a bridge between the different organisations operating in the area and the inhabitants, creating more inclusive co-existence spaces.

The training and all processes involve the acquisition of skills and their analysis. Most skills identified by the participants are usually related to communication with different groups and the implementation of professional instruments close to reality. With respect to neighbours, those skills are related to the ability and capacity to adapt to the employment environment.

How to use

During the first interviews with the participants and according to their CV, letter of motivation and identified skills, you can quickly detect the informal and formal experiences and the educational background of the participants. Furthermore, the participants have to talk about their formal and informal hopes and expectations. The working method is relational, which means that the training process is based on the “informal” relations created and developed between the participants and the community.

The circular method

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

9 months

Working material and media:

computers, printers, papers, colours; any activity needs concrete material (e.g. cooking day, singing event)

Staff:

technical staff, scholarship beneficiaries

Location:

university, school, associations, institutes, etc.

Source:

The circular method is a social project of the University Pablo de Olavide, located in one of the most deprived areas of the city of Seville called “Flora Tristan”.

The participants have to establish multiple contacts with the community and all kinds of organizations established in the territory (e.g. civil-society organizations, public authorities agencies, schools).

The phases of the method are:

1. the settlement phase - to come into contact with the participants
2. the follow-up phase - to monitor the proper integration of the participants
3. quarterly follow-up
4. personalised follow-up - depending on the demand

The scholarship beneficiaries have to spend 6 hours per week with the neighbours and, at the same time, they attend an orientation meeting once per week provided by the residence.

Tip and variation

The intense of the monitoring process depends on the personality of the participants. It is essential to have a good coordination between all actors operating in the territory. Thanks to the regular monitoring process it is possible to identify difficulties, strengths and weaknesses directly.

Events



Company tour

The company tour is a pre-planned process with a specific purpose.

Objectives

The main goal of the tour is to get to know the real business world. This method helps to create awareness of the working environment, the diversity of professions and the requirements of employers. The participants can see the workplaces and equipment with their own eyes and communicate with employees and managers of the companies.

The aim of this method is to help young people to identify the skills needed in a real working environment. It helps young people to orientate themselves better in the different occupational fields. This method also helps to create interest and motivation to explore the diverse labour market. Furthermore the participants establish new contacts in the occupational world.

How to use

In order to achieve the desired results you need to prepare well in advance. You have to prepare the visit together with the group and the companies.

- Determine the objective of the tour.
- Discuss together the desired outcomes of the visit.
- Discuss how the findings during the visit may lead to resolve specific career issues.
- Agree with the company about the purposes and specifics of this tour.

Company tour

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

up to 2 hours in the company

Working material and media:

observation questionnaire or questions that would help to understand the company, information brochures about the company, computer and internet

Staff:

psychologist, career counsellor, teacher or a person who can provide young people with the necessary support

Location:

companies, class room for preparation and evaluation

The company tour includes three essential components.

1. Preparatory phase

The occupational counsellor or tour organizer provides information about the company to be visited. Date and time of the tour has to be set out clearly. The number of participants and their age has to be specified. Sometimes a company may request a cover letter with a description of the objectives of the visit.

2. Tour to the company

At this stage the tour guide can use materials about professions. The participants of the tour should try to find answers to the following questions:

What is the specialty of this company?

How many people work here?

What kind of representatives of professions can we meet here?

If the participants are interested, a particular profession can be explored and a representative of this profession can be interviewed.

3. Feedback and evaluation phase

After the tour it is essential that the participants exchange their impressions about what they have seen and reflect their experiences. It is also desirable that the participants prepare a presentation/narration of the acquired knowledge to strengthen and to assess the skills that are essential for the labour market and for a certain company.

The tour gives a lot of information and impressions that may be analysed and interpreted during further career counselling.

Tip and variation

This method can be used in conjunction with other methods – identification of personal interests, determination of suitable profession, etc.. For example, a young person got an idea of the most suitable profession for himself during the counselling. Then he is going to a specific company to make sure, that his expectations of the profession are in line with the reality.

There is a need for resources that would cover travel expenses for the trip to the company.



Parents present their jobs

For having an overview of different kind of jobs, parents present their jobs and workplaces in front of young people.

Objectives

This method provides first-hand information about the real business world to young people. They get to know different professions and related requirements. Due to this information participants are enabled to compare their own skills and ideas with the reality. The method helps young people to orientate themselves better in different occupational fields.

Furthermore meeting several professionals always offers the possibility to widen your own network.

How to use

Preparation:

1. Inform parents and pupils about this project.
2. Invite several parents.
3. Parents are asked to present their profession. They tell the participants what they are actually doing and show pictures of their work or typical equipment they use.

Realisation:

1. Divide the class in small groups – depending on the number of parents.
2. Parents present their jobs and workplaces to the small groups (ca. 20 min per parent):
What kind of education is required?
How does a typical working day look like?
What kind of skills are required?
They show pictures or videos or present typical working material.
3. Time for questions: Participants are encouraged to ask questions.
4. The groups rotate (comparable to speed dating).

Parents present their jobs

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

approximately 4 hours
(depending on the number of parents)

Working material and media:

office supplies, internet and computer, diverse working material (parents), pictures, videos

Staff:

teacher, career counsellors, parents

Location:

school, vocational centre

Evaluation:

To evaluate the ideas, imaginations and new information is very important for the participants and helps them to reflect and internalise them.

Tip and variation

It is also possible that parents present their job to all participants. After presentation the group is divided into small groups for discussion.



Toddler group

The toddler group is an individual guidance and mentoring for young mothers within an organisation including an employment application course.

Objectives

The approach supports young mothers during their job-seeking and application processes. The aim is to integrate young women into the labour market and society after maternity.

How to use

Young women join the toddler group with their children once or twice a week. In the toddler group the mothers play, sing and draw together with the children. In this way they get in contact with other parents as well as with the employees of the hosting organisation. After some time the women will have confidence in the employees who become mentors at this stage. The women are now willing to open up and to tell their mentor about personal and professional problems.

The mentor is an essential requirement. The tasks of the mentor are:

1. to support the job-seeking
2. to provide assistance for preparation of application documents
3. to support communication with public offices in terms linked to compatibility of family and work

Due to the toddler group the child care is guaranteed.

Toddler group

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

continuous;

guidance and support in the application process – every day;
toddler group on fixed days of the week for about 1 hour

Working material and media:

office supplies, computer and internet connection, toys for children

Staff:

mentor, child minder

Location:

office, separate play room for children



Urban race

This method is a structured orientation course through the city /community over a period of several weeks.

Objectives

This method is designed for participants in order to plan their own professional career in every phase of their lives or to take decisions about their future job or vocational training program independently.

Appropriate career management skills – the ability to make a decision, to formulate and pursue goals and the ability for self-reflection should be developed to empower the participants to structure their occupational careers independently.

How to use

A network should be set up, consisting of many actors – factories, public institutions, advisory bodies, training institutes, consulting organisations and system partners who serve as a base for the orienteering.

The youth teams carry out the "urban orienteering race" in which the training of basic competences for vocational and educational orientation is conveyed by a number of tasks, action-oriented requirements and tasks with decision-making and accompanying coaching sessions. The guided orienteering strolls through the city or the community and lasts several weeks. In form of a „scavenger hunt“, the participants are asked to complete a series of tasks and demands that have to do with their possibilities concerning future job career or vocational training. The individual tasks for the participants are defined. The coaching processes (teamwork, elaboration of the informal competencies) and the entire process are planned in consultation with the companies and public institutions to increase the "empowerment" of young people.

Urban race

Personal competence area:



knowledge



practical skills



social competences



self-competences

Recommendation for use

Time:

5-6 weeks

Working material and media:

training material, internet and computer

Staff:

trainer and coach

Location:

different type of organisations: public institutions, training institutions, companies

Source:

The method was developed within the COMPASS project and tested and implemented by the Institute for Adult Education.

During the four-week orientation basic competences (search ability, target tracking, decision-making ability and self-reflection) increase supported by a mix of methods (experiential pedagogy, research, coaching, dialogue, practical work).

Tip and variation

The participants get a city map and a short questionnaire. They have to mark the place where the company is and fill in the name and what they do. After the walk the participants could use the internet and have a look for further information about the companies they have found. For this kind of urban race you did not need a wide network.

To foster social skills the participants have to plan their urban race with monuments and sights they are interested in.

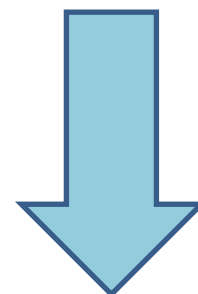
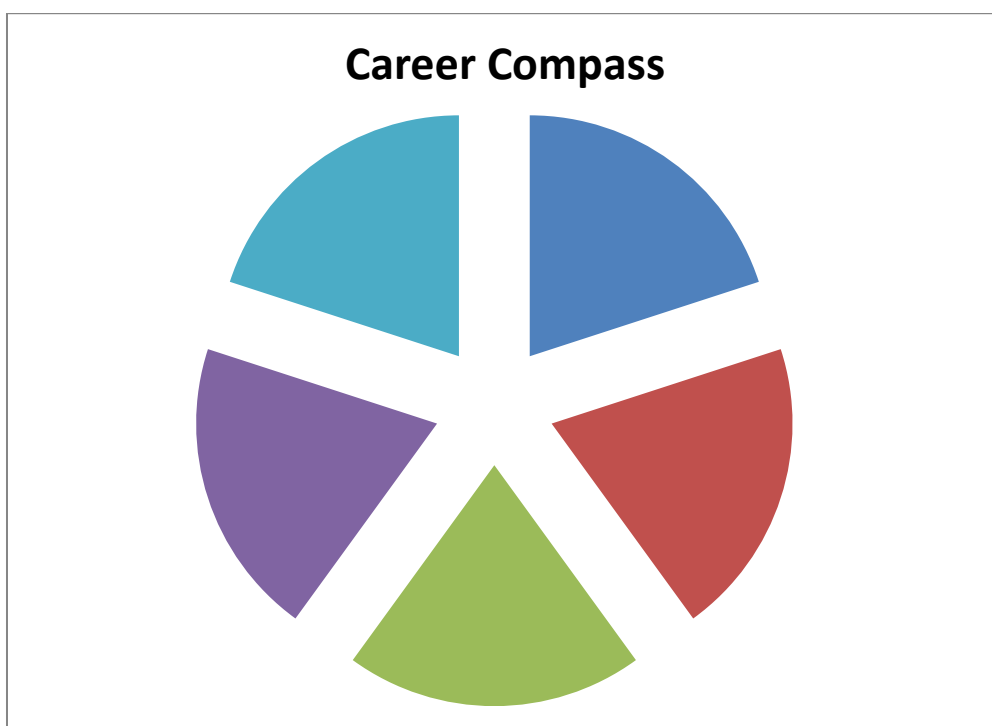
Annex

A Career Compass

1) Career Compass Carpet / board



2) square board and spinner



B Lucky throw – worksheet

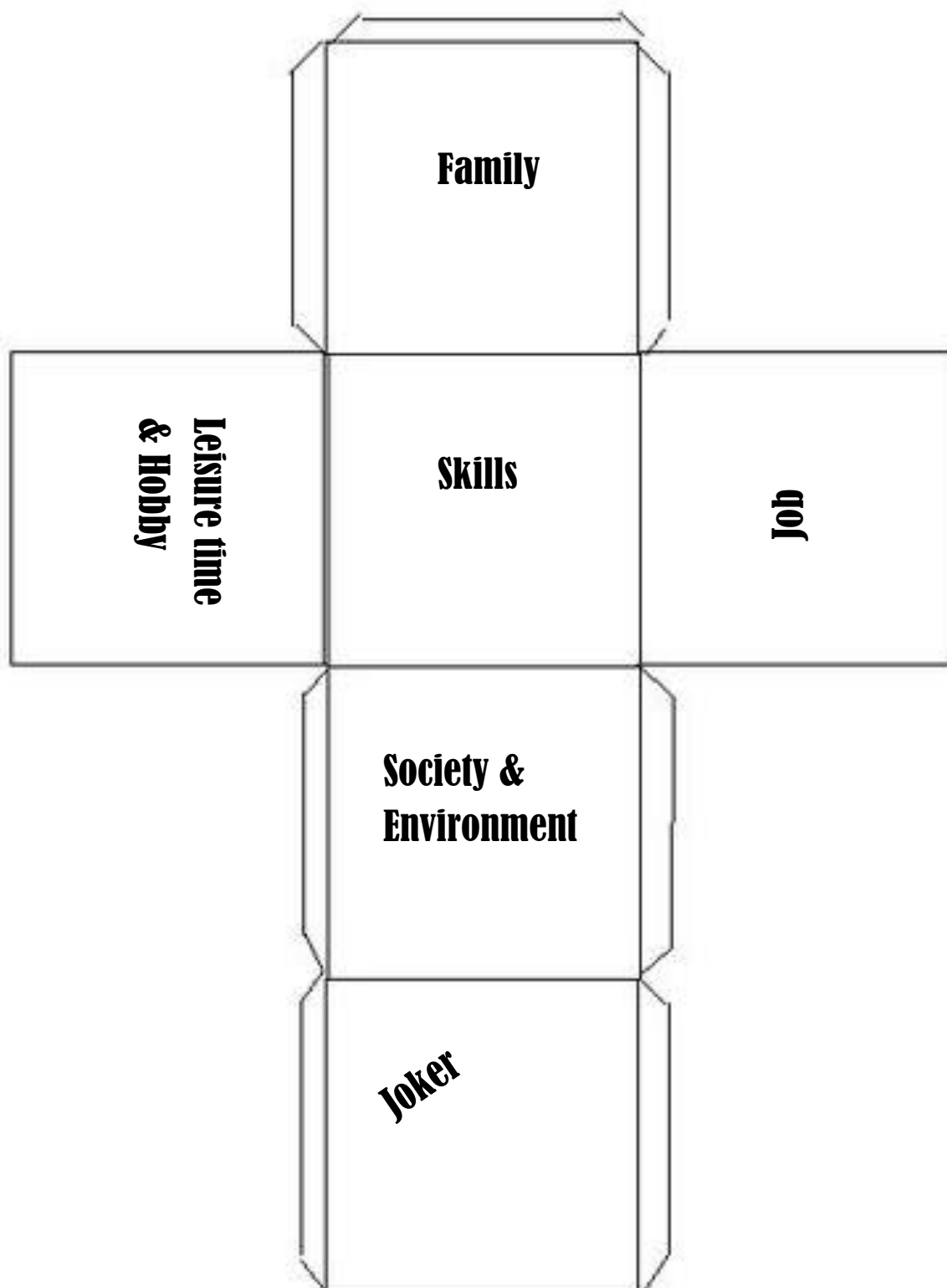
career „+“-document

	Family	Job	Leisure time & Hobby	Skills	Society & Environment	Joker
I can...						
I need...						
I want...						

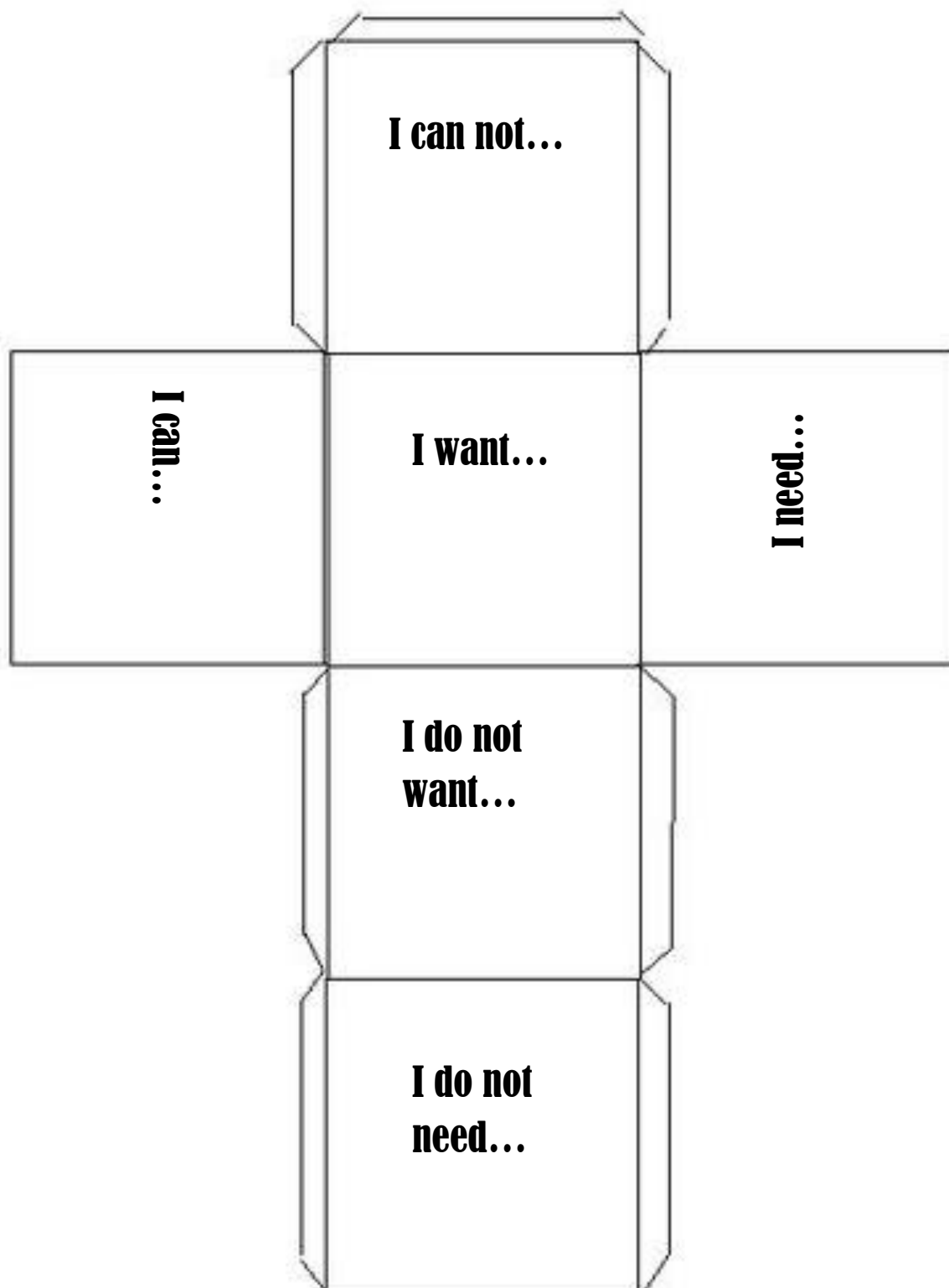
career „-“-document

	Family	Job	Leisure Time & Hobby	Skills	Society & Environment	Joker
I can not...						
I do not need...						
I do not want...						

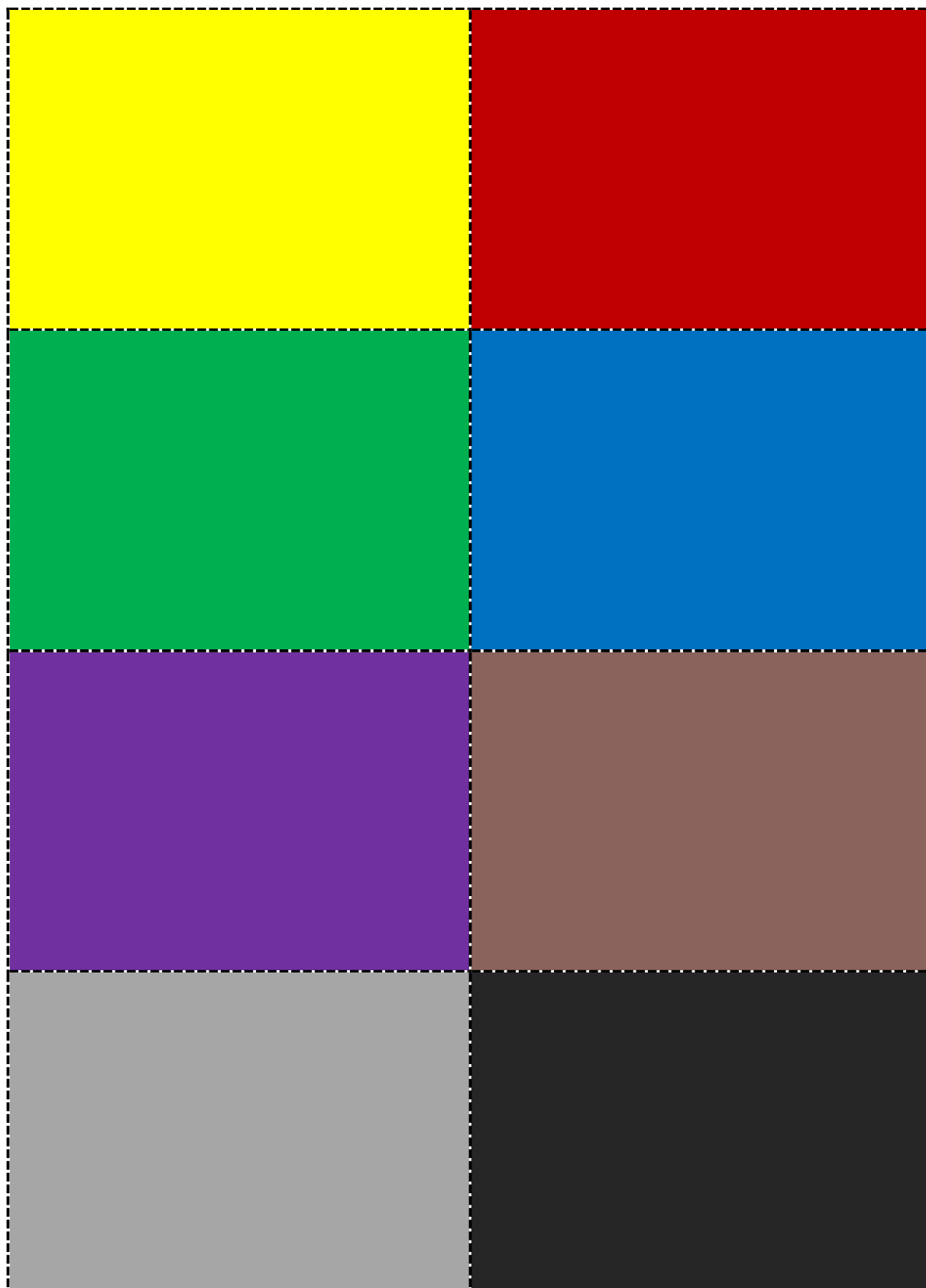
B Lucky throw – cube I



B Lucky throw – cube II



C Colour metaphors – set of colour cards



C Colour metaphors – concept cards

an interesting occupation	my passion	my past	my present
my future	the real “I”	the ideal “I”	professional evolution
training and development	my work place	fear	frustration
stress	my manager	clients	my family
love	doubt	customer service	technical knowledge and skills
creative activity	manage and organize	satisfaction	colleagues
risk	my hobbies		

Using other concepts is possible.

Project consortium



Ländliche Erwachsenenbildung Thüringen e.V. / Germany –
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