





100+ Enlightenment Best Practices E-book has been developed in the course of Prometheus project, 2014-1-BG01-KA204-0156, funded with the support of the European Union Erasmus+ programme.

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- Business Foundation for Education, Bulgaria
- CIAPE Centro Italiano per l'Apprendimento Permanenete, Italy
- BEST Institut für berufsbezogene Weiterbildungund Personaltraining GmbH, Austria
- Institute of Entrepreneurship Development, Greece
- Aspire-i Ltd, UK
- Cork Institute of Technology, Ireland

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http://prometheus-eu.net/









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100+ Enlightenment Best Practices E-book

is a virtual library of best practices for career counselling and guidance activities in Bulgaria, Italy, Austria, Greece and the UK.

100+ E-book includes information about the best practices, description, links to their authors/owners, useful information about the addressed target groups and the approach used.

The E-book is available on the Prometheus website in English, Bulgarian, Italian, German and Greek.

The best practices selected by the Prometheus team have been included by the country they have been successfully implemented in.

The e-book is available to anyone who is interested in tried and tested approaches, relevant to their specific area of work or target group.

The main target groups that are addressed by the selected best practices include school children, younger kids, teenagers, university students, young adults, senior adults, unemployed and employed people, people in work, jobseekers, people with a disability, ethnic minorities, migrants and those at risk of social exclusion.

The main types of practice selected include career services, training product (handbook, etc.), training activity (seminar, internship, etc.), assessment tool, career fair/job days, career event, information, network, website.

Please feel most welcome to follow the activities of the Prometheus team:

Website: http://prometheus-eu.net/

Facebook group: https://www.facebook.com/prometheuseu

Linkedin group: https://www.linkedin.com/grp/home?gid=6936869

















Title of best practice



Country

AUSTRIA



- Target groups:
 - Employed
 - Unemployed
- Type of practice:

Careers services

Description

Aims:

BIC is a website which provides information on more than 1,500 professions. Features include in-depth job profiles, sector information and information on the required qualifications for different jobs (e.g. what further education is needed). The aim is to provide a comprehensive profile, offer support to job seekers and guide individuals towards relevant alternative sources of information.

Methodology:

The user develops an "interest profile" so that they can concentrate on professions and themes which are relevant to their career goals. The website collates a large amount of information in a well organised and friendly design.

Outcomes:

The information portal includes a vast array of material. There are documents providing general information (e.g. regarding the Austrian education system). Furthermore, specific activities and examples of alternative professions are listed. There are also example interview questions, job-related templates and checklists for young people, parents, and companies on applications and job-related decisions etc.



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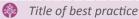








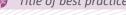






Country

AUSTRIA



CULTURE CONSTRUCTION ASSOCIATION

- Target groups:
 - **Migrants**
- Type of practice:

Training activity

Description

Aims:

The association aims to support migrants to integrate into the labour market. To aid this, German courses are offered to children, young people and adults. The association also provides learning strategies to schools and children's associations.

Methodology:

The association's activities are tailored to the needs of the target group. This means the content of German courses is targeted towards certain work situations etc. The association also provides learning support to children, either in individual sessions or in larger groups at youth centres.

Outcomes:

The association has been featured in the local media as a success story. 30 people from 3 different communities have participated in the German courses (A1 beginner - B1 intermediate).

Contact:

KulturBauStelle - Verein zur Förderung interkultureller Zusammenarbeit Rathausstraße 18, 2490 Ebenfurth, Lower Austria

T: +43 676 3756382

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W: www.kulturbaustelle.at







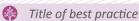








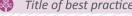






Country

AUSTRIA



EQUALIZENT (Training and Counselling Centre)

- Target groups:
 - Deaf people
- Type of practice:

Training activity

Description

Aims:

This organisation supports people with either little or no hearing and/or speech. Participants are encouraged to actively contribute and take part in society. Another main goal of the organisation is to help guide the rising level of acceptance (specifically towards disability) within society.

Methodology:

The types of courses offered are wide-ranging, from sign language to other fields like IT, the economy, etc. In addition, there are also seminars and workshops on disability management and other (innovative) products designed for this target group.

Outcomes:

The website offers 'webinars', an interactive app for learning sign language and an online shop. Equalizent also offers learning material for bilingual teaching sessions and an online analysis tool for disability management.

Contact:

Equalizent Schulungs - und Beratungs GmbH Obere Augartenstraße 20, 1020 Vienna T: +43 1 409 83 18

SMS/Videotelefonie: +43 660 8001002 E: office@equalizent.com

W: www.equalizent.com







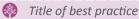








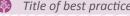






Country

AUSTRIA



FREIRAUM (Counselling Centre)

- Target groups:
 - Disadvantaged women
- Type of practice:

Counselling and networking

Description

Aims:

This association has women at its main focus, and is completely dedicated to topics which this target group find important. The topics covered range from domestic violence to job seeking, from covering gaps in education to loneliness. Aside from counselling, the association also try to put their clients (young and adult females) in contact with each other.

Methodology:

Freiraum's services are open to all women (regardless of age, origin or social status). They can take part anonymously, confidentially and for free. On the centre's website, there is an online "ich-check" (I-Check). Users enter some basic information into the tool, with the results helping them to reflect on their future.

Outcomes:

In 2014, there were 331 women involved with 27 "Freiraum" women's associations. The most popular group activity was a breakfast attended by many women.

In terms of personal counselling, the most frequently discussed topics are psychological wellbeing, relationships and work. The centre has also looked to build a media presence.

Contact:

Karl-Morre-Gasse 11 8430 Leibnitz, Styria T: 03452 / 20 200

E: office@verein-freiraum.at

W: www.verein-freiraum.at







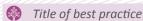










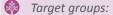




Country

FURTHER EDUCATION CHECKLIST

AUSTRIA



Employed

Unemployed individuals

Type of practice:

Assessment tool



Aims:

The aim of this tool is to support people to choose the right further education course for them, with particular consideration given to the course's quality. Alongside this, further information is provided on topics such as funding opportunities, counselling, rights and consumer protection.

Methodology:

There are several categories to choose from, such as:

- Adult Education
- Counselling
- Funding
- Legal Protection
- Further Education for Women
- E-Learning

When choosing "Mein Optimaler Kurs" (My Ideal Course), one can insert preferences such as the price/service, and the qualification of the trainer etc. Results are then displayed which correspond with these preferences.

Outcomes:

- A detailed and thorough catalogue of criteria (including user instructions hosted on the website).
- Relevant information in regards to adult learning and experiences is also offered (including relevant links on the website).
- If further information is required, a forum is also available.



öibf - Österreichisches Institut für Berufsbildungsforschung Austrian Institute for Research on Vocational Training Margaretenstr. 166/2. Stock, 1050 Vienna, T: +43 1 310 33 34

W: www.checklist-weiterbildung.at



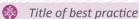








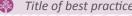






Country

AUSTRIA



- **INTEGRATIONSHAUS (ASSOCIATION)** Target groups:
 - Asylum seekers, refugees and migrants
- Type of practice:

Careers service

Description

Aims:

The "Integrationshaus" association provides orientation and encourages the eradication of discrimination and racism. The protection of refugees, respect for human rights, and social/residential security are central concerns. It aims to raise awareness amongst relevant stakeholders from the public sector on the key concerns facing migrants.

Methodology:

The services offered include help with psycho-social and legal matters, as well as language learning and childcare. Multilingual and intercultural ways of working are supported, and assistance is offered for the self-employed. For counselling, health and clinical psychological approaches are used. When working with women, the counselling service especially focuses on their empowerment and needs.

Outcomes:

The association publishes an annual report on its activities. As well as the work with migrants, the "Integrationshaus" lobbies decision makers and looks to shape draft legislation. The association also organises campaigns/conferences to raise awareness of the target groups' situation and looks to engage in wider discussions related to migrants.

Contact:

Integrationshaus Engerthstraße 163, 1020 Vienna

T: +43 1 212 35 20

E: info@integrationshaus.at

W: www.integrationshaus.at/de/ih/











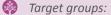




Title of best practice

ISOP (ASSOCIATION)





- Migrants and refugees
- People with educational needs

Long term unemployed

Type of practice:

Careers service

Training activities

Description

Aims:

ISOP stands for innovative social projects and is a NGO which aims to raise awareness of equal opportunities, human rights and anti-discrimination. With several public projects and engagement programmes, the organisation achieves its goal through co-operation, specifically focusing on skill acquisition in the areas of employment, education, youth social work and culture.

Methodology:

The approach of ISOP is orientated around diversity, needs and resources. Alongside German courses, there are lots of sociocultural projects, an intercultural library and an intercultural meeting point. The counselling includes professional guidance related to the workplace, education and planning of training, as well as individual supervision focusing on language and communication, social pedagogic guidance and general support with looking for a job.

ISOP also offers professional development courses for people working in education, integration, community services, and career guidance and counselling. The course includes modules related to intercultural topics, reflection modules, individual and group coaching. There are also additional modules on project management, presentation skills etc. A written final paper is required in order to receive a certificate.

Outcomes:

The organisation has its own magazine, online videos and a department responsible for public relations. The organisation is very popular in the region and co-operates with private and public sector agencies.

Contact:

ISOP-Innovative Sozialprojekte Dreihackengasse 2, 8020 Graz, Styria T: 0699/12548460

W: www.isop.at







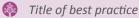








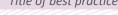






Country

AUSTRIA



JUKUS ASSOCIATION Target groups:

Young Adults

Migrants

Type of practice:

Careers services

Description

Aims:

This association promotes the respectful integration of different social groups, stressing that identity and cultural diversity adds value to society. It aims to reduce prejudices and to increase the social participation of all groups, as well as the improvement of opportunities within the labour market.

Methodology:

The project offers "der 2. Weg" (the 2. path). This is a counselling programme, adapted to individual interests and needs (assistance in searching for training opportunities, career orientation etc.). It also provides referrals to other local agencies, organisations or schools. The programme looks to develop young peoples' interests, strengths and skills, and support them with writing applications and CVs. The association runs group sessions where a wide range of young people can share their experiences. They also organise free workshops on interesting topics and plan joint activities in co-operation with other associations for young people and schools.

Outcomes:

The association produces an annual report and regularly circulates a newsletter. It has also developed material through events and has its own Turkish library. Furthermore, the association is organising events as part of their "Main focus 2015: 'Feminism for everybody!' Women in migration". This includes a public poster competition and film nights.

Contact:

Verein JUKUS Annenstraße 39, 8020 Graz, Styria T: +43 699 12548460

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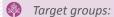




Title of best practice

PROFILE OF COMPETENCES (VHS Adult Education Centre)





Employed

Unemployed

Type of practice:

Assessment tool

Description

Aims:

The goal of this tool is to allow people to develop a personal skills profile. This lists their abilities, skills and key qualifications and whether they have been developed in personal or professional situations. The process is certified internationally and adheres to quality standards needs.

Methodology:

The process consists of five steps:

- Inventory; career history
- Analysis and evaluation of potential
- Aggregation and orientation of the personal profile
- Objectives and implementation; steps to guide proposed measures
- Results of the personal competence portfolio

A day long assessment can also be taken to determine the individual's social and communicative competences. Participants take part in individual and group tasks focused on communication skills, the ability to co-operate, teamwork, self-competence, self-reflection and conflict management.

Outcomes:

The basic accreditation includes a personal competence profile, a certificate of capability for autonomous competence management, an optional written evaluation by a trainer, and a certificate of attendance. The test results are also included.

Contact:

Competence recognition centre of the VHS (adult education centre) - city library Linz Kärntnerstraße 26, 4020 Linz, Upper Austria

T: +43 732 7070 4386

E: renate.spitzbart@mag.linz.at / W: www.kompetenzprofil.at/kompax.htm



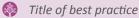














Country

AUSTRIA



Target groups:

Migrants

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Type of practice:

Training activity (training for counsellors to increase satisfaction of counselling services)

Description

Aims:

The DOMINO project (2009) aims to improve the quality of advice and increase customer satisfaction. It focuses on facilitating the re-integration of women into the labour market. The project takes place over a period of five weeks. The participants receive information about various childcare options, information about training, education and support facilities and assistance to make career decisions.

Careers counsellors

Methodology:

The approach looks to increase customer satisfaction through the up-skilling of employees of the AMS (Austrian Employment Agency). This includes mandatory "peer coaching" followed by feedback meetings and the surveying of training needs. In 2013, it continued in a slightly different form. The mandatory DOMINO assessment now only takes place every two years. However, all employees can register for additional DOMINO calls voluntarily.

Outcomes:

At the end of 2013, approximately 260 DOMINO interviews were carried out. Compared to 2012, the satisfaction of the job seeking clients along with the overall performance of 13 AMS offices increased slightly in Vienna.

Contact:

Austrian Employment Agency (AMS Vienna)

www.ams.at



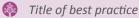














Disadvantaged Muslim women

Country

AUSTRIA



Target groups:

Migrants

Type of practice:

Information

Description

Aims:

"Fatima" (2011) promotes key competences and qualifications amongst Muslim women. It aims to enhance selfesteem among participants and to reduce the prejudice faced by the target group. This has been achieved through activities which have looked to raise awareness amongst stakeholders.

Methodology:

The participants - Muslim females (young and adult) - are able to disseminate the knowledge, competences and qualifications acquired to their wider community. This includes information on team-building and group dynamics, body language and rhetoric, project management, politics in Austria and the situation of women in Islam.

Outcomes:

The project concluded with a final event of lectures, presentations, self-critical sketches and live music. By the end of the project participants were able to confidently embrace their Austrian-Muslim identity, and promote the integration of Muslims in Austria, due to the communication skills they had developed.



Muslimische Jugend Österreich Eitnergasse 6/Top 5, 1230 Vienna

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W: www.mjoe.at







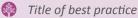














Country

AUSTRIA



Target groups:

Careers guidance advisors

Migrants

Type of practice:

International platform

Description

Aims:

Info4Migrants aims to equip careers advisers and vocational educational centres with an online database of information about their country and the process etc. migrants need to undertake to integrate themselves into society. This is because counselling and guidance is particularly important for migrants withlimited knowledge of a country and their own rights and responsibilities.

Methodology:

Thewebsite provides relevant information about the partner countries (UK, Spain, Finland, Austria, Bulgaria and Sweden) in regards to specific topics such as accommodation, immigration legislation and education etc. The website has been developed for a broad audience so is written and designed with accessibility in mind.

Outcomes:

The project's main outcome is the development of the information portal. Furthermore, synthesis reportshave been written detailing the research conducted by partner countries. Workshops an ICT information tool and an ICT handbook have also been developed.

Contact:

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T: +43 585 50 50

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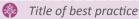














Country

AUSTRIA



JOBWERKSTATT PROJECT

- Target groups:
 - Unemployed people
- Type of practice:

Training activity

Description

Aims:

The aim of the project is the re-integration of unemployed people into the labour market. This is achieved through a mix of "real" learning scenarios (extracurricular social activities) and instructed activities in the classroom. The end goal is for participants to find an apprenticeship, job or further training that will facilitate entry into a profession.

Methodology:

The workshops look to refresh or develop different employability skills. Each participant works individually with their coach on a specialised module plan. This plan is regularly reviewed and adjusted if necessary. Counselling and networking are also offered (with potential employers and experts). This aims to provide support on the road to employment.

Outcomes:

The project operates in Vienna and Lower Austria. In 2013 an expansion was planned and financed for at least three more locations in Lower Austria. Technical assistance in developing and improving the services are provided by the AMS (Austrian Employment Agency). The programme is also funded by the Ministry of Economy and Social Affairs.

Contact:

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🧱 Gallery:





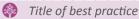














Country

AUSTRIA



LABOUR OFFICE & CLIENTS PROJECT

🦚 Target groups:

Career advisers

Type of practice:

Training activity and international project

Description

Aims:

This project involves several European countries, including Austria. It aims to emphasise the importance of the personal/ professional skills of careers advisers and counsellors for the optimal performance of their job. More specifically, the project aims to support career advisers to acquire and improve their entrepreneurial and managerial skills. The main objective of the project is to create and increase awareness of the importance of personal competences in job counselling and job placement.

Methodology:

The partnership supports eight individuals employed within labour market administration, four further individuals with experience in the field of job-related training and placement assistance, as well as four experts in adult education.

Outcomes:

The results are a handbook, a toolkit, training and material to help develop key skills. Content also addresses certain neglected issues and training concepts for AMS-counsellors and job mediators. The demand for such products within employment services is consistent in both the "new" and "old" EU member states.

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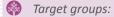
AUSTRIA



Title of best practice

LINK PROJECT

Country



Clients at risk of social exclusion

Careers/guidance advisors

Type of practice:

Training activity and international project

Description

Aims:

This project aims to emphasise to careers advisors and councillors that, if appropriately trained, they are able to meet the needs of clients at risk. To do this it promotes the importance of personal and professional skills.

Methodology:

This project's principle is that guidance services can encourage participation in further learning, the acquisition of new skills and aid career transitions. The project maps the careers services/providers in 3 target countries – Bulgaria, Poland and Spain - and looks to facilitate access to lifelong guidance for citizens of these countries. The 3 target countries are assisted by an expert partner from Austria and an internal evaluator from Sweden.

Outcomes:

In each target country, materials have been piloted through 10 counsellors and clients. The results of the project include a handbook and a skills development toolkit. Curriculum, manuals and a counsellor's handbook have been successfully implemented in 10 European countries. The final products are available in 4 languages and can be downloaded free of charge from the website.

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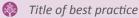














Country

AUSTRIA



Target groups:

Unemployed individuals

Type of practice:

Training activity

Description

Aims:

The project "New Skills - Fachkursfür den BereichBüro & Verwaltungsowie Handel & Einzelhandel" (specialist course in the areas of office administration, trade and retail) aims to develop specialist competences and encourage (re-)integration into the labour market.

Methodology:

Within the 9-week programme, participants can choose between specialist courses in the areas of office administration, trade or retail, as well as looking to improve either their English or IT skills (based on interest and previous qualifications). During the course, participants receive social pedagogic supervision and have the opportunity to write applications, to network with potential employers and to complete a two week internship.

Outcomes:

510 people have so far been involved in the course. Participants also have the opportunity to receive a BULATS certificate (test for classifying job-related English skills) or an ECDL certificate (European Computer Driving Licence).

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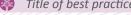


Title of best practice



Country

AUSTRIA



VISAL - Visually Impaired Seniors Active Learning Project

- Target groups:
 - Blind elderly people
- Type of practice:

Training activity

Description

Aims:

The main aim of the association is to enable blind people/those with limited vision to live in autonomy and to actively participate in society. Furthermore, it provides gives access to further education for visually impaired older people.

Methodology:

Participant's visual limitations mean that those delivering sessions must be flexible and willing to adapt. Therefore, the training varies and includes role-playing, training the sense of touch, memory training and discussions on social commitment. The participants also help to design the training.

Outcomes:

At the end of the project, there was a big final event. The association publishes reports and is authorised to give trainthe-trainer seminars and certificates for training.

Contact:

BSVÖ (Blind- und Sehbehindertenverband Österreich) "Haus des Sehens" Hietzinger Kai 85/DG, 1130 Vienna T: +43 1 982 75 84 - 201

W: http://www.blindenverband.at/home/visal/865







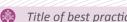








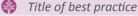






Country

AUSTRIA



WIEDEREINSTIEG MIT ZUKUNFTPROJECT

- Target groups:
 - **Unemployed women**
- Type of practice:

Training activity

Description

Aims:

This project aims to build up the capacities of the Viennese Employment standard. It promotes employment opportunities for and the adaptability of women who have been out of the labour market. In particular, the project aims to reintegrate women who have been on maternity leave back into the labour market. The project identifies both the soft skills needed by these women (e.g. entrepreneurial and social skills) and the professional qualifications which would improve their position in the labour market.

Methodology:

The social inclusion aspect, balanced with the professional development and entrepreneurial aspects of the project, is delivered through targeted counselling and advisory services. Training courses also tackle the identified training gaps. The course includes several activities, such as an awareness raising event, a clearing phase, an occupational orientation phase and a modular course. Topics on this course include IT skills, sales and customer service skills, office expectations, the economy and labour law. Furthermore, participants are supported in their job search. In addition, specialist workshops are offered which focus on the labour market and lifelong learning, funding opportunities for entrepreneurship, and how to achieve a work-life balance.

Outcomes:

The project has developed a suite of tailored training materials targeted at these women. This includes coaching and counselling services, as well as train-the-trainer workshops. There has also been a focus on awareness raising activities to attract members of the target group and employers.

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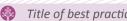








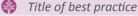






Country

AUSTRIA



VEREIN MULTIKULTURELL (Multicultural Association)

- Target groups:
 - Young migrants and their parents
- Type of practice:
 - Careers services

Training activity

(diversity training; german courses)



Aims:

The main goal is to facilitate the social and professional integration of migrants. To reach this goal, the association offers several types of counselling (family, careers, education etc.) in multiple languages. It also offers bilingual psychotherapy, German courses and IT courses. Furthermore, the centre runs intercultural seminars, further education courses, media workstations and European projects, etc.

Methodology:

As well as the wide range of counselling and coaching on offer for migrants to assist with their integration, courses and further education are also provided. Migrants can similarly participate in national or international projects.

Outcomes:

Alongside the programmes on offer, the association co-operates with institutions from the private, public and governmental sector (such as the Regional Government, single communities, the Chamber of Commerce, social and training institutions and employment agencies). This co-operation allows the association to organise public events such as "Migrant Girls' Day", exhibitions, and health events for migrants.



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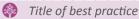














Country

AUSTRIA



ZEBRA (COUNSELLING CENTRE)

- Target groups:
 - Refugees
- Type of practice:

Careers service

Description

Aims:

The main goal of Zebra is to uphold human rights, and to promote equality and long-term integration. This includes the rehabilitation of survivors of political violence and fighting against racism.

Methodology:

Zebra offers different programmes according to the needs and situation of the clients. For example, as well as the Counselling Centre (whose services are offered in different languages), there are also rehabilitation centres that provide therapy for psychological issues linked to traumatic experiences. Interpreters are on hand to assist with these services. Furthermore, information and coaching on further education opportunities is also available, as well as a day centre for people with qualifications acquired abroad.

Outcomes:

The centre's website provides a glossary of terms related to migration. The centre offers a "Guide to Public Service Employment for Communities" driven by the ideals of "Zusammenleben in Quartier und Gemeinde" (living together in quarter and community). It also provides counselling for municipalities, offering information on legal basics, employment opportunities and implementation advice.



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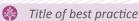












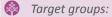


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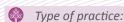
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ALPE-ADRIA WORKING MOBILITY



Career guidance professionals



Platform for counsellors and job seekers



Aims:

The Alpe-Adria working mobility project looks to support career guidance professionals with a possibility to acquire intercultural competences required for effective career services for clients interested in international working mobility. The project's approach is based on the 8 key competences for lifelong learning, especially those, which involve intercultural understanding and social and civic competences. These are the competences that help individuals to participate in an effective and constructive way in social and working life. In the long term, such an approach can help to reduce unemployment rates as through international working mobility employability can be increased.

Methodology:

The approach includes an analysis of the labour market, existing practices and methods of career guidance in the partner countries. There is a particular focus on the cultural and linguistic competencies of career practitioners in the Alps-Adriatic region (Slovenia, Italy, Austria and Croatia). The advisors themselves are provided with training material and online resources. Furthermore, they take part in a working mobility programme in the partner countries. This helps to provide them with practical experience within an intercultural context. With knowledge and skills acquired through the training programme they will be able to guide job seekers when considering employment opportunities abroad.

Outcomes:

Through the project a training programme in combination with a training mobility for career practitioners has been developed. Alongside this, several web tools and materials for both advisors and job seekers have been produced. As a result of the project careers guidance professionals in the region are better placed to respond to the needs of the international labour market.



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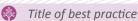














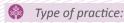
Country

AUSTRIA



Target groups:

Vocational career advisors



Social media tools for careers guidance



Aims:

The aim of the project RECREATE is to provide tools for vocational careers advisors via social media. These should support them to both offer better guidance and to improve access to their services for people who live in remote regions or face other obstacles which prevent them from attending guidance sessions in on a regular basis). The tools are also designed to help with advisors' own time management.

Methodology:

The tools have been developed following a period of research into current provisions, local level careers policy, the needs and competencies of advisors (in particular their IT skills) and the available training opportunities. Although the tools themselves have been made available via social media, they are supported by a blended course which combines face to face workshops and an e-learning platform. The tools have been validated in real environment for a six-month period and their final versions have taken into account the collected feedback and recommendations for amendments.

Outcomes:

As well as the interactive tools, the blended training courses and the e-learning platform, the project has developed strategic recommendations for how to manage advisors' work in line with the tools which are now available.



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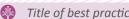








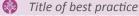
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Country

BULGARIA



Target groups:

- **Parents**
- School children or younger kids

CAREER SCHOOL FOR PARENTS

- Teenagers/pupils
- Type of practice:

Training activity

Description

Aims:

The ultimate goal of the Career School for Parents is to educate responsible, self-confident, motivated children and to help them realize their potential. To achieve this, it supports parents to understand better the emotions, traits, interests, skills and needs of their children and to support them in their decisions. It is especially important in the period of transition between junior high school and secondary education, when pupils and their parents have vast need of career information, orientation and counselling.

Aside from being good at school, children need to develop many social / transferable skills and competences, which are crucial for their fulfillment. As everything starts in the family, parents are those who need to become more "literate" about personal and career development. However, no one teaches us how to be good parents, and this is why we are all challenged every single day, and feel unsure whether we do our best.

Methodology:

The Career School operates as a non-formal study group. It uses training and psychological methods. Parents gather once or twice a month and discuss a different topic in each session. The Career school offers a safeguard environment, in which parents are supported to realize their role as partners of their own children, to challenge their own believes and patterns, to face their fears, to find support and answers. Parents role play different situations and discuss their dilemmas with peers and with the school counselor, who facilitates the sessions. Seminars are often followed by individual sessions with parents or pupils.

Outcomes:

When parents leave the session, they are "charged" with positive feelings and aptitudes, with improved awareness and sensitivity about their children's needs; they are ready to make a change. The Career School philosophy is that "a good parent is a changing parent".

Contact:

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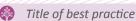








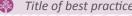






Country

BULGARIA



Target groups:

Teenagers

Type of practice:

"EMPATIA" CAREER SERVICE

Career services

Young adults

Training activity

Description

Aims:

One of the main problems facing young people is finding their career path at an age when they may also feel confused and insecure. The so called Generation "Z" needs to make their own choices, on their own terms.

Methodology:

Empatia was established in 2002 and has been part of the Varna Municipality Center for Psychological Support of Young People since 2008. The programme comes under the Education, Youth and Sport Directorate and is a model of out-ofschool career counselling. Empatia's motto is 'to lead as you follow' and this is also the essence of the client-consultant relationship. The counsellor helps young people's career transition, from school to university and the world of work. Pupil consultations are focused on self-learning and self-assessment. Individuals reflect on the values and motives for decision making in education and career development. This helps with the formulation of goals and gives guidance on potential vocational routes. Pupils undertake individual research and interview professionals. They are then able to match career opportunities with their own preferences and labor market trends. This involves analysis of barriers to mobility and ways to overcome this. Sessions also rely on feedback from the client as to how satisfied they are with their career decisions. Career consultations are also offered to parents. These aim to establish a supportive environment and to reduce the parent's stress and anxiety during the application process. Thematic seminars and consultations for young adults (students, graduates and unemployed) aim to improve participants' self-awareness and career management skills. This is done by enhancing their confidence towards career planning, finding a job and self-promotion. To achieve this, the young people develop personal plans for learning or career mobility in EU. Individual consultations are also offered on specific career/ personal situations (burn-out, life-career balance, parenting, etc.).

The careers service is based on the GCDF programme standards and is funded by Varna Municipality and the National Centre of European Youth Programmes and Initiatives. The consultations result in clients creating a personalised career plan and portfolio of resources.

Outcomes:

Since 2002, Empatia has helped hundreds of young people improve their career management skills and choose a career pathway. It has received several awards, such as one from the Open Society Club in Varna (2002), a Varna Award (2007) and National Best Career Practice Award (2012).



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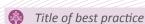














Country

BULGARIA

VOCATIONAL REHABILITATION FOR ADULTS WITH MENTAL HEALTH ISSUES

- Target groups:
 - People with mental health issues
- Type of practice:

Training activity, other

Description

Aims:

People with mental health issues are amongst the most vulnerable in society. They often have limited access to social, training and employment opportunities. The stigma associated with mental health and the absence of work habits are the main obstacles for these people in finding and keeping a job. Their work integration is a long process which requires a sustained effort. The Centre for Mental Health Services works actively to support the social inclusion of people with mental health issues and to give them the opportunity to realise their potential. The Centre was established by the Global Initiative on Psychiatry (GIP) in Sofia, with the support of the Sofia Municipality, NGOs and other organisations.

Methodology:

In addition to mental health services, GIP offers a vocational rehabilitation program, aimed at increasing the quality of life for people with mental health issues through participation in the labour market. It involves training in work habits and supported employment in a social enterprise. The Job Search module teaches clients step-by-step to develop a realistic idea of their abilities and to judge vacancies so that they find suitable job offers and make a good impression on employers. The training introduces them to the job application process, how to have effective phone calls to set meetings with employers and how to perform at interviews. Furthermore, participants can be employed in a supported working environment through a public laundry (Laundromat "Green"). The laundry is a social enterprise, established in 2009 with the support of the MATRA – KAP programme. Since then more than 20 people with mental health issues have obtained work skills through the training programme and the job in the laundry. GIP also actively debunks the myths surrounding people with mental health problems for employers.

Outcomes:

The job skills training and the work in the laundry helps people with severe mental health issues develop work skills, learn how to adapt to the work place and sustain a job. The vocational rehabilitation programme is a pathway towards the social integration of people with mental health issues and helps them to grow in confidence.

Contact:

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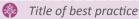








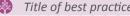






Country

BULGARIA



Target groups:

University students

CAREER TRILOGY



Type of practice:

Training activity



Description

Aims:

The Alumni club in the Faculty of Economics and Business Administration (FEBA) of Sofia University supports the graduates' successful career development with variety of initiatives. The initiatives of the club address the students' needs for current and detailed information about various business sectors and the career opportunities they provide, as well as guidance and mentorship in the desired professional pathways. As a mediator between the academic community, the business, public and NGO sectors, the Alumni club links students with leading professionals who can provide this information and support.

Methodology:

- Career Role Model is an annual initiative targeting the graduating students of FEBA. It aims to improve career guidance of students. Each participating student goes through two individual meetings for professional guidance and career counselling with a volunteer expert from the business sector. The project ends with the issuing of electronic CV Book with autobiographies and motivations of graduating students.
- Students Meet Success is a new addition to the existing annual initiative Career Role Model. This project teaches graduating students to take interviews with successful alumni. The project helps students find inspiration and role models. Students meet success is an opportunity to create new acquaintances, friendships as well as mentoring and coaching relationships between currents students and alumni of the Faculty of Economics and Business Administration.
- Success Meets Students is a mentoring/ coaching programme, which brings together current students and mentors/coaches in order to help them exchange ideas, experience and practical advice on professional matters. The students in their third and fourth year of studies have the opportunity to choose a mentor, who provides individual information and guidance about all questions concerning their professional orientation.

Outcomes:

The three initiatives build up on the career counselling activities, provided by the Alumni club. Meeting graduates and mentors help students to achieve higher level of self-awareness, to identify multiple opportunities for their personal and professional realization and to be able to facilitate informed career choices.

Contact:

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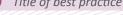


Title of best practice



Country

BULGARIA



JOURNEY THROUGH THE INDIAN LANDS

- Target groups:
 - Teenagers/pupils
 - **University students**
 - Young adults
- Type of practice:

Training activity

Description

Aims:

"Journey through the Indian lands" is an educational game, based on the experiential learning and group career counselling. It is directed at young people, aged 15-25 years, and aims to foster their career management skills, flexibility and employability.

Methodology:

The Journey is structured in two parts. In the first part the participants form teams of "travelers", involved in an expedition to find a hidden treasure. The facilitator acts as a guide of the expedition and leads participants through various challenges, in which they have to survive and find their way to the final goal. All along their journey the participants are actively involved – they search for clues and resources, discuss and negotiate, make tough decisions in limited time, go through various trials and tricks of fortune in pursuit of the final goal. The intensity of the challenges, competition and time pressure increases the emotional dynamics and impact of the experience. After the end of the game, the facilitator initiates a group discussion – an inner journey, encouraging participants to share their experience and emotions. They rationalize how their decisions, strategies, approach and performance have contributed to the achieved results. The simulation triggers a fruitful self-reflection and implications about career development. The duration of the whole process is 90 - 180 minutes.

Outcomes:

"Hidden" behind the game scenario, learning is uncommon, attractive, powerful and unforgettable. The young people demonstrate various career-related skills, such as critical thinking, leadership and communication, setting SMART goals and decision making. The participants learn from their own experience and they identify the adjustments they need to do in the future. They become familiar with various factors that influence career success, learn how to act in a flexible manner, deal with unfamiliar challenges and manage their career in the desired direction. The Journey has received a national award for best practice in career counselling.



Tanya Terziyska-Kuneva – career counsellor, Selfinvest Career Counselling Center, Sofia, Bulgaria W: www.selfinvest.eu / E: tanya@selfinvest.eu

















Title of best practice



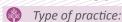
Country

BULGARIA

Target groups:

Young people at risk of social exclusion

GET READY 2 WORK (Employability skills for disadvantaged youth)



Training activity

Description

Aims:

Bulgaria has the highest rate of youth unemployment in Europe (over 28%). Socially disadvantaged youths who have grown up in institutions and deprived of parental support are one of the most vulnerable groups in the labour market, due to their poor education status, coupled with lack of qualifications and working habits. The project Get Ready 2 Work aims to improve the employability and labour market integration of disadvantaged youth. Get Ready transferred good practices from Austria and Germany, and offered a comprehensive training programme focused on key social and employability skills - communication, teamwork, setting objectives, presentation at job interviews, as well as foreign languages (English and German).

Methodology:

50 young people from institutions have been recruited for 2-month trainings and individual psychological and career counselling sessions. They have also been provided with the chance to join internships in large companies who support the cause. 10 of the trainees have participated in a month long internship in Vienna.

The project also targets HR specialists who are trained to integrate socially disadvantaged young people into working processes more easily. Employers believe these young people have developed valuable survival skills, they display remarkable endurance and tend to be more loyal than the average young person.

The main challenge is to help them obtain working habits and develop their communication skills. A detailed manual has been disseminated across employers, NGOs and labour offices throughout the country under the project plus a CD with additional training materials, aimed to train young people looking for jobs in an interactive and entertaining way. The project is funded by the Human Resources Development Operational Programme. It has been implemented by CATRO Bulgaria in partnership with the Business Foundation for Education and national Employment Agency (Bulgaria), die Berater® (Austria) and BUPNET (Germany).

Outcomes:

The project has improved participants' career orientation and employability skills. It has also sensitized the career counselors, trainers, HR experts and enhanced their relevant soft skills for supporting this target group in their labour market integration.



Olga Mineva, Anelia Dimitrova **CATRO Bulgaria**

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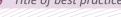


Title of best practice



Country

BULGARIA

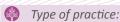


Target groups:

School children

CAREER CLUB

Teenagers



Training activity



Aims:

Career Club is an innovative initiative from the Business Foundation for Education, which was piloted in 2008 in 3 Bulgarian schools. It aims to support school children's careers aspirations and improve their employability skills, in order to help them reach their full potential. The club looks to help as many pupils as possible through career education.

Methodology:

The club is informal. It gathers once a week and its activities are facilitated by a career counsellor. The methodology includes individual and group activities, tailored to the students' age and needs. Primary school children are introduced to the world of work and the array of occupations available to them. They are also taught about the key skills needed in both your professional and personal life. This is done through discussions, role playing and games, as well as through contests on topics, such as "Why do I go to school". They dress up for the Carnival of professions. The school system in Bulgaria means that younger teenagers are at an age where they have to choose their next school. Therefore, they need to know more about their own personality, interests and ambitions, as well as what schools/training programmes are available to them. In Career Club they are involved in self-reflection, exploration and professionalskills activities, which aim to guide their choices. Young people make use of self-assessment instruments, write essays and prepare presentations or posters on their dream job and the steps they need to take to get it. Parents are invited to discuss their professions and work experience. Individual consultations are available to each student. Older teenagers take part in career classes which are devoted to personal development, decision making, career choices and employability skills. The "World of Professions" quiz challenges them to explore unfamiliar and emerging professions. Workshops are run on writing job applications, CVs etc. and simulation interviews offered. The teenagers also have the chance to interview leading professionals. Students visit career fairs, workplaces and job centres. They also take part in "My first Job" training, which provides information on contracts and employees' duties and rights. 1:1 career counselling sessions also take place. 30 students took part in outdoor activity, where they met tutors in creative writing, photography and applied arts.

Outcomes:

Career Club helps students develop a lot of skills - communication, teamwork, presentation, self-awareness and decision making. They also become more familiar with the world of work and the labour market. This increases their confidence and motivation. Many schools have adopted the Career Club blueprint.

Contact:

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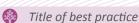








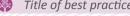






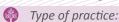
Country

BULGARIA



Target groups:

Teenagers/pupils



Training product (handbook)

Description

Aims:

The teenage years are a period of intense personal development and important education and career decisions. "Everything you want to know about your career choice and the start of your work life" represents a step-by-step training programme for vocational guidance of teenagers, which aims to offer support to the young individuals and to improve their chances for a successful career.

CAREER GUIDANCE HANDBOOK FOR TEENAGERS

Methodology:

The career education content is offered as a free online handbook. It can be used by the students in a self-study mode without additional training, or by career counsellors – in individual and group sessions.

The handbook helps students think out of the box and see the bigger picture of their professional development. It includes many examples of teenagers' stories, questions for reflection / discussion, as well as a lot of practical exercises, assessment and decision making instruments. The materials are user-friendly and beautifully illustrated. They use a step-by-step approach to help students make a fair assessment of their personal traits, their talents and preferences; to introduce them to the variety of existing occupations; help them choose a career and plan their route to it – how to obtain the necessary skills and knowledge, and how to get a job.

Outcomes:

The Handbook was awarded as national best practice in career counselling. It is widely spread and highly appreciated by career counsellors, as it facilitates teens in the complex process of educational and career decision making. It helps teenagers process the huge amount of information available to them, increase their understanding of the realities of working life and build a realistic view of the labour market. The handbook also contributes for promoting the development of career management skills, empowering young people to take responsibility for their own future.

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Title of best practice



Country

BULGARIA



VOLUNTARY WORK

- Target groups:
 - **Students**
- Type of practice:
 - Internship program
- Description

Aims:

Combining internships with voluntary work helps students in architecture and civil engineering gain practical experience, improve their knowledge of the overall construction process and demonstrate their proactivity and civic engagement.

Methodology:

The mission of Habitat for Humanity is to provide homes for people in need and to accomplish it the organization relies heavily on volunteering. The partnership between Habitat Bulgaria and the Career center in University for architecture, civil engineering and geodesy (UACG) is an example of creating shared value. The career center promotes the initiative among the students and enrolls volunteers for the summer months. Taking part in the project pro bono they obtain practical experience at the building site, and at the same time give their contribution in a very noble cause. The senior students exercise their abilities for reading plans and mentorship of their younger colleagues. Thus, through the partnership with Habitat, students take part in a new and very interesting combination of volunteering and internship activities, which helps them grow not only as professionals, but as people.

Outcomes:

4 family hoses have been built as a result of the initiative so far. The impact for them is huge. The participation in the project has enhanced the professional self-esteem and motivation of students for career development in the chosen field. The opportunity to take part in a real construction process is of immeasurable value for their future career. Participation in construction work is not envisaged in the university curricula during the period of study, but it helps students obtain important knowledge and skills for the operation work in civil engineering, thus giving them a competitive advantage to their colleagues in a future job search process.

The future plans of the career center is to adopt the cause in the life of the university, already discussing the opportunity to allow students to make their graduation projects of buildings for Habitat and then realizing on practice.



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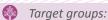


Title of best practice



BULGARIA





Teenagers/pupils

Type of practice:

Training product (handbook)

Career service

Description

Aims:

The aim of the programme is to support junior high school students in finding their suitable career domain. This is achieved through assessment of participants' personal traits, abilities and interests, through the use of a personality and ability tests, through exercises, sessions and through a specially designed career workbook.

Methodology:

The methodology used by the counsellor includes:

- Providing information to students, which aims to facilitate the education and career decision making; as well as helping them find reliable sources of additional information, process and use it;
- Assessment psychological tests and game-based methods for evaluation of personal traits, interests, preferences, values and critical factors of social environment that influence professional development;
- Guidance giving suggestions and recommendations, supporting the choice of further education and job;
- Counselling a personal programme for personal and career development is jointly elaborated with the student and then support is provided for its implementation;
- Delivering trainings for self-study and development of specific skills communication, effective learning, career planning, presentation skills, etc.

Clients use a career workbook, which comprises information and exercises for career counselling and personal development, appropriate for the students. It has three chapters. The first one explains career counselling, career, the various types of careers; career management skills; job skills; myths and reality about the career; plan your career; the job application. The second chapter is devoted to personal development: personality, self, self-confidence, personal traits, communication, mental health, time management. Exercises are included in the third part of the workbook. There are also appendixes: dictionary, inspiring thoughts, and recommended readings.

Outcomes:

The career counselling processes allows students to become more confident, improve their social and decision making skills and their awareness about the world of work and helps them make an informed choice.



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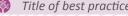


Title of best practice



Country

BULGARIA



BUSINESS POSSIBILITIES FOR WOMEN

Target groups:

Women



Type of practice:

Training

Description

Aims:

The "Business Possibilities for Women" is a new initiative. It runs as an informal event series where women, either about to open a business or already operating as established entrepreneurs, can meet to exchange ideas. The initiative aims to provide support and to foster an entrepreneurial culture amongst women. The sessions enable these businesswomen to freely and safely share experiences and to discuss the hurdles they have faced, both in their careers and in life more generally.

Methodology:

Each meeting starts with two guest speakers who are successful businesswomen. They both give a brief presentation and share their experiences. These presentations also guide the subsequent discussion. Each event is attended by 25-30 participants. The informal, friendly conversation allows participants to reflect on the challenging situations they face as women in business. These include difficulties in delegating, finding a work-life balance, self-confidence issues, and business related problems. Through hearing about the experiences of others and receiving support from women in similar positions, the participants gain a new perspective on their problems. They also discover new ways of solving them, as well as other possibilities. This leads to a greater desire to further develop their careers and businesses.

Results:

After the first meeting an informal community of female entrepreneurs has developed. All of the first meeting's 26 attendees have confirmed their participation in the next one. A Facebook group has also been created, which over 50 businesswomen have joined.



Asya Mollova, Communicating Naturally, Bulgaria

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Title of best practice



Country





Candidates who wish to work and develop professionally at a responsible and development-oriented bank:

YOUNG BANKERS PROGRAMME AT PROCREDIT BANK

- Regardless of the field of study or university
- Regardless of past work experience



Type of practice:

Training activity



Description

Aims:

ProCredit Bank has established a reputation as a serious and responsible employer. The institution believes that it is important for candidates to make informed choices when looking for employment, which means knowing their future employer very well. By establishing the Young Bankers Programme, ProCredit Bank gives interested candidates the opportunity to get to know the institution better, to learn more about its business philosophy and its approach towards clients, as well as the principles applied in daily work.

Methodology:

The six-month programme is geared towards motivated candidates from all fields of study, who are considering a long-term career in banking and who would like to familiarise themselves with the work processes within the institution. The training programme consists of the following:

- A theoretical module in the form of discussion sessions with experts and managers of the bank, real-life case studies, role plays, projects and presentations; training takes place at ProCredit Bank's training centre and includes modules such as Society and business, Time value of money, Globalisation and environment, Business clients and private clients, and Financial analysis
- A practical module in which participants are introduced to the main responsibilities of bank experts involved in providing service to clients through ProCredit's branch network; training is conducted at bank offices all over the country; the trainees are mentored by experienced colleagues and managers and receive a regular feedback on their performance

In 2014, the Young Bankers Programme became a joint initiative involving candidates from Bulgaria, Georgia, Romania, Ukraine, and Moldova. All participants receive a monthly stipend for the duration of the programme. In addition, the bank covers all accommodation costs while participants are at the training centre in Sofia as well as the accommodation and transportation costs during the practical modules.

Outcomes:

The Young Bankers Programme is the only point of entry to work at ProCredit Bank. Since 2011, 150 participants have been offered jobs as Client Advisers after successful completion of the programme.



Contact:

ProCredit Bank (Bulgaria) EAD

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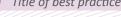


Title of best practice



Country

BULGARIA



Target groups:

Young adults and the unemployed

CAREER WITH A CAUSE

Type of practice:

Career fair



Description

Aims:

Career with a Cause is the first forum of its kind. It offers volunteer, internship and career opportunities in the notfor-profit sector. During the event the jobs seekers and volunteers are introduced to the current openings at NGOs in various fields.

Methodology:

The event is organised by the Re-Act Association. The forum has run annually since 2013. It promotes NGOs as reliable employers and supports the development of Bulgarian civil society. Career with a Cause aims to show that obtaining professional experience can be enjoyable and adds value to society. At the same time the initiative addresses the frustrations of many young people who have started work without considering what they really want to do.

One of the main goals of Career with a Cause is to show that working in the public interest can be dynamic and engrossing. It gives an opportunity to people with different personalities, skills, experiences and backgrounds to make the most of their talents. It is also a chance for young people to make use of volunteering and internships to start their professional journey as they gain skills, contacts and experience. They have opportunities to travel around the world and to meet interesting people. They also get to understand what they would like to do for living. Working on projects and social causes involves a wide variety of activities. This includes creative writing, training, project administration and management, website development, event and campaign management, fundraising and many others.

Thus, as well as the self-satisfaction and sense of making a difference the young people gained from NGO work, young people are also supported to make successful career choices.

Outcomes:

The Career With a Cause event presents organizations, active in areas such as human rights, social services, charity, education, ecology, civil society development, healthcare, culture and tourism, human resources, etc. Since 2013 150 job offers, either for paid positions, internships or volunteer work, have been made to participants. Over 3,000 students and young professionals interested in the not-for-profit sector have visited the forum.



Lyuben Georgiev - Chairperson, Re-Act

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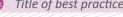


Title of best practice



Country

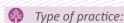
BULGARIA



Target groups:

Teenagers (pupils)

CAREER HOURS INSTEAD OF FREE HOURS



Training activity



Aims:

"M. Lomonosov" Vocational High School of Electronics and Electrotechnics - Gorna Oryahovitsa takes advantage of the national programme of the Bulgarian Ministry of Education to turn each free hour in a useful hour for students' personal and career development. The programme envisages that in case teachers are sick or absent, they are replaced by other pedagogical specialists who are available. Thus the school uses each opportunity to have a practice oriented training, which would help students take decisions and make a successful career.

Methodology:

The "Civic education" curriculum, adopted in the school, there are various topics related to career development, according to the age of the students from 8 to 12 grade. A team of experts, including a psychologist, who is also certified career counselor under the GCDF program, has elaborated a folder with training materials, a training plan and various team activities, tests and instruments, which are applied during the career hours.

The replacing teachers who lead the career hours, enter in a Diary the details of each lesson, to guarantee the continuity and build-up of efforts. Practically, each class has a career hour instead of free hour at least once monthly. The activities take place in the classroom.

The previously drawn up curriculum and materials allow not only specialists in career guidance, but all teachers to lead the career hours. Thus their own capacity is enhanced, as the career development is an interdisciplinary area, which is key for making each subject interesting and valuable for the students.

Outcomes:

The students' response is estremely positive. Except for rationalizing and making good use of their free hours, they obtain transversal skills, such as teamwork, motivation for continuing education and development, presentation skills, leadership, awareness in the labour market trends, knowledge how to look for a job, etc.



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Title of best practice



Country

BULGARIA



GLOBAL CAREER DEVELOPMENT FACILITATOR (GCDF) PROGRAM

- Target groups:
 - Adults (university graduates)
- Type of practice:

Training program

Description

Aims:

The Global Career Development Facilitator (GCDF) credential was introduced in Bulgaria in 2005 with the aim of providing quality career guidance services for successful personal and career fulfilment and prosperity.

Methodology:

The GCDF program is developed by the National Board of Certified Counselors (NBCC) and Center for Credentialing and Education in the United States and is recognized worldwide. The national entity NBCC Bulgaria aims at recognition and institutionalization of the profession, providing high quality services to clients in coherence with the ethical principles of the GCDF program. NBCC Bulgaria supports career practitioners in upskilling through different trainings and projects.

The certification requires at least 120 hours of training based on a curriculum infused with general and countryspecific activities and at least 200 hours of practice and adherence to the GCDF Code of Ethics. Additionally, GCDFs must demonstrate that they engage in continuing education activities to remain abreast of current information in the career development field.

The GCDF applicants should have high education (at least Bachelor degree). The authorized training in Bulgaria is provided by BFE and JobTiger Ltd. The 12 GCDF competency areas are: Career Development Models; Assessment; Helping Skills; Diverse Populations; Labor Market; Employability Skills; Training Clients and Peers; Program Management/ Implementation; Ethical and Legal Issues; Promotion and Public Relations; Technology; Consultation and Supervision. The training takes place in a blended format and comprises lectures, practical workshops, self-study on modules and description of real case, with ongoing feedback and supervision.

Outcomes:

The introducing of the GCDF program gave impetus to the intensive development of career counsellor's profession in Bulgaria during the last 10 years. After the successful piloting of university career centers and several school career clubs the Ministry of Education and Science and BFE started a long-lasting cooperation for training school advisors under the GCDF program. As a result, almost 2000 counselors have been trained under the GCDF program, thus creating capacity for providing career services at all levels - general and vocational schools; within 36 universities in 12 towns and hundreds of private organizations, NGOs and public institutions. Career counselor's job was included in the National Classification of Occupations and Duties. The GCDF program is incorporated in the master curricula for career counselors in Ruse and Sofia universities.



Gergana Andreeva

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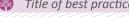


Title of best practice



Country

BULGARIA



CAREER COACHING FOR WOMEN WHO WANT IT ALL

Target groups:

Young adults

Senior adults

Type of practice:

Career service



Aims:

Women of age 20-50 all at some point face the challenge of "How to have it all?" – a fulfilling career, time and energy for family and friends, as well as focus on their own values and needs. My mission is to help women create a vision of the career they'll love and generate the confidence, energy & specific steps in order to achieve it, all that in harmony with who they truly are and what is important for them. I support women who want career development with their current employer or with a new one, women who want to change their profession, women who are planning or already work as freelancers as well as women who want to start or already run their own business.

Methodology:

Lillie Georgieva is a career coach for women who want to create a vision of the career they'll love and to generate the confidence, faith & skills to achieve it, in harmony with their personal lives. As most career coaches do, we go through a process of determining the woman's values, priorities, goals in the life roles she currently has focusing on her career path. We also discuss her unique abilities, talents and strengths as well as her interests and the topics she cares about. We work for changing her limiting beliefs and for generating self-confidence, faith, etc. - the mental state she needs in order to actively take part in the process. We set clear goals and determine the steps in order to achieve them. Last but not least, we see what has to be changed in her daily routine so that she achieves these, who she needs to ask for support, etc.

One important aspect for having visible results throughout the whole process described is helping the woman get into the state she needs so as to achieve the goal she has set for herself. This state could be a state of enthusiasm, self-confidence, determination, calmness, focus, etc. It's different for everyone depending on their personality and their goals. One way to achieve this is to ask the woman to remember a time when she has strongly experienced this state, in her professional or personal life, to ask her to literally jump into that moment and fell what it felt like, see what she did in order to have it then, hear how she spoke to herself and to others in order to enter and maintain that state. Once she knows she's done it before and she knows what has helped her to do it, she'll be able to do it again when she needs it.

Outcomes:

Helping women achieve the confidence or any other state they need means helping them achieve the goals they've set for themselves or, at least, making the first step. This is a methodology I've been using and improving over time and it has already worked for more than 50 women I've had one-to-one sessions with. It can be also used in small groups as women support each other and share experience.



Lillie Georgieva – career coach Sofia, Bulgaria

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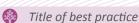








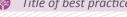


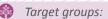




Country

BULGARIA





- University students; Young adults; Senior adults; Unemployed; Employed;
- Disadvantaged people; HR experts and managers
- Type of practice:

Information / Media

JOBTIGER TV



Aims:

JobTiger.tv is a specialized innovative online media, established in 2011, which aims to increase the public awareness on career subjects and to facilitate the successful personal and professional development.

Methodology:

The website addresses large variety of groups and covers systematically the news and events in the Human Resource field, vocational and higher education, labour market and social policy, and the current issues related to them. The career development, personal fulfillment, professional standards and good practices, the leadership, etc. – are part of the topics, on which the publications are focused. Jobtiger.tv is a media project of JobTiger Ltd. - one of the first and most prestigious Bulgarian job searching websites and HR agency.

Over 500 video materials have been published throughout the years. The website contains various sections. In the "News" section visitors can find most current information about education, labour market, career development, human resource development, etc. "Events" section includes career days, exhibitions, seminars and conferences, projects, etc. significant activities in the area of career development and Human Resource management. In Counsellor section there are numerous interviews with experts, renowned professional and inspiring speakers on various career related topics - from practical tips on effective CV writing to analysis of trends and policies. "Professional" - this section contains interviews and articles related to the different occupational fields. HR Industry section present current trends. In "Entrepreneur" section various funding opportunities are presented, as well as ideas, tips, articles related to the career of self-employed, free lancers and entrepreneurs. The editorial policy complies with the adopted Bulgarian and international codes of journalism and is centered on the ethical principles of transparency, accuracy, and authenticity of information.

Outcomes:

The media has informed, guided and empowered thousands of Bulgarians to find the most appropriate job for them. In 2012 JobTiger.tv won a prize for positive image of women in mediafor its 50 video interviews with women from various professional fields. The awards were bestowed by European Parliament Information Office in Bulgaria.

Contact:

Svetlozar Petrov - CEO, JobTiger, Sofia, Bulgaria

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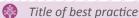














Country

BULGARIA



FOR HIGH-SCHOOL STUDENTS

Target groups:

Teenagers/pupils

Type of practice:

Career service

Description

Aims:

Students lack practical skills, knowledge and attitudes needed for their transition from school to university and professional life. They usually do not understand the connection between academic background, desired career, required competences and preferable lifestyle. The three-month long course "My Way" aims to support high-school students in taking self-aware, informed and motivated decisions about their personal, educational and professional development. It helps them develop key knowledge, skills and attitudes needed for their transition from school to university and professional life.

Methodology:

The course is developed in 3 modules. In module 1, Self-awareness via self-reflection techniques - thematic visualizations, professional personality tests, coaching techniques, group work and discussions, participants explore their personality, strengths, talents, skills and interests. Students also identify main fields of professional interests and better understand the connection between who they are and what their preferable career might be. In module 2, The World of Professions, participants explore different professional fields, understand how the labor market works and what its current and future trends are, through personal research, meeting with labor market professionals, reading and analyzing articles, meeting with mentors from different fields, working and reflecting on case studies. In module 3, Self-Marketing: participants learn how to present themselves via different methods (CV, Motivation letter, job interview, presentations and speeches).

Throughout the entire course participants develop key employability skills: self-observation, team work, timemanagement, organizational, communication and presentation skills, as well as certain mindsets: "I can", "I take responsibility for my future", "I can grow through practice" and constantly track their development.

Outcomes:

The course has been organized twice so far, reaching 40 students from 30 schools in Sofia and the region. Besides developing valuable knowledge, skills and mindsets, the students leave the course with a wider network of contacts including peers, mentors and professionals, who can support them in their future endeavors and provide opportunities for internships and employment. Students also leave with a portfolio of their accomplishments in the course as well as a plan for the next steps in their development. Students who have attended the course report that the experience and knowledge has helped them perform well on their first job interviews and even secure a job.



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Title of best practice



Country

BULGARIA



CAREER COUNSELLING FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS

- Target groups:
 - Teenagers / pupils

Disadvantaged groups

Type of practice:

Career service

Description

Aims:

Methodology:

The career counselling center is the first and the only one in Bulgaria that provides career counselling for children and youth with special needs. Different innovative methods for career counselling are applied - moderation, presentation, drawing an idea, five steps, training company and imitation. The career counselor combines also game methods such as the stimulating game "The profession of...", the situational game called "My favourite profession".

There are various techniques, used to stimulate participation in discussion, such as Aquarium and Ball Bearing. In order to generate and combine ideas and methods they use: brain attack, snow ball, mind mapping, brain storming. We collect and resume information with the following methods: research methods, three important things, Dissonance, Posters, Traffic Lights, SWOT analysis.

The work is conducted in small groups or in plenum. The career counsellor applies many tests, specially adapted for students with special needs: the Rothwall-Miller test for professional interests, the Strong Interest Inventory, the Career Genogram, the professional choice test, MAPP, etc., which present an overall picture of the children's personality.

Outcomes:

As a result of the career counselling support, the children from the school improve their social skills, self-esteem and awareness about different professions, which are interesting and suitable for them. The students receive personal portfolios with their own career profile, in order to facilitate their successful personal development and social integration. For this service the career counselor Petia Marcheva and the Center for Career counselling, Special school "P. R. Slaveikov" in Pleven have received awards for "Best practice in career counselling in Bulgaria" in 2012.

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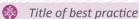














Country

BULGARIA



Target groups:

Students

Type of practice:

Information / Media



Aims:

The career center of the Technical University – Sofia, together with the students' organizations AIESEC and ESTEEM, organized the Green Future Forum, which gave opportunity of students to demonstrate their skills and find a job. The initiative aimed to promote technologies which contribute to preserve the environment and improve the quality of life and to attract the interest of students toward this field.

Methodology:

During the event eco-oriented companies presented their practical cases, and students were challenged to suggest measures for improving the energy efficiency, optimized production methods and a concept for information and logistic volunteer center for a national eco initiative.

The students showed genuine interest and enthusiasm in the event. They formed 16 teams with 80 participants from various studies, which had one month to make their innovative suggestions to the assigned problems. Each team received mentors, support and materials from the companies.

The case reviews have been presented during the forum, which included round tables, contests, workshops and guest-lecturers. A part of the forum was also a contest for most original job application letter, in which 34 students took part. Students also organized a fashion show for hats, made by eco materials. An exhibition of the students from Industrial Design classes took part.

Outcomes:

Due to its practical approach, the event raised the awareness and interest of the students to green technologies and to career opportunities in companies, which are responsible for the environment. As a result of the forum, 36 students have been offered internships in these companies.

Contact:

Silvia Yaneva - Stoyanova, Career center manager Technical University – Sofia, Bulgaria

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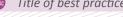


Title of best practice



Country

BULGARIA



CAREER DEVELOPMENT PROGRAMS IN FRAPORT TWIN STAR AIRPORT MANAGEMENT

- Target groups:
 - Employees
- Type of practice:

Training

Description

Aims:

Investing in the training and development of the personnel is essential for Fraport Twin Star Airport Management Ltd. - the operator of the airports in Varna and Burgas, Bulgaria, which relies heavily to its experienced employees in order to guarantee the proper functioning of the facilities. The Career Development Center, established in 2008, is focused on training employees with high potential and aims to prepare experts and managers through enhancing their professional and personal competences.

Methodology:

During the period 2008 - 2011 the Career Center helped develop the managerial capacity of the company: 19 participants undergo a specialized training in Aviation Management, and other 80 take part in a certification program in Leadership and communication skills. 215 employees have successfully finished training in English.

In 2012 the Career Center starts a program for career development, oriented to developing the personal and professional competencies of all employees who are motivated and have growth potential. The program will continue till 2016 and involves 36 employees on various positions, who have passed a selection procedure. Their training sessions are organized in 3 clubs: 1. Young Specialist Club aims at developing the personal and professional skills of young employees with limited experience but with a good potential. 2. Future Manager Club addresses employees who already have some experience in the company and prepares them for taking higher responsibilities through managerial and leadership skills training, so that in the future the company disposes of a pool of well-prepared managers, 3. Expert Club focuses on developing mentoring and coaching skills of experienced professionals, who would like to share their skills and know-how to the next generation of younger specialists, participating in the two other clubs. The program includes 4 modules, each of them lasts one year and completes with a practical project, which have high importance and impact for the company.

Outcomes:

The Career Development Center's programs have given opportunity for further career development to 50 participants, among whom the directors of Varna Airport and Burgas Airport. Part of the elaborated projects have already been put in practice - such as the Employee Motivation Program, the Idea Management Project, the System for staff rewarding, etc.

Contact:

Fraport Twin Star Airport Management - www.fraport-bulgaria.com Galina Stoilova – career advisor E: galina.stoilova@fraport-bulgaria.com













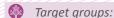
BULGARIA



Title of best practice

FRANCOPHONE ATELIER "PROFESSIONAL DEVELOPMENT"





Other (French speaking foreigners in Bulgaria looking for career development)

Type of practice:

Career service (career coaching)

Description

Aims:

The Francophone atelier "Professional Development" started in 2009 as a service for the Association of the French speaking foreigners Sofia Accueil, addressing those who consider professional development in Bulgaria.

Methodology:

The target group mainly consists of women in working age who have arrived in Bulgaria with their husbands employees in international companies. Child rising, house holding and charity do not always respond to their needs for professional development. In Bulgaria, if they wish to work, they often have to re-define entirely their career pathway. The atelier helps them to clarify what they would like to do, how to achieve it, and to adapt to the change in the supporting environment of a small group of 3-5 people, facilitated by an experienced coach.

The atelier functions through group coaching sessions and in between them the participants implement various assignments. The participants go through 3 basic modules: 1. Who? - Introducing of participants, assigning a task to analyze their talents. 2. What? - The participants present their talents and share their ideas for professional development. 3. How? - Development of a personal project and action plan. If the groups wish, a 4-th session may be organized, in order to follow and encourage the progress. Some participants continue the process through individual coaching sessions. The last meeting takes place as Speed networking.

Outcomes:

This is the only opportunity for this target group to use career services in French and in an community, which understands their cultural specifics. So far 7 groups have been organized. As a result of the activities in the Atelier the participants obtain: a more distinct professional and personal motivation and purpose; a very specifically formulated entrepreneurship project; successfully completed training (in foreign language or professional); belonging to a continuously developing network and community; enhanced job search process. Some examples of realized personal projects include: organized festivals (a Brazilian festival in Sofia; festival for disadvantaged children); several participants have started tutoring in Math, English or dance classes; finished course for mediators; started job (in the French Lyceum in Sofia, in an outsourcing company), etc.

Contact:

Development Zone - www.development-zone.net Kapka Stoykova, career counsellor and coach E: k.stoykova@development-zone.net















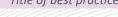


Title of best practice



Country





Target groups:

Teenagers, pupils;

ORIENTATION @

Other (career advisors working with young people)

Type of practice:

- Career service
- **Training product**
- Website



Description

Aims:

The Orientation@ platform is designed as part of the Erasmus+ "No Aim No Gain" project, which aims: to complement and add value to the professional toolkit of career counselors through the coaching approach; to support young people in revealing their potential, individual talents and strengths, making informed choices for their professional development and for taking the necessary steps to achieve their goals; as well as to enhance the access to training and career development using the new technologies.

Methodology:

The platform is a resource with free access for self-education of career advisors in coaching skills and an instrument for online career guidance of 17-19 years old young people with the coaching methods. The elaborated methodology helps career advisors obtain the practical skills for coaching young people.

The Orientation@ platform allows clients, with the help of a coach, to go through specially designed module-based program for career guidance, which includes assessment instruments, virtual games, group coaching, virtual classroom and self-study. The atmosphere of cooperation, which is created in this process has a powerful motivational effect for the young people in taking decision for action and for overcoming challenges. The client is at the same time a creator and a participant in what happens in each moment. The coach has only a facilitating role in defining the problem, focusing on the questions, giving feedback and pushing to self-awareness and assessment.

Outcomes:

The Orientation@ program effectively allows a quick identification of both the problems and resources of the pupils, of their traits and potential. As a result, the young people are focused on the development of their strengths, which motivates them and generates a will for obtaining knowledge and further communication. The use of the platform in the process of career guidance helps establish a friendly, easy to use training environment, which is also saving time and resources.



Contact:

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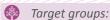


Title of best practice

CH-Q: A METHOD FOR RECOGNITION OF COMPETENCES



NETHERLANDS



Students; Young adults; Unemployed; Groups in risk (refugees, potential dropout pupils, women

Type of practice:

Career service

Description

Aims:

CH-Q is a training method and career guidance instrument which aims to develop the sustainable self-management of skills and career development. It encourages positive reflection on both one's abilities and the possibilities which exist within education/other (future) occupations. It is delivered as small group training (8-14 pparticipants) and draws on formal and informal learning techniques.

Methodology:

The CH-Q method consists of a clear set of instruments. This includes portfolio development, action planning and various interactive exercises. These have proven to be highly effective, as they provide a visible link between formal/ informal experiences, and between the labour market, qualifications, and personal development. CH-Q fits into new, dynamic approaches of career guidance well. Its approach is from the individual's perspective and so provides a foundation for various forms of lifelong learning. The training encourages participants to learn from and to coach each other. It supports a culture of continuous development at individual, organisational and societal level. The trainer is CH-Q certificated and has also participated in the CH-Q training.

Outcomes:

Participants are more aware of their own competences, are able to realistically plan for the future and have a sustainable knowledge-base to build-upon. They have a better idea of who they are and what steps in their careers they would like to take. Participants are more motivated for their work or study, which means they are more career conscious, feel more valued by their school or employers, and have learned how to turn this into valuable material for their career progression. A personal portfolio is developed during the training, and a SMART action plan is presented by participants, enhanced with feedback from the trainer and other participants. This portfolio can be used to gain an Accreditation of Prior Learning. The training also includes holistic elements, with all previous life and career experiences taken into account (including personal and informal learning experiences). Depending on the target group, action plans for further external training/options are discussed. For example which occupation and/or external qualifications could fit participant's skills and what actions can be taken to explore this further.





















Title of best practice



CAREER GUIDANCE PROGRAMME WITH COACHING TECHNIQUES

BULGARIA

- Target groups:
 - School children or younger kids
 - Youth
 - Teenagers/pupils
 - Type of practice:
 - **Careers service**

Training programme



Aims:

Right Sway was created in 2015 to inspire children, students, youth and adults to develop their potential and get on the right track towards their desired career. It aims to do this by increasing participants' motivation and drive for personal development, both in an educational and professional sense. It tackles problems which lead to wrong decisions, workplace dissatisfaction, lack of education and unemployment.

Adults

Students

The programme does not impose ready-made solutions – it helps individuals to find their own way. It challenges participants to go out of their comfort zone and motivates them to find their ideal career independently.

Methodology:

The programme combines and integrates methods, tools and proven successful practices of two complementary approaches - career guidance and coaching - focusing on professional development and improvement. It follows a set structure of tests, analytical tools, coaching sessions, individual tasks and methods for personality analysis. Experienced career consultants contribute to the success and effectiveness of the programme, which is delivered in either individual or group sessions, and adapted to suit a range of different ages.

Outcomes:

Throughout the programme participants invest in themselves and their future. They discover and develop their strengths, focusing on the most suitable profession for them. They go beyond their comfort zone, improving their skills and showing their personal potential. They learn how to set goals and establish a clear and detailed action plan - making decisions consciously and independently increases their level of motivation and makes their achievements even more rewarding.



Veronika Mihaylova – career counselor and ICF certified coach (International Coach Federation) Right Sway, Sofia, Bulgaria

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Title of best practice



Country

BULGARIA



AND ADULTS

- Young people
- **Adults**

Target groups:

- Unemployed
- Type of practice:
 - **Careers service**



Objectives:

MG Consult HR offer a business-to-business service focused on organisational development and recruitment of personnel. They also offer individual career guidance to staff, aiming to improve their motivation, awareness of career opportunities and successful decision making.

Methodology:

The process of career advice involves an individualised approach to each client, using a set of instruments and methods, from psychology, coaching and mind mapping techniques, to the Global Career Development Program (GCDF) methodology. Most often those who need career guidance are high school and university graduates who are looking for answers to the questions: "What should I study? What is the best job for me? What should I choose?". MG Consult HR has developed and conducted module trainings for group career sessions with young people (age 16-19), combined with individual sessions. They support this group in understanding how to use tools for educational and vocational guidance, offering a 'Career Guidance Manual' and a 'Career Map'.

MG's career service also work with a number of experienced adult clients, from those who are not satisfied with their current job and are looking for new opportunities, or are confused and demotivated because they have lost their job and are having difficulties in finding another. In the "Shared Knowledge" section on their website, MG Consult HR publishes user-friendly articles for these groups on a range of career topics, providing useful tips and motivating cases studies.

Results:

MG Consult HR aim to work in collaboration with their clients - through their services and training they have helped more than 110 young people and adults to achieve their career changes, career goals and business ideas.



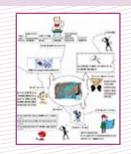
Margarita Germanova – manager, Antonia Obretenova – career advisor MG Consult HR, Sofia, Bulgaria

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Title of best practice



Country

BULGARIA



- Target groups:
 - Students at either high school or university; Young adults; Disadvantaged people (disabled, ethnic minorities, people with mental health issues, etc.); Careers advisors
- Type of practice:

Training handbook; Assessment tools; Website

Description

Aims:

According to Eurostat, Bulgaria has an extremely high level of early school leavers (17.3 % in 2006 and 12.9% in 2014). This situation is exacerbated by the lack of flexible, well-trained staff in schools, as well as the discrepancy between students' preferred learning environment (the internet) and the career counselling tools offered (traditional printed materials). As a result many young people fail to successfully move from education to employment. Thus, the ePortfolio 4YF project looks to make it easier for advisors to highlight employability skills and job opportunities to students, ultimately helping them to make informed career decisions. This is done through an innovative web-based tool, as well as an attractive self-discovery eGame.

Methodology:

A key aspect of the project is the introduction of the ePortfolio as a method of career guidance. Once acquainted with the ePortfolio 4YF portal (which consists of the 4YF game, Motivation test and ePortfolio), advisors can provide guidance to young people through this method assessing the information shared by users (such as their results from the game and the test). This can then be used to inform the advice they provide during consultations and can help to solve any problems that arise (by showing how similar issues were resolved). To help advisors, a handbook including a set of indicators and tips has been developed alongside the ePortfolio itself.

Outcomes:

There are more than 680 registered users of the ePortfolio 4yF system. This means that, providing the user updates his/her ePortfolio regularly, advisors can play a key role in the lifelong learning process, offering tips and advice for users' career and users with a view to their career development and professional development.

Contact:

Rosen Petkov - Chairman Student Computer Art Society (SCAS), Sofia, Bulgaria

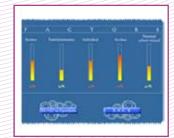
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Title of best practice



Country

BULGARIA

Target groups:

University students

NATIONAL CAREER DAYS

Young adults

Type of practice:

Career fair/job days



Description

Aims:

National Career Days - Good Career, Good Life is the largest career forum in Bulgaria. It is organised by JobTiger, the country's first online career and job-search portal and sponsored by Nestle Bulgaria. The main goal of the event is to help students and young graduates to find career opportunities. It also looks to help employers meet future interns and staff. In particular, the National Career Days focus on promoting summer internships for students as an alternative way of gaining practical work experience. The participating companies also benefit as they have the opportunity to train their interns for future employment which aids the process of planning, selecting and training personnel.

Methodoloav:

In 2015 the event was held for 14th time and took place in 7 cities: Sofia, Varna, Veliko Tarnovo, Ruse, Svishtov, Plovdiv and Burgas. During the forum students can actually start their professional career path taking advantage of the vacant positions and internships possibilities announced. As well as the exhibition, there are also opportunities for students to learn more about the careers on show (e.g., what knowledge and skills are needed to be successful in these jobs) This includes a series of seminars which run alongside the exhibition at most events. During these companies and organisations use case studies and workshops to introduce students to what they do etc.

In addition, before the National Career Days JobTiger holds preliminary workshops where students and young professionals receive advice from experts about choosing a career, how to apply for a job (including CV writing and interview techniques) and how to prepare successfully for the event.

Outcomes:

Over the years the event has helped more than 206,000 young people find information on the labour market, different employment options (including internships) and the skills needed to be a success in these careers. More than 35 000 students have started an internship or found a job following their participation in the event. More than 1000 companies have already participated in the National Career Days. The model has been replicated at many universities, which also organise similar local career days.

Contact:

Svetlozar Petrov - CEO JobTiger, Sofia, Bulgaria





















Title of best practice



Country

BULGARIA

QYCGUIDANCE - FROM CAREER GUIDANCE TO SELF-GUIDANCE SKILLS

- Target groups:
 - Other (careers advisors and youth trainers)
- Type of practice:

Training programme

Description

Aims:

The QYCGuidance project's main aim is to improve the quality of youth career guidance via providing updated approaches, quality indicators and online tools for youth careers professionals.

Nowadays the environment for providing youth career guidance services undergoes rapid changes. More and more young people are learning about jobs via the internet. At the same time they are asking for advice via social media networks, job portals, discussion forums, etc. The QYCGuidance project looks to address the shift which these developments are causing within careers guidance for young people, as it switches from face-to-face advice to a more self-guided approach online. In particular the focus is on the role of media literacy within self-guidance as young people need to be aware of how to search intelligently, including how to rate and effectively scan the information they find. This influences also the requirements to careers advisors related to modern media literacy and changes the format of the modern consulting process - from pure career guidance to modern media literacy.

Methodology:

The project team has developed a manual on self-guidance and modern media literacy. This can be used by careers advisors to improve their own knowledge and so help them to provide guidance to young people on using modern technology in their job search. The handbook combines theoretical and practical case studies with self-assessment tools to measure the advisor's own knowledge of self-guided learning and media literacy.

Outcomes:

Through the project, the competences of careers advisors in regards to media literacy and self-guided learning has been improved.

Contact:

Student Computer Art Society /SCAS/

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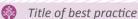














Country

BULGARIA

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School children or younger kids

STUDYWORKTRAVEL

- Youth
- Teenagers/pupils
- Type of practice:
 - Career event/fair
 - Information (social media group, blog)
 - Training activity (trainings, workshops, presentations)
 - Network
- Description

Aims:

Launched in 2012 StudyWorkTravel is an initiative dedicated to career guidance and education of youth. It provides current and comprehensive information on the topic of gaining experience abroad with a series of events designed to support the professional and personal development of young people.

Adults

Students

Methodology:

StudyWorkTravel offers informational events, seminars, workshops, presentations and exhibitions adapted for different ages. The activities bring together educational institutions from all around the world, non-governmental organisations in the youth and education sector, voluntary, exchange and mentoring programmes, entrepreneurial activities and other opportunities for professional and personal development. The career counsellors organising the initiative assist the young people in choosing a field of study, education and career path, whilst promoting the benefits of international experience and helping them to prepare their documents for studying or working abroad. StudyWorkTravel has its own youth network consisting of active volunteers wishing to gain practical experience through the programme.

Outcomes:

StudyWorkTravel has engaged with over 4,000 young people, so far it has held 3 major educational and career fairs, over 50 information events and workshops and over 100 presentations with guest speakers from across Europe.

Contact:

Veronika Mihaylova – career counselor Vision for Education, Sofia, Bulgaria

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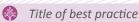














Country

GREECE



Target groups:

University students and graduates

Adult learners

Type of practice:

Career counselling (individual and in groups)

Description

Aims:

'Analyzing My Work and Learning Experiences' is a tool for building self-awareness and self-confidence. It aims to support individuals inmaking decisions and presenting themselves effectively to employers. The tool takes a holistic approach, covering all the positive aspects of an individual's experiences in work, education and personal life so that they can reach their full potential.

Methodology:

The tool can be used independently or, to get started, with a trained adviser. It consists of three tables divided into categories - work, education and leisure. Each table is a space to reflect on different experiences and identify skills that have been acquired through that experience. It highlights personal characteristics and interests, useful action verbs and definitions of social skills which helpto identify skills they possess in their professional, educational and personal life. At a second meeting, the completed tables are discussed with the adviser. They go over any difficulties encountered, add any new insight and assess theirself-awareness. The tool has been adapted for career counsellors from an EU funded project entitled: 'Diaplus: A methodology for lifelong career management' led Institute of Educational and Career Guidance (IEKEP)".

Outcomes:

Although simple in its methodology the tool has very effective results and is considered a best practice according to students' feedback and evaluations. Students refer to their tables when writing CVs to recognise their skills and achievements, contributing to better self-awareness and self-confidence. Students are actively involved in the process, exploring different aspects of their character and skills and reaching their own conclusions (not those of an automatic electronic report!)

Contact:

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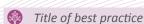














Country

GREECE

ANNUAL VISITS TO THE WORKSHOPS OF SPECIAL VOCATIONAL EDUCATION AND TRAINING

- Target groups:
 - Students with disabilities, their parents or guardians and raising awareness with the school's careers advisors.
- Type of practice:

Other – social incubator, business community

Description

Every September, three guidance counsellors from the Piraeus Center of Counselling and Guidance visit the Workshop of Special Vocational Education and Training in Piraeus. They work with the school to engage with parents. An open day is organised and during this the counsellors compile student profiles. They are then able to use these profiles to complete a Becker Test for each student, which then provides suggested professional routes for these young people. Throughout this, the consultants from the Center of Counselling and Guidance are accompanied by a school career guidance counsellor.

Aims:

To provide professional guidance to a group which is often overlooked (young people with disabilities). At the same time, the initiative allows school careers advisors to better understand the needs of this cohort.

Methodology:

- 1. Learning about the students' individual strengths and weaknesses, their physical and mental capabilities and their career goals (in consultation with parents).
- 2. Using the results of the Becker Test to help parents better support their children towards employment.

Outcomes:

Every year, 15 students with disabilities received support from guidance counsellors.

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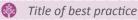












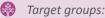


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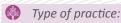
GREECE



ARISTON - Integrated Career Guidance and Counselling System



Individuals aged 14 to 70 years old



Career counselling and guidance



Aims:

Ariston is a series of psychometric questionnaires that aims to:

- 1) Identify suitable professions for each individual depending on their skills and interests
- 2) Determine options for educational programmes, courses and studies
- 3) Assess whether the user's current professionis well matched to their personality
- 4) Identify alternative business opportunities and development
- 5) Contribute to better informed choices regarding HE courses (undergraduate and postgraduate level)

Methodology:

The psychometric questionnaires provide a complete personality analysis and interpretation of without the assistance of a trained adviser. The analysis is done by an automated computer system which contains advanced mathematic formulas and models based on factors that define our 'work personality'. These factors have been developed by a number of experts including the Greek Departments of Higher Education and include questionnaires on each of the following categories: Personality analysis; Skills; Staff selection and evaluation; Personal development; Compatibility of individuals involved in teamwork.

The test takes around 40-50 minutes though the questions differ depending on the age and the sex of the individual. Reports generated by the system are sent to a trained adviser, who then provides follow up activities based upon the specific needs of each individual.

Outcomes:

The final report is around 60 pages and includes the following information:

- 1) Introduction: Background, Administration and Support
- 2) Personal data test
- 3) Duration and degree of truth of the responses
- 4) Marking Psychometric Classes, Histogram
- 5) Theoretical basis of questionnaires
- 6) Detailed assessment: Personality, Self-Esteem, Control, Scale CAPS, Histograms
- 7) Specialised psychometric factors
- 8) Advanced Statistics & Metrics Norms

- 9) Working environment and secondary factors
- 10) Personality Environment Relevance Diversification,
- 11) Proposed Studies and Professions Concrete Specialties
- 12) Appendix A Higher Education Basic Concepts
- 13) Appendix B Parents and guidance
- 14) Appendix C Scientific and technological disciplines
- 15) Glossary oriented concepts
- 16) Contact details with universities



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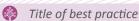










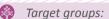




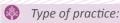
Country

GREECE





Students & University graduates



Electronic career guidance tool



Description

Aims:

In order to promote the use of new technologies in career guidance, the Career Office at Aristoteleio University of Thessaloniki has developed a user friendly ICT tool to support the development of student/graduates' professional skills. It aims to bring together a range of relevant career development resources for students, including interactive exercises, information and advice presented through a variety of multimedia, and tools for presenting students' skills/experiences.

Methodology:

The innovative tool is used by students and graduates at the university alongside traditional individual and group guidance sessions. The user can choose whichever combination of 'units' that they wish to access, as well as the amount of information or range of advice that they will receive. Each unit of the tool focuses on a particular theme and assists the student or graduate in planning, organising and making decisions associated with that theme. The main units are:

- 1) Introduction: General information related to career development, services provided by the University Career Office, career guidance and preliminary questionnaires
- 2) Self-awareness: Exercises for self-assessment, evaluation of professional skills and capacities
- 3) Information: Methods, sources and ways for collecting professional information for alternative professional choices, sectors and employment bodies as well as videos of individuals who have participated in apprenticeship and coordinators of apprenticeship schemes at the University)
- 4) Decision making: Exercises on decision making andevaluation of alternative professions
- 5) Targets: Guidelines, advice and useful materials for the drafting a Personal Action Plan
- 6) Education: Alternative routes and options, Lifelong Learning, information and guidance on postgraduate study
- 7) Self-presentation: Information and advice on presenting oneself i.e. CVs, interview techniques, personnel selection test, relevant templates and forms. Video by a Human Resources manager on the importance of presenting oneself during the recruitment and job search process.
- 8) Job search: Steps, methods and techniques for seeking employment in Greece and overseas. Video from a HR manager with advice on the labour market and seeking employment abroad
- 9) Finding employment: Guidelines, advice and tools for understanding offers of employment, handling rejections and improving negotiation skills

Outcomes:

This specific guide has received excellent reviews from its users. It is an effective and useful tool for career management and development that can be accessed at different stages of the students' career. It is particularly helpful when students/graduates are going through important transitions related to their work and education.



Katerina Papakota, Psychologist - Career Consultant, Career Office of the Aristoteleio University of Thessaloniki

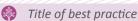
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Country

GREECE



- Target groups:
- Students at the University of Athens
- Department of Pre-School Education and other departments within the University

PEER COUNSELLING AND PROFESSIONAL GUIDANCE

Type of practice:

Volunteer action; peer mentoring

Description

Aims:

The main objective of the programme is to provide high school students with support in their career planning through the use of peer mentoring. Peer support can be very a very powerful tool for strengthening and clarifying professional goals, particularly when students are first starting to consider their career options in high school.

Methodology:

Volunteer peer mentors are given basic training on counselling psychology, for example the importance of human relationships, respecting the individuality of each person, equality in relationships, emphasis on personal development and progress.

Peer mentors then carry out the main activities of the programme with students to develop their personal and social skills, including: group therapy - sharing of information, challenges and experiences, support in adapting to new vocational and professional circumstances and/or different living conditions, support in finding employment and making decisions related to careers, information on university studies in Greece and abroad, alternative creative activities, social networking, therapies that encourage expression and creativity.

Outcomes:

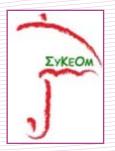
Career planning is approached with great success through peer mentoring. One of the most important benefits is the support and training in decision making, not only to benefit clients in their personal lives, but to also handle important professional decisions. Other positive outcomes include: personal and professional development, increased motivation; increased self-esteem, increased self-respect, increased self-awareness, adaptability, flexibility, positivity, better cooperation, increased social awareness, creation of a social support network, development of cognitive functions, awareness of expectations, concerns and fears and overcoming barriers to a lead a happier, more fulfilled life.

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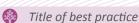










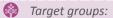




Country

GREECE





Job seekers

Type of practice:

Group guidance session

Description

Aims:

The aim of the exercise is to explore the personal barriers and challenges of each individual when seeking work. It is designed to assess the ease of which a person can move from their 'Comfort Zone' (a position where they are not necessarily reaching their full potential) to the 'Challenge Zone' (to see if challenge is a factor that drives or hinders progression) and to the 'Panic Zone', and the degree of difficulty experienced when adjusting to these three situations.

Methodology:

In the context of seeking employment, each participant defines what the terms 'comfort zone', 'challenge zone' and 'panic zone' means to them. Writing their thoughts down on a piece of paper they reflect on their own job seeking process and how they perceive their own barriers to work. If the exercise is carried out in a group then the adviser can lead a discussion of what each participant wrote down. The adviser looks for a 'freeze' in the comfort zone, for example, some individuals may consider finding a job in a different city or country as too challenging and so stay unemployed in their city.

Outcomes:

The results indicate that usually the majority of participants remain in their comfort zone and don't actively embrace challenges. This mindset effectively hinders them in their efforts to find a job.

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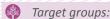




Title of best practice

CREATION OF PROFESSIONAL MONOGRAPHS I research, decide, investigate and present the professions that interest me





Secondary education students (junior and senior high-school)

Type of practice:

Training activities

Description

Aims:

A programme aiming to improve networking, research and organisational skills related to careers, targeted at high school students. The programme aims to develop skills in the following areas:

General skills: working in a group; organising and planning activities/timetabling; searching, collecting and analysing information; skills for independent and group study; formal presentation of findings and results; use of teaching aids for presentations; constructive cooperation and communication at school.

Networking and research skills: liasing with representatives of organisations and professionals; using the internetto find information about professions; networking; increased awareness and contact with thelabour market; increased awareness of relevant public and private institutions in the region; better understanding of professions based on first hand contact/ experience.

Methodology:

Students on the programme are divided into working groups and collaborate together on an assigned task, this could be desk research (e.g. researching relevant bibliographies, websites, the regional and local labor market), field activities (engagement with the local social and economic environment, interviews with professionals), or outreach work such as public speaking and presentations. Each task requires different skills, for example team building, researching professional profiles (definition of the profession, studies, work places, employment opportunities, working conditions, abilities and skills, legislation), drafting questionnaires for an interview with an expert, finding relevant information (books, websites, studies), field research (interviews with professionals, workplace visits), presentation techniques and group presentations.

Outcomes:

Students who were asked to evaluate the programme said "It was exciting", "I learnt many things", "It has filled me with self-esteem" and "I learnt how to cooperate". All students said they learned a lot about the occupations that interest them, and were able to identify other educational and vocational directions thus expanding the horizon of their choices. The students also stated that cooperation at group level was an additional benefit from their participation in the programme. The groups worked attentively showing good cooperation, patience and perseverance in handling difficult issues and completing their assigned tasks.

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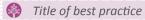






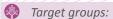






"EMPLOYMENT SUPPORT CENTER -**MUNICIPALITY OF VOLOS"**





- Students
- Unemployed individuals
- Employees
- Type of practice:

Career counselling and guidance

Description

Aims:

The reinforcement and development of cleints' skills so that they are in a position to take crucial career decisions.

Methodology:

An individual approach through career counselling and guidance tools such as:

- Development of a positive relationship between the client and the consultant
- Communication
- Honesty
- EQ technics
- Active listening
- Personal development plan
- Self-management
- Career counselling and guidance tests
- Consulting
- Positive approach
- Information on opportunities relative to the client's qualifications

Outcomes:

After completing the process, the client is more aware of issues affecting their career and so is able to make career decisions more confidently. This is aided by the key skills learnt. These include:

- Job searching
- Social networking
- Mobility and time management
- Development of personal qualifications

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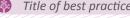


Title of best practice



Country

GREECE



IMPROVING STUDENTS' DECISION MAKING

- Target groups:
 - High school students (13-16 years)
- Type of practice:

Group counselling



The programme looks to improve students' self-awareness and self-confidence. As a result it encourages students to think critically about, and be more flexible in their career choices.

Aims:

The programme can be applied to a range of different schools and ultimately aims to improve students' professional development. At the same time, the programme looks to improve counselling and careers guidance services within schools.

Methodology:

The sessions take the form of classroom based group counselling. The first stage introduces students to the labour market. The second stage gets students to reflect on their own goals and motivations. The final stage considers alternative career options and encourages critical decision making. Each session includsat least three learning activities and usually lasts for an hour (with 2 hours being the maximum duration).

Outcomes:

After completing the programme, students: a) are more self-aware b) have improved decision making abilities c) have developed an understanding of their career goals d) know how to find information on further education and employment.



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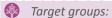




Title of best practice

QUALIFICATIONS AND THE LABOUR MARKET EVENT FOR YOUNG PEOPLE





- **Students**
- **University graduates**
- Users of the University career offices
- Type of practice:

Events, workshops

Description

Aims:

The event series aim is to inform students and graduates about the needs and demands found within the labor market. Participants are able to meet different representatives from within the local labour market. This allows participants to gain tips from businesses on how to best enter a certain sector (skills, experience, knowledge needed etc.).

Methodology:

Interactive workshops and lectures.

Outcomes:

Students and graduates learn about the demands found within the labour market.

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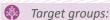


Title of best practice

KNOF BUSINESS COMMUNITY IN POSAVJE **REGION SLOVENIA**



SLOVENIA



Unemployed people

people over 50s

Disadvantaged people • Young adults;

Type of practice:

Other - Social incubator, business community

Description

Aims:

The KNOF Business Community, and its business incubator, was established as a response to the high unemployment rate in the Posavje region. Its main goal is to help the unemployed to realise their business idea in a lower risk environment of 'sheltered entrepreneurship'.

Methodology:

The focus is primarily on helping vulnerable groups (young people, people over 50 years of age, the disabled and long-term unemployed people). They are encouraged to follow their dreams by turning their long held ideas into a business. This could provide them with a steady income, allow them to employ others and contribute to the economic development of the region.

The model of support is divided into two phases. During the first phase, those clients looking for a career as a social entrepreneur go through the social incubator programme. This provides tutors, training courses and financial and legal advice. The main method used is based on "Lean innovation". Over two months the social incubator develops business models that participants can take with them into phase two. This involves a community of "profit centers". Here participants can test their idea in the market with low cost and low risk, and cooperative with other profit centers. They also have access to a co-working space. When sales improve, participants can choose to either stay within the KNOF Community or to start an independent business on their own.

Outcomes:

The most successful ideas to have been developed in 2015 include - the green Sevnica centre (urban gardening); the KiSS centre (washable diapers); the heart beam idea (healthy lifestyle); the green innovators idea (green walls, green energy); the green automation (automated sprinklers and services for green houses); the local meat farm (specialized in local and green farming) and a community ordering system (for local food and other local products).

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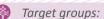
Title of best practice



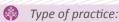
Country

GREECE





University students and graduates



Career counselling (workshops)



Aims:

"Like On Mobility" is a workshop which aims to encourage young people to participate in mobility programmes abroad. This is because these programmes aid their personal and professional development.

Methodology:

A 3 hour interactive workshop is run with the support of the university's Erasmus Student Network (ESN). The participants work in groups of four. Each group also contains a student from the ESN (either Greek or foreign) who talks to participants about their own experiences of travelling abroad. Some of the workshop activities include:

1) "Take away the clouds" in which participants discuss their concerns and fears about travelling abroad 2) "Experiences from my stay in another country" in which ESN students discuss their experiences and answer participants' questions 3) "Step ahead" - an interactive game which challenges stereotypes about other cultures.

Much of the workshop's content has been adapted from "Mobility Counselling Manual. National Organisation for the Certification of Qualifications and Career Guidance."

The workshop is facilitated by a careers advisor, with the support of students from the University's Department of Educational and Social Policy.

Outcomes:

The workshop helps students to develop a positive attitude towards mobility and encourages them to spend time abroad (either to study, take part in an internship, to volunteer or on an exchange). The workshop also addresses the current issue of a 'brain drain' in the Greek economy as many young people move abroad for work. It suggests a short period abroad allows students to gain vital experience and skills which they can then make use of to help to improve the situation in Greece when they return. Furthermore, the workshop also gives the Erasmus students who take part an opportunity to reflect on their experiences. Feedback from the workshop includes: "A pleasant experience-mobility forever", "It was very nice to transfer our experiences to people that haven't been mobile", "Great idea. I should take this to Belgium", "I realised that communication with people from different cultures helps me to understand my own character", "It was nice to play games instead of sitting for hours listening to a speaker", "Dive into different situations, into the unknown".



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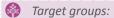




Title of best practice







High school students (aged 15-18)

Type of practice:

Career advise

Description

Aims:

The aim of #Meet The Pro is to help students find the career that is right for them.

Methodology:

The student meets with the career counsellor and takes a career guidance test. The subsequent guidance sessions are driven by these test results and look to guide the student towards a career which will interest them. After selecting a career, the student chooses a professional mentor that they want to meet in order to learn more about their chosen profession. Each mentor meets the student at their place of work and explains what it is they do (equipment used/ procedures followed/benefits and problems of their work) and the qualifications needed for the job (including which universities offer appropriate undergraduate/postgraduate courses).

Outcomes:

Having completed the #Meet The Pro programme, students have a clearer idea about their potential career path and the choices available to them. This includes an understanding about the differences between professions and the demands of different work environments.

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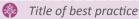








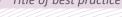






Country

GREECE



Target groups:

High school students

Type of practice:

School career guidance (career information and examination of work environment)

Description

Aims:

To create work experience opportunities for students.

PARENTAL QUESTIONNAIRE

Methodology:

Informal events were organised where parents were asked to complete a questionnaire. This survey looked to establish the parents who were employed and of those in employment who may be in a position to offer students work experience placements or to come into schools to give a presentation on their work. The results of the questionnaire allowed schools to make useful links with local businesses which could be used to develop work placement opportunities.

Outcomes:

The survey took place in 1998 in schools in the Piraeus area and has allowed for various work visits and placements to be organised for students.

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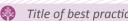








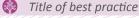






Country

GREECE



- Target groups:
 - University students and graduates

SEIZE YOUR STUDIES EVENT

Type of practice:

Career counselling event



Aims:

The 'Seize Your Studies' event aims to inform students about the numerous opportunities available to them for career development. The transition from secondary to tertiary education can be problematic as students assume full responsibility for their own decisions and development. For many students their time at university is seen as a period for socialising and having fun before they graduate and enter the world of work. This event looks to challenge this perception, by encouraging students to make full use of the different opportunities available to them during their studies - "Αδράξτε τις σπουδές και όχι αράξτε στις σπουδές" or "YOSO - You Only Study Once".

Methodology:

A wide range of opportunities are showcased at the event - internships in Greece and abroad, volunteering opportunities, youth organisations, summer programmes and conferences, entrepreneurial activities, etc. The presentations are delivered by students and recent graduates who themselves have taken part in these programmes and have found them invaluable for their career development. Having students as lecturers could be seen, in a very broad sense, as a form of "peer counselling" as the event aims to both inform and encourage students to 'seize their studies'. Furthermore, students are also involved in the organisation and delivery of the event (e.g. in admin roles, as event photographers and video editors, etc). The event has been held since 2012 and has grown into an all-day event. Given that the aim is to reach as many students as possible, the event is also filmed and made available on the Careers Office's YouTube channel.

Outcomes:

The 'Seize Your Studies' event has been commended as a good practice in Greece. It offers an innovative approach that fills a gap in careers guidance at a university level. Participant feedback has been positive and this has meant students are more motivated to explore the opportunities available to them for career development at university (e.g. gaining important social skills, work experience and a professional network). "A career cannot be predicted. It's the product of a countless number of learning experiences from both the planned & unplanned events in which individuals find themselves (Krumboltz, 2009)". Furthermore, the student-lecturers also benefit as they are given the opportunity to reflect on their experience. Feedback from the event includes: "Very useful, informative, encouraging and motivatingevent", "Something impossible looks possible through the stories of the lecturers", "Promote it to 1st year students", "Whirl of opportunities".



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Title of best practice



Country

GREECE



Students; Employees; Unemployed youth

Type of practice:

Professional career guidance

Description

Aims:

- A smooth transition from education to work
- Establishing a professional profile
- Supporting the development of a professional portfolio (including a CV)
- Developing of a personalised career action plan
- Taking important career related decisions

Methodology:

This approach is innovative because participants take part in both individual and group sessions. This means that their personal needs are met and allows them to develop key team working skills.

Individual Strengthening Guide:

1st step: Respecting individual needs and personal choices

2nd step: Understanding the motivation behind drafting apersonalised career action plan

3rd step: Creating opportunities and taking initiative

4th step: Establishing goals and a framework to achieve these

5th step: Developing self-control and self-assessment skills

Group Strengthening Guide:

1st step: Developing a feeling of collective responsibility

2nd step: Establishing working groups

3rd step: Participating in the decision making process

4th step: Understanding negotiation and consultation skills

5th step: Drafting a collective action plan

Outcomes:

During the process participants further develop the skills they already possess. The strengthening process equips people to look for work more effectively (if they are unemployed) or more efficiently carry out their tasks (if they are employed). Additionally, this approach provides participants with a wealth of tools which they can continue to use once the process is completed.



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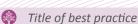
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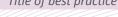






Country

GREECE



"VOLUNTEERING" Target groups:

- Citizens of every age, sex, ethnicity and religion
- Type of practice:

Training & consulting activities that include environmental, athletic and social actions

Description

Aims:

The development of lifelong skills for career management through raising people's awareness of the need for social cohesion and social responsibility.

Methodology:

- Attraction and selection of the volunteers
- Interviews and training
- Usage of career counselling and guidance forms and tools
- Volunteers are rewarded depending on their development through the program
- Evaluation and feedback

Outcomes:

Development of career management skills through volunteering. This includes:

- Managing you own time and workload
- Developing a social conscience
- Reinforcing key networking and organisational skills whilst also gaining new practical experience
- Learning how to better deal with negative situations and the problems caused by the economic crisis

By combining professional development with social responsibility, volunteers become more aware of social problems, their own emotions and the impact their actions have on their wider community. They also become more adaptable which means they can plan more long term and react to change easier.

Volunteering allows people to develop both a sense of personal fulfillment and improves professional satisfaction.

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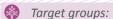




Title of best practice



Country GREECE



Graduate students; Postgraduate students; Doctorate candidates; Researchers; University alumni

Type of practice:

Experiential workshops on business planning, based on the principles of lean Start-up

Description

Aims:

"White belt in entrepreneurship": This workshop is aimed at students and graduates, who are looking to: 1) Develop business knowledge; 2) Cultivate their business skills; 3) Create innovative business models; 4) Receive guidance in the development of business plans; 5) Meet likeminded creative young people and develop skills; 6) Network. The practical workshop gets participants to work on better understanding their skills and goals, and the tools needed for the development of innovative business models. Entrepreneurial concepts and the stages involved in developing an innovative business plan are analysed. Examples of good entrepreneurship are also introduced through real-life case studies. Structure: 1st meeting: Introduction to entrepreneurship. 2nd meeting: Innovative business models (Business Model Canvas (BMC), Value Proposition Canvas (VPC), Empathy map. 3rd meeting: Business plan (1). 4th meeting: Business plan (2).

"Black belt in entrepreneurship": This workshop is aimed atthose who already know the basics and want to "get their hands dirty". To do this, cutting edge methodologies are used which are based on the principles of Lean start-up for the development of important products and services. This specialised workshop uses examples of accelerators and business incubators abroad, and places design at the heart of product and service development. This development is facilitated through understanding clients, interacting with users and the use of data. Simultaneously, the workshop assists in the planning of the Minimum Viable Product (MVP), the definition of Performance Measurement Indicators and in the preparation for 180 degree changes. 1st meeting: Innovative business models. 2nd meeting: "Describe the main hypotheses with respect to your clients", "Conducting quality customer growth interviews", "Learning from developing costumers". 3rd meeting: "Capture your value proposition-VP", "Concentrate on the MVP". 4th meeting: "Determine which indicators clearly show the success of your product", "Get ready for 180 degrees changes". The lectures are based on the program "Startup How-To: 7 steps to creating a successful product" by Janice Fraser. Exercises: 1) Fill in the BMC, the VPC and the EM; 2) Fill in worksheets; 3) Presentation of business plans

Methodology:

Lean start-up (Eric Rise), Customer Development (Steve Blank), Business Model Canvas (Alexander Osterwalder) & Blue Ocean Strategy, Empathy-Personas

Outcomes:

Graduates of the workshop learn how to plan and communicate their business ideas based on the BMC. They realise that a conventional business plan is doomed to fail upon first contact with clients (Steve Blank). They test the workshop tools on real clients and they are in the position to design products and services that their clients really need.

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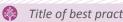








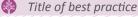






Country

GREECE



- Target groups:
 - Teenagers, students, university students, adults
- Type of practice:

Career coaching



Aims:

The main aim of career coaching is to enable participants to understand their strengths, skills, interests as well as those activities and things that give them pleasure, in order to help them make informed and successful career choices. This is because, by finding a balance between their personal emotions/desires/values and professional skills, participants will be better equipped to develop a successful career.

Methodology:

The practice uses Positive Psychology Theory to explore participants' motivations, needs, etc. This includes:

questionnaires to highlight the strengths, talents and skills of participants

WHAT DO I WANT TO DO - WHAT CAN I DO

- group sessions where participants discuss past achievements and the skills they developed
- use of Tal Ben Shahar's methodology for finding an ideal profession

Each participant is provided with a report on their individual results based on the above. They are also offered oneto-one meetings for support.

Outcomes:

After taking part participants:

- are fully aware of their strengths, skills and how to best use them
- are in a position to make informed career decisions which fit with their own values and needs
- have an improved level of self-confidence
- can develop a realistic action plan for their future career development

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Title of best practice



Country

ITALY



- Target groups:
- High school students within a disadvantaged area of Naples (30 students with disabilities)
- Type of practice:

Training and counselling activities



Aims:

The main objective of the project was to implement employment opportunities, training, and counselling pathways leading to the social inclusion of disabled young people. By creating an inclusive network the project aimed to achieve the following outcomes:

- acquisition of knowledge and skills, through alternative teaching methods
- effective use of training time, allowing students to gain maximum knowledge from sessions
- promotion of self-awareness the student becomes an 'actor' in their own intellectual development, improving their self-awareness whilst acquiring a realistic picture of the labour market
- development of social skills, e.g. the ability to listen, to learn from and collaborate with others through participation in group activities with classmates
- development of professional skills, e.g. a sense of responsibility, punctuality and precision, and awareness of individual functions and roles within the society.

Methodology:

The following phases and services were implemented during the project:

Vocational Guidance - offered through interviews, skills assessments, business information and guidance within specific professions, all coming together to build an understanding of the interests and professional abilities of students. An 'Astrid-or' questionnaire was developed and used to assess interests, professional skills, values and social skills. Training - to support the transition from school to work in the following areas: basic skills, soft skills, professional skills, communication skills and interpersonal skills.

Internships in the following areas: farming at the Faculty of Agriculture; participation in local markets; distribution of meals to seniors at a Fair Trade workshop; experiencing seasonal production activities in localities (floriculture, pizzaiolo, etc.).

Mentoring-tutoring and support work carried out by teachers, including tutoring talks, company visits, talks with business mentors and interviews with families.

Family Support-to ensure the students' families were involved in the process, this included discussions with parents, an information desk on inclusion and meetings to talk about evaluation and improvement.

Outcomes:

Students acquired a deeper awareness of their competencies and job opportunities within the local labour market. They learnt social and professional skills that can facilitate their own integration and develop their independence.



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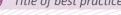


Title of best practice



Country

ITALY



ATMEN APERATTIVI - Trova il Lavoro che Ti Cerca

- Target groups:
 - Young graduates looking for their first job
 - Junior professionals considering a career change
 - Type of practice:

Seminar/Training activity - Entertainment

Description

Aims:

Atmen combines its knowledge and experience as both a recruitment firm for employers and a private career counselling centre, to provide innovative training methods. Atmen AperAttivi is a programme aiming to provide individuals with quality information and useful tips to increase their chances of success in seeking employment. Available to a wide range of people, the programme offers a range of tools and information on job searches and the labour market, alongside guidance and counselling with trained advisers.

Jobseekers

Methodology:

If you had to sum Atmen AperAttivi up in a word, it'd be entertaining. Atmen delivers free seminars in locations like bars, cafeterias, and pubs during happy hour. In a relaxed environment, participants can socialise with a cocktail whilst learning how recruiters make their choices. It includes advice on CVs, how to use LinkedIn for job search, social network checks, telephone interviews and job interviews.

The whole process is composed of 3 seminars, each are around two hours long:

- Seminar 1: Planning, thinking and organising for the right approach CVs and cover letters
- Seminar 2: Tips and advice for a successful job interview
- Seminar 3: LinkedIn and social networkprofiles how to present yourself to potential employers online

Interactive learning in every seminar is supported by slideshows, exercises, performances, and guidance for interviews and practices. The overall objective of the seminars is to make a good first impression on the telephone, with a CV, and finally at an interview.

Outcomes:

Participants find it useful to receive feedback from "the other side" i.e. how recruiters think and act. This insight helps them to become increasingly self-aware and modify their approach to accessing the labour market, presenting themselves professionally through a range of tools including CVs, cover letters, social network profiles and activities.



Francesco Longo - Atmen, recruiting & career counselling company

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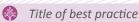








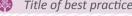






Country

ITALY



ENTREPRENEURSHIP & TALENT COACHING

- Target groups:
 - Managers, entrepreneurs, self-employed individuals
- Type of practice:

Coaching



Aims:

The aim of the coaching programme is to develop participants' entrepreneurial skills, as well as other key skills associated with being self-employed. The particular focus is aimed towards the following key skills: management, creativity, development of ideas, cooperation, curiosity, resilience and risk management. The main objective is to work towards reaching individual potential so that professional and managerial goals can be achieved.

Methodology:

- Step 1: The first step is an assessment of key competences and the creation of a personalised 'career pathway'. This includes identifying personal strategies, attitudes and motivations, strengths and weaknesses.
- Step 2: The next stage is about coaching in specific competences and skills, such as intuition, creative thinking, identifying and taking opportunities, motivation, imagination and resilience. These skills have all been recognised as necessary for the career development of entrepreneurs.
- Step 3: The final step involves self-evaluation and monitoring of development. Participants are encouraged to identify possible areas for improvement.

Outcomes:

Potential entrepreneurs are supported to develop the following tools that help focus their professional goals:

- A personalised professional profile
- A map of personal and professional competences
- Definition of monitoring competences

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Title of best practice



Country

ITALY

- **GUIDANCE CHAPTERS (Schede Orientative)**
- Target groups:
 - Young people in the Turin province
- Type of practice:

Guidance service

Description

Aims:

The main objective of the Guidance Chapters online resource is to offer comprehensive answers to a range of questions and issues faced by young people. Using ICT toolsin an accessible, friendly environment can help to bypass feelings of embarrassment and mistrust, helping to solve doubts and worries.

Methodology:

The website offers concise text on key topics that may be of interest to young people-fromonline job searches to possibilities to study abroad. Using local labour market information young people can find professional profiles on the most 'in demand professions', including information on training requirements, routes into accessing the profession, useful references and relevant local news.

Particular attention is paid to education and professions. Specific sections of the catalogue are dedicated to education, training, job search, and working abroad. Each section is broken down into chapters on specific issues or relevant themes. Each chapter contains basic information and signposts to agencies/institutions with specific expertise in the field; they also include information on the labour market, contacts and in some cases, suggestions and/or links to other useful websites.

Outcomes:

- Young people find the tools convenient and easy to use.
- The number of young people accessing the website is constantly increasing.
- An archive is always available and kept up to date

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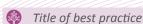












GUIDANCE SCHOOL (ORIENTA SCUOLA)



- Target groups:
 - Secondary school students
- Type of practice:

Education/ career counselling

Description

Aims:

The aim of the Guidance School project is to provide students with tools and methods so that they can identify their own personal resources and competences. It aims to increase students' self-awareness and assist in making decisions related to further education and/or their future career path.

Methodology:

Students are provided with a Vocational Guidance Portfolio, made up of exercises that guide students in the analysing their commitment, expectations and attitudes, interests and ideal career goals. Students arealso provided with a notebook containing information on Higher Education opportunities, with guidance on the wider labour market context. Open days are organised on a frequent basis as well as workshops with older students who share their experiences. A helpdesk has been created in each school where an education and careers counsellor provides information and suggestions to both students and their families.

Outcomes:

- High participation level in both students and their families
- A Handbook which could be reproduced and used in other schools and regions. The project showed a lot of potential to be an example of best practice in other parts of Italy.
- **Contact:**

Romano Ramadori

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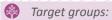


Title of best practice



Country ITALY





Young, unemployed and unoccupied individuals aged 18-29

Type of practice:

Counselling



Description

Aims:

Porta Futuro provides guidance to job seekers and students deciding which career path they would like to pursue. The aim is to offer support to young people neither in employment, nor in education and training (NEET) to strenghten their capability for job search through activities such as: CV writing, counselling services, recruitment services, careers guidance, identifying and improving of competences etc. The project is based on a very dynamic and innovative strategy offering different methodologies and tools for careers guidance. Multiple services are offered to young people who can benefit from just one or several of them according to their needs and their status (unemployed, NEET, etc.)

Methodology:

Porta Futuro offers personal consultation meetings and group workshops, as well as seminars on specific topics such as self-promotion, identifying skills, self-employment regulations. Services include:

- Individual counselling: a team of 10 professional careersadvisers are available to provide assistance through individual counselling
- Recruitment: a qualified team offer support to link the demands of employers with the supply of jobseekers within the area
- CV writing: support in creating and editing a CV
- Job club: a 3 hour workshop (around 10 people) to support participants in finding a job
- Soft skills: a 3 hour workshop (around 10 people) to help analyse and identify individual skills
- Communication: a 3 hour workshop (attended by 10 people) to develop communication skills
- Mock interviews: a mock of an interview with potential employers

Outcomes:

- Personalised Information, advice and guidance (5/7 days)
- Counselling and recruitment services
- Follow-up support once the programme has ended



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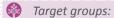




Title of best practice

SPEMO PROJECT - SPEED DATE





Unemployed

Local Enterprises of avellino province

Type of practice:

Employment speed dating – Spemo project

Description

Aims:

To offer a new and innovative service that matches employers with local jobseekers within the Province.

Methodology:

The SPEMO project - Job Speed Date applies the same rules as speed dating to a professional context. The speed dates are tailored by specific enterprise and job profiles, or by specialist skills such administrative staff, ICT, marketing professionals, secretaries etc.

Participants are each invited to meet employers in the following scenario:

- Each couple has 8 minutes to get to know each other
- In the first 5 minutes, the participant presents his/her CV
- In the 3 remaining minutes, the employer presents their activities and vacant positions
- At the end of the 8 minutes, an alarm signals that it is time for the job seeker to move on to their next meeting

At the end of this first structured session, all participants are invited to join together for a drink. During this more informal moment, participants have a further opportunity to meet each other and employers can ask the organisers to meet a specific candidate for a further interview.

Outcomes:

- For employers: an opportunity to meet candidates with specific professional profiles. Consequently, employers save money usually spent on their recruitment process. It also offers the opportunity to meet other employers in the sector.
- For candidates: a chance to communicate with a high number of employers in a short space of time and receive feedback on his/her own CV
- Have the opportunity to be selected for a second interview



Rosanna Pricoco Cultura Lavoro SPEMO PROJECT

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Title of best practice



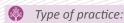
Country

ITALY



Target groups:

Secondary school students



Educational and professional guidance

Description

Aims:

To get students to think about their future and their career goals. At the same time the project aims to provide students with useful information on the labour market, the economy and some basic financial/legal knowledge which may help them to identify their career and/or education path.

Methodology:

Two main activities:

- A two hour session in class with students. In the first segment, a business expert details their education and training history. Students are then asked to think about the values, interests and skills they possess and how they might exploit these in the future. Following this, the poster "World of Work" is introduced. Through this session the students think about the choices they have to make during their last year of high school.
- Students Camp: A short peer-to-peer seminar in small groups. Former students are invited to share with current students their experiences, their choices and the actions they are taking to build their future. During the camp, a group exercise is conducted with the objective being to identify skills and personality traits.

The general methodology applied is that of 'learning by doing' and the action is always very practical and concrete through the use of games, video lessons and business games.

Outcomes:

Students gain concrete knowledge and suggestions to define their own professional career.

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Title of best practice



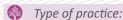
Country

ITALY



Target groups:

Unemployed migrants



Counselling

Description

Aims:

The main aim of this action is to offer a counselling service to migrants. The service is specially tailored for a wide range of needs, problems and legal issues that migrant workers typically face. The general objective is to improve the integration of these workers.

Advisors meet with migrants to provide information and advice. This can focus on personal development and on the practicalities of life in Italy (how to seek legal advice, get documents accredited, apply for residence permits etc.). They are also encouraged to socialise to develop a better understanding of the local culture and where their traditions and background may fit in.

Methodology:

Two specialist advisors have been trained to work with migrants and are available for session two days a week. Information and dissemination materials have been translated. For service users, there is also the opportunity to have an individual interview.

Outcomes:

- 150/160 individuals found the service beneficial.
- The general feedback on the interviews and the service is becoming more positive and enthusiastic.
- The user base of the Information Centres has been increased, and a target group usually excluded from the service is now included.

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Title of best practice



Country ITALY



Target groups:

Careers Counsellors

Type of practice:

Counselling

Description

Aims:

Careers counsellors often work on their own and do not have many opportunities to discuss experiences and problems. Supervision is fundamental for everyone offering help and/or counselling. This is because it helps identify both points of strength and weakness, as well as areas for improvement.

Methodology:

The counsellor presents a case and discussesit with an experienced colleague via Skype. This allows them to analyse and assess the proposed actions, as well as any problems and doubts they have.

Supervision is particularly useful for those who have recently qualified. However, it can also be beneficial for experienced guidance counsellors facing difficult cases or requiring feedback about their services.

In general, it works best is a "democratic supervision" is organised (i.e. mutual supervision where each adviser presents one or more cases in turn).

Advisors can also record a session and then review this video with a colleague, who provides points for improvement.

Outcomes:

The use of an online tool makes access more convenient and encourages counsellors to seek supervision.

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Title of best practice



Country ITALY

ONCE UPON A TIME... (C'era una volta...mestieri di ieri, esperienze di oggi e lavori di domani)

- Target groups:
 - 14 young people trained with specific skills for traditional manufacturing production
- Type of practice:

Training

Description

Aims:

To create job opportunities for young people in the region and rediscover traditional local production techniques. The objective is to offer high level training which creates specialists to fill the regional skills gap. Careers guidance assumes a psycho-socio-educational role which helps young people to identify their career goals and values. Guidance looks to develop future aims which fit the young people's skills and are realistic and feasible.

Methodology:

The project has organised 1,932 hours of training in 13 months and a counselling service providing personalised guidance.

The action follows two parallel learning tracks: a more theoretical session and more practical on-the-job learning.

The training has been accompanied by counselling activities to identify training and job pathways. Counselling activities have been developed ex ante (identification of skills and competences acquired in previous learning opportunities and during life), in itinere (group and individual activities to identify and develop transferable skills) and through constant tutoring.

Outcomes:

Genuine, practical and stable job opportunities have been created. 6 of the 14 participants are in long-term employment in the companies where they undertook their apprenticeship. The remaining 8 have gained experience through being self-employed or used their transferable skills in other employment contexts.

Contact:

Mariella Lo Turco

ISFOL - National Research Institute for Vocational Education and Training, Employment and Social Policies W: www.isfol.it





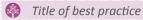








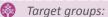






PLAN YOUR FUTURE

ITALY



5300 Secondary and high school students

Type of practice:

Counselling

Description

Aims:

- To support students in choosing their future careers
- To provide teachers with the tools and information needed to answer students' doubts and questions
- To create a network
- To test a set of tools to be used in all high school classes in the area after the project finishes

Methodology:

The action is implemented through an interactive methodology based on the use of e-tools:

- 70 video interviews, some with young people already in employment, others with senior professionals. Students also have the opportunity to get in contact with the interviewees.
- 40 infographics providing information on education pathways, the labour market, how to look for a job, and working abroad.
- 8 educational sheets for teachers to organise activities and workshops in class. The themes of the sheets are
 active job search, self-employment, working abroad, effective communication and active listening, secondary
 education, and educational choices.
- Community of Practice an online space where students can exchange experiences, good practices and project ideas.

Outcomes:

- The interactive methodologies improve access and increase the number of beneficiaries.
- Creation of a network with local enterprises and authorities.
- Teachers trained for future activities
- Constant contact through social networks the Facebook page remains available.

Contact:

Plan Your Future Project

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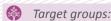




Title of best practice

S.O.L. (SCHOOL ORIENTATION LAZIO)





52 teachers from 26 secondary schools in the province of Rome (indirect target: students)

Type of practice:

Training and counselling

Description

Aims:

The main project activity is the delivery of a training pathway for teachers to strengthen their counselling competences. This helps them to provide a high quality counselling service to their students. The course aims to provide teachers with counselling methodologies and tools and to help them design and implement good operational practices for counselling and tutoring.

After completing the training teachers are able to support students to develop useful skills. This in turn means that students make informed and effective choices for their own future. The benefits of the pathway are that:

- it allows students to demonstrate the need for guidance
- it facilitates increased self-awareness and local knowledge
- it enhances personal skills and identifies abilities which can be developed further
- it promotes the organisational skills necessary to plan future study and career pathways

Methodology:

The trained teachers then involve students in a "journey" made of different "stages" that will help them to better understand their own characteristics, confront their own emotions, reflect on their desires and recognise their own strengths and weaknesses. This will then assist them in facing "difficult" situations at school and with peers. The S.O.L. project aims to experiment with a shift from informative guidance to a global educational program, trying to develop the skills needed to make conscious choices and to foster personal growth.

The stages:

My Story / My Questions- aims to inspire students to rebuild their training history and to reflect on their career objectives and expectations.

Resources Hunting-aims to develop students' ability to analyse important everyday situations and to broaden their range of coping strategies.

Styles compared - aims to increase students' self-awareness of their own learning and working styles. It encourages them to adopt a flexible and consistent approach to tasks.

A bridge to the future - aims to develop students' ability to make decisions with respect to their academic and professional future. They are encouraged to identify their motives, values and personal attitudes and to explore their surrounding environment.

Outcomes:

All teachers gave positive feedback in reference to the new competences they had acquired.



Contact:

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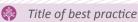








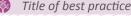






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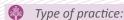
ITALY



Target groups:

High school students

SURPRISING (S.OR.PRENDO)



Careers service

Description

Aims:

The integration of several different activities to offer a more effective counselling and careers guidance service. The use of this material aims to offer a more accessible, personalised and precise tool for supporting students in the identification and definition of their educational and professional future.

Methodology:

S.OR. Prendo is a database which brings together information on existing professional profiles. Features include job descriptions and the qualifications needed for these jobs. It can be used in schools, placement centres and by careers guidance professionals.

It provides information on the current job market, career pathways and job opportunities within the local market.

Outcomes:

In the David Maria Turoldo High School, it proved itself a fundamental tool for the provision of services to students within the careers guidance field. Above all it helped to develop the students' concept of soft and transferable skills, and helped them to acquire these skills.

It was also very helpful for new students and proved effective for students at risk of dropping out.



Prof. Sergio Brigenti

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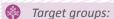
Title of best practice



Country

ITALY





Secondary and high school students (in regional areas with a high level of school drop-outs and unemployment)

Type of practice:

Careers service

Description

Aims:

The action aims to support students with disabilities to access the labour market. This is done through an innovative tool: the PIT (Personalised Transition Plan).

Methodology:

- The action links the Personalised Transition Plan to the PEI (Educative Personalised Plan designed for students with disabilities) to fill the gap between school and the labour market.
- The PIT is used to test and put into action the educational choice implemented with the PEI, to facilitate a smooth entrance into the labour market.
- The action is based on individual interviews and meetings with students and their families. These begin in the first year of high school.

Specific counselling actions include balance of competences, personalised interviews, and an information session on the labour market and profession. The questionnaire Astrid-OR (a portfolio of tools for the assessment of competences and the integration into the labour market for people with disabilities) is used to assess personal skills, attitudes and expectations.

Specific training actions are included in the process, such as developing a wide range of social skills.

The training is implemented through the use of tutoring and "learning by doing" methodologies.

The last part of the action consists of a practical internship session.

Outcomes:

- The action is easily transferable
- Teachers are trained on "co-operative learning" and on the definition of the PEI and PIT
- Project documents and training material are accessible online
- A network has been created consisting of the local industries and local authorities.

Contact:

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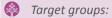
Title of best practice



Country



ITALY



Teenage pupils in education

Teachers

Type of practice:

Workshops/ laboratory activities

Training sessions



Aims:

The main aim of the project is to make young pupils between 12-14 years old aware of their personal competencies. Achieving this goal helps teenagers to explore their potential through a pathway of self-knowledge within different situations and with the use of various "tools". At 14 years old, pupils choose their secondary education pathway: this is one of the most important steps in their development and their choice of an "adult professional future" because - until now - they have followed a compulsory educational programme. Families and teenagers are often lack confidence with this choice. Young pupils don't understandthe abilities and skills that they possess and take a decision based on external factors rather than their own needs and wishes.

The project involves the teachers too. It gives them opportunities and tools to recognise ability in their pupils in different environments, and allows them to have the confidence to offer suggestions which may develop new skills.

Methodology:

During the project pupils, working in small groups, have the opportunity:

- to produce creative artwork (painting, drawing, handicrafts, and music)
- to take part ingroup sessions that aim to stimulate different social skills
- to reflect on what they what to be
- to share their knowledge in training sessions
- to participate in role playing different environments and social roles
- to have individual meetings with psychologists and guidance counsellors.

Teachers participate in all activities. This means that they are able to see their pupils in different situations and activities, and so are able to see things from an alternative perspective.

Outcomes:

- A greater self-awareness for participants in regards to their skills and their social and personal abilities.
- A personal book in which they collect their work developed during the project My Portfolio of Growth.

Contact:

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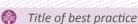








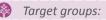






ITALY





Students

Individuals seeking employment

Type of practice:

Online careers counselling



Aims:

To provide online careers counselling. This both enables access to the guidance service and offers fellow careers counsellors continuous training and updates.

The service aims to provide basic knowledge and skills to people starting their career as a counsellor while also providing opportunities for senior professionals to refresh their skills.

Methodology:

The counselling is delivered through online sessions divided into 6 themes:

- How to produce an attractive CV
- How to conduct an effective job search
- How to conduct a positive job interview
- How to make a plan for improving your career
- How to identify one/two professional objectives for a job search strategy
- How to choose the proper education pathway

For each theme, the number of sessions is decided after the first interview. The average is 3 90 minute sessions.

This methodology offers a personalised service and allows convenient access to training opportunities. The online sessions can fit around participants work and are cheaper (no travel or accommodation costs). Moreover there is not a rigidly defined timeline for the completion of the training.

Two different kinds of training are offered - 'Adult Counselling' and 'Counselling in Schools'.

Outcomes:

- The easy access to the service has increased the number of people who can benefit from the support of careers counselling.
- The online methodology and the tools provided for the training are easily accessible and this provides added value for participants.



Donatella Allori

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🦚 Gallery:



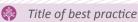








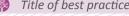


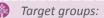




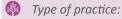
Country

ITALY





Unemployed individuals (young people and adults)



Counselling and careers guidance

JOB COUNSELLING



Aims:

The specific objectives of the project include:

- Supporting and guiding people to make choices about education and their careers
- Preventing social exclusion and drop outs from education
- Improving active participation in the labour market and training
- Mentoring and supporting people, either in the transition from school to work, or between jobs

Methodology:

ADVP methodology

Creation of a guidance team consisting of:

- 2 senior counsellors
- 3 junior counsellors who specialise in looking for job opportunities
- 1 ICT expert

The centre organises both individual and group activities. These include:

- Support in the identification and development of a career or training plan
- Encouraging active job searching with the use of innovative tools (such as a personal portfolio, video CV, well-designed written CV, and tutoring)
- Each user is also offered individual interview practice

Group activities include:

- Guidance group sessions
- Seminars and workshops on recent developments in the labour market, as well as employment law and workers' rights

Outcomes:

- Increased number of clients accepted by the centre.
- Between 35/40% of clients have found a job.

Contact:

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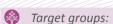


Title of best practice



Country

ITALY



High school students (600 students including 80 students with physical and mental disabilities)

Type of practice:

On-the-job training and counselling



Aims:

The main objective of the project is to provide students with on-the-job training opportunities. Certain aspects of the project are tailored for students with disabilities to help them develop their abilities and learn about work opportunities.

Methodology:

The following stages are involved in the implementation of the project:

JOB/SCHOOL ROTATION (Alternanza scuola-lavoro)

Information - all professionals involved (i.e. teachers, psychologists and social assistants) explain their objectives and role in the project.

Counselling - offered through meetings with stakeholders, PowerPoint presentations, social networking and surveys.

Training - looks to develop basic, transferable and personal skills. This is done through the use of varying methodologies (e.g. case history analysis, videos, workshops, brainstorming, textbooks and worksheets). Students receive a certificate on completion of the course which they can add to their personal portfolio. The certificate is also a recognised qualification when applying for apprenticeships.

Support to parents - meetings with parents to keep them up to date on the project's activities, any problems experienced by their child and possible solutions to these problems.

Tutoring - tutors and counsellors support students throughout their work experience.

Work experience - students with disabilities undertake work experience through apprenticeships and short-term contracts.

Outcomes:

Students come out of the project with improved self-esteem and a deeper understanding of their skills. The project also allows for links to be built between schools and local businesses.

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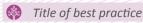










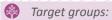




Country

ITALY





- Teenagers/pupils (and their families)
- Type of practice:

Career services

Description

Aims:

- Prevent school dropout;
- Offer a more active service to attract students and teachers attention;
- Promote connection and interaction between all school levels and with the local territory;
- Provide a more effective support to disadvantaged categories;
- Foster development of transversal competences;
- Foster families' participation.

Methodology:

Interventions are divided and tailored according to different school levels (3 different groups of actions: second and third class of secondary school and classes of high school).

- For the second classes of secondary school actions are focused on the development of information and competences preparatory to educational and professional choices and on basic tools for self-assessment.
- For the third classes of secondary school reflection and discussions focuses on educational and professional
 expectations; info tours are organized to high school and technical institutes. Workshops are organized with
 students of high school classes and tutors.
- At the end of the secondary school, the college teachers provide each student with a "Counselling suggestion" in which they provide suggestions on the most suitable educational pathway.
- For the high school classes: reception, assessment of the choice previously made in secondary school, information on labour market and vocational training. Part of the action includes the participation of parents.

Outcomes:

- The active methodologies facilitate the access and increase the number of beneficiaries;
- Effective participation of parents in students' choices;
- Teachers trained for future actions;
- Constant support and supervision all along educational pathway.

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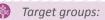
Title of best practice



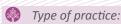
Country

ITALY





Unemployed women



Careers advice



Objectives:

The project's main objective is to help unemployed women explore the opportunities which exist to change career.

Methodology:

At the start of the project the labour market was analysed, in particular the still exisiting strong transversal gender segregation. This showed that certain sectors are still seen as being "masculine" (with few or no women workers at all). Such a male-dominated culture means that women are often reluctant to explore the employment opportunities present within these sectors.

To combat this, case studies of real women who have entered these "masculine" fields of work have been collated and from these a set of guidelines is being developed.

In addition, 50 unemployed women have been involved in study visits to businesses from within these maledominated sectors such as construction, motor vehicle maintenance etc. This has allowed them to understand both the opportunities and difficulties associated with following a career in such fields.

Outcomes:

Real-life experiences have been collected through interviews (with this feeding into the guidelines). Also 50 women have been engaged within the project (as part of study visits etc.).

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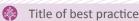














Country

Europe-wide



Target groups:

Careers guidance professionals across Europe

Type of practice:

Study programme

Description

Aims:

The Academia network offers training opportunities for guidance practitioners in European countries. Academia offers the participants a chance to get to know the guidance system and guidance practices in another European country. The overall goals of the Academia exchanges are:

- Promoting best practice exchange between guidance practitioners
- Enabling networking between European guidance practitioners

Methodology:

Training courses last 1 week and they are funded by the ERASMUS+ programme. Usually the Academia week consists of visits to organisations providing guidance and counselling services, group discussions, lectures and job shadowing of guidance practitioners. The exchanges can also focus on a certain theme. For example, prevention of drop-outs, pathways to higher education, transition from training into employment, guidance in higher education, validation of informal learning, e-counselling, etc. Interested applicants can apply for a grant from the organisation coordinating Academia-exchanges in their own country. Application period is annually in October for a visit in the following spring.

Outcomes:

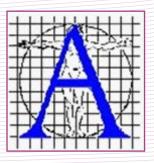
Every year about 250 guidance practitioners take part in Academia exchanges. The exchanges are usually conducted as a member of a group of about 10 guidance practitioners from all over Europe. Since the start of the programme over 2500 professionals have taken part in study visits, with around 50 trips taking place in the last 3 years. The continued popularity of the study visits is testament to their usefulness, as careers guidance rofessionals are able to develop their own skills through learning about practices in other countries.

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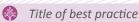








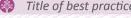






Country

Europe-wide



Target groups:

Young people looking to apply to university who cannot demonstrate their talents through grades alone

Type of practice:

Pre-University training programme

ACCESS TO LEEDS



Description

Aims:

The Access to Leeds programme is an alternative admissions route for students to apply to the University of Leeds. The University recognises that academic results do not always reflect ability. Therefore, the programme looks to help students whose personal circumstances may have negatively impacted their studies.

Methodology:

In order to qualify for the scheme students must meet two of the following criteria:

- Be from a household with a low annual income or receiving certain benefits
- Be in the first generation of their immediate family to apply to higher education
- Attend a school achieving below the national average at GCSE
- Their only option is to attend a local university
- Studies have been disrupted by circumstances in their personal, social or domestic lives
- Live in a geographical area with low levels of progression onto higher education
- Be living or grew up in public care

Students who are accepted onto the scheme must take part in an academic module which comprises a set of online study skills activities and a written assignment that is linked to their prospective area of study. This programme is designed to prepare the students for the challenges and skills needed to study for a degree at the University. Students taking part in the programme are not guaranteed to be offered a place but they do receive special consideration from admissions tutors. If offered a place, they will receive an offer that is usually two grades lower than the standard offer and are placed in a priority group for university scholarships.

Outcomes:

Testimonies from participants in Access to Leeds demonstrate the value of the programme. For example: "For me, the Access to Leeds module was a great way to ease into university life so that when I started my course I was less nervous. I was able to experience the type of questions and topics I would be answering at university, and having access to journals and text books really helped me understand what independent learning is like."

- Warren Wellington, Law student and former Access to Leeds participant

Contact:

Access to Leeds team: E: accesstoleeds@leeds.ac.uk







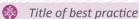








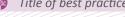






Country

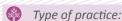
UK



Target groups:

NEET young people

ASPIRE2WORK



Training activity



Aims:

The aspire2work programme is run by Aspire-igen in West Yorkshire and involves a network of local VET providers. It is a process of activities which aim to engage and maintain learners in vocational training. Learners receive a fully supportive service in order to maintain a steady number of recruits and a low dropout rate.

Methodology:

A team of Engagement Advisors (EAs) firstly conduct outreach work in youth and community centres to engage with young people on their 'terms and turf' (on their level and in places where they like to spend their time). Engagement Advisors are vital to offering the level of support needed throughout the process to motivate young learners and achieve the expected results. Once the initial outreach and assessment has been done, they offer the young person taster visits on a variety of foundation and vocational courses from basic skills (English and Maths) to construction, hospitality, social care and motor vehicle maintenance. The EA then refers the young person to a chosen, free training course (non-accredited or accredited courses for up to 12 weeks) to re-engage them in learning. If necessary, the EA will personally accompany the young person to an appropriate training provider, and an Individual Learning Plan (ILP) will be developed.

The EA is responsible for making sure the course provider is aware of any issues, such as a history of drugs, alcohol, crime etc. and remains in touch with the young person throughout their course, visiting them fortnightly and meeting to review their ILP. To improve the numbers completing the course incentives such as free bus passes and fun days out are offered to participants. An annual awards ceremony hosted by local celebrities brings together all the learners across the courses to celebrate their achievements.

Outcomes:

Aspire2work now offers 25 different vocational courses. This includes a specialist motor vehicle maintenance centre which has the capacity to support up to 100 young people per year to gain useful and practical experience in vehicle repair. The results from the aspire2work programme demonstrate that, following the completion of these courses, young people have the confidence and skills to enter the labour market. Depending on the requirements of their chosen field, they may progress on to either an apprenticeship, further education courses to gain additional qualifications, or straight into a job.

Joanne Dye, Head of Learning and Development, Aspire-igen

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Title of best practice



Country

UK



Target groups:

Female pupils, particularly those from minority backgrounds

Type of practice:

Careers event

Description

Aims:

The Broadening Horizons event aimed to expose girls aged 12 and 13 to career options outside of those that they would normally contemplate - e.g. STEM (Scientific, Technical, Engineering and Mathematical) jobs. This age range was chosen as it includes pupils who may have only recently started to consider their career options. Therefore, the event could help to inform pupils' choices.

Methodology:

The event took place in an all-girls school where a large proportion of pupils are from a South Asian Background. The programme was split across three days and designed to allow the girls plenty of opportunities to investigate the career options on show in detail. On the first day all participants had a meeting with a careers advisor where the importance of considering a range of options was stressed. The second day consisted of an exhibition of local businesses, where a range of careers were on show. This included STEM jobs, jobs in growing new sectors (such as digital industries), and more traditional jobs (such as construction). Many exhibitors included female employees as part of their team on the day, so that these employees could act as role models for pupils. During the exhibition pupils were spilt into groups and given an investigation sheet to help them learn more about the job options. On the third day each group had to prepare and deliver a presentation focusing on one of the exhibitors, the sector they work in and how this type of work might apply to them. The format of these presentations ranged from formal PowerPoint presentations to small plays.

Outcomes:

The event was enthusiastically attended by 96 pupils. The feedback showed that those involved were pleased to have been exposed to an array of options that they had either not previously thought about or considered to be a male dominated profession. Pupils also stated that the event had helped to improve their confidence and that getting to speak to employers, rather than just reading leaflets, had been very beneficial.

Contact:

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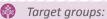
Title of best practice



Country

UK





- Head teachers and careers professionals from secondary schools and colleges
- Local authority leaders and training providers who deliver services to 13-19 year olds
- Type of practice:

Careers conference



Aims:

The aims of the Careers Live event are:

- To review the Careers Guidance and Inspiration Statutory Guidance (Government agenda for duties related to career guidance)
- To learn what good quality careers provision looks like and to share best practice
- To offer delegates the opportunity to reflect on the impact a good careers learning, education and guidance programme has
- To give an overview of labour market trends and to learn how employers are engaging with education to close the skills gap in employment and skills

Methodology:

The event brings together experts in Careers Guidance, policymakers and those who provide careers guidance to students so that they can network and learn from one another's experiences and expectations. The morning is a series of specially invited keynote speakers who provide updates on research, policy and how professionals can best meet the duties set out in the government's agenda on career guidance. Each keynote speech is followed by a question and answer session where the audience can put forth their views and questions. In the afternoon plenary sessions and interactive workshops actively engage participants in debates on career guidance and challenge certain perceptions about careers advice.

Outcomes:

The 2015 event was attended by 210 delegates, including representatives from 80 schools. Based on feedback participants were really happy with the event and went away feeling more confident how they should be delivering career guidance in schools. A LinkedIn group was set up so the participants could continue to network following the event: https://www.linkedin.com/grp/home?gid=8313398

Contact:

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Title of best practice



Country

UK



- Target groups:
 - **Roma migrants**

ENABLING ROMA

- Careers advisers dealing with migrants
- Type of practice:

Information resources for guidance professionals



Aims:

The Enabling Roma project aims to equip National Careers Service advisers in the Yorkshire and Humber region with a wider knowledge of specific Roma needs and issues so that they can help and encourage the increasing number of job seekers from this specific target group to integrate into work, cultural and societal contexts. It also aims to encourage Roma clients to access the National Careers Service for guidance, practical information and help finding employment.

Methodology:

The Enabling Roma project is a partnership between Careers Europe, C&K Careers and is funded by the Skills Funding Agency. The project produced several resources for advisers, including a report on Roma access to the National Careers Service in the West Yorkshire region, a video resource for both National Careers Service advisers and Roma communities and a guide for career advisers working with Roma clients. The resources were developed following extensive research and focus groups with local migrant communities. The researchers visited local community centres and conducted interviews over several weeks with Polish, Czech and Slovak Roma groups from the centres. In order to gain the confidence of the groups, local Roma community workers introduced the researchers and acted as interpreters. The idea was to establish a relationship of trust with local Roma communities that allowed them to express themselves openly and honestly about their lives in the UK. The groups spoke about the barriers that Roma jobseekers face, priorities to enable Roma clients to be successful in their job seeking, the services that currently exist for Roma in the Yorkshire and Humber region and their current and future job aspirations.

Outcomes:

As the research and interviews showed language was a big barrier for the Roma community the videos were developed in both Czech and Slovak (with English subtitles). Polish was less of a priority as the National Careers Service offers a telephone helpline for Polish speakers. The report was published and a guide for National Careers Service advisers has been included in a toolkit for advisers entitled 'Equalities Toolkit'. Connections have been developed with the local Roma community and partnership work with Roma Community Champions. A representative from the National Careers Service now sits on some of the Eastern European Migrant Working Group meetings, a multi-agency partnership that meets every two months to discuss how to better serve Eastern European migrants (including those of Roma origin) in the Bradford area. Next steps for the project to measure its impact are to see how many Roma access the Service and then to monitor their progression into education and/or employment. The project managers anticipate a 20% increase in the number of Roma using the Service.



Alison Kinder, C&K Careers

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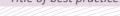


Title of best practice



Country

UK



EQUALITY and DIVERSITY CHAMPION (E&D Champion)

- Target groups:
 - NEET young people from minority groups
 - Trainers, coaches, career advisers
 - **Current students on training programmes**
- Type of practice:

Improving accessibility to NEET programmes

Description

Aims:

Careers advisers in the UK have a responsibility to actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination (CDI Code of Ethics). This doesn't just mean that career advisers and services shouldn't discriminate against people on grounds such as their gender, race, religion, sexuality or disability. It means that services should vary to meet the different needs and aspirations of a diverse range of clients, and should be pro-active in advancing equality, preventing discrimination and promoting good relations between different groups. Careers and training organisation Aspire-Igen is committed to making sure equality and diversity is embedded in its core values. The E&D Champion is an extra responsibility assigned to a member of the organisation's 'engagement team', usually responsible for finding, and recruiting, NEET young people onto their training programmes. The overall aim of the E&D Champion is to improve recruitment and retention of NEET young people from minority groups taking part in their training programmes, by collaborating with local charities and interest groups, and raising awareness of barriers facing vulnerable groups.

Methodology:

The E&D Champion identifies groups that face significant barriers to learning, training and work, then collaborates with local charities and interest groups to gain an insight into the needs and challenges. For example, in the UK many young transgender people are at risk of dropping out of training or education due to feelings of alienation and discrimination, and the attempted suicide rate for transgender people under the age of 26 stands at 48%. To address this the E&D Champion delivered a project on raising awareness of issues facing the LGBT (lesbian, gay, bi, transgendered) community in Bradford, working with charities such as SafeT and Yorkshire MESMAC. Together they have developed a training course aimed at Aspire-Igen's advisers, subcontractors, staff and trainers focussing on the needs of LGBT learners and how to make learners feel more included in training activities. The project included developing fun and interactive workshops with current students, raising awareness of E&D topics and embedding some performing arts.

Outcomes:

Since the seminar series gender neutral toilets have been created within the aspire-igen training facilities. In addition, the company has welcomed for the first time two transgender learners onto their aspire2work training programme, with these young people commenting on the confidence and helpfulness of staff towards them. This has led to the organisation being commended for its work with transgender youth. Students are helping to develop the project and promote training courses to the target group by becoming E&D champions themselves, and don't necessarily have to fit into the LGBT category to do this. The opportunity helps existing learners develop skills in many areas such as marketing, promotions, project management and counselling.



Stephanie Firth, Equality and Diversity Champion, Aspire-igen

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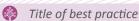














Country

Europe-wide



EUROGUIDANCE WEBSITE

- 🧗 Target groups:
 - Careers guidance professionals
 - Policymakers from the educational and employment sectors
- Type of practice:

Website



Description

Aims:

Euroguidance is a European network of national resource and information centres for guidance. Euroguidance centres operate in about 34 countries. All Euroguidance centres share two common goals:

- to promote the European dimension in guidance
- to provide quality information on lifelong guidance and mobility for learning purposes.

The aim of the website is to act as an online portal for the network's activities; facilitating cooperation and sharing best practices.

Methodology:

The website is split into several different subsections, in order to easily allow users to find the information they are seeking. This includes sections on the different guidance structures within individual member states, listings for events and activities related to Euroguidance's work (such as study visits), and an area for career guidance professionals to share best practices. To enable the widest selection of best practices, anyone can submit a project for consideration. The published best practices are then held in a searchable database and tagged with key words so that they are easier to find.

Outcomes:

The website helps to promote the European dimension in guidance. For example, several projects between institutions across Europe have come about from the networking and knowledge sharing facilitated through the Euroguidance network.



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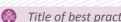








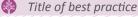






Country

UK



- **GRADUATE OPPORTUNITIES PROGRAMME (GO Graduate)** Target groups:
- Recent unemployed graduates
- **Employers**
- Type of practice:

Guidance and work experience programme

Description

Aims:

The Go Graduate programme is funded by the Department of Work and Pensions and is a joint venture between Aspireigen, the University of Bradford and C&K Careers. The aim is to support unemployed recent graduates to find long-term employment opportunities, through cooperation between employers, Higher Education networks and career advisers. It enables graduates to understand the regional and national graduate labour market, get access to the largest pool of graduate vacancies across the country, and relate their skills/abilities realistically to make applications with the competitive edge needed to succeed. Bradford Project leader, Nyree Cluderay says: "I am continually striving to find exciting opportunities for employers and graduates to work together in a way that is both beneficial to the graduate and business. The graduates have such a positive outlook and lots of skills they can offer a business through work shadowing; they are very keen to grab any opportunity to enhance their CV and employability skills."

Methodology:

Graduates on the programme are assigned with a 'personal mentor' - a qualified career adviser who will assess their needs and employment aspirations. The mentor focuses on qualifications, skills and abilities, relating them to the national labour market to identify realistic job goals for each individual. To begin with the graduate must sign a 'Learner Agreement' to demonstrate their commitment to the journey they need to undertake. The adviser then creates a 'GO portfolio' containing action plans and materials detailing their journey towards employment. This is a particularly useful resource because it tracks and evidences the sessions and seminars that the graduate has attended. Action plan activities are varied and include distance learning supported by the Universities of Bradford and Huddersfield. The adviser can assign up to 16 hours of distance learning a week, providing access to the university's thematic 'master classes' on employability related subjects, such as personal branding, digital networking and sector-focused applications. Through cooperation with local businesses, graduates are then matched to job vacancies that fit their profile.

Outcomes:

The success of the GO Graduate programme is largely down to its mutual benefits to Universities and graduates, careers services and businesses. Last year the approach helped 70% of participants to leave the unemployment register and kick start their career in a range of placements, from banking and sales, to design and technology, the NHS and teaching. Graduate Andy Inglehearn was matched for a post at Ilkley based Virtual College, where he's since been set on as a Trainee Content Designer. He says "Aspire-Igen looked at my skills, researched suitable employers; and within weeks they referred me to a friendly, energetic and growing design company, putting my degree to use." The match turned out to be just as beneficial to his employer, as Fiona Robinson, HR Manager at Virtual College explains: "Andy allows us to benefit from his fresh perspective on present and future course graphics. Through his exposure to our variety of products he will be able to extend his graphical experience and in turn build a valuable skillset which we can utilise in the future".



Nyree Cluderay

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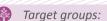
Title of best practice



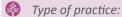
Country

UK





- Migrants to participating countries
- Careers professionals who work with migrants
- Other services providers who work with migrants



Information website



Aims:

The aim of the Info4Migrants website is to act as a 'one-stop shop' for advice. The website has been developed as part of a European project led by the UK, but involves partners from Austria, Bulgaria, Sweden, Finland and Spain.

The I4M online resource is a 'one-stop shop' of information relating to the rights and needs of migrants, as well as a bank of tools and resources specifically designed for advisers working with incoming migrants. The site aims to support integration of migrants in the host country whatever their background and status.

Methodology:

www.info4migrants.com is divided into different sections, each relating to a different partner country. Therefore, those seeking advice are able to easily navigate to relevant, country-specific information. Within this, the information is then further sub-divided into advice for the migrants themselves and advice for advisers who may be dealing with migrant clients. Each of these sections contains different articles, for example the adviser section has a range of 'Country Profiles' that advisers can use to better understand the cultural differences of client groups. The migrant section relates more to aspects of life in the host country - it includes practical information on all aspects of the host country, from employment, finance, legal advice, accommodation to culture and customs, responsibility and rights. Sections are cross referenced for ease of navigation and are to be translated into the most common languages spoken by migrants to that country (e.g. for the UK this will include Polish and Urdu).

Outcomes:

The website has now gone live and has already attracted users from around the world. So far the majority of users say they would recommend the site to a colleague or client, commenting that the resource has 'up to date, valuable information to help understand the customer needs and goals.' The website will be officially launched at an event in Autumn 2015 in the UK. This event will be attended by both project partners and the local organisations that will use the service.



Lauren Hendrie, Careers Europe

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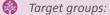




Title of best practice

INSPIRATION PORTAL





- Career guidance professionals
- Schools

- **Employers**
- Young people

Type of practice:

Online web portal



Aims:

The Inspiration Portal (https://inspiringyandh.co.uk) was developed by careers services in Yorkshire and the Humber to meet the UK government's Inspiration Agenda, which calls for employers, schools and colleges to work together in connecting young people to the world of work. Research shows a significant link between a lack of experience of the world of work and the chances of becoming NEET (not in education, employment or training) and so the overall objective is to raise aspirations of young people by setting up opportunities for real contact with employers. Inspiring young people through real-life contact with the world of work can help them understand where different careers can take them in the future and allow them to make better informed choices. Careers services have an active role in the process of facilitating collaboration between educational institutions and employers in the most cost effective way - they must inform all stakeholders of their responsibilities in regards to the Inspiration Agenda, increase the visibility and awareness of local career services, provide accessible job market information and highlight the benefits for all parties.

Methodology:

The portal is an attractive, user friendly online resource that targets a wide range of stakeholders in the region. To make sure information is tailored to the right audience users can choose if they are an employer or a school/college, though there are also sections that are relevant to all. The portal contains labour market information, policy on careers education, best practice, case studies, news, networks and activities. It also has a calendar of upcoming events and training workshops for professionals. Guidelines for successful partnerships are provided to all stakeholders and there is a space for employers and schools to register their interest in potential collaborations. It also signposts schools and businesses to local organisations that can facilitate partnerships and support them throughout the process.

Outcomes:

Since the creation of the portal over 900 people have subscribed to the monthly newsletter and 10 employer education employment partnerships have in North Yorkshire alone. The portal has brought together schools from all over the region with a range of employers, from Virgin Rail to the Yorkshire Agricultural Society, local councils and governors.



Rachel Percy, Marketing Coordinator for Careers Yorkshire and the Humber

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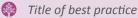










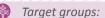




Country

UK





- The Leeds Learning Champions are mature students from areas of low participation in Higher Education (HE).
- Type of practice:

University engagement initiative



Aims:

The Learning Champions volunteer as role models to inspire others through sharing their own stories. They engage with adults within communities where the numbers going into higher education is traditionally low in order to raise aspirations and encourage people to consider university as a realistic option. The Learning Champions significantly enhance the community engagement work of the Lifelong Learning Centre. They are extremely powerful role models for other adults considering whether HE is for them. Evaluations consistently demonstrate that these interactions are the key element which galvanise participants to consider HE a genuine possibility.

Methodology:

The Communities and Partnerships team within the Lifelong Learning Centre at the University of Leeds works with current mature students from similar backgrounds to the targeted under-represented groups. These mature students work on a voluntary basis and regularly take part in aspiration-raising events with adults on campus or in community venues. This work looks to both raise the aspirations of the target group and also raise community-based practitioners' awareness of HE. This enables community-based workers to raise the aspirations of under-represented groups. Local community workers include people operating in education, health, children's services, trade unions, jobs and skills, housing and the wider voluntary sector.

Outcomes:

The university recognizes the value of the Learning Champions' work and they regularly receive awards for their citizenship contributions. Individual Learning Champions' contributions are also recognized on their degree transcripts through the university's Higher Education Achievement Record (HEAR). The impact of the scheme on the participants themselves is profound. Learning Champions critically reflect on their previous learning experiences and the contexts in which they have taken place, using this to build a foundation for their development and lifelong learning. Other benefits include increased confidence, development of communication skills and creative thinking leading to greater self esteem and a strong sense of the right to be at university. This model of good practice is transferable and sustainable as it requires minimal resource and has multiple benefits such as; mature student recruitment, community engagement, marketing, student experience, employability, developing resilience and social capital. The university regularly receives testimonies on the positive impact of the Learning Champions on local communities:

"Emma is a top student in Criminology and she was a recovering alcoholic with a criminal record. She was honest, humble and forthright in her delivery of her journey. Inspirational is not a powerful enough word for how impressed I was. She is rock-solid proof of what is possible – she had the same problems as me and gave me a real boost and great inspiration to really give it a go." Adult learner at community event



Fiona Chapel and Olivia Garvey, Communities and Partnerships team, Lifelong Learning Centre

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Title of best practice



Country

UK

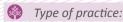




School-aged children

MAKE THE GRADE

Local businesses



Building collaboration between businesses and schools



Aims:

The Make the Grade programme is run by the Leeds-based Ahead Partnership and aims to encourage pupils' aspirations through the creation of long-term collaborations between schools and businesses. Engagement with businesses in Careers Guidance and Education is becoming more and more valued in the UK. This is because these businesses generate employment opportunities, can enrich Careers Education and motivate pupils, and can help with useful skills training.

Methodology:

The project is managed by the Ahead Partnership who identify partner schools and businesses, and then devise a programme of practical business activities that allow them to work together to meet specific school needs. Activities are varied and include interview skills, careers events, and workplace visits and placements. As part of the programme, students have developed new ice cream flavours for a major supermarket, experienced life inside a global broadcaster and even joined up with an engineering company to design a new playground. Partnerships are structured around a three year fixed term, with the Ahead Partnership providing business recruitment, planning and facilitation. Each partnership is supported by a corporate sponsor and a number of "anchor" businesses. Together with the school, they support the partnership financially. A wider group of employers, including smaller businesses, the public sector and local community organisations, are drawn in to support the sponsoring businesses in delivering activities. In this way, the resources of the local community are pooled to provide the greatest breadth and effect.

Outcomes:

Partnerships have been set up between schools across the Yorkshire region and major local businesses such as Supermarket chain ASDA and international law firm Pinsent Masons. These partnerships have allowed students to gain an insight into the career possibilities available to them and the qualifications and experience they will need to enter these jobs. The programme was heralded by former deputy Prime Minister Lord Heseltine publicly in a report on ways to stabilise the economy, encourage growth and maximise the performance of the UK. He stated that 'business engagement should be incorporated far deeper into the school curriculum in order to develop young people's understanding of business, increase their employability, and further their understanding of career and future training options and where they might lead.' He concluded that the Make the Grade programme is 'already facilitating this sort of engagement between schools and employers.



Contact:

Stephanie Burras, Chief Executive of the Ahead Partnership

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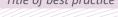


Title of best practice



Country

Europe-wide



Target groups:

16 & 17 year olds in England and Northern Ireland

NATIONAL CITIZENS SERVICE (NCS)

Type of practice:

Citizenship Programme

Description

Aims:

NCS aims to help young people build important employability skills (such as leadership, confidence and independence) whilst also taking on exciting challenges, making new friends and contributing to your community. Taking place outside term time, you can sign up for the part-residential experience and participate in either the spring, summer or autumn programmes. The programme is supported by the government, which means that the maximum cost to take part is £50 (with bursaries available on a case by case basis.)

Methodology:

NCS takes place over three phases. In the first phase, teens will experience the freedom of staying away from home at an outdoor activity centre for up to four days and three nights, where they'll take part in activities like rock-climbing, canoeing, hiking and archery. In the second phase they spend up to four days and three nights in university-style accommodation developing new skills and learning to be self-sufficient. Activities in this phase include managing a budget, cooking for you and your team and learning about teamwork and leadership.

Lastly, they'll design a social action project to help make a difference in their community and spend between 30 and 60 hours putting it into practice. Not only do they have the chance to give something back, but NCS also looks great on CVs and can help with job, college and university applications.

Outcomes:

Over 135,000 young people have taken part in NCS since its launch in 2011 and by the end of 2015 that number will have risen to 200,000. An independent survey on the impact of the NCS found that 76% of participants felt more confident in getting a job after taking part, 92% felt that they had learnt skills which would be useful in the future and 84% said the programme had provided them with the opportunity to meet people who they would not normally mix with.

For further information visit www.NCSYES.co.uk



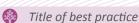








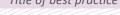






Country

UK



LEEDS CITY COLLEGE PRINTWORKS CAMPUS

- 🦚 Target groups:
 - School-leavers and young adults
 - General public
- Type of practice:

Vocational training scheme

Description

Aims:

Leeds City College recently opened its £25 million, state-of-the-art Printworks campus - a Grade II Listed building, and one of the most recognisable industrial landmarks in Leeds. It aims to prepare students for the world of work by combining a diverse range of vocational courses with commercial experience, providing services that are open to the public.

Methodology:

Courses at the Printworks range from Catering, Hospitality, Bakery and Butchery, to Hairdressing, Beauty Therapy and Motor Mechanics, and are taught at a range of levels, from entry level to apprenticeships. The campus is equipped with learning environments that resemble the real-life situations, for example, the Food Academy Restaurant and Deli provides commercial experience and training for students enrolled on vocational Catering and Hospitality courses at the college. The restaurant offers fine dining menus to a paying public, prepared by students under the supervision of professionals. A similar approach is found across the vocational courses, which means that the students graduating from the Printworks Campus are already well-prepared for work before they enter the labour market. The campus also has a dedicated student advice hub staffed by guidance professionals offering high quality careers and welfare support, helping students to stay on their course of study and preparing them for the world of work. Other activities to promote the employability of students include hosting employer networking events at The Food Academy – an opportunity for students to show off their skills and encourage local employers to consider taking apprentices from the college.

Outcomes:

Since opening the campus has been praised for the quality and innovative nature of its training provisions. The College has developed many links with leading local business and has is now a recognised industry leading training provider in many sectors. For example, the butchery course at the Printworks Campus was awarded the Training Scheme of the Year award at a prestigious industry awards event in 2015. The success of The Food Academy can be measured on TripAdvisor, where commenters have described it as 'a hidden gem'.

Contact:

Kathryn Lea-Williams, Lead Advisor at the Student Advice Hub, Leeds City College

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www.prometheus-eu.net (hm)



Title of best practice

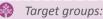


Country

UK



ROUTES INTO WORK



- People receiving active benefits, Job seekers allowance or Employment support allowance.
- Residents of the Bradford District.
- People 25 or over

- Jobseekers with a current attainment level one or below (some with level 2 can be accepted depending on the type of qualification)
- Ethnic minorities up to level 3.

Type of practice:

Wage incentive scheme



Aims:

Routes into Work is a wage incentive scheme, whereby SMEs (small and medium sized enterprises - employers with less than 250 staff) can apply for funding if they have a vacancy. The overall aim is to reduce the unemployment rate across the Bradford District by targeting short term jobseekers and providing them new skills and experience through a route into sustainable employment. Work experience is offered to employers and employees to enable them to decide on a change of career or know if a job is suitable for them. The project also aims to support SME employers to unlock sustainable job opportunities and fill gaps in the local labour market.

Methodology:

The Routes into Work team work closely with Job Centres, the National Careers Service and employers across the Bradford District to provide wrap around support for jobseekers. First of all participants are 'matched' to suitable job vacancies and work placements, then an adviser will support them throughout the duration of their placement - a period of up to 26 weeks. The support includes training on interview techniques, mentoring, confidence building, matching skills to jobs, CV building and transferable skills in one to one and group sessions. The programme also benefits employers as they receive an incentive payment at 13 weeks and 26 weeks of employment.

Outcomes:

Routes Into Work has proved to be a successful model for helping individuals achieve their employment goals. One example is Benjamin who was referred to the Routes Into Work team by the Job Centre. Benjamin had been unemployed for 8 months and was looking for a customer service role. With the support of Routes Into Work Benjamin found a work experience placement which resulted in a long term job offer.

Contact:

Janet Bodio, Contract Co-ordinator Tel: 01274 379419

















Title of best practice



Country

UK



- Target groups:
 - 16-18 year old students who are considering going abroad to work or study
- Type of practice:

Careers event



Description

Aims:

Going abroad to either work or study is becoming an increasingly popular option for young people in the UK, with young people, employers and career professionals all realising the wide range of benefits, from employability to personal development. However, finding the correct information to enable young people to take opportunities abroad can prove difficult. Many students perceive finances, language and lack of practical information as huge barriers to taking the leap. The Stand Out in a Global Market event aims to address these barriers by giving students aged 16-18 years access to professional advice from a range of different organisations specialising in opportunities abroad. This is combined with talks from 'recently returned' students who inspire students with their exciting, and varied, experiences abroad.

Methodology:

The event programme is designed to provide students with useful information and give them a taste of the different challenges and possibilities that are involved with international travel. The day is structured as a one day conference with a focus on career development and employability. As a careers event it is important to include an employer perspective, and so representatives from global organisations such as HSBC are invited to speak about the international nature of their work and share their own experiences. In the morning current undergraduates, volunteers or young professionals deliver quickfire presentations – each person has 15 minutes to sum up their experience with a photo slideshow and demonstrate how the experience has helped them achieve their career goals. In the afternoon industry professionals run interactive workshops based around topics such as 'Gap Year opportunities' and 'Working in the UK with International Experience'. There is also an exhibition where students can speak one-to-one with attending organisations and receive advice tailored to their individual ambitions.

Outcomes:

100 students attended the first event in November 2014 and feedback stressed that those attending really valued the information they had been provided with. In a video of the 2014 Stand Out in a Global Market event available on YouTube students said that before the event they weren't planning on taking a gap year but listening to the speakers had "opened their eyes to the range of opportunities out there". The programme has been expanded for 2015 and will now be held in two locations - Cardiff and Leeds, with a total of 230 students attending.



Luke Postlethwaite, Euroguidance UK E: Luke.postlethwaite@careerseurope.co.uk







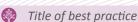














Country

UK



- Target groups:
 - 16 24 year olds
 - Young entrepreneurs
- Type of practice:

Young entrepreneurs programme

STEP UP 2 BUSINESS

Description

Aims:

Step Up 2 Business is a network of youth and business support professionals who joined forces to help budding young entrepreneurs. The aim of the network is to provide dedicated support young people aged 16 - 24 years to explore enterprise as a career option and to help them along their journey to self-employment. The programme encourages a three way approach between the youth support worker, the young person, and business support services to ensure both holistic and business support needs are met and provide a young person with the best chance to successfully formalise their business.

Methodology:

Youth or business support professionals are invited to become valuable links in the Step Up 2 Business network. They attend professional networking meetings and get access training and resources to help them to help young people in starting up their own businesses. They increase their knowledge in a range of areas, such as what it takes to run a business, how to do business planning, where to get funding and grants for startups, useful skills to be an entrepreneur, how to assist with test trading, pop-up shops and online marketing etc. Youth support outreach workers are also responsible for promoting enterprise to young people in community settings and recruiting them onto the programme. This joined up approach between business and youth support professionals provides ongoing support to young people who require help with a wide range of personal issues as well as supporting their business startup needs.

Outcomes:

A Step Up 2 Business Awards ceremony was held to celebrate the achievements of young people on the programme - 22 lucky finalists presented their business proposals to a panel of 'Dragons', fiery venture capitalists from a variety of businesses in the local area. 7 winners were awarded a £1,000 investment and 6 winners received a £500 investment to contribute to their new startup.

Contact:

E: jacqueline.holding@aspire-i.com

















Title of best practice



Country

UK



- Target groups:
- 16-19 year olds who are NEET (not in education, employment, training) and at risk of sustaining NEET
- Care Leavers

- Young Offenders
- Teenage Parents
- Young people with Special Educational Needs or multiple and complex barriers to participation

Type of practice:

Training activity



Aims:

- To work closely with other specialist services to ensure young people furthest away from the labour market are supported to overcome their problems and build hope and confidence for the future
- To increase participation in learning and work for vulnerable 16 to 25 year olds in Leeds
- To help to meet the aims of Children's Services in Leeds to reduce entry to Social Care, to reduce Youth Offending and to reduce NEET

Methodology:

The service is targeted at young people with multiple barriers to progression; for example, those who may be vulnerable to poorer outcomes for reasons such as chaotic home lives, teenage parents and risks of homelessness, which means they would find it difficult to engage in education, employment or training. These young people need wrap around support from multi-agency and multi-disciplinary teams, and so locally based advisers work alongside others with a background in social work, youth offending etc. All staff are trained to support young people in need correctly. This support includes holistic assessments (which can include the whole family), working at the young person's pace, measuring and celebrating distance travelled and supporting their progression into sustained education, employment and training. Young people are referred into appropriate levels of support based on their needs and length of intervention required. Most are part of the programme for between 3-6 months. However, for the hardest to help support can last up to 12 months, with this first focusing on home, safety, risk and behavior. TIAG also plays a key role in the tracking of and accounting for the destinations of young people, guaranteeing that they will have an offer of training, education or employment once they leave the programme.

Outcomes:

As at March 2015, close to 1,300 young people had started the programme, exceeding the target set, with over 1,000 progressing into education, employment or training as a result (94% progression rate). Over 50% of these young people have sustained their placements for longer than six months.



Lynne McLaughlin:

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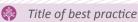










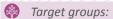




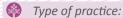
Country

UK





- Young people considering their post-18 options
- Parents of these children
- People looking for a change in career
- Career advisors, particularly those who work with young people



Internet portal

Desc

Description

Aims:

Venture aims to provide useful and practical information to people who are considering moving abroad to work or study. It can either be used by students/parents independently or by careers advisors to aid their guidance sessions.

Methodology:

<u>www.venture-uk.co.uk</u> operates as a 'one-stop' information resource. It is divided into different sections, each aimed at a different target group. Within these sections there are then groups of useful articles. This ranges from guides on working in a certain country or studying at a particular international university to information on the practicalities of living abroad (such as visa limitations, how to find a job, useful organisations to contact etc). There are also a number of example case studies which give a personal insight into the possibilities and benefits involved with moving abroad.

Outcomes:

Since its launch Venture has grown to include detailed information on 54 countries. There are currently around 80 educational institutions subscribed to the service, ranging from high schools to large universities. Therefore, the careers advice and information contained within the website on living, working and studying abroad is available to thousands of UK students.

Contact:

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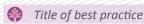








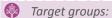




Country

NATIONAL CAREERS SERVICE - WEBCHAT

England



All age groups

Both jobseekers and employed people

Type of practice:

Webchat

Description

Aims:

- To provide information, advice and guidance to customers 1:1 through an interactive webchat facility every day from 8 am-10 pm.
- To ensure that we are accessible to all by offering a flexible contact channel.
- To support young people and adults through every step of their career journey and provide the tools and resources to help customers make well information, realistic decisions moving forward.
- To be Impartial, Expert, Empowering and Enthusiastic and provide a fully confidential support service.

Methodology:

The webchat facility can be easily accessed on the home page of the National Careers Service website. Customers fill out a contact form before being connected to an adviser and may be asked some questions about their current situation to help tailor the advice to their individual needs. After completing the form the customer will be connected to the next available adviser, who will provide them with tools and resources to support them after the conversation has finished. Advisers aim to agree next steps with the customer and provide realistic and achievable timescales for these steps. A transcript of the chat can be sent to the customer so that they can review the information provided, go back to the actions and next steps agreed and access links and resources. The contact form ensures that all information provided is covered by the UK Data Protection Act 1998 and will not be shared outside of the National Careers Service without the customer's permission. No personal information will be taken over the webchat such as contact details or address.

Outcomes:

The National Careers Service webchat is a very popular channel of contact especially amongst young people on an evening and weekend. The chat allows those who may not be confident speaking on the phone the chance to discuss their careers at length and receive instant responses to their messages. The webchat may also be of specific benefit to those who have hearing difficulties and for individuals where English is not their first languages but have a good level of written language.

Contact:

W: https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx

For more information please <u>E</u>: nationalcareersservice@serco.com

🦚 Gallery:









