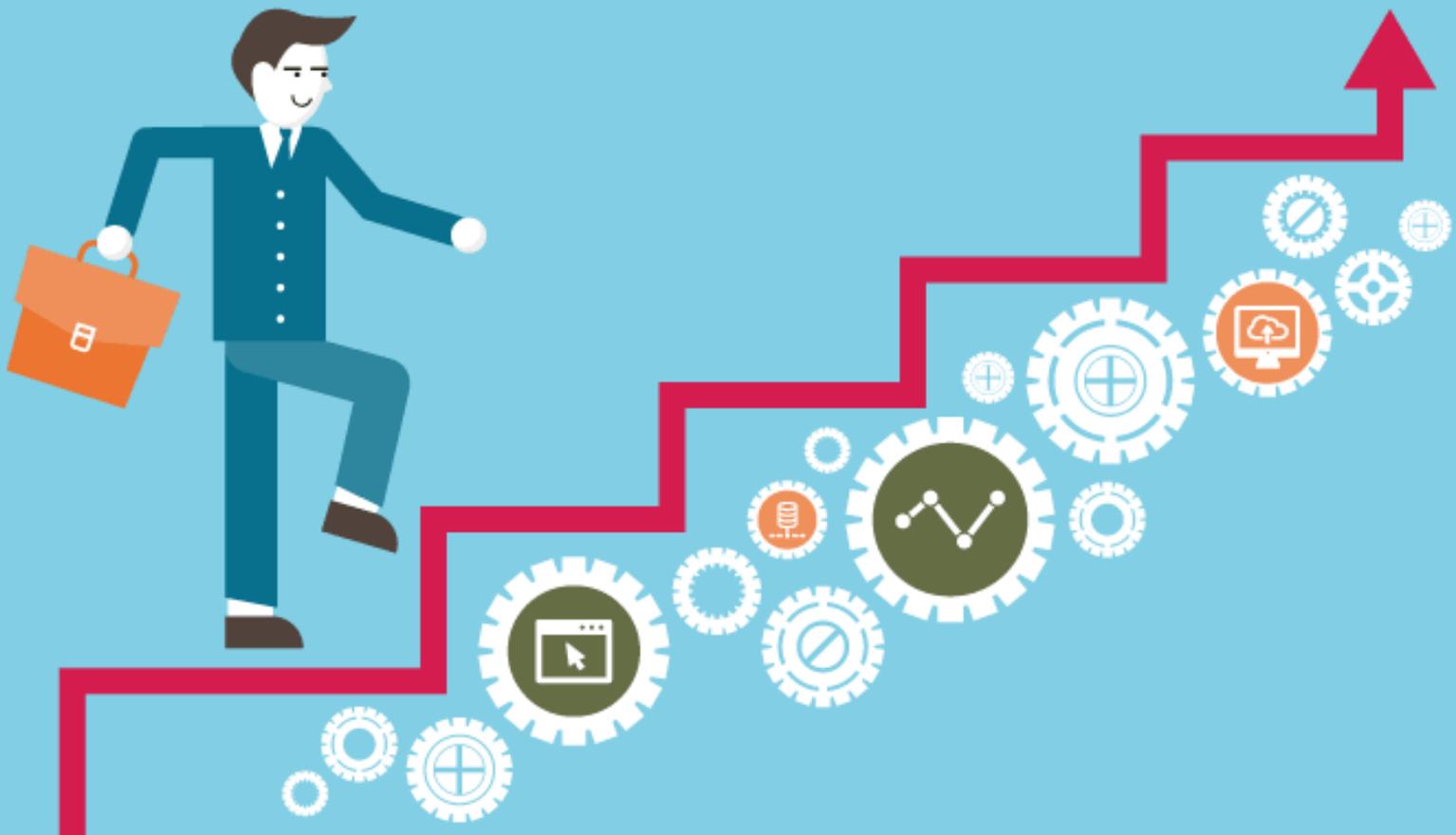


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Career Guidance and Counseling Guide



ALBA IULIA, 2019

Editura Universul școlii

ISBN: 978-606-005-047-6

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

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Bilingual edition: romanian-english

Publishing house: School Univers/Universul scolii

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INTRODUCTION

This guide is an intellectual product of the Erasmus + KA2 VET project, entitled "**TECH**nicalpartNership towards Innovation and Cooperation for VET", Nr. 2017-1-RO01-KA202-037478, implemented by *Alba County School Inspectorate* as coordinator in partnership with the *Alba County Council*, *Umbria Training Center - Italy*, *Istituto Professionale Industria e Artigianato "L. Santarella" - Italy*, *ManCom GmbH - Germany*, *BildungsgesellschaftmbH Pritzwalk - Germany*, *"Timotei Cipariu" Technological High School Blaj*, *"Alexandru Domșa" Technological High School, Alba Iulia*.

The main objective of the project was to increase the attractiveness of vocational technical education in the countries where the partner institutions are coming from: Romania, Italy, and Germany. The project has been running for 2 years.

The target group of the project was conceived of:

- Teachers from VET schools / trainers in training centers / vocational training institutions, school counselors;
- Technological high school students and secondary gymnasium students;
- Managers of VET schools / managers of vocational training institutions.

Achieving the main goal focused on three important issues, outlined as specific objectives:

- O1. Improving the skills of the teachers involved in the project in order to provide counselling and career guidance to students and to promote professional technical education;
- O2. Increasing student's motivation for orientation towards VET education;
- O3. Develop a consistent and coherent collaboration between school and business environment by creating a common action program.

The objectives have met by achieving the following results:

- Teachers involved in the project participated in training activities organized by partners from *Umbria Training Center (IT) and BildungsgesellschaftmbH Pritzwalk (GE)*
- Students of partner institutions actively participated in the activities of promoting the schools they belong to and were involved in achieving the project results:
 - ✚ **The E-book** with success stories of the VET graduates, realized by the partners from *"Timotei Cipariu" Technology High School Blaj*
 - ✚ **The crafts notebook**, made by the partners from the *"Alexandru Domșa" Technology High School in Alba Iulia*
 - ✚ **The virtual crafts museum**, built by partners from *BildungsgesellschaftmbH Pritzwalk (GE)*
- The development of cooperation between school and business environment - local public authorities was materialized in a Common Action Plan realized by the *Alba County Council*, which includes objectives, targets, activities and responsibilities meant to develop a good collaboration between the school and the business environment.

The Counselling Guide is the result of the work of the entire team set up at the partnership level, the *Alba County School Inspectorate* being responsible for its development and editing. That is why we would like to thank all colleagues in our partner institutions who contributed to this guide.



CHAPTER 1: COLLECTING SOCIOECONOMIC INFORMATION AND DATA

Partners in charge: Alba County Council, Umbria Training Center, Man Com GmbH

1.1. TOPICS

1.1.1. Regional demography information

ROMANIA

Alba County is one of the six counties of the Central Region (a development region without administrative statute), located in the central part of Romania, and in the western part of the Central Region. With a surface of 6,242 square kilometres, Alba County occupies 18.30% of the Central Region surface, and 2.6 % of the country surface, being a medium size county. The resident population, on the 1st of January 2017, was, in Alba County, of 330,847 inhabitants, representing 14.18% of the Central Region population. The natural decrease of the resident population, the increase of the internal migration, and of the external migration determined, between 2011 and 2015, **in Alba County, the decrease of the total resident population by 1.89%, while the decrease of the pre-school and school population was of 5.2% compared to the national level of 6.1%.**

Also, the forecasts for the 2030-2060 horizon show, at the level of Alba County, a reduction in the pre-school and school population of 0-23 years by 21.69% in 2030, respectively by 42.24% in 2060, by more pronounced reductions that at regional or national level. The difference between the national and regional levels is even more evident for the 15-18 age category (high school and vocational school). This evolution will, obviously, have a negative impact on the labour resources in Alba County.

ITALY

The resident population in Umbria it's about 895 thousand inhabitants, of which almost 100 thousand foreigners. Since 2001 the entirety population has grown almost in a continuous way, recording an overall increase of over 70 thousand inhabitants (+ 8.6%). The trend of the total population was strongly influenced by that of the foreign population: the most consistent rates of increase are observed in the two-year periods 2003-2004 and 2007-2008, characterized by measures to regularize the foreign presence. These measures led to a sharp increase in the foreign population (+ 31.7% in 2003 and + 19.6% in 2007), which was reflected in changes in the overall population. In Umbria, population growth began to stop at the beginning of the current decade, although in the period 2012-2013 there was a positive rate of increase, which especially in 2013, assumed a significant value (+1.2 %).



GERMANY

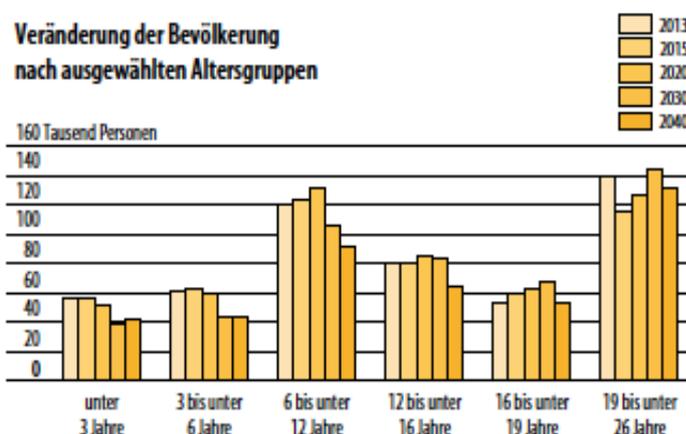
The state of Brandenburg is located in the northeastern of the Federal Republic of Germany. With its total area of 29,476 km², it is the largest of the new federal states. The state of Brandenburg has 2,504,040 inhabitants in 2018. This corresponds to a population density of 84 inhabitants / km². The average age is 46.8 years. From 2001 to 2015, the total population decreased by a total of 97,922 people. Since 2015, regulatory measures have led to a growing population of 46,168 people.

Forecasts show that by the year 2040, due to the birth deficit, a population decline of 2.449 to 2.167 million must be expected - that is 282,000 fewer people than in 2013. One half of the population is concentrated in 15%, the other half in 85% of the country's territory. In addition, people in Brandenburg are getting older. By 2030, more than a third of the population will be 65 years or older.

Brandenburg had 2018 an average of 327 employees subject to social insurance contributions per 1000 inhabitants, in the growth cores between 394 and 566. Almost half of the 806,000 employees subject to social insurance contributions work in these cores. Brandenburg's economic structure is very mixed. There are several prospering regions (the unemployment rate in Potsdam-Mittelmark in April 2018, for example, was 4.4%, that's below the national average). The rural areas are rather structurally weaker areas with a lower population density and employment.

The labor force potential, which includes the 15- to 65-year-olds, is expected to decrease by 28% by 2040. There are very large percentage declines in the under-three age group, which are steadily decreasing until 2030/2031 and only slightly increasing thereafter (more than a quarter down on 2013). In the years of kindergarten (three to under six years), initial slight increases occur. Only in the very long term will there also be a sharp decline of more than a quarter here.

Primary school age children (from 6 to 12 years old) are expected to increase in the country. The number of children in lower secondary education (aged 12 to under 16) will increase from a low base to 2025 and will fall below baseline only after 2030. In the entire period from 2014 to 2040 there will be a decrease of one fifth in the number of children in the age of secondary level I. In the state of Brandenburg, the number of adolescents in school age will reach upper secondary level (16 to under 19) in the next few years gradually increase by almost a third and in 2040 fall again in the order of magnitude of the forecast year.





GEO/ TIME	2001	2005	2010	2014	2015	2016	2017	2018	2001-2018	2015-2018
Germany	82259540	82500849	81802257	80767463	81197537	82175684	82521653	82792351	532811	1594814
Brandenburg	2601962	2567704	2511525	2449193	2457872	2484826	2494648	2504040	-97922	46168
Italy	56960692	57874753	59190143	60782668	60795612	60665551	60589445	60483973	3523281	-311639
Umbria	824187	848070	880202	896742	894762	891181	888908	884640	60453	-10122
Romania	22430457	21658528	21462186	19947311	19870647	19760585	19644350	19530631	-2899826	-340016
Region Centru	2642475	2533421	2524418	2355312	2350147	2341964	2332935	2325747	-316728	-24400

- *Indicators related to education and professional training, deriving from strategic framework ET 2020 and Europe 2020 Strategy (e.g. early school leaving rate, share of tertiary education graduates, graduate employment rate)*

The school drop-out rate in the state of Brandenburg has fallen from 7.8% (2014) to 7.1% (2015). There is a high rate of early school leaving in Germany, especially among young people with a foreign passport or migration background. For these students, the risk of dropping out from the elementary school is more than twice as high as for German classmates. While the proportion of all students without a degree in this country, according to the study, since 2011 fell below 6 percent, the rate of foreign students rose by 2014 from 12.1 to 12.9 percent.

The German state of Brandenburg, the percentages of young people with completed tertiary education is significantly lower than the overall percentages. This rather worrying trend is probably caused by migration of young qualified workers to either Berlin or Western German states. It should also be noted that, while it seems that Brandenburg/Germany in general is lagging behind most other European countries (which seemingly contradicts its low unemployment rate and great economic success), the disparity is caused by a relatively unique large-scale system of *dual education* widespread in Germany.

Employment rate evolution, by age group, by level of education, etc.

In December 2017, the unemployment rate in Brandenburg was 6.6% - only the half in comparison with 2009, the national rate being 5.3%. Brandenburg therefore has the sixth-highest unemployment rate when compared with other regions of Germany. Employment rate in Brandenburg aged 15 to 24 decreased from 42.9% to 40.2% from 2001 to 2017. At the age of 25 to 64 it increased from 61.3% to 79.8%. In relation to all persons of working age from 15 to 64 years, the employment rate increased from 65.6% to 81.6% during the same period. In the state of Brandenburg, the difference in the employment rate among men and women is rather less significant than in comparison to Umbria / Italy and Central / Romania.

1.1.2. Educational system: structure on levels and profiles, admissions, enrollment environments, baccalaureate, conclusions.

ROMANIA

The structure of the initial education and training system in Romania, on 2017, is as follows:

- 19-23 years:



- higher education – *university tertiary education*
- post-secondary education (1-3 years) *qualification level 5 – non university tertiary education*
- 5-18 years – *upper secondary education*:
 - theoretical branch, vocational branch, technological branch (*qualification level 4*) – high school education
 - 3 years VET (*qualification level 3*), dual education (*qualification level 3*), special VET – vocational / professional education
- 11-14 years – gymnasium education (5th – 8th grades) - *lower secondary education*
- 6-10 years – primary education (1st – 4th grades) – *primary education*
- 0-5 years – pre-school education (nurseries, kindergartens) - *early education*

19-23 ani	Învățământ superior						Învățământ terțiar universitar
	Învățământ postliceal (1-3 ani) Nivel 5 de calificare						Învățământ terțiar non-universitar
15-18 ani	Filiera teoretică	Filiera vocațională	Filiera tehnologică (Nivel 4 de calificare)	ÎPT de 3 ani (Nivel 3 de calificare)	Învățământ dual (Nivel 3 de calificare)	ÎPT special	Învățământ secundar superior
	Învățământ liceal			Învățământ profesional			
11-14 ani	Învățământ gimnazial (clasele V – VIII)						Învățământ secundar inferior
6-10 ani	Învățământ primar (clasele I-IV)						Învățământ primar
0-5 ani	Învățământ antepreșcolar și preșcolar (creșe, grădinițe)						Educație timpurie

The students' situation in vocational and technical education during the school year 2017-2018 was as follows: 63.86% in high school education, technological branch, 32.76% in vocational education, and 3.38% in dual education. During 2004-2017, the tendency was to decrease the share of students in vocational education and to increase the share of students in technological high school education. After 2014, the dual education was developed in Romania, Alba being one of the promoters of this educational system. Out of the 2,568 pupils in dual education, in Romania, 38% were in the Central Region and 6.4% in Alba County.

Within the 20 technological education units (54% of total high schools and colleges), the pupils are trained in the following profiles and training areas:

- **TECHNICAL** - electronic automation, electromechanical, mechanical, electrical, construction, plant and public works, textile and leather industry, industrial chemistry, building materials, wood products manufacturing
- **SERVICES** - economic, tourism and food / nutrition, trade, aesthetics and hygiene of the human body



• **NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION** - food industry, agriculture, environmental protection, forestry

At the national assessment, on 2017, the admissions grade to high school / vocational school were, in a proportion of 19.92%, under 5, reflecting *poor basic knowledge, with major implications for the future training of pupils*.

The baccalaureate graduated exam in the vocational and technical education (63.48% in 2016) is lower than that of the high school education at county level (79.6%), which highlights the need for better vocational counselling of the pupils, in the choice of the educational path, at the end of the gymnasium education. The analysis of the past years results in a reduced orientation of the 8th grade students towards vocational and technical education - qualification level 3 (approximately 16.5% of the respondents), which means that the career guidance and counselling of the pupils start late to have the expected impact.

Among the reasons for the poor school education of pupils, reflected in the national evaluation media (component of the secondary school and vocational school admissions grades) and the baccalaureate exams grades, were identified: **lack of interest of pupils and parents for learning; inefficiency of teaching methods, methods of learning stimulation used by teachers; loaded and theoretical curriculum.**

ITALY

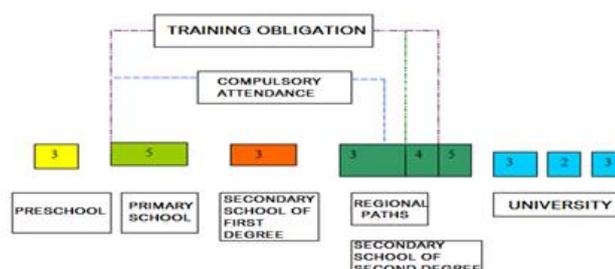
The Italian educational system is organized in the following way:

- primary school (age: 3 to 6 years of age), not compulsory, which provides for a Duration of 3 years;
- First cycle of education, of the total duration of 8 years, articulated in two Segments: Primary School (age: from 6 to 11 years of age), which provides for a duration of 5 years, Secondary School of First degree (age: from 11 to 14 years), which lasts 3 years;
- Second cycle of instruction, consisting of two paths:
- Secondary School of State competence, lasting 5 years, addressed

The Technical Education sector It consists of eleven training addresses divided into two sectors, Economic and technological, designed to promote the employability of graduates.

Technical institutes at the same time offer a theoretical-technical training and a Practical, through workshops and training opportunities in the company. In addition to entering the labourmarket, technical graduates can opt for the continuation of studies at the level of University or under the higher education and technical training System (IFTS)

GENERAL STRUCTURE OF EDUCATIONAL SYSTEM





At the end of the first education cycle, as an alternative to the secondary education pathways of The second degree of five-year duration, there is also the possibility to fulfil the obligation to Education and training with the frequency of three-year or four- year courses of vocational education and training, regional competence.

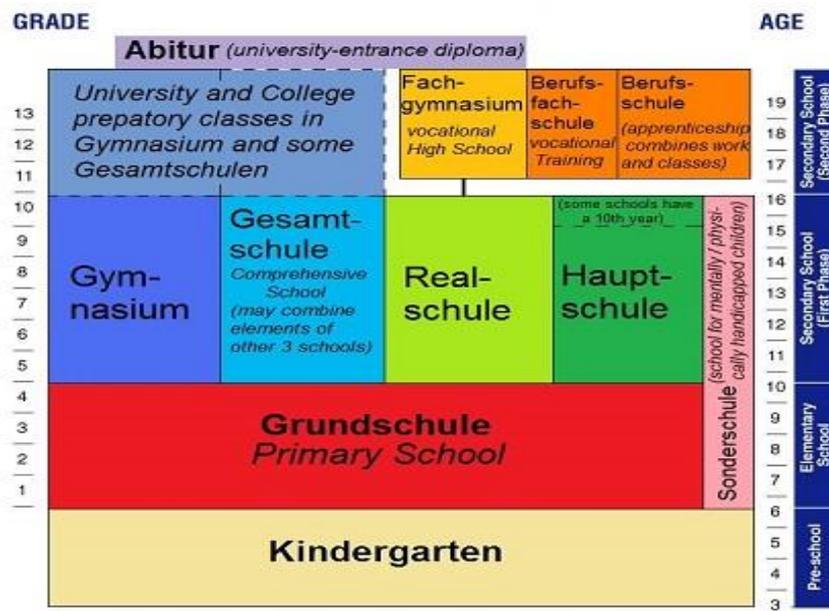
In trend with the choices on Italian basis also the Umbrian students, in particular 19% choose the Professional institutes. At the end of the studies, About 28% of the technical and professional graduates worked for at least 6 months in the first 2 years post-Diploma. 27.4% of the graduates, however, are not involved in university training courses or have had employment relationships, only 14.7% have had occasional and piecemeal work relationships

GERMANY

- **Structure of the educational and initial professional training system**

Germany has a compulsory school attendance law. The law requires school attendance, not just instruction, from age 6 until age 15. Every state in Germany has its own school system.

The German **primary and secondary school system** is a rather complicated one in which there are sometimes as many as five different kinds of secondary schools and various paths leading to academic higher education, advanced technical training or a trade. In addition to Germany's extensive public school system, there are also some private and parochial schools. Among the private schools, Montessori, Waldorf, Jena and other alternative education models are popular.



- **Elementary school** (years 1 to 4 or 6), orientation school (if there are orientation schools in the state),
- **Orientation phase** (at *Gymnasium* years 5 to 6),
- secondary school (years 5 or 7 to 10 in "Realschulen" and "Hauptschulen"; years 5 or 7 to 10 (differences between states) in "Gymnasien") respectively. Secondary school includes the educational programs for the acquisition of advanced vocational training and the

preparation for the vocational high school, entitled to mediate deepened general education to attend the college preparatory schools.

- **Comprehensive school with upper secondary school** includes grades from 7 to 13 and provides a basic, advanced or in-depth general education, includes the programs for the acquisition of advanced vocational training, the vocational high school and the general higher education entrance qualification.
- **Gymnasium** - includes grades 7 to 12, provides a deepened general education and includes the course of study to obtain the general higher education entrance qualification.
- **Tertiary education dual education** allows pupils on vocational courses to do in-service training in a company as well as at a state school. Dual education is a system in which a pupil in upper secondary education attends a special type of vocational school for (usually) 2 days a week and spends the rest of the week working as an apprentice in a company cooperating with the school.
- **Vocational education training in the region (schools, students, training profiles, training level of the students in vocational and technical education etc.)**

For the training of young people, professional and personal aptitude is required by law. In addition to professional competence, this also includes occupational and vocational pedagogical competence, which must be proven in an independent examination. These requirements guarantee that not only the training contents are conveyed correctly, but that the planning and implementation of the training is carried out in a legally correct manner, methodically and didactically adapted to the particularities of the trainees.

Dual vocational school, technical school

Usually the vocational, technical school is not part of the normal German public school system, but is financed and supervised by the federal government in conjunction with industrial groups (chambers of commerce/trade) and trade unions. As part of a concept known as dual vocational education, in which businesses and schools work together, a vocational school combines academic study with an apprenticeship. In most cases, students must have a diploma from a secondary education level in order to be accepted by a vocational school, which usually has a two- or three-years course of study. Successful tech school graduates are certified in a certain trade or industrial field. The normal training period is 3 to 4 years.



There are three types of vocational or technical schools:

1. Vocational school

If certain conditions are fulfilled, it is possible to obtain a diploma.

2. The Berufsfachschule(vocational training)

A successful completion of the program leads to a degree equivalent to the certification of the secondary education / VET or the extended certification of the secondary education / the extended VET.



1. Fachoberschule (vocational high school)

With the successful completion of the upper secondary level, the general university entrance qualification is acquired.

In Brandenburg, in 2018/2019 there were altogether 915 general schools of education. These include 56 professional schools and 33 training centers in the health sector. Of the 289,000 trainees and students, 44,346 were trained in vocational schools and 4,867 in health service schools. Without graduating the elementary school, 1,564 students left school. In 2017/2018, 11,228 students graduated from vocational schools.

From 2008 to 2017, the number of apprentices almost halved - from 72,143 to 44,634. Only in public schools the number dropped from 48,086 to 25,946. The number of training contracts has also fallen drastically: from 17,336 to 10,221.

All classes (only public schools and without healthy)

Industry and trade	14,794
Craft	7,094
Agriculture	1,221
Home economics	178
Freelance professions	1,376
Public service	1,283

- ***Main challenges in the educational system in Germany/Land Brandenburg***

Areas of action due to change because of the important structural changes in many fields of education.

1. Quality assurance in early childhood education
2. The further development of all-day program in schools and after-school care
3. The organization of the transition from school to vocational training
4. The relationship between vocational and higher education
5. The assurance of a high quality of vocational training in accordance with the requirements of the labour market in the next 10 to 15 years and
6. Implementing an inclusive education system.

1.1.3. The economic profile of the region (county)

ROMANIA

With a contribution of about 11% to the national GDP formation, during 2005-2016, the Central Region is ranked 4th at national level, and, at regional level, Alba County ranks 4th by 14% after Braşov, Sibiu (among the most developed counties in the country), and Mureş. Between 2005 and 2016, the Central Region recorded an upward trend of GDP per capita, representing, in 2016, more than half of the European average, compared to 2005 when it represented only one third.

The economy of Alba County is predominantly directed towards the service sector and industry - especially the manufacturing industry. Thus, at the level of Alba County, the industry represents 33.4% of GDP, services 44.2%, agriculture 6.8%, constructions 4.1%, and ICT 1.1% of GDP. **The main pillars of the industry of Alba County are the manufacture of transport**

vehicles (45.60%), the wood processing industry (12.40%), the food industry (11.60%), and the manufacture of electrical equipment (9.50%). At national level, Alba County ranks 4th in terms of industrialization, being **the most industrialized county in the Central Region.**

Alba, Braşov and Mureş are three of the 10 counties that attracted foreign direct investments of over 1 billion euro between 1990 and 2016. At national level, Alba County ranked 11th in terms of direct foreign investments, in 2016.

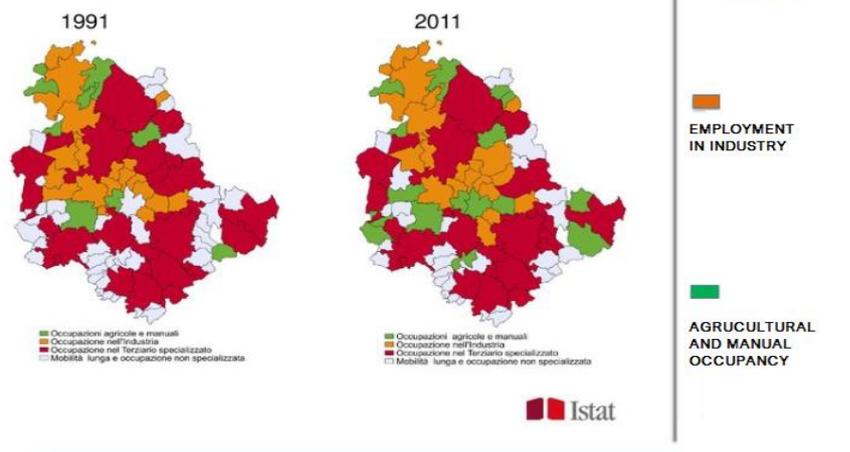
ITALY

Umbria is characterized by a large combination of enterprises and clusters of SMEs. In 2013, there were 67,768 enterprises in the region. In the services sector 76% of existing companies is operating, 13% in construction and 11% in the industry. The economic crisis negatively affected employment dynamics: from 2008 to 2016 the number of employees decreased by 4.21%.

In 2014, the distribution of employment by sector shows a greater concentration in services (68%), while the share of industry is 25% and that of the construction sector 7%. The main regional industrial specializations include: production of steel and machineries in the area of Terni; textiles, leather and clothing in Perugia and Tiber area; agro-food and crafts. Tourism also plays an important role in the Umbria's economy.

In the period 2007-2015, the real GDP declined by 15.7%. As of 2008, the global crisis has caused a deterioration of economic performance, investment propensity and employment opportunities. There was a considerable contraction in GDP in 2009 (-8.2%), followed by a good recovery in 2010 (+1.7%). In the most recent period (2013-2014), the GDP has registered again a

OCCUPANCY EVOLUTION'S PROFILES



Lavoro, vulnerabilità sociale e materiale nei territori dell'Umbria, C. Cesaroni –
Perugia, 14 giugno 2017

negative dynamic (-5.3%). The positive performance in 2015 (+1.9%), above the national rate (+0.9%) and the European average (+1.6%), was showing a good sign of recovery. In 2015 the regional GDP was equal to €21.4b, contributing to 1.3% of national GDP (Eurostat, 2017)

GDP PPS per capita was equal to €24,000 in 2015, below the Italian (€ 27,100) and the European average (€ 28,900).

GERMANY

Relevant sectors in the region's economy

The economy of the state of Brandenburg has grown steadily in recent years. Following a 1.2% increase in gross domestic product in 2015 and 2016, the economy accelerated slightly to 1.4% in 2017. In Germany, economic development in 2017 was characterized by stronger growth



of 2.2%. In 2017, gross domestic product in the state of Brandenburg amounted to 69.13 billion euro. Compared to 2016, GDP grew by 1.4%. The GDP per capita of the population was 27,675 euro. There were 1,116 million workers. The number of companies subject to VAT increased to 98,425.

Labor productivity reached 80.0% of the total German average in Brandenburg, but is still higher than the average of the eastern German states. The Brandenburg per capita income has returned to the nationwide trend in the past two years. In Germany as a whole, incomes rose even more dynamically.

In the course of the transformation process, the state of Brandenburg has remembered its roots and today defines itself with the following focal points of a realigned economic policy: Energy industry, efficient agriculture, transport, mobility and logistics, metal and electrical industries, including the automotive supply industry and aerospace technology, ICT, media and creative industries, tourism and health economy.

Companies

Almost 30 years after this new beginning, the economic policy priorities for 2017-2022 have changed fundamentally. The government of the state of Brandenburg realigned its economic promotion. "Strengthening strengths" means focusing and concentrating on strong industries and existing potentials. Particularly strong branches of industry are the sectors of metal production and metalworking, plastics and chemicals, food industry, optics and photonics and transport / mobility / logistics. Among the Brandenburg companies are many companies from the classical heavy industry, for example metal processing and chemistry. But especially in recent years, younger economic sectors, such as companies from the environmental technology or biotechnology sectors, have increasingly settled in Brandenburg. More than 95% of all enterprises are SME.

Companies that collaborate with the VET schools (field, nature of collaboration etc.)

Vocational training in the dual system with a state-approved degree is the traditional way into the profession. Training takes place at two places of learning: in the company and at the inter-company vocational training center in the skilled trades or in the agricultural sector as part of inter-company training and at the upper school/ vocational school. The dual system offers solid training in a recognized apprenticeship occupation and creates good conditions for young people to move into subsequent employment.

The training company teaches learners practical contents of the training in the respective occupation on three to four days per week, the vocational school imparts the theoretical background on one to two days and supplements the company training.

Practicians from the companies play the main role in "learning in the company work process". They provide the trainees with the necessary learning content so that they are able to carry out their work independently as independent specialists after their training is completed.

In the company training is regulated in training regulations that define uniform national standards with regard to the content of training, its provision over time during training and the examinations.

Practicians also play an important role in drawing up training regulations, as they play a key role in shaping the content of technical training in the company and the examination requirements of the individual occupation. The development of training regulations in consensus with all parties involved is an important guarantee for the acceptance of training regulations not only among companies but also among employees. The nationwide standard and a state-approved degree act as a seal of quality that employers can use as a guide when hiring new employees. The broad



applicability of the professions ensures the mobility of employees trained in the dual system. The training regulation is adapted to technical progress and new developments. If necessary, new trades are created. The availability of employees who have been trained according to the latest state of the art also promotes innovation in companies and as a result competitiveness. Depending on the breadth and depth of the training, the training period is between two and three and a half years.

1.1.4. Correlation of the training areas with the economic profile of the region (county)

ROMANIA

The reforms in education and training, in Romania (in the sense of reducing the role of the economic ministries in vocational training, dropping out of vocational school, successive changes in the law on education), have resulted in a gradual deterioration in the qualification level of the human resource prepared by vocational education, degradation in the social of the vocational school, reaching a situation where a training course in the vocational school is considered by pupils and parents to be the last solution and not a choice. The return to three-year vocational school and the development of dual education, in recent years, have reaffirmed the importance of practical training in the transition from school to active life and the need for active involvement and collaboration of the education and labour market representatives in the formation of the young generation.

In Alba County, **the fields of training in vocational and technical education, with the largest number of students**, are in the technical profile - Electronics automation, Mechanics, Textile and Leather Industry, Electro-mechanics, Electric, Services - Economic, Tourism and Food / Nutrition, and Natural resources and Environmental protection - Agriculture, Food Industry.

In 2016, the civilian employment in Alba County was the largest in Manufacturing Industry (31.02%), followed by Agriculture, Forestry and Fishing (21.51%), and Trade (14.20%).

The most important employer sector in Alba County is the manufacture of bearings, gears, gearboxes and mechanical transmission elements. Other areas of the county economy, with **a large number of employees** are: trade, construction, food industry, transport and storage, road transport vehicles, trailers and semi-trailers.

GERMANY

Every time a new profession is modernized or created, the vocational school curricula are also adapted. On the basis of the practical training contents, the theoretical underpinning is developed and coordinated with each other in items of time. This means that in-company and school-based training complement each other. Within the framework of the so-called "learning location cooperation", companies and chambers work together locally with the vocational school responsible for their trainees in order to coordinate the best possible training for the companies and the region – an important component of quality assurance.

If the contents of some training occupation need to be adapted or a new profile must be created, the initiative usually comes from the employers' organizations. After hearing all the parties involved – in particular the trade unions – the responsible Minister decides on implementation in coordination with the states responsible for vocational schools. In the event of a positive vote, the



modernization of creation of a training occupation is carried out together with experts from employers and trade unions. This approach ensures that the development of occupations is geared to the needs of the economy.

Due to their specialization, some companies are not able to convey all the contents prescribed in the training regulations. In this case, inter-company apprentice training can be used. It complements in-company vocational training and thus contributes to companies' ability to provide in-house vocational training and thus to the creation of training places. The courses also serve to adapt vocational training to technical and economic development, to compensate for regional training differences and to ensure a uniformly high level of training.

The Chambers of Industry and Commerce and the Chambers of Crafts advise companies involved in training, monitor in-company training and determine the suitability of companies and trainers. They register training contracts and conduct the examinations according to nationwide standards. This ensures a high level of professional qualifications.

ITALY

The employment rate of the region (62.7%) is still higher than the national average (57.2%), but still below the one for Europe (71.1%), with a slight decreasing trend during period 2015-2016(-1.5%). However, the low demand has prompted companies to limit significantly the level of production, reducing labour input; hence, the unemployment rate increased considerably (it has doubled) in recent years, from 4.6% in 2007 to 9.6% in 2016, which are the values that are below the Italian average (from 6.7% to 11.7%) but above the European trend (from 7.0% to 8.6%).

Umbria hosts four poles of excellence operating in the following sectors: Energy; Genomics, Genetics and Biology; Advanced Mechanics and Mechatronics; Advanced Materials, Micro and Nano Technology. These clusters consist of a wide network of small and large enterprises, which collaborate with the main public research bodies located in Umbria (such as the University of Perugia, the National Institute of Nuclear Physic – INFN, the Institute on Advanced Materials of Terni). At the same time, there are considerable weaknesses in relation to RTDI inputs. In 2014, the total R&D expenditure was only 0.97% of the GDP (Eurostat, 2017), lower than the Italian (1.38%) and European average (2.04%).

1.2. Identification of priorities areas of the regional economic development 2017-2022

1.2.1. *Priorities in regional- economic development*

ROMANIA

A number of Alba County businesses are present in supra-regional and global value creation chains, in areas such as: automotive, machine building and metalworking, electronics/electrical engineering and safety systems; food and food processing industry (beverages, milk and dairy products, meat and meat products, spices, honey); wood and furniture industry; textile industry - production of clothing, leather; porcelain industry; concrete industry and concrete products for construction; metallurgical industry; paper and cardboard industry.



Most of Alba County workers are skilled and assimilated workers, as well as unskilled labourers, while technicians and technical or other industries specialists have some of the lowest national shares. The top 5 occupations in Alba County, from the perspective of the most registered employment contracts (ex.: commercial worker, unskilled worker in the clothing industry, car wiring, unskilled worker in assembling the pieces), have a low level of qualification. As a result, over 60% of employees have a gross salary of less than 400 euro, the average salary for Alba County being lower than the regional and national average.

Economically, there is a phenomenon of aging of skilled labour, at a high unemployment rate among young people aged 15-24 (20.6% in Romania, and 23.7% in the Central Region, in 2016), and **an increasing need of companies for skilled labour force, which generates a challenge for the educational environment to adapt the educational offer and the professional skills to the labour market demands.**

The priorities of Alba County regarding the economic development are represented by **the auto and mechatronic industry, the agro-food sector, the light industry, the forestry, the wood processing, and the furniture industry**, smart specialization areas identified at regional level, as well as areas such as: **commerce, hotels, and restaurants** that have recorded, in recent years, increases in the net investment to 1,000 RON turnover.

ITALY

Identification of priorities areas of the regional- economic development 2017-2022

The strategy adopted by the Umbria Region, objectives:

EFS European Social Funds: The specific objective is aimed at strengthening policies aimed at combating and reducing crime scholastic and educational dispersion, within the integrated education and Professional training system. The actions are primarily aimed at the youth population, of age between 15 and 18 years of age, affected by the full filment of the education obligation and the right-duty of education and training, with particular but not exclusive reference to who abandons the course of study in upper secondary school.

The action targets are identified:

- young people interested in the choice, at the end of secondary school, at the end of course of the second cycle or
- The path of Education and Vocational Training, for the purpose of fulfilling the obligation to instruction;
- young people who work in subsidiary for the first year of VET attendance at a state professional institute, with reference to the hourly integration with vocational training organizations;
- young people who attend the second and third year of attendance at an organ-ism of professional training for the achievement of the professional qualification at the end of the third year;
- young people who leave the school system, to whom the specification is ad-dressed offer of the vocational training system, aimed at their permanent return to professional or recovery paths of studies.



The actions consist of:

- offer of vocational training courses, including those aimed at reintegrating dropouts from school courses, to be carried out also through methods of alternation between classroom / laboratory context and production context, with attention to disabled and socially vulnerable subjects, including those that can be developed in the areas and themes of the green and blue economy;
- transitional orientation actions at the end of secondary school and in the course of studies.

EFRD European Funds for Regional Development:

- strengthen research, technological development and innovation (thematic objective 1): research and innovation, in the broadest sense, represent an important opportunity to launch the regional economic system onto a global scene, promoting qualified employment and the activation of intensive knowledge initiatives that are in keeping with defined regional smart specialization strategies;
- enhance access to, as well as the use and quality of ICT. The computerization of processes and the boosting of access to ICT are essential elements for the implementation of the Regional Strategy for smart, sustainable and inclusive growth.
- enhance the competitiveness of SMEs: the structural fragility of the Umbrian enterprise system and the difficulties posed by the crisis require adequate recovery measures and the capitalizing on the best of regional aspects and potential of the production system to build organized and structured networks, agreements and collaboration among companies;
- support the shift towards a low-carbon economy in all sectors: the importance attributed to a green economy in the regional context is combined with the objectives of sustainable growth promoted by the Umbria Region, particularly for the promotion of energy efficiency, the use of renewable energy sources and smart and sustainable transport systems;
- preserve and protect the environment and promote the efficient use of resources: support for the implementation of integrated measures for the enhancement of environmental and cultural resources, and the relative supply chain pursued by the POR FESR aims to favour access to regional assets by promoting innovative forms of public-private relationships.

The ERDF Operational Programme has, therefore, been articulated into 7 Priority Axes as follows:

NUMBER	AXIS	SUM
I	Research and Innovation	28.6% of resources equal to 101,834,404 euro
II	Digital Growth	9% of resources equal to 31,951,680 euro
III	SME Competitiveness	24% of resources equal to 85,507,200 euro
IV	Sustainable Energy	15.7% of resources equal to 55,960,120 euro
V	Environment and Culture	10.1% of resources equal to 35,972,200 euro
VI	Sustainable Urban Development	8.6% of resources equal to 30,816,400 euro
VII	Technical Assistance	4% of resources equal to 14,251,200 euro
		TOTAL 356,293,204 euro

		3.3 An increase in the level of internationalisation of production systems	3.3.1 Plans for the promotion of exports, designated for enterprises and their aggregate forms as identified on the basis of territory or sector
	c) To support the creation and amplification of advanced capacities of products and services	3.4. Relaunching of the investments in the production system	3.4.1 Aid for investments in machinery, equipment and intangible assets and accompanying processes of company reorganisation and restructuring
		3.5 Dissemination and strengthening of economic activities with a social content	3.5.1 Support for the launching and strengthening of business activities that produce socially desirable effects and public assets that are not produced by the market
	d) To support the efforts of SMEs to grow in regional, national and international markets and take part in the processes of innovation	3.6 Increased access to credit, financing of businesses	3.6.1 Improving the public loan and guarantee systems in terms of efficiency and efficacy for the extending of credit, fostering synergy between the national and regional systems of guarantee and favouring forms of rationalisation that build greater trust.
			3.6.2 Contribution to the development of the risk capital market for start-up businesses in the early pre-seed and seed stages

GERMANY

The most important fields of economy in Land Brandenburg are:

1. Energy Industry – nationally recognized pioneer with lighthouse projects in the use of renewable energies (wind power, solar energy, geothermal energy, biomass and storage for renewable energies);
2. efficient **agriculture** with a high proportion of organic farming and locally and regionally oriented distribution chains, which offer new development opportunities, especially for smaller producers;
3. **Transport, Mobility and Logistics**, which are developing rapidly due to the privileged location around the German capital Berlin and as a transit region (freight transport and logistics centers, combined transport);
4. **Metal and Electrical Industries**, including the automotive supply industry and aerospace technology, which have positioned themselves at the forefront of international competition;
5. **ICT, Media and Creative Industries** that have redefined the state of Brandenburg as a media location;
6. **Tourism and Health Economy**, which are also benefiting from the capital boom and are becoming increasingly interesting for incoming tourism.

Companies in the Metal Industry use the know-how for new products, processes and materials to secure their competitiveness. In the metal and electrical industry, the new challenges of automation and digitization are particularly noticeable. But the food industry and above all the energy sectors also benefit from the proximity between business and research. In recent years in particular, the state's university and research landscape has become increasingly oriented towards the requirement of the economy. With more than 50 universities, 22 institutes of the Leibniz Association, seven Fraunhofer institutes and eight institutes of the Max Planck Society, the capital region Berlin-Brandenburg has the highest research density in Germany.

- ***Training fields of VET students correlated with the profile of active companies in the region or with the structure of labour force on economy fields***



In Brandenburg, the reorientation of the economy not only led to an expansion of the profiles and the creation of new occupational profiles, but also to new forms such as dual study or integrated training. This will allow a closer link between school and business as well as the early integration of research and higher education. For example in some of Vocational Training Centres were extended the profiles like in domain of metal or construction:

GBG Pritzwalk:

Vocational Training Centre in the City of Pritzwalk: foundation, trend and ground engineering; water – well construction equipment, tool mechanics; construction mechanics; mechatronics & electrical engineering; machine & plant operation; robotics; welding techniques; woodworking & construction; thermal, cold and sound insulation fitting.

Vocational Training Centre Frankfurt (Oder): restoration and monument conservation; timber construction; concrete construction and restoration: building preservation

Vocational Training Centre Cottbus: sustainable (environmentally sound) construction

In particular, the following trades can be learned at the Vocational Advancement Service. But the traditional profile was extended also in totally other domains like

- office administration;
- tool and machine operation;
- thermal and noise insulation engineering;
- house-keeping;
- assistant foreman;
- foreman or master craftsman for trades (structural engineering, construction and conversion as well as civil engineering).

Measures for adaption to the labour market and other correlations:

There are different pilot projects in preparation of the new Funding period 2021-2027. The pilot projects aimed on the improvement of the quality of vocational education, preparation of the didactic staff and a better adaption to the needs of the future labour market:

- New methods for concentration on vocational competence
- Framework curricula as a binding basis for teaching in all vocational schools
- Cooperation in the field of upgrade training for teachers
- Implementation of practically oriented dual vocational education and training in the hotel and catering trade
- VET 4.0 – Vocational education and training in the working world 4.0
- Internationalization in the specialist field of logistics management

Networks - All Vocational Training Centers of the Vocational Advancement Service cooperate closely with industry, the relevant chambers of industry and commerce, secondary school training centers, colleges and universities, industrial associations as well as the relevant industry committees, municipal and regional authorities, the federal Labor Agency, trainee organizations, etc. Tasks carried out jointly with our partners are set out in cooperation agreements. The Vocational Training Centers work actively in both local and nationwide networks.

Federal and national cooperation- The Vocational Training Institute maintains close contacts with the relevant ministries of the Federal State of Brandenburg. Staff of the Vocational Advancement Service also sit on the committees of the relevant federal ministries and federal industry associations. All Vocational Training Centers serve as certified examination locations for



the chambers of industry and commerce for first vocational education and also for further education. The Vocational Advancement Service regularly involves its students and those who have successfully completed its courses in vocational benchmark tests in Brandenburg and nationwide. In recent years, former students have participated and achieved some top and first places in the national benchmark tests of the umbrella organization of construction industry. In 2004, the annual national benchmark tests were held at the Vocational Training Centre in Frankfurt (Oder). Apprentices also regularly take part in European youth exchanges.

International projects- International guests from European, Asian and African countries have visited the Vocational Training Centers of the Vocational Advancement Service for study purposes in the past few years. The Vocational Advancement Service offers educational services for foreign students and managers. Educational experts as well as instructors of vocational theory and practice from foreign countries (Central and Eastern Europe, China, Guinea, Ghana, Mongolia, Nigeria, Egypt) have studied here and acquired additional qualifications. Employees of the Vocational Advancement Service have also recently acted as interim experts in among other places (China, Russia, Egypt, Belarus, Iran, Kyrgyzstan and Latvia).

Fields of smart specialization identified at regional level Brandenburg/Mancom

Based on the Innovation strategy of Brandenburg and Berlin and keeping academic specialists trained in the region in the area, presenting the region as an attractive place to work and promoting qualified further training opportunities – this is the common goal of the innovation strategy of the states of Brandenburg.

Five joint clusters have been defined to exploit the regional potential and synergies of companies and research institutions in the economic sectors.

- Power engineering
- health economy
- ICT, media and creative industries
- optics and photonics
- transport, mobility and logistics

In addition, four further specific clusters have been defined for Brandenburg, which are of great economic importance for value creation and employment in the state of Brandenburg.

- Food industry sector
- Plastics/ Chemistry
- metal
- tourism

Dual Studies in the State of Brandenburg

The dual course of study is a very new form of education and is sometimes still defined differently. The dual study program is a practical and academic form of training following the new requirements of the labor market. In the state of Brandenburg there were just four dual formats in 2012, in 2017 there were almost 30 in the winter semester. Nine universities in the state of Brandenburg offer dual study program. The offer is diverse and ranges from classical business administration, police services, computer science or engineering science, wood technology to studies in organic farming or therapy sciences to health science courses of study. Which university offers which dual course of study can be researched on the Internet. The agency "Dual studies Brandenburg" is affiliated to the Brandenburg Technical University as an organizational unit. The



agency supports all universities in the state of Brandenburg that offer dual study formats. All services of the agency "Duales Studium Land Brandenburg" are free of charge.

The agency "Dual studies Brandenburg" provides information on dual studies to prospective students and companies, offers advice and makes the relatively new study format known in Brandenburg. The agency "Dual studies Brandenburg" is the central point of contact for questions about dual studies in the state.

Since the 1980s, in VET competence development, has been seen as the goal of educational processes. Important cornerstones in the realization are the orientation of occupational and educational methods of "complete actions" and the stipulation of the acquisition of professional capacity as the main objective of vocational training. To implement the competence orientation in VET and to promote competence development in education and training in the Federal Institute for Vocational Education and Training (BIBB) carried out research projects for the design of competence-oriented standards and their implementation as well as for the modeling of competences, competence measurement and analysis of the factors influencing the acquisition of competences. The impact of global trends on the world of work and VET is only a challenge but also an opportunity. For example, digital transformation is making processes more complex and automating work processes, destroying certain jobs. At the same time, however, new job profiles and thus further training opportunities arise.

Educational actors are responsible for taking an active role in dealing with this change. It is important to make VET more attractive and adapt to digital change. Necessary are the development of leadership skills at all levels, commitment to inclusive co-operation as well as innovative policy-making, in order to adapt competence training purposefully and early to the market requirements.

Matters of competence are about the competences of the trainers as well as the trainees. In the coming years, a variety of new skills will be needed - not just professional competences, methodological skills, personality competencies, leadership skills, but also social skills, media literacy, and digital literacy. In addition, basic attitudes and values in working life are taught. Binding rules for the validation of non-formally and informally acquired competences are a central component of a permeable education system.

However, given the EU Council recommendation to have binding rules on the validation of non-formally and informally acquired competences by 2018, implementation is slow.

1.2.2. Impact on professional training

ROMANIA

Starting from the concrete situation regarding the labour force in the branches of economy, identified as priority, at the level of Alba County, **the development of dual education represents one of the solutions of the correlation of the educational offer in VET with the demand of the business environment regarding the training of the skilled labour force.**

The dual education offers advantages such as:

- involvement of the economic operators in the decision-making mechanisms at the level of the partner education units, regarding the local development curriculum;
- quality education and training for students, with technical support for practical training, and direct contact with economic agents;



- updating the competences of the teaching staff, through closer cooperation with the economic agents.

Taking into account the economic development perspectives of the county, within the main areas of Alba county industry (manufacture of transport vehicles, wood processing industry, food industry and electrical equipment manufacturing), also identified as intelligent specialization areas at the level of the Central Region, but also the current situation of the initial vocational training, it is important that the vocational and technical education in Alba County follows the identified **directions of action**:

- **Functional relationships** between the stakeholders (companies, schools, local public authorities, institutions, organizations)
- **High quality professional training** in the field of vocational and technical training
- **A better information** for pupils and parents about the opportunities of a professional career in the technological field

GERMANY

The training market in the state of Brandenburg has changed for demographic reasons and the development of the economy and thus demands on the labour market are currently facing immense changes and challenges. In this respect, the required approaches for solving problems also apply to the State of Brandenburg in detail. There are currently more than 330 different training occupations in Brandenburg.

a) Securing future demand for skilled workers

In order to counteract this development, the following **vocational training policy measures** have been continued or initiated, among others:

- the development of a balanced professional and study orientation in all schools, including grammar schools
- the reduction of the transition area¹
- targeted information on the advantages and career opportunities of the dual system and
- increasing the attractiveness of the dual system and its occupations, e.g. Significant increases in training allowances.

Both dual vocational training and studies are central educational pathways in Germany. Due to the increasing shortage of skilled workers, a functional balance of both systems will continue to be important in the future.

b) Overcoming discrepancies

Reconciling the training opportunities offered by companies with the training wishes of young people is a growing challenge for vocational education and training policy. Basically, three types of problems can be distinguished on the training market:

¹ *In the transition area, young people who are not ready for training generally have the opportunity to improve their individual chances of receiving vocational training: through extra-curricular measures or school-based training courses that do not lead to a qualified vocational qualification.*



- problems of supply for young people,
- staffing problems at companies and
- Fitting problems, if both problems mentioned above coincide.

In 2015, for example, there were supply problems for training applicants, particularly in northern and western Germany, increased staffing problems at companies in eastern and southern Germany, while fitting problems were recorded above all in north-eastern Germany.

However, there are clear differences between supply and demand not only regionally, but also between individual occupations. Occupations that young people find unattractive (e.g. In the catering trade, in the food trade and in the cleaning trade) suffer above all from occupation problems, while occupations perceived as attractive by young people (such as media designer, sports and fitness merchant) are experiencing supply problems.

Countermeasures require both cross-regional cooperation and support services (e.g. to promote the mobility of young people interested in training) by those responsible for vocational education and training as well as changes in the search for applicants and the recruitment behavior of companies. Corresponding measures and programs have been launched by the Federal Government in recent years, among others.

c) Increasing the willingness of enterprises to provide in-house vocational training

Many companies are finding it increasingly difficult to fill the training places they offer. This applies in particular to micro and small businesses with up to 49 employees. One possible explanation is that large companies are more attractive to young people as a training company and that they also have more funds available for recruitment measures. The perceived attractiveness of the training occupations offered or the image of the company could also play a role here.

From a vocational training policy perspective, this poses a major challenge because companies that repeatedly experience that they cannot fill the training places they offer can permanently withdraw from dual vocational training. A corresponding loss of training companies has been recorded in Germany since 2009. The proportion of companies providing in-house vocational training* was 20.3 percent in 2014, but not every company is allowed to provide in-house vocational training. On average, more than half (57 percent) of all enterprises were entitled to provide in-house vocational training in 2014.** As in previous years, the loss of companies providing in-house vocational training will occur primarily in the micro-company sector. It is therefore important to increase the number of companies providing in-house vocational training again. It is micro, small and medium-sized enterprises that traditionally provide the most training and have to cover a particularly high demand for skilled workers in the medium term. The Federal Government therefore aims to strengthen the structure of small and medium-sized enterprises' training in particular and to promote and support their willingness to provide training through appropriate programs.

d) Perceive digitization of the world of work also as an opportunity for training

The core requirements of the digitization of the economy for employees are IT knowledge and IT skills. It is becoming apparent that demand will increase in the coming years, especially for IT occupations and thus also for IT specialists in the medium-skilled sector. Digitization and networking do not only affect IT occupations, however, but also lead to fundamental changes in the qualification profiles required for many occupations. Working with new and networked media,



technologies as well as service and production processes will permanently change the job profiles and also create new professions.

Abstraction, the ability to act independently, self-organization, understanding of systems as well as management and problem-solving skills are important requirements for the occupations of the future and – in addition to the results of special initiatives such as **Berufsbildung4.0.** - are already being incorporated into the reorganization and modernization of initial and continuing training occupations. The focus here is also on the concrete qualification of pedagogical specialists at vocational school and in the company. Thus vocational education and training is well prepared for the new challenges of digitization.

e) Promoting internationalization

More and more countries – also outside Europe – regard dual vocational training as a model for success and want to bring more in-company practice into their vocational training that is mainly geared towards school-based training. The reason for this is the comparatively low youth unemployment in Germany, which is particularly associated with dual vocational training.

Other aspects of the internationalization of vocational education and training include the creation of a European education area and the expansion of foreign qualifications for trainees and training personnel. Mobility promotion through the EU's Erasmus+ education program provides important impetus in this respect. Over 18,000 trainees in Germany enriched their training in 2015 with an average stay abroad of almost five weeks. In addition, some 4,500 vocational training specialists were supported*. Improving transparency and recognition of professional qualifications is also contributing to the further internationalization of vocational education and training.

Special support measures of the State of Brandenburg

Through the **new Training Guidelines** "Program for Qualified Training in the Composite System", the Ministry of Labour supports small companies in particular in the quality of their training. They often cannot offer all the learning content of vocational training. In collaborative training, two or more companies work with collaborative partners to provide their trainees with learning content. The program will receive more than EUR 13 million annually from the European Social Fund. Applications can be submitted to the Brandenburg State Agency for Structure and Employment by training companies, training service providers and chambers (chambers of industry and commerce and the Chamber of Crafts).

Most training companies in the state of Brandenburg do a good job and take their responsibility for training their own junior staff. For this commitment, the state awards the "**Brandenburg Training Prize**" every year to companies that distinguish themselves, for example, through quality and continuity in training, use innovative training elements, volunteer in the field of training or offer training positions for young people with a disability. The Brandenburg Training Award shows how committed and forward-looking the commitment to training in the regions is. Young people and parents should inform themselves in time and comprehensively about the training possibilities in Brandenburg, at the latest with the beginning of the ninth classes. Numerous training fairs, but also regional training guides, provide a wide range of suggestions.

The **Brandenburg Consensus on Training** is an alliance of business, chambers of industry and commerce, chambers of crafts, trade unions, the regional directorate of the Federal Employment Agency and the state government. The common goal is, among other things, that

- all school leavers who are willing and able to undergo training are offered a training place,



- all Brandenburg companies that could provide training actually do so,
- improving practice-oriented training, but also school performance in general schools,
- jointly promote in-company vocational training in public.

Half of all enterprises in the Brandenburg region have a training license, but only one in four of them provides training.

Professional orientation

Vocational guidance is offered neutrally, free of charge and individually – both nationwide and in every state employment office. Information on the various professions can be found in the career information centers at every employment agency. In addition, there are various internet portals that support career choice for both vocational training and courses of study. The portals are usually structured according to contact person and the related questions and information: Students, parents, employers.

The **annual Brandenburg Future Day at the end of April** can also be used to find a job. You can get to know companies better on site and get to know them for one day.

The dual vocational training in Brandenburg offers attractive career opportunities. Additional qualifications, for example in the field of digitization, can already be acquired during the training. With the **promotion of qualified training in the network system**, the State of Brandenburg also uses ESF funds to support cooperation between companies and with training service providers.

Specialist portal

<https://www.fachkraefteportal-brandenburg.de/ausbildungsplaetze/ausbildungsinfos-fuer-brandenburg.html>

You can find specific training opportunities in the job area of the skilled workers portal. Companies can also advertise free apprenticeships in Brandenburg here.

- Information for training seekers
- Information for trainees
- Information for companies

ITALY

In Umbria region the governance system is characterized by a strong relationship between local managing authorities for European social fund and social bodies like employer and employees association.

The request of adapting technical learning to enterprises' professional and training request induced all the stakeholders to create specific policy action:

- a strong relationship of training to development strategies of innovative enterprises
- the development of work based learning in terms of internship, apprenticeship and alternanza scuola lavoro (a sort of dual system)
- the possibility to add specific competencies requested by enterprises to school curricula
- the creation of specific technical training pathways commonly developed by VET centres and enterprises.
- addition of digital competencies to technical profiles.
- development of in house training.

- training, as an active labour policies has been combined with internship, apprenticeship and aid to employment for enterprises





CHAPTER 2: DEVELOPING METHODOLOGIES

2.1. Identifying and describing factors influencing career orientation

Partner in charge: Alba County School Inspectorate, partner schools: “Alexandru Domsa” Technological High School, “Timotei Cipariu” Technological High School (RO); ManCom GmbH(GE), Umbria Training Center (IT)

2.1.1. Factors influencing career orientation

ROMANIA

In order to establish the factors that determine the career orientation of the students, a sociological study was carried out in our school, with the participation of all the 9th grade students who attended the courses during the study period. In this school year there are two 9th grade classes for high school education and another three 9th grade classes for dual vocational education.

A number of 110 questionnaires were distributed, filled in and entered into the database. The distribution per respondent class is the following: 33.6% are high school students (17.3% - automation electronics and 16.4% - electrical) and 66.3% are students in vocational school (dual vocational education). The 110 respondents are distributed in classes as follows: 19 students in the 9th A grade high school (17.3%); 18 students in the 9th B grade (16.4%); 25 students in the 9th A grade vocational school- SPGA (German Vocational School) (22.7%); 24 students in the 9th B vocational grade school- SPGA (German Vocational School) - SPGA (21.8%) and 24 students in the 9th C/D grade - SPGA (9.1% Class C and 12.7% Class D) . We observe that attendance and the number of students in vocational education classes is higher than in high school classes. Considering the gender of the respondents, 81.7% of them are male and 18.3% are female and their age is between 14 and 18. Most of the 9th-grade students, 65.7%, are 15 years of age at the time of the study, followed by those aged 16, representing 26.9%. The remaining respondents are grouped as follows: 4 students aged 14, 3 students are 17 and one student is 18 years old. Regarding the place of origin, 68.8% of the 9th graders come from rural areas and 31.2% have urban background.

Most of the 9th grade students who took part in the study (39.4%), claim that they alone chose to enroll in this high school without being influenced by any of the factors we will present further. However, 38.5% of them say that one of the reasons that made them choose Alexandru Domsa Technological High School was their friends who had already studied here. And if at this percentage we also admit the 14.7% of the students who declared that their former colleagues had chosen to study here and they wanted to study at the same school, we notice that the desire to study in the same school with friends or former colleagues was quite high for many of the freshmen.



On the other hand, a large number of students, 35.8%, admitted that they chose to attend this high school because they were unable to obtain results at the national evaluation exams high enough to be admitted to another school. Most likely, the respondents refer here to the theoretical high schools in Alba Iulia, as we can think of at least two technical high schools where admission is possible with low average grades and without sitting or passing the National Evaluation Examination. Thus, it can be said that if the average grade did not allow them access to a theoretical high school, the students chose Alexandru Domsa Technological High School at the expense of other technological high schools in the area.

Proximity to residence accounted for 23.9% as good a reason for choosing our school, and 20.2% of respondents had taken into account the school's facilities for their choice. At the same time, 13.8% of respondents said that the reasons they chose this high school were determined by the desire to learn a job or to get a specialization for a future job (in the technical field). Also here are those who wanted to come to this high school for the material benefits, more precisely for the vocational education scholarship offered by the economic agent (dual vocational system) in addition to the scholarship offered by the state. Another reason is the possibility of being hired immediately after completing the studies.

Last but not least, the family also played a role in their choice, though not a very significant one. Thus, 8.3% of respondents claim that parents chose this school for them. On the other hand, 7.3% of the freshmen had or had had at least one sibling to have attended or graduated our school.

In addition to setting out the reasons that led the students to choose Alexandru Domsa Technological High School, this study aimed to determine who they took counsel with before choosing the high school and how often these discussions took place. The table below shows the results of the sociological study.

Table 1. Frequency of consultation with different people in high school choice

	each time	often	sometimes	rarely	never
Parents	52,3 %	19,3 %	19,3 %	5,5 %	3,7 %
siblings or extended family members	15,1 %	17,9 %	30,2 %	20,8 %	16 %
friends, neighbours or acquaintance	11,4 %	14,3 %	29,5 %	24,8 %	20 %
former teachers	13,1 %	15,9 %	22,4 %	19,6 %	29 %
school counselor	5,7 %	4,8 %	11,4 %	14,3 %	63,8 %

Analyzing the data in the table above, we notice that each time 52.3% of the students who chose Alexandru Domsa Technological High School conferred with their parents before making a choice. Parents again are displaying the highest frequency of consultation by students, which shows the importance of parents in establishing the professional path of their children. At the same time, the opinion of other relatives (including siblings) counts when choosing a school. Thus, if we add up the numbers, it is noticeable the significant influence the family has as well as the consistent discussions and counseling within families regarding the educational path and career choice. It can

be considered that the family is the entity with which a child holds counsel with regarding the choice of the school and implicitly the career, so the impact of the family decision implicitly affects it.

One aspect that draws attention is the frequency of consultation with former teachers and friends. The study shows that former teachers are more frequently consulted (29%) in high school choice than friends (25.7%). However, the young people also take into account the opinion of their friends, 29.5% of the respondents admitting they have "sometimes" consulted with their friends before choosing to join this high school.

This study reveals a shortcoming of our education system, namely the lack of school counselors or career counseling and career guidance (profession) program. In a very large proportion of 63.8% (roughly two thirds), 9th grade students said they never conferred with a school counselor before choosing this school (or any other). That is, 78.1% of the middle school students who started their studies at the "Alexandru Domșa" Technological High School had never had specialized support, or if they had, it was only to a very small extent, such as regarding the type of high school (s), profile or specialization. At the opposite end, there are 10.5% of the students who benefitted from a school counselor's support each time (5.7%) or often (4.8%) in choosing high school.

The study aimed further to capture the perception of young high school students about certain factors that determine them in choosing their careers. Most students (57%) feel that family members influence young people in choosing their careers and / or their profession. This result is expected, because in the previous section dedicated to the reasons for choosing the school, most of the respondents stated that their parents influenced their choice of high school. This result once again confirms and supports the rank of importance that young people give to family when it comes to making an important decision or choosing a school, in the present case. On the other hand, 50.5% of those surveyed think that young people choose their own career by themselves as a result of their own personality. The other side is the marketing of a company (a company), only 8.7% of the respondents believe that young people are influenced in the choice of their own career by the marketing campaigns that companies carry out.

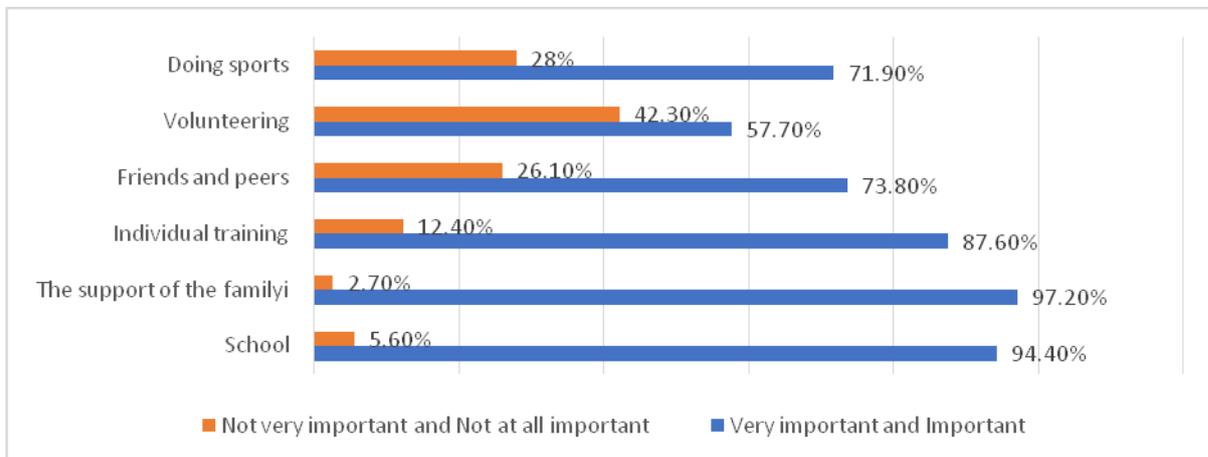
Table 4. Influence in career choice

	very much	a lot	neither much nor little	a little	at all
the family	57%	25,2%	10,3%	2,8%	4,7%
friends and peers	14,4%	31,7%	31,7%	14,4%	7,7%
the school/the teachers	16,3%	29,8%	20,2%	20,2%	13,5%
mass-media and social media	22,1%	13,5%	13,5%	23,1%	27,9%
student's own personality	50,5%	24,3%	8,7%	4,9%	11,7%
marketing campaigns of companies	8,7%	19,4%	17,5%	25,2%	29,1%
the society as a whole	10,5%	24,8%	20%	19%	25,7%

Observing the data in the table below, we note that volunteerism (18.3%) is considered by a small number of students to be very important for success in life. Unexpectedly, friends and peers are also among the least important factors in determining success in life, as 25.2 % of respondents

considered them very important. On the other hand, doing sports has a higher share (43.9%) than individual training (34.3%). Higher importance is given to school (47.7%), which is placed second, after the family (84.4%), but at a significant distance, if we consider the numbers.

Figure 2. The importance of some aspects for success in life.



In conclusion, we can say that most of the students enrolled in the 9th grade, whether they are high school or vocational students, have made this choice influenced by the family but also driven by the desire to join former colleagues, friends or neighbors at the school they were already studying. On the other hand, some of them did not have the average grade high enough to be admitted to a theoretical high school, and others chose this school for the benefits of dual education. At the same time, the family, former teachers and friends had a decisive role in the choice they made. Very few respondents said they consulted with a school counselor when they chose high school

ITALY

In a rapidly evolving social and political situation, vocational guidance is today more than ever a challenge for education and the final goal of every educational and training process. The vocational guidance process is being organized in specific services, tools and methodologies. It consists of three fundamental dimensions:

- **information dimension:** information about employment chances and training opportunities, but also on the progressive transformation of the labour market
- **training dimension:** Training, as an educational pathway, has a central role in vocational guidance because it allows individuals to take advantage of opportunities to develop their personality
- **consulting dimension:** vocational guidance does not simply mean 'directing', but involves a pedagogical attitude and a process to support growth along with behavior styles for young people



GERMANY

Career guidance factors

Career covers the entire career or career development - career as a sequence of positions occupied by a person during the course of a life. (Source: D.E. Super 180, p.282) The objective career includes the professional career, determined by hierarchy and organizational structure and the individual career, the personal life sequence. This results in hard facts for the evaluation of career success such as income development, extent of leadership responsibility or professional and professional development. The subjective career path also reflects professional aspects such as satisfaction and perceived career options.

Classic factors influencing career are the "big five" of personality research such as

- Emotional stability,
- Extraversion,
- Conscientiousness
- Openness to new experiences and
- Social compatibility.

The social competence of the context of origin includes the family of origin and the current social relations. The essential factors are the economic, educational and occupational situation of the parents' home - basic conditions in childhood and youth.

In the socialization, origin and current situation as well as lifestyle are combined.

The work context includes not only the professional environment but also the external labor market

Individual and contextual factors influence careers such as socio-demographic factors, educational and occupational factors, motivational factors, supportive factors and personality factors.

Background for the factors of influence offers the social and cultural context. In addition, the demographic factors count.

At present, the global context is also playing an increasingly important role. Internationalization and globalization call for further competencies of the local diversity and intercultural competence.

In Brandenburg, there are a variety of guidelines for teaching key skills pertaining to the respective training directions and levels. Linked to this are the characteristics of the factors that ultimately influence career opportunities. Career factors will be supported or influenced by: Family, school, university, training company

Career factor like "soft skills" are valid for the most of careers in Brandenburg – but not only. This consists: Performance, experience, resilience, team orientation, communication skills, organizational skills, flexibility, mobility, emotional intelligence, motivation, assertiveness, creativity, analytical and logical thinking, sense of responsibility, initiative, independence, commitment, sense of responsibility, problem-solving skills

International companies emphasize: Interaction in heterogeneous groups, independent action and interactive use of tools and tools.



2.1.2. Trends in the evolution of career guidance factors

ITALY

Individual factors of choice

The choice of educational address can be considered as a result of a complex interweaving of factors and conditions that are related both to the socio-economic context, to the family context, and to the individual features.

The socio-economic context:

Considering the importance of the family in the decision process for a school career, it is easy to think that even socio-economical context in terms of salaries, information about occupational standard, living conditions can affect such a choice.

The socio-economic context external to the family affecting the choice of a study address are: high employment rates are associated, among students, to better school performance, therefore to a better employability. They can be an important element in creating useful skills.

Family context:

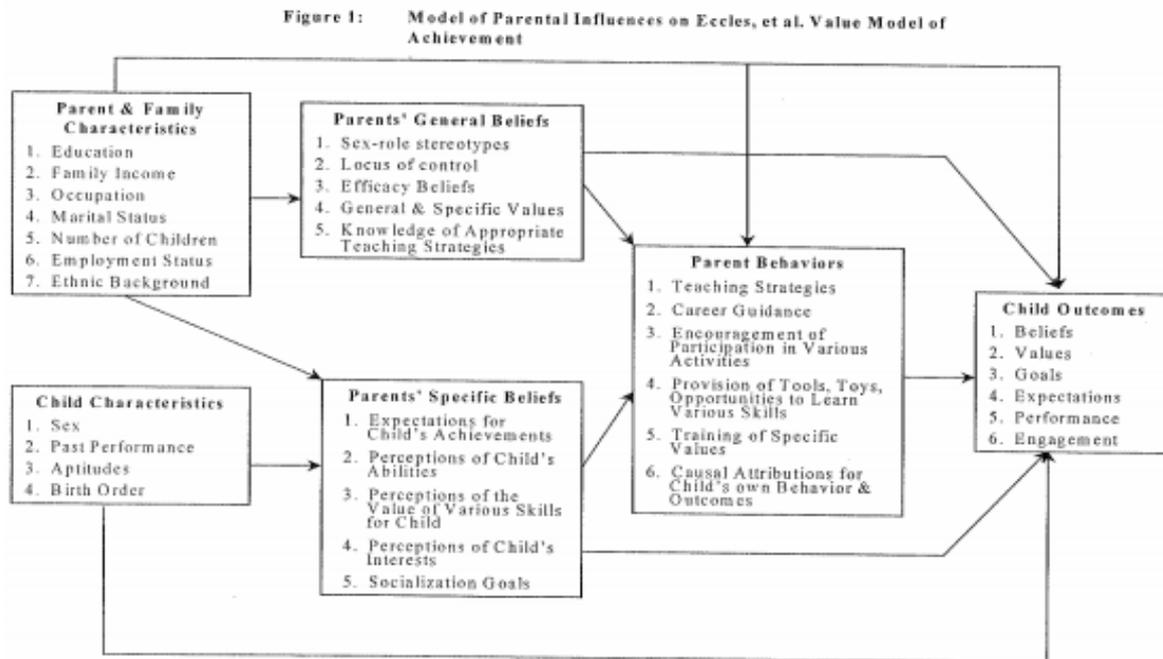
The family has an important influence on the choice of youngest. The educational address of the parents, their profession, their social background, their expectations regarding the students' academic future, the context in which they are located and the importance they attach to education are all significant factors, influencing students' decisions about their study address.

The family influences the choices and the school career of the students, in a direct but also indirect way, which is linked to family background. In fact, it is known that the probability of attending a high school is higher for the children of parents with a medium-high level of education and belonging to more well-off social classes; as well as the risk of failure is higher for the children of parents with low levels of education belonging to more humble social classes.

1. A tendency to dramatize school or work choices, giving them more weight than what they cover. This tendency makes sense the process of choice and, if the child were to take a choice that leads to failure, would connote the experience as a personal failure, discouraging excessively;
2. Tendency to transfer personal expectations and their own desires for success on children, without realizing the interests, passions and their real qualities, indispensable for a successful school vocational guidance;
3. Tendency to continue to look at the business scenario without accepting changes. One example is that of the myth of a permanent position in a society that is instead devoted to flexibility and change;
4. Tendency to overestimate naive information, "hear" and underestimate the value, for example, of school or work guidance paths at reliable institutions;
5. Tendency to select among the different options according to a single criterion that is considered important or more reassuring. For example, choosing a university only because it is wealthy or just because it is close to home;
6. Tendency to attribute characteristics to their children, rejecting the idea that others, friends, teachers or counselors, can instead see in them aspects that parents do not recognize;

7. Tendency to take the place of youngsters in vocational school and professional choice, motivating that justifying a still incomplete maturity or non-competence, ignoring the chance of empowerment and emancipation in the path of school orientation for students.

We can summarize all the factors of influence connected to the family as follows:



Source: P.E. Davis-Kean, M. Vida e J. Eccles (2001)

2.2. Career guidance and counseling methods and tools, methods of promoting VET education and motivating students to career guidance

In this chapter are presented 20 career guidance and counseling methods addressed to both students and their parents. Each method includes a set of activities with students and / or their parents and is described in such a way that it can be easily applied by the teachers involved in promoting professional technical education and career guidance and counseling.

These methods have been proposed by teachers from *Istituto Professionale Industria e Artigianato "L. Santarella" - Italy*, *Bildungsgesellschaft mbH Pritzwalk - Germany*, *Technological High School "Alexandru Domsa" Alba Iulia*, *Technological High School "Timotei Cipariu" Blaj - Romania*.

Some of the methods presented are intended for pupils in end-of-life gymnasium classes and their parents and are designed to provide complete information on professional technical education and opportunities, so that each pupil can figure out a career path that is compatible with their skills and to decide their future career in a knowledgeable way, taking into account all the opportunities offered by the labor market.

Another part of the methods included in the Guide is intended for students already enrolled in vocational technical education and their parents.



2.2.1. Professional orientation/career before entering the VET program

Activities with students: individual and /or group counseling, educational projects, entrepreneurs meetings, visits of company, trade fair attendance, VET graduates



ROMANIA

Participation to the annual Fair of High Schools and Crafts

The method is proposed by “Alexandru Domșa” Technological High School, Alba Iulia

1. General context

Since the number of high school professions and specialties is very high, students on their own or even helped by parents, cannot make an informed choice about the type of high school or profile suitable for a rewarding career. Also, they cannot discover by themselves their own skills and capacities, they are unable to direct their interests and aspirations towards becoming fully accomplished and reaching their full potential. This is why students should be led by the school to self-discovery and to provide the necessary information about the school and professional profile they choose, in accordance with their skills and the requirements of that profile.

Among the current challenges faced by the education system, we identified the following issues:

- The need to change the vision of educational organizations in adapting educational offers to the needs of society and the community;
- Dramatic decrease of the school population caused by the socio-economic context;
- The precarious financial situation faced by many parents;
- Lack of students information about their career path;
- Efforts to reduce school dropout and balance the ratio between the theoretical and technical or professional classes;
- The constant increase of the number of students opting for vocational and technical education.
- There is a constant interest and implication of Alba County School Inspectorate to facilitate informative events for different stakeholders/beneficiaries

2. Specific context

- There is an increasing interest of direct and indirect beneficiaries for the opportunities offered by existing professional qualifications;
- There is an increasing interest of economic agents to establish partnerships with our school in order to benefit from a well-trained workforce;
- Running a campaign is mandatory in order to promote the image of schools and change perceptions and fight prejudice;
- As an organization we had had positive experiences as a result of involving students extra-curricular activities;



- There are students willing to become supporters of school promotion activities through their skills / talents / passions.

3. The purpose of the activity

General objective: facilitating access to information on different educational and professional paths for 8th grade students and teachers

Specific Objectives:

O1 - to attract a larger number of students willing to embrace either a technical career as a qualified worker or to prepare for higher education

O2 - to make our school more desirable for middle school graduates and more visible in the local community

O3 - increasing the quality of high school and vocational school promotion activities

O4 -diversifying the tools and methods of promoting educational offers.

4. Target group(s):

- middle school students, counsellors and teachers (who contribute significantly to student guidance and counselling).

5. The implementation team

- The school management team
- School counsellor(s);
- Qualified teachers, with good communication skills, capable of convincingly presenting the benefits of choosing a certain career, capable of inspiring and fostering interest and enthusiasm for a job in the technical field;
- A technical team in charge of producing promotional materials (image processing, videos and adverts etc.), Facebook and web page administration, creating online events etc.

6. Implementation period: May

7. Preparation of the activity

A team of 12 teachers was created in order to coordinate the activities dedicated to promoting the school image during the event. The Fare had already become a tradition, our school being the host of the event in the previous few years. The coordinators of this event and the responsibilities of each team member were established for an effective operation of the event. The school teachers were informed and encouraged to adopt not only an affable attitude but also an effective involvement in promoting the image of the school on the occasion of the event. Teachers come up with suggestions, materials, projects, results, products of activity to be highlighted and promoted as examples of good practices;

Informative and promotional materials were designed in support of career guidance and counselling by teams made up of teachers, students, economic agents, school psychologist. For this purpose, information brochures had been multiplied, a school presentation video was produced by students and teachers, a banner, a pop-up curve, t-shirts, pens etc.

Questionnaires were conducted by the school psychologist meant to identify students' choices and interests.



The symbols of our school were highlighted to be respected by all participants as a mark: school logo, school history, school name, all promotional materials etc.

Student School Council representatives, especially those studying in vocational (dual) school, were involved in the preparation and the event proper, having been included in the organizing team.

The students and the teachers previously prepared the exhibits: designing and building of the car-racing board, building and programming the robots, the car simulator was checked and prepared for demonstrations.

8. Description of the activity

The project designed to promote school educational offers is initiated by the Alba County School Inspectorate in partnership with schools and high schools in Alba County. Each High School in the County is invited to participate with a stand so that teachers and students are given the opportunity to present their educational offers and to share the most appealing aspects of their school. High schoolers have competed in a creative way in creating atmosphere and attract visitors to their stands. Each year, students and teachers developed various marketing strategies so that they have a significant impact on the visiting students. From videos projected on screen, to robots, simulators, folk dancers, musicians and food presentations, with respect to the school profile, all the means were exploited, and good practices were shared.

Visitors take turns attending the event, in organized groups accompanied by teachers. They spend time and view the demonstrations, very often being given the opportunity to handle the exhibits themselves.

In order to support Vocational Education and Training, representatives of businesses organized their own stands, distributed leaflets, offered information when requested and involve the visiting students in short interactive activities.

For our school, the implementation team managed the arrangement of the school presentation stand which was generous in exhibits: various types of robots (some were computer operated) and other gadgets made by students, car simulator, and leaflets. The informative and school presentation materials were distributed / disseminated/ presented to the groups of visiting students participating to this activity. Also, throughout the event, we ran a school presentation film made by students with the support of teachers.

A group of volunteers, students of our school, invited visiting students to our stand to participate in an interactive activity, namely: manipulating robots made by students.

Our stand also included a section dedicated to school counsellors who provided the visiting students with questionnaires and other investigation tools used by counsellors in their work with students. Thus, those interested were given the opportunity to discover some personal characteristics useful when choosing a certain school or educational path.

These questionnaires covered the following topics:

- Anchors in the career
- Career identification
- About trades
- Professional interest questionnaire
- Decision style identification questionnaire



- Self-knowledge sheets

Also, flyers with recommendations for stress management during the exams in the National Evaluation were also distributed.

9. Venues

- in schools (gym), public place large enough to host a significant number of participants

10. Resources:

- human resources: teachers, school counsellors, students
- time: two weeks for preparation and one day for the activity proper
- material: laptops, video projectors, robots, brochures, flyers, school presentation video, a banner, a pop-up, t-shirts with school's logo, pens, questionnaires
- financial: sponsorship, school resources

11. Expected results

Better informed students on different educational and professional paths;

Better visibility and prestige of high schools in general and of VET schools in particular;

A larger number of students willing to attend VET schools;

Better informed students and parents about the opportunities VET offers;

An effective exchange of good practices.

More diverse tools of promotion.

12. Sustainability

Sustainability is ensured by creating traditions linked to events, selecting the most efficient methods of promoting, adopting new ones and improving the existing methods for a more effective result each year.

13. Feed-back

The event was well received by middle school students and their accompanying teachers, the students appreciated as beneficial their experience, admitting that it made them think more seriously and responsibly about the high school they would choose or their future profession. Thus, we as an education organization, felt encouraged to participate to such events and to develop and improve other activities meant for school promotion.

14. Dissemination of the event/impact

- Different media (newspaper articles, TV / radio)
- Updating the web page and the Facebook page of high schools, middle schools and Alba County School Inspectorate to promote all the activities carried out.

15. Visuals





CAREER DAY

The method is proposed by "Alexandru Domșa" Technological High School, Alba Iulia

1. General context

Against the backdrop of accelerated economic development in the area, economic agents have been experiencing, in the last few years, increasingly acute shortages of skilled labour for technical professions and trades. In addition, there have been jobs that did not exist two or three decades ago, such as machine operator with numerical control, for example. For such professions, the apprenticeship period is not enough, so early training, at school and in companies, comes to meet the needs of potential employers. Given the growing youth unemployment, the school, together with the companies, must work together to provide them with encouraging perspectives, careers in areas that are within their reach, support and guidance to form as active contributors to added value and the welfare of the community and their own.

2. Specific context

Companies in the area have declared themselves in solidarity with the goals that vocational and technical education proposes. That is why the economic environment constantly and directly offers its support, ensuring human, material, logistic and informational support so that an increasing number of students manifest their willingness to prepare themselves in the technical field, to embrace a profession.

Our includes middle school classes, whose students need not only counselling and school and professional orientation, but also concrete information about technical careers. When information is related to practical experience and extracurricular activities, the impact on students increases.

3. The purpose of the activity

General objective:

Making the vocational and technical education more attractive among middle school students

Specific objectives:

O1 facilitating access for middle school students to information on a career in the technical field

O2 increasing the involvement of economic agents in attracting students to the technical field

4. Target group(s)

- middle school students,
- counsellors
- teachers

5. The implementation team

- Economic partners
- The school management team
- School counsellor(s)
- Form teachers



6. Implementation period

“A different kind of school” week

7. Preparation of the activity

This activity takes place in the premises of the economic agents or partners, so the organization of the event is based on a close collaboration between the school and them. The following aspects are to be considered:

- Schedule classes / groups of students to each host company
- Ensuring transport and lunch by the economic operator
- Students 'training (out-of-school procedures, parents' agreement, rules to be followed during visits)
- Establish the route and the person responsible for guiding the students during the visit

8. Description of the activity

This activity is promoted in middle schools by economic operators. Together with the school management, they sign a collaborative protocol setting out obligations and responsibilities for each party. Together with business representatives, form teachers set the date of the visit, and provide parents with details of the whole activity, asking them to agree to their children out of school. On the day set, students are transported to each of the economic operators involved, where they visit workplaces, receive information about the professions, the qualifications they can take to work in the company, and also benefit from interactive learning activities.

9. Venues

Partner companies: Star Transmission, Ipec, Saturn, Solina, Bosch

10. Resources

- human resources: representatives of the companies, teachers, school counsellors, students
- time: two weeks for preparation and one day for the activity proper
- financial: sponsorship

11. Expected results

- Better informed students on different educational and professional paths;
- Better visibility of economic partners
- A larger number of students willing to attend VET schools;
- Better informed students about the opportunities VET offers

12. Sustainability

The event is held annually in “A different kind of school” week.

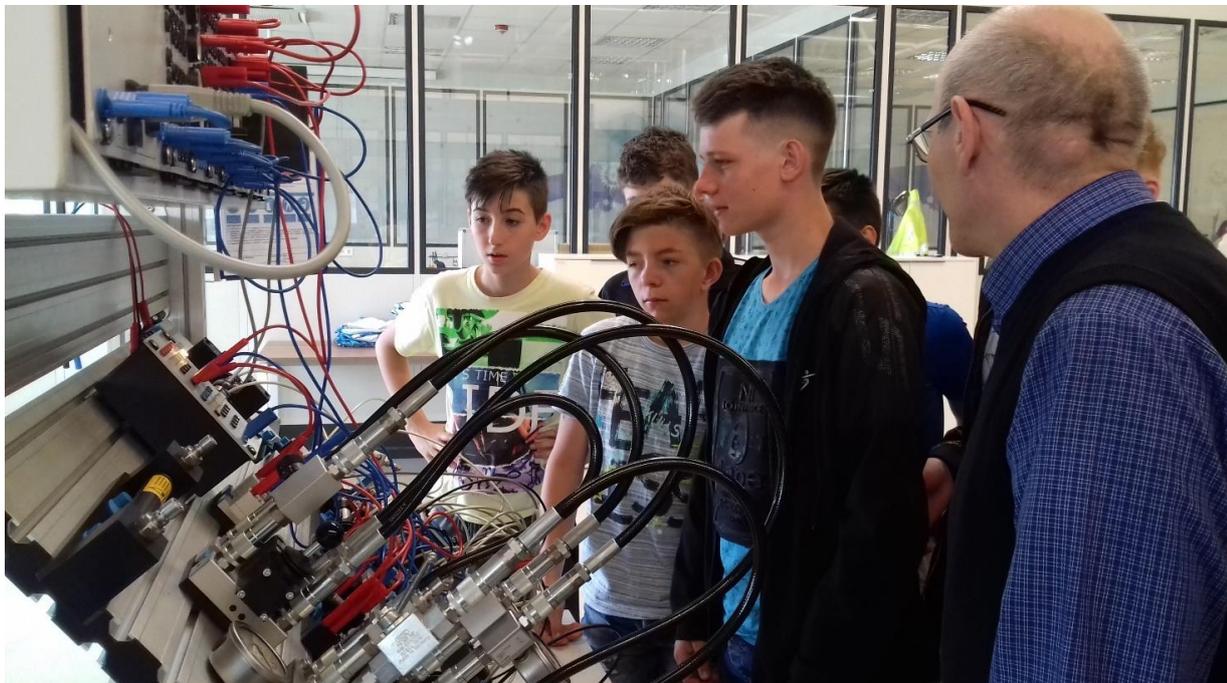
13. Feed-back

Students are provided with satisfaction questions on their experience in order to improve the reported issues, if any.

14. Dissemination of the event/Impact

Dissemination of the event is done on the Facebook page of the organization, on the school's website, in the local press.

15. Visuals





FRIENDSHIP DAY-COME VISIT MY SCHOOL!

The method is proposed by "Timotei Cipariu" Technological High School, Blaj

1. General context

No school can be called the school of truth as long as its gates remain closed. For us, Europeans, school means an open doctrine, never a caste of impenitence."

Eugenio D'Ors

School promotion is one of our permanent priorities. For the best information and counseling of parents who will enroll their children in the preparatory class, in the school year 2018-2019 it is necessary to organize activities aimed at presenting the educational offer, achievements of pupils and school teachers, school and extra-curricular projects.

In an educational landscape often confused and overwhelmed by the most diverse issues, our school puts into practice a quality educational approach aimed at ensuring the attainment of the standards of learning and promoting European values in a physical and psychic security environment. Often students cannot make an informed choice about the type of high school or profile suitable for a rewarding career and maybe they not discover by themselves their own skills and capacities, they are unable to direct their interests and aspirations towards becoming fully accomplished and reaching their full potential. It is necessary to let the students to discover themselves the information about they want to do in a professional area.

Our High School has all the conditions for learning thoroughly and to develop professional, technical and skills that will enable them to function successfully as an adult in a democratic society.

Issues of the educational system: the need for a new school and professional orientation; misunderstanding the importance of professional schools; a limited number of school counselors; insecurity in choosing school options information about their career path; drop out the school; a small number of pupils enrolling in vocational school; a reduce number of students opting for vocational and technical education.

2. Specific context

The opportunity offered by the school to choose a profession that is compatible with the labor market; Entrepreneurs and businesses that offer jobs in various specialties within the local community; The need for skilled workers on the labor market; Carrying out entrepreneurial activities in partnership with economic agents and offering rewards for the best projects; Suitable practice spaces with specialists in the field.

3. The purpose of the activity

General objective: Sending information on the educational offer for the new school year, the management of the educational process in school, organizing learning spaces (cabinets, laboratories, classrooms, workshops)

Specific Objectives:

O1. The formation of the basic competences necessary for the transition to a higher education level and later to the adult life;



O2. Organizing educational approaches and stimulating and varied learning experiences in and out of the classroom that offer opportunities to participate in artistic, cultural, sporting activities and work with a variety of materials, resources and equipment;

O3. Ensure the full development of potential, talents, and specific interests through individually organized learning activities, in small groups or as classrooms, so that each child builds on their own skills and knowledge while experimenting with the benefits of cooperation and support reciprocal;

O4. Cultivating respect for points of view and different ideas in the context of learning activities based on discussions, debates and reflections on different cultures, customs, occupations and opinions;

O5. Creating a friendly educational environment in which each child feels physically and mentally safe, valued and accountable, an active participant in their own learning.

4. Target group(s): middle school students, counselors, teachers parents, local community, partner companies I.A.M.U. S.A., Bosch S.A.

5. The implementation team: The school management team; School counselor; Teachers and specialists engineers, practice instructors who provide communication abilities to present and highlight students to the school's profiles

6. Implementation period: May

7. Preparation of the activity: A specialized team was created in order to coordinate the activities dedicated to **FRIENDSHIP DAY**. They have to promote the school image during the event and be a guide with a few students in the school. The responsibilities of each team member were established for an effective operation of the event, also a plan of activities was also carried out. The school teachers were involved in promoting the image of the school. We have done advertising materials, stands and the laboratories and classrooms have been prepared on the occasion of the event. On a screen were taken pictures of our students who were in practice at the economic agents or in the laboratories. A round table was held discussing what they are going to do in the future, about the impressions they had after they have visited the school.

8. Description of the activity

The activity started with welcoming addressed to the guests and presenting the team involved in the project. Students of our school were divided in small groups and took visitors to make a tour of the school. In each classroom/ laboratory was a teacher who had to present thematic panels, pupils achievements from different projects. Teachers of various specializations presented demonstrations from different professional areas, and encouraged guests to help demonstrate, to handle the exhibits themselves. Partner firms had representatives who presented the facilities offered by their firm those who like to learn proper skills about their labor market. In this interactive session, questions-answers, about the professional orientation of the guests, the counselor teacher organized an interactive game for self-knowledge

9. Venues: The high school lobby, the geography cabinet, classrooms, laboratories.

10. Resources: Human resources: teachers, school counselors, students



Time: two weeks for preparation and one day for the activity proper

Material: laptops, video projectors, flyers, school presentation video, pens, questionnaires

Financial: sponsorship, school resources

11. Expected results: Better informed students, parents and community area; Prestige of our high schools about VET; More students willing to attend VET schools; Exchange of good practices.

12. Sustainability: Sustainability is ensured by creating events so that we are able to select the most efficient methods of promoting our educational offer.

13. Feed-back: From the point of view of the students they appreciated their experience, admitting they, felt encouraged to sign up at our school. As teachers we understand that we must develop and improve other activities meant for school promotion.

14. Dissemination of the event/impact: Different media (newspaper articles, TV / radio); Updating the web page of high schools to promote all the activities carried out, same on Facebook

Fair of High Schools and Crafts

The method is proposed by "Timotei Cipariu" Technological High School, Blaj

1. General context

Promoting our school offer has been, for some years already, one of our constant priorities. For a best informing and guidance of the parents that will enlist their children in the preparatory class, in the school year 2018-2019 it is mandatory to organize activities aiming at presenting our school offer, our students' and teachers' accomplishments, our schools projects and the extracurricular activities.

Our high-school meets all the conditions for our students to learn thoroughly and develop professional and technical skills and capacities that will allow them to successfully perform, as adults, in a democratic society. A plethora of after-school and extracurricular activities will turn to good account the talents and the interests of the student and will essentially contribute to their formation as a harmonious, balanced personality, capable of living in a modern, multivalent world.

2. Specific context

- There is a real interest in the opportunities offered by existing professional qualifications for both direct and indirect beneficiaries; Economic agents have shown interest in establishing partnerships with our school in order to benefit from a well-trained workforce;
- Campaigns for promoting the image of our schools have shown there is a great chance to improve perceptions and fight prejudice regarding technical schooling; Extracurricular activities our students have been involved in have had a great impact on their interest in developing skills and acquiring knowledge.



- There are both students and graduates who can share their experience and help us promote our school.

3. The purpose of the activity

General objective: Passing over information regarding our school offer for the school year 2018-2019, the educational process run within our school and the management of our learning space. (Classrooms, laboratories, workshops etc.)

Specific Objectives: our main objective is to offer a maximum level of education for each students through:

O1 – forming basic skills necessary to get to a higher level of education and, later on, in the adult life.

O2 – delivering educational endeavors and stimulating and varied learning experiences –that offer opportunities to partake in artistically, cultural and sporting activities and which imply working with various materials, resources and equipments.

O3 – attaining full potential in the development of skills, personal talents and interests through learning activities organized for individual, pair or small group work in the classroom,

O4 – encouraging taking responsibilities for personal activities and attitude through a positive system of rewards and incentives.

O5 – creating a friendly educational environment in which every students should feel physically and psychologically safe, valued, empowered, actively participating to his/her own education.

4. Target group(s): 8th grade middle school students, parents, the local community, partner trading companies I.A.M.U. S.A., Bosch S.A.

5. The implementation team: The school management team; Members in the project

6. Implementation period: 23.05.2018- 27.05.2019

7. Preparation of the activity

In order to prepare the activity, a team of 6 teachers was created to coordinate the event dedicated to promote the school image. Both teachers and headmaster of the school worked together in realizing the plan of activities designed to inform and convince year 8 students about traditional professional education and dual professional education system advantages.

The event was supported also by students from our high school, teachers and students from other schools in Blaj, economic agents representing “Bosch Automatic” and “I.A.M.U. S.A. Blaj”, Alba County School Inspectorate and representatives of the local community. At this event were invited graduates of our school that built a strong and beautiful career after graduating our courses.

8. Description of the activity

The event followed the Plan of activities described in Table 1.

The visitors - students and teachers representing secondary schools from Blaj, were received in Geography Classroom where they were informed about a short history of the school and they found out the advantages offered by the two commercial companies in partnership with our high school. After this presentation, the students from secondary schools made a tour of the



school, attending the event, where they had the chance to get acquainted with technical vocabulary used in the schemes presented in electro-technical and mechanical laboratories. Also, in every laboratory there were organized workshops, where visitors spent time and viewed helpful and engaging demonstrations. At these workshops participated also our Honored Guests, namely graduates of our high school. They were asked why they chose our high school and how this choice lead them to a successful career.

9. Venues: In schools, according to our Plan of Activities (Table 1).

10. Resources:

Human resources: teachers, elementary school teachers, parents, qualified people in the field.

11. Expected results

Better visibility and prestige of high school and of VET schools; An effective exchange of good practices; More diverse tools of promotion.

12. Sustainability

Sustainability is ensured by selecting new methods of promoting, improving in this way the results year by year.

13. Feed-back

The event was really appreciated by secondary school students and teachers, making the future high school students to take in consideration the big connection existing between school and their future profession.

14. Dissemination of the event/impact

- posters

Table 1. Plan of activites

No.	Description of the activity	Venues	Responsible
1.	Short presentation of the school	Geography Classroom “Stefan Manciulea”	Head. Tomus Elena Doina
2.	Visiting laboratories and classrooms from school	Within the school	Oltean Eugenia NistorIoan
3.	“Round Table”- Meetings with graduates of our school that followed professional education courses	Electro-technical laboratory	Staicu Ionel Poanta Silviu



THE FIRST STEPS TOWARDS A JOB

The method is proposed by "Timotei Cipariu" Technological High School, Blaj

1. General context

The project THE PRACTICAL TRAINING - FIRST STEPS TOWARDS A JOB shed light on the idea of granting the quality of education and apprenticeship of the students at "Timotei Cipariu" Technological High School, with accent on raising the degree of professionalism both through developing competences and professional skills and conformation to the labour market.

The practical training of the students represents a part of the educational process that aims the theoretical fathoms input and the developing practical knowledge in the specialty and it comes to fulfillment during the practical sessions, workshop projects and apprenticeship. The activities that targets the transition from school to an active life enable the graduates' insertion on the labour market. The education and the professional training can be achieved through initial professional formation, apprenticeship at economical agents, specialty programs etc. organized in partnerships form with the industrial economical agents field. Counseling and guidance activities come to complement the above mentioned ones, contributing to making the transition from school to an working place easier and respectively from the changing status from student to employee.

Investigations shows that recently inserted graduates on the labour market are facing difficulties in meeting the requirements of the working place. The solution we put forward is to develop learning contexts at the working place before the students' graduation and offer them guidance and counseling as part of the transition process from school to an active life.

2. Specific context

We are positive that the activities carried out will contribute to the enhancement of the relevance of the qualifications of the students enrolled in the dynamics of the labour market and so they will benefit a greater chance to be potentially employed by the enterprise where they do their practical training, as they are going to be trained according to the requirements of the employer. Thus their insertion will be far more convenient. Monitoring the insertion of the graduates will help us to identify potential barriers in the process of searching and finding a job and will facilitate corrective actions as far as the studies agenda and specific actions will help the transition from school to an active life. There can be often noticed the existence of inertial impediment or incongruences in direct implementation of theoretical knowledge achieved in school into practical activity. These often lead to frustrating relations between the employers and the employees as graduates of technical studies. The results can sometimes be seen in the fluctuation of the labour market, in unfulfilled expectations and circumspect attitudes on both sides. The graduate's status as potential employee or potential unemployed is dependent on the expectation of the employer who asks for competence, experience and loyalty from the very beginning.

"The transition from school to the active life" represents a challenge of a period characterized by the graduates desire to achieve socio-economic integration. The implementation of the activities is an opportunity for developing a high quality technical and professional education based on professional competitiveness and on attractive working methods, forming an attitude of



respect towards the environment through running workshops, organizing competitions, panels on the difficulties graduates face in their transition from school to their first working place, running practical training in the technical field, promoting a healthy lifestyle, offering career counseling and guidance, adapting to nowadays' requirements. The implementation of the sustainable development is fulfilled through practical training: in schools workshop and at the economical agents in the same time.

3. The aims of the activities.

General objective is to facilitate the association and collaboration between the partner institutions in order to promote an educational package that will develop to students, in real time, transferable skills. Learning to workplace must improve transition from school to an active life.

4. Target group is represented by students from school that are trying to develop their professional skills.

5. Implementation team:

- high school managerial team;
- qualified teachers with strong communication skills, able to highlight students the benefits of choosing a specific career and economic representatives area too.

6. Implementation period-september-december (4 months)

7. Together, with economic representatives, we are looking to form tutors, capable to take care of students practical performance.

Also, we are trying to complete the actions involved in transition from school to an active life in order to facilitate the students insertion in working market, giving them orientation activities. For realizing this objective in the project with Bosch Blaj-Let M.E.E.T, we develop 3 classrooms with modern equipments and supplementary utilities in order to use those classrooms as modern laboratories for students.

8. Activity description

We start on preparation and developing 3 laboratories, after we formed the tutors for our students. Together: students-tutors-teachers, we formed a team of professionals able to succeed and to develop our students skills in the best conditions, needed for realizing the transition from school to an workplace. The 3 laboratories have the needed specializations for inserting our students in work market.

Specifice obiectives:

- O1. To coordonate/counseling formation activities for students during the Guidance and Counseling classes for the grades IX to XI;
- O2. To enhance the number of activities that promote the high school and the professional school;
- O3. To vary the instruments of promoting the school;
- O4. The instruction of the formen and engineers that insisted on applying legal regulations in health and security work and security guard against fire are regarded, applying the regulations



regarding the environment protection, the way instruction activities are to be conceived, ensuring the management of the training and evaluation process of the training activities;

O4.Objectives that follow learning programs at workplaces for students watch development of skills and competences needed for integration of students to an employee level.

9. Venues- In schools

10. Resources:

Human resources: Teachers, representatives from Bosch, Blaj

11. Expected results

- Better visibility and prestige of high school and of VET schools;
- More diverse tools of promotion.

12. Sustainability

Sustainability is ensured by selecting new methods of promoting, improving in this way the results year by year.

13. Feed-back

Easy transition of VET school graduates.

14. Dissemination of the event/impact: posters, mass-media news, school web page, in newspapers, local events.



FASHION SHOWS

**The method is proposed by Istituto Professionale Industria e Artigianato “L. Santarella”,
Bari, Italy**

1. General context

There are not so many occasions in which students can show what they learn and produce to the territory. So the school counselling team tries to find out events to give people the possibility to visit our school. When families come in, teachers can show the spaces, the equipment, the activities, so that they can strengthen the contact between school and territory.



2. Specific context

The theme of the Fashion shows is chosen to be close to students' interests, for example the music list is based on what they know or to learn famous music of the past.

3. The purpose of the activity

General objective:

To create a meeting point between school and families, so that it shows the opportunities of vocational and technical education

Specific objectives:

- O1 – Showing the practical aspect of every course;
- O2 – Getting to know the school;
- O3 – Opening a dialogue between our school and lower secondary students and families.

4. Target group(s)

- VET Students
- VET students' parents
- Students of lower Secondary Schools and their families

5. The implementation team

- Responsible of counselling Teachers of professional subjects
- All the school staff

6. Implementation period

September – June of the last three years

7. Preparation of the activity

The theme of Fashion Shows is prepared since September when the program is set up by the teachers of the fashion course in Bari and Bitetto. The theme is carried out in three years and is inserted in the school PTOF (three years program of every school).

Then the theme is discussed with the counselling team in order to know how it will be used in the counselling phase with the lower secondary schools (time sheet, human resources and budget).

During curricular and extracurricular time, students are asked to produce the clothes referred to the theme chosen. So they have an active part in the event: they are the true protagonists.

After the production of a certain number of clothes, the fashion team organizes the event with the students having a specific role:

- Clothes set list
- Play list
- Scenography
- Make up
- Hair style



Rehearsals of the fashion show start and the counseling team begin to plan the contacts with the counselling teacher of lower secondary schools and to send invitations to students, their families and local authorities.

The last rehearsals of the fashion show involve students of other courses of our school: Audiovisual and Electrical courses who have to take care of lights and sound equipment, camera, videocamera etc.

8. Description of the activity

During the fashion show students have different roles for the realization of the event:

- Some students are in the hall of the school welcoming guests.
- Some students help models to wear clothes, to make up, to choose the right hair style (in some occasions sponsors take part).
- Some students are models.
- Some students take care of lights, music and stage microphones.
- Some students take photos and make a video of the event.

All these students are coordinating by the teachers of Vocational subjects and the teacher Responsible of the Counseling introduces the Fashion Show.

The theme of last three years has been “Cinema, Music and Fashion”, dealing with the famous actresses from 1900 to today. This theme has seen great interest and enthusiasm among students of Lower Secondary Schools and their families.

9. Venues

- Laboratories;
- Auditorium.

10. Resources

Human resources: teachers, technicians, students

Time: from September to June

Material resources: clothes/accessories, video projectors, audio and light equipment, posters.

11. Expected results

- To increase new enrollments in the school;
- To improve the attractiveness and a better comprehension of VET schools;
- To give more motivation to students and their families.

12. Sustainability

All the materials, necessary for the final event, are produced during the curricular lessons and inserted in the teachers ‘annual planning, therefore there are no additional costs for the school.

Moreover this event gives a great value to students and what they have produced.

13. Feed-back

Families realize the concrete opportunities this kind of vocational school can give. Young students of lower secondary schools are attracted and motivated to attend this school.

14. Dissemination of the event/Impact

- Posters
- School site
- School Facebook page

15. Visuals





``SORPRENDO`` FOR VOCATIONAL GUIDANCE

The method is proposed by Istituto Professionale Industria e Artigianato “L. Santarella”,
Bari, Italy

1. General context

As written in “National Guidelines for long life guidance”, note number 4232 of 19/02/2014, the guidance is not only the instrument to manage the transition between school, education and work, but it has also a long life value in the life of every person ensuring their development and support in the moments of choice and decision with the purpose of promoting their active occupation, economic increasing and social inclusion.

Therefore the guidance is considered as “a combination of activities which enables citizens of all ages, in all moments of their life, to identify their own abilities, competences, interests; to pass conscious resolutions according to education, training and job...”

The school has a central role in the guidance processes and it must achieve a training/general guidance and an accompanying and counselling guidance.

2. Specific context

Counseling is the first step in the choice and in planning student’s own personal, educational and professional path. The choice of a professional career is one of the most important decision to be taken by everybody. Therefore, it is necessary to have a tool which can give the students the possibility to know better the features of different kind of jobs following the trends of labour market, a tool which can accompany them in this path, according to their preferences and ambitions.

The software called “Sorprendo” is a new technology for vocational guidance. The guidance software allows a process of analysis of one's own preferences and abilities and suggests in real time a list of professions compatible with the interests of the person and related skills to be improved and/or developed to achieve the identified professional objective.

It is an innovative technological operating system, designed to help young people to “choose“ their future. Thanks to self-assessment tools about their interests, skills and a database with more than 450 career paths, this software let people identify suitable goals and jobs. Users are asked to answer to many answers about their attitudes, interests and skills.

Each career starts out as a suitable match. Each stage of process either leaves career as suitable or demotes it.

3. The purpose of the activity

General objective:

To help students to choose their future.

Specific objectives:

O1 - Improving their own knowledge through a path analyzing interests, preferences and abilities;



O2 - Exploring courses of studies through information cards about more than 450 professional jobs;

O3 - Developing their own knowledge about the educational system and labour market in Italy;

O4 - Identifying how to achieve their own professional goals;

O5 - Monitoring counselling steps.

4. Target group(s)

- Students of lower Secondary Schools and their families
- Teachers of lower secondary schools

5. The implementation team

- Counselling Teachers

6. Implementation period

November – January (for students, families and teachers of lower secondary schools)

7. Preparation of the activity

In November, during a meeting with the headmaster's staff, a decision about if it is necessary to buy the software is taken, because the aim is to improve the school counselling offer to Middle school students and to our VET students. After that, the staff can plan the workshops and Open Days during which students and their families are allowed to use the software.

8. Description of the activity

The school organize workshops and meeting with students and teachers in lower secondary schools to show the typology of our courses together with curricular and extracurricular activities, job opportunities, post diploma courses and university faculties which students can attend after their diploma.

During these meetings every student who shows interest about vocational education is allowed to use the software „Sorprendo”.

9. Venues

- Workshops, classrooms and laboratories

10. Resources

Human resources: Counselling teachers

Material resources: video projectors, PPT presentations, computers

11. Expected results

- Improve the attractiveness and a better comprehension of VET schools.
- To provide additional motivation for students.
- To increase the new enrollees in the first years at the three sites of the school.
- To increase good practices and tools of promotion.

12. Sustainability

The license of software is bought by specific financial resources for counselling. Sustainability is assured by the awareness to use more and more useful methods for promoting our vocational school to receive more effective results every year.

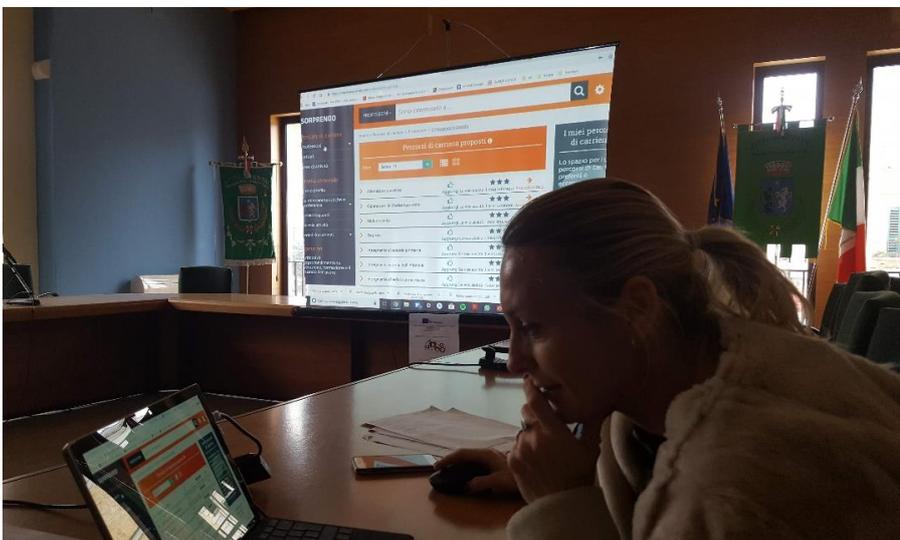
13. Feed-back

The experience of using a software in a vocational guidance has been very appreciated by Middle class students, by their parents and their teachers. The students told us that the use of this software allowed them to think to their choice in a more responsible way. So, we felt encouraged to work at the plan of offering this activity in order to improve our vocational school and career guidance also in the following years.

14. Dissemination of the event/Impact

- Workshops
- During Open Days
- School's FB page

15. Visuals





MOBILE LABS

The method is proposed by Istituto Professionale Industria e Artigianato “L. Santarella”,
Bari, Italy

1. General context

The pupil who attends the Middle School in Italy does not usually have the opportunity to practice technical workshop activities that allow to identify attitudes and interests with regard to technical professions. During the school orientation, teachers tend to associate each student because of a precise inclination to a single subject and not to skills and attitudes to manual activities related to the world of work. This limits the pupils' possibility of choice and tends to orientate them towards a classical or scientific high school. So, the ability to highlight the attitudes and preferences of pupils lacks both in middle schools and in families.

2. Specific contest

- To spread the educational curriculum of the various courses of our school showing the laboratory activities the student will attend;
- To acquire knowledge of the different competences through the training courses offered by our school;
- To show the possibilities offered by new tools and materials for the creation of new professional figures.

4. The purpose of the activity

General objective:

The aim is to promote the "culture" of manual work and of technical features linked to it.

Specific object:

- To improve the quality of the educational orientation in order to increase the enrollments of students who have shown interest towards the technical/practical subjects during the activities of the travelling labs.
- To provide new tools, to teachers responsible for the outgoing orientation, in order to find out students' attitudes. These tools are based on activities which are different from what traditional school programs propose.
- To give more students the opportunity to deal with manual activities in order to recognize their own attitudes in a situation unlikely offered to young people today.

5. Target group:

- Students
- Counselors
- Teachers



6. The implementation team

The team in each laboratory is made up of a teacher of technical subject, a Middle School teacher and some students attending the professional courses.

The coordinating activity between schools is carried out by the counselor teacher.

7. Implementation period

The laboratory activities are carried out in November and December during the school time

8. Preparation of activity

The counselor teacher contacts the teachers of the middle class schools that want to participate in the project and plan a calendar with those teachers to carry out the workshops during the curricular hours. They try to insert the activities in the class schedules. The teacher of vocational subjects prepares materials and tools and gives technical information about the realization of the activity.

The activities are prepared and tested together with the students attending the vocational course who will take part in the travelling labs.

9. Definition of activity

Every course of the school proposes a specific laboratory: The Electric Electronic course, for example, proposes the creation of a simple microcontroller electronic device with sensors and actuators. The technical laboratory becomes a gym that teaches to "think with hands" using computers and objects of the real world: an educational method to bring the students to study STEM subjects (Science, Technology, Engineering, and Mathematics) in a practical way, and playing.

The Audiovisual course proposes the creation of simple photographic productions with the use of software for image processing and editing of video files done by students in the lab. In this way the youngsters find out the communicative potentialities of audiovisual media.

The labs start with the presentation of the activity and the tools made by the professional teachers and then, during the practical phase the students of our school are involved as tutors. This practice allows the implementation of a peer-to-peer teaching that allows a rapid exchange of information between peers about the activities proposed by our school.

The two hours laboratories always aim at the realization of an object or of a complete product (for example the creation of a smart traffic-light or a short video clip).

Then the students who take part in these labs are encouraged to visit the school during the "Open days".

10. Venues

All the activities are carried out in the laboratories or classrooms of the middle schools.

11. Resources

Human resources:

In our school:	Counselor teacher; Teachers; Students
In middle school:	Teachers; Laboratory technicians; Custodians

Time:

The activities are prepared by technical teachers and students during laboratory hours of lesson in about 3 weeks. The labs last 2 hours in each third year of middle school.

Materials:

laptops, video projector, tools for technical activities

Sponsor: school resources.

12. Expected results

The students involved in travelling labs have the possibility to see the real activities carried out in the different courses of the school. In this way the quality of orientation is improved because the student who take part in the lab can do a choice, aware of an education path according to his own interests.

13. Sustainability

The project „Travelling labs” is carried out by the counselor team using resources and tools generally employed in curricular activities. The teachers involved in the project plan dates and materials at the beginning of the year.

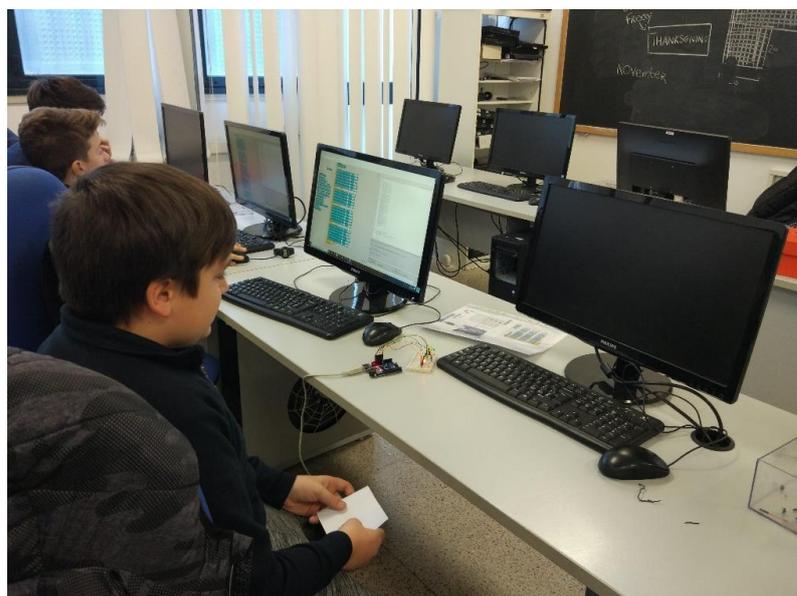
14. Feed back

- Vet students are more motivated in what they do during lessons
- More students of middle schools visit our school during „Open Days”
- Teachers of the middle school see an increasing interest in the vocational subjects.

15. Dissemination the event

The counselor teacher sends invitations to Headmasters and teachers of the middle schools.

16. Visuals





GERMANY

Potential analysis

The method is proposed by **Bildungsgesellschaft mbH Pritzwalk, Germania**

1. General contexts

"Potential" has become a central concept in education and training. They draw the eye to the fact that each person has very different abilities and talents and needs the appropriate conditions to develop them and fully develop his personality. The potential analysis gives the pupils the opportunity to deal intensively with their own abilities and interests. Strengths are at the forefront, encouraging and motivating students to engage in the work and study orientation process and to take responsibility for their own development. Exercise situations are created, which build on the existing knowledge and skills of the students and in which they can recognize their abilities and bring them to bear. They playfully explore their methodological, personal and social skills. Attention is directed to one's own talents, strengths and interests.

2. Specific context

The focus is on the adolescent. The Potential Analysis is a measure within the school career and study orientation process that aims at personality development. It is an important first building block in this process at the secondary general education schools in the state of Brandenburg. It serves as a prelude to a systematic career and study orientation and the introduction to the concrete requirements of the professional world.

3. The purpose of the activity

The potential analysis is a strength and action-oriented procedure for the determination of competence. The course takes place in the second half of year 7 or in the first half of year 8 and is culturally sensitive, language-sensitive, gender-sensitive and inclusive. The potential analysis aims to fathom interdisciplinary competences and potentials. It covers interdisciplinary, ie methodical, social and personal competencies, but also talents of adolescents with regard to the world of life and work. Pupils should be stimulated with the potential analysis to deal with their talents and competences in the context of a competence experience.

4. General objective

The aim of the potential analysis is thus to obtain a differentiated picture of the students' abilities and skills as well as to draw up a profile of strengths. The assessment of competence must be based on a holistic approach in order to obtain as comprehensive a picture as possible of the



pupils about potentials, values and competences. At the end of the analysis of the potential, it is possible for the individual pupil to give rough recommendations in which areas his interests and abilities could lead and where, for example, a first internship could be interesting.

The potential analysis serves to uncover interdisciplinary competences. It is about the ability to cope with certain requirements in certain situations. In doing so, the students can discover and explore talents that have not yet been visibly developed.

It covers methodological, social and personal competencies as well as talents with regard to the world of life and work.

5. Specific objective

The strength-based approach increases self-esteem and the willingness to take on challenges. By clarifying the skills and the competences, the student is able to see what they already have and what to build on. This gives them self-confidence, improves self-esteem and spurs on new achievements. In doing so, the observer team takes into account the different learning requirements of each individual in order to avoid undue and overwhelming demands.

6. Target group(s)

7th grade students in the state of Brandenburg

7. The implementation team

The most important prerequisite for the realization of the project is the presence of a motivated, well-trained and specially qualified team, which is actively involved in the preparation, implementation and evaluation of the potential analysis. The personnel used will be purposefully trained in educational and technical terms both internally and externally. In addition to regular observer training, it is important that staff are familiar with the pedagogical concept of potential analysis and trained accordingly. For this reason, according to our quality management system, regular team consultations and internships are carried out for the scheduled and operative project implementation. In the team consultations the co-ordination of the cooperation takes place i.a. with regard to the application of target group-specific methodology and didactics and pedagogical principles. On the day of the practice, the observers, in addition to the observation, also take over the instructions of the work assignments. The entire process of the potential analysis is controlled and monitored by the project coordinator.

8. Implementation period

6 months – different exercises, depending on the specific demands

9. Preparation of the activity

The preparation and follow-up of the potential analyzes are also completed by employees with many years of professional experience with the target group, the selected procedures and exercises and the funding planning. At the beginning of each training year there will be an observer training "Observation and Assessment in Assessment Centers", to which the colleagues involved in observational procedures will have to attend. Before each potential analysis, an additional team meeting is conducted with the management and the personnel involved, in particular with regard to the procedure, classification, exercises of the potential analysis. The in-house observer training



"Educational Instruments and Procedures - How to Identify and Activate Strengths and Potentials" is regularly carried out by a vocational teacher and a non-medical practitioner for psychotherapy.

Elements of a potential analysis:

- Action-oriented procedures
- Procedure for self- and external assessment
- Exploration of first occupational inclinations and interests
- Individual one-on-one talks (feedback)
- documentation of the result
- biography-oriented procedures (optional)

10. Description of the activity

The potential analysis consists of three phases: In the preparatory phase, the pupils in the school are tuned to the contents of the potential analysis and the parents are informed about the project. This is followed by a practical phase that takes place at the Bildungsgesellschaft mbH Pritzwalk. The knowledge gained here is evaluated individually with the students and used in a follow-up phase at the school for the further development planning of the pupils. The results are the starting point for the personal and professional orientation process. As a structuring tool and for documentation, the career choice passport is used.

In order to guarantee a consistently high project quality with all schools involved, we follow uniform standards:

- standardized implementation and uniform documentation (potential analysis checklist, instruction sheets for the instruction of the individual exercises)
- quality assurance according to DIN ISO (annual internal QM audits by QMB and QMB)
- Assistant)
- Uniform evaluation and documentation (specific observation sheets, evaluation forms)
- Evaluation and coordination
- Defined employee key and trained personnel
- Compliance with all quality standards of the ministry for carrying out potential
- analyzes for career orientation
- Application of uniform procedures in information sessions
- Quality assessment sheets and student interviews (written inquiry of participant
- satisfaction, assessments of the quality of the Potential analysis by students, teams)
- Controllingplan of the Bildungsgesellschaft mbH Pritzwalk

The written anonymous questioning of the students at the end of the practical day as well as the individual evaluation interview by questionnaires provided by the client can be used to draw conclusions about student satisfaction. In addition, students are interviewed through our internal feedback form, where they should state which exercise they liked best or not. The information from the questionnaires then flows into the analysis and evaluation as well as into the next potential analysis. If the majority of the students gives negative feedback about an exercise, the team will evaluate the result and decide which other exercise can be used for a future potential analysis. Feedback from the staff will be used to draw conclusions on all aspects of planning, organization and implementation of the potential analysis, spatial and technical equipment, working environment, etc. Evaluation results after completion of the project are discussed with the responsible teachers, the school management and our management, and a search for possible

improvements is made. At regular intervals, all observers attend an observer training session to gain new ideas for conducting potential analyzes through an exchange. These insights are then communicated and implemented in the team meetings and internal working groups. The internal working groups are conducive to the effectiveness of one's own work. There, experiences are exchanged, case discussions as well as analysis and voting on the action concepts. The working groups take place monthly or operationally as needed.

11. Venues

To realize the potential analysis, we have modern and fully equipped specialist workshops, training workshops, training companies, PC cabinets and teaching and training rooms. To ensure a smooth performance of the potential analysis, the exercises take place in our premises. In the available observation rooms a trouble-free implementation and a quiet working atmosphere are possible. This gives students the opportunity to explore their talents and potential in a different environment than the school, opening up new opportunities and perspectives.

Examples of task types are:

- Design exercises
- Collaborative exercises
- Problem solving puzzle
- Role play games
- Discussions
- Planning problems
- Case studies
- Experiential exercises
- Work samples



12. Resources

Qualified and specially trained staff

13. Expected results

By changing the environment as well as target group-oriented methodology and didactics in the form of group and individual work, new perspectives and opportunities for the students can be made possible. The basic idea of the action-oriented tasks is the fact that the students can gain practical experience through their own actions in the various exercises. The students should be enabled to structure the tasks themselves and to find their own ways of solving the problem. Arrangements are designed in which the students achieve success on their own. The feeling of having achieved something on their own strength favors motivation.

14. Sustainability

Potential analyzes in early career orientation are usually conducted with pupils of general education schools in grades 7 or 8. They help to discover interdisciplinary competences, hidden talents and personal interests and to initiate developments. The potential analysis wants to convey a sense of achievement and encourage them to take their own future career into their own hands.

Potential analyzes of this type are e.g. Part of the career orientation program of the BMBF and many state policies on school career orientation.

Thus, they are a means to help protect the next generation in vocational training. Potential analysis also helps to avoid disappointment. They are necessary in the long term to enable students to assess themselves and to find the right career path for them.

15. Feed-back

The fixed and important part of all procedures is the (individual) feedback and the documentation of the results. In part, the documentation can be integrated into common portfolio instruments.

Examples of such instruments are:

- **The career choice pass**

In the career choice pass, the young people document and prove their steps towards their first career choice, their strengths, abilities, interests and goals. In doing so, they sensibly arrange materials and information so that they can be found quickly and safely during application procedures.

- **The Qualipass**

The Qualipass records practical experience and proficiency gained through volunteering in schools, associations, communities or projects, through courses, stays abroad, internships or continuing professional development.

- **The job portfolio**

The job portfolio has been specially developed for North Rhine-Westphalia. The instrument helps young people in the transition from school to work to plan their training and career path and to document their learning outcomes. Vocational colleges and educational institutions use the job portfolio NRW for individual support.

16. Dissemination of the event/Impact

The Potential Analysis is a measure within the school career and study orientation process that aims at personality development. It is an important first building block in this process at the secondary general education schools in the state of Brandenburg. The potential analysis is funded by the Federal Ministry of Education and Research and coordinated by the project office Potential Analysis Brandenburg (PAB) in the project network kobra.net.

17. Example – Visuals

Bridge Construction Investigated Competence Characteristics:

- Teamwork
- Creativity
- Motivation / Willingness

Mission Bridge Construction

Your task is to build a bridge together. You are only allowed to use the prepared materials. The bridge should be about 50 cm long and can carry a prepared weight. Bring in your own ideas, but also check if someone else has a better idea. Help each other, you are



a team! Subsequently, the individual actions are to be evaluated. Say what you did not like about your classmates and what actions you found good.

- Material: per group
- 5 wood (200x20x20)
 - 5 wood (400x20x20)
 - 1 roll of twine
 - 1 roll of duct tape

Observational criteria:

- Demonstration of willingness to cooperate
- Participation in goal formulation
- Participation in the identification of existing competencies
- Participation in the preparation of a timetable
- Making proposals for the distribution of work
- Recognition of different ideas
- Aiming for a mutually agreed solution
- If necessary, ask for help
- Active Participation and improvement
- Coordinated action
- Presenting the result as a joint effort



Questionnaire for the specialist Task:

Bridge Construction / Tower Construction

Name, first name: _____

Observers: _____

Profile values	Description	5	4	3	2	1
Teamwork						
Creativity						
Motivation / motivation						

Profile values:

- 5: Abilities are excellent
- 4: Abilities are completely present
- 3: Abilities are mostly available
- 2: Abilities are available
- 1: Abilities are visible

Note: _____

Date:

Example: Tower construction

Investigated competency features:

- Teamwork
- Creativity
- Motivation / Willingness

Mission Tower construction

The construction exercise simulates a real work situation. From a given material is a tower to build. Individual work steps and material usage are to be agreed in the group.

Group size: maximum 4 participants

Material: Each small group receives the following aids, but which must not be "installed":

- 1 pair of scissors
 - 1 ruler (30 cm long)
 - 1 pen → Paper for notes
- Each small group receives the following materials:

- 5 sheets DIN A4 paper
- 10 pieces of paper clips

Description of the exercise:

- The towers must be able to stand on their own foundation. They must not be glued to a surface, leaning against the wall, etc.
- The towers must be strong enough to carry a ballpoint pen.
- The towers must be transportable.
- The groups are not allowed to see each other at work.
- The groups work in competition with each other.

The towers are judged afterwards according to the following four criteria:

- height
- stability
- creativity
- presentation

The jury is formed by the observers.



The winner is the group whose tower received the highest rating from the observers. Possible solution: The leaves are folded in the middle one to two times and small cracks are inserted. These are connected to the counterpart (similar to tongue and groove). It can (but does not have to) be strengthened with the help of paper clips. But there are other and many creative solutions.



Careers assessment (INISEK)

The method is proposed by **Bildungsgesellschaft mbH Pritzwalk, Germania**

1. General context

Within the framework of the program "Initiative Sekundarstufe I" (INISEK 1) we carry out school projects for vocational and study orientation at the level of 7 to 10 at secondary schools and comprehensive schools.

The program aims to improve the students' training and thus the school outcomes. At the same time, cooperative relations between school and extracurricular actors should be developed.

2. Specific context

The connection to the life world should be increased for pupils and teachers as well as job- and study-orientated parts in the school should be increased.

Students should already experience what they are learning at school.

3. The purpose of the activity

The focus of our events is on application documents, job interviews, selection procedures and practice. It is important to us to consider and strengthen the individual competences and inclinations of the students.

4. General objective:

- To improve the school results of the students
- To improve the ability of the students to become educated
- To develop and consolidate cooperation between the school and the extracurricular actors and institutions
- The pursuit of various occupational areas should make it easier for girls and boys to discover their own abilities and inclinations to use existing reserves and to get to know all possibilities of information and qualification on the way to a successful vocational training.

5. Specific objectives

In the project, students plan, realize, document and present vocational field under the guidance and supervision of the responsible trainers. Great emphasis is on planning and technology, always taking into account our own and, in particular, creative solutions and work execution.

6. Target group(s)

Pupils and pupils of schools

7. The implementation team

- Responsible trainers,
- Parents' representatives,



- the career adviser of the Agentur für Arbeit and
- the company representatives

Partner:

- Ministerium für Bildung, Jugend und Sport (MBS)
- Europäische Sozialfonds (ESF)
- ARGE INISEK-Regionalpartner West GbR
- Freiherr-von-Rochow-Schule Pritzwalk
- Oberschule Glöwen
- Förderschule Pritzwalk
- Dr.-Wilhelm-Polthier-Oberschule Wittstock
- Carl-Dierke-Oberschule Kyritz
- Lindenschule Kyritz

8. Implementation period

Organizationally, the project will focus on the occupational fields and associated workshops realized. In each occupational field, they will get to know and experience job-typical craft activities. The project will be implemented once a week with a timeframe of 2 lessons.

9. Preparation of the activity

Concept / workflow discussions with school management and responsible teachers

- ✓ Organization and planning of individual vocational projects (work pieces)
- ✓ Group classification of the students, paying attention to a balanced relationship

10. Description of the activity

Vocational orientation is firmly anchored in the school program, with the primary goal that every pupil in grade 10 has clear career aspirations. Vocational and study orientation is systematically shaped in a process from grades 7 to 10 close to reality and in close cooperation with partners. Since the school year 2016/2017, practical learning in grade 9 has been newly included in the concept and confirmed in the school conference.

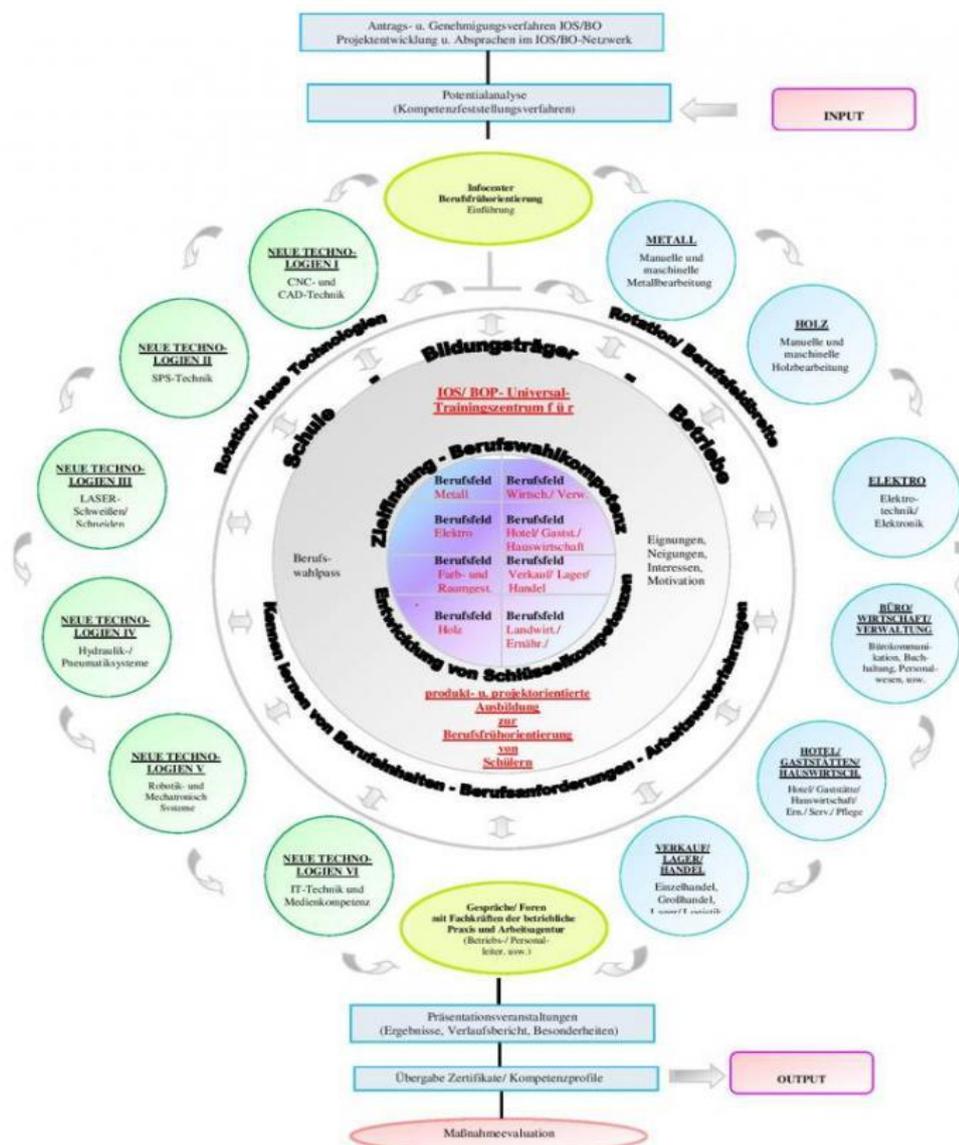
The plans are detailed, refer to school and extracurricular measures and take into account the regional conditions. Career choice and career choice are an integral part of the lessons, supplemented by subject-linking and practice-oriented teaching as well as regular practical training days or internships in all grades. In grade 7, there is a first career orientation. In all classes this will be INISEK project "Fit for work and life". The students of grade 8 gain their first practical experience and insights into various occupational fields in the BildungsgesellschaftmbHPritzwalkGmbH. In grade 9, students complete a practical day in a company of their choice once a week and individual internships in grades 9 and 10. Practical learning results and pre-vocational measures are presented in the classroom, evaluated and documented in the career choice passport, as well as documents from the applicant training program "Fit for a job application". The preparation of specialist papers with specifically agreed requirements is fundamentally part of career orientation. The schools cooperate closely with the employment agency for career entry support. They are members of the Prignitzer network school

economy Wittenberge. Out of this contact, since 2012, the "Road of Career Development" has been organized annually, where companies introduce themselves with their training opportunities.

This school project is prepared, conducted and evaluated in close cooperation with the Freiherr von Rochow School Pritzwalk. Both integration and career orientation are central components of the school profile and embedded in the school curriculum. The person who wants to be instructed in the concept in a purposeful and comprehensive manner by the training management and the project management. Experienced, qualified instructors with the target group guide the students and under professional guidance they continuously expand their strengths and abilities.

The students want to develop craft skills and deal with the respective job-specific content. Due to many years of experience in the implementation of vocational orientation projects, our procedures and our systematics of these projects are field-based.

The educational work of the educational society is structured in terms of content and organization. In accordance with international quality requirements, our facility is certified according to DIN EN ISO 9001: 2008 and AZAV.





11. Venues

Stages of the project

- ✓ Students learn about different occupational fields and the corresponding job profiles in the rotation system
- ✓ project - and product-oriented learning of occupational field activities in the various occupational fields

Evaluation

- ✓ Evaluation of the project
- ✓ Preparation and participation in the presentation event of the students
- ✓ Press evaluation of the major milestones

12. Resources

- State of Brandenburg
- ESF-funds
- Labor agency

13. Expected results

- a. To improve the school results of the students
- b. To improve the ability of the students to become educated
- c. To develop and consolidate cooperation between the school and the extracurricular actors and institutions
- d. The pursuit of various occupational areas should make it easier for girls and boys to discover their own abilities and inclinations to use existing reserves and to get to know all possibilities of information and qualification on the way to a successful vocational training.

14. Sustainability

Vocational skills and social skills should be developed and developed. The learned should be actively used by the student for his career choice. We enable sustainable learning experiences in the areas of career orientation and the development and improvement of social skills such as teamwork, critical thinking and communication. The students can show hitherto hidden talents in practical work and gain new self-confidence through these success experiences. By getting to know the different occupational fields, it should be helped to reduce the exchange rate in the internship and in practical training. This would improve the vocational orientation of the students and thus increase the training ability.

- Metal
- Wood
- Gardening and Landscaping / Floristry
- Electrical
- Construction
- housekeeping / nutrition

The Bildungsgesellschaft mbH Pritzwalk has a long-standing and reliable cooperation. Other partners like the Lebenshilfe Prignitz e. V. and Deutsche Bahn (Wittenberge Vehicle Repair Works) contribute to the variety of career orientation. For example, the partners are involved in the project day class 9 on the topic of health professions in Perleberg. Pupils and parents participate in various information events. For example, they use the "Open Day" at the Oberstufenzentrum Prignitz.

15. Feed-back

Individual areas of professional orientation and practice learning, such as the 10th grade student internship, are evaluated annually. Detailed analyzes are carried out, evaluation interviews are conducted and partial written assessments are made by the partners and pupils. At the end of grade 10, the school records the status of applications and completed training contracts. There are completed questionnaires for the evaluation of the practical training at the end of the school year in the participating schools.

16. Dissemination of the event/Impact

Informing students, the school community, parents and the non-school public about the ongoing project is an integral part of successful project implementation. The ongoing presentation of the results at parents' evenings, the open house, at school events and in the regional press will show the public the objectives and results of the project. During the presentation of the results at the end of the school year, the handicapped and immigrant students, together with their classmates, will demonstrate their acquired knowledge and skills in the presence of the cooperation partners, the higher grade levels, the parents' representatives, the career adviser of the Employment Agency and the company representatives.

17. Career Options – Visuals

- *Metal*

In the metalworking field, students learn the basics of using tools, machines and the material metal. It is important for all metalworking professions to know how and with which tool metal can be processed. The students get an insight into the everyday life of the metal industry. In the production of the key fob and bottle opener, they learn almost all the basic processing forms, such as scribing, graining, drilling, filing, sawing and grinding. These manual and machine metalworking forms are reapplied in the manufacture of the metal chair that can be used as a mobile phone holder. The individual parts of the mobile phone holder must then be bent and mounted. The practical work requires independence and stamina, at the same time the students learn to plan work steps themselves.



- *Wood*

In the field of wood, the students get a realistic insight into the training as a carpenter, carpenter or wood mechanic. During the vocational orientation they learn the correct handling of the tools, the machines and the material. In the "disassembled



house" (model), the students have to tear the items. Finishing with the fine saw and the subsequent grinding and filing leads to success in no time. When creating the "Six wins" dice game, the students can consolidate their knowledge of the correct order of the individual work steps as well as the correct handling of the tools and the material.

- ***Elektro***

In the field of electrical engineering, students learn about the relationships between electrical engineering and its significance. Dealing with electrical and electronic circuits, devices and circuit diagrams requires a high degree of abstraction. By mostly everyday experiments, which are carried out and analyzed by the students, the imagination is encouraged. As a project work, an electric motor is created according to a predefined kit during the practice-related activity.



According to the construction manual, a base plate and the associated strips are to be produced. Students have to transfer measurements to a workpiece, mark and attach markings. The necessary strips and the base plate are to be sawed, deburred and drilled.

The anchor and the collector are made by the students independently. Afterwards, the students wire and connect the engine to the battery so that functional tests and experiments can be carried out.

- ***Gardening and Landscaping / Floristry***

In the field of floristry, varied occupations in which one is primarily active in practice (e.g. cultivating and caring for plants) are presented (florist, gardener, farmer). At the center of the professions are plants and how to deal with them. Within the framework of vocational orientation, the educational society deals with the field of gardening and landscaping (repotting houseplants, sowing) and floristry (bind occasion-related bouquets, make table arrangements). For the gardener to work successfully, is a special relationship with nature Basic requirement, manual skills, technical understanding and creativity (shape and color sense) are also important. The occupational content is varied and the project work is partly seasonal. The students will create an Advent arrangement, make a plant bowl with spring flowers for Mother's Day, weave a coaster and basket of wicker, and make decorations from hay. At the same time, basic scientific knowledge from teaching is also fundamental.



An autumn table arrangement made by the students in the field of floristry.

- ***Construction***

The occupational field of construction covers all professions in the areas of structural engineering, civil engineering and expansion. Students develop interest in technical contexts and craft activities. The students make simple mortar mixtures and stone partitions in our cabinet,



and they can try out construction equipment and tools. The students make single-shell masonry units from bricks and receive basic knowledge of construction site equipment, procedures and safety measures in accordance with German standards.

You will get a theoretical and practical introduction to the surveying customer, where they will be taught knowledge of the length measurement, the height measurement and the height transmission with the tube scale and alignment.

- **Housekeeping / Nutrition**

Housekeepers take care of and care for residents, customers and guests in various institutions. They work in the kitchen, in the service area, in the cleaning or in the laundry. They prepare meals, serve them, shop, clean textiles and keep rooms clean. Students will get to know these areas as part of the INISEK school project. You will bake by yourself, prepare a salad and arrange the food accordingly and garnish. They learn to tablecloth and serve. During the subsequent clean-up work, you must pay attention to the rational rinsing. Another project in this field is the production of a mobile phone case. Here students learn techniques for processing textiles. The practical testing in this field offers the students the opportunity to get to know the areas kitchen, service and laundry care. The instruction takes place in a teaching kitchen and in the practice rooms. The areas of home economics are extremely diverse and varied.



Activities with the pupils' parents: *individual and/or group counseling, meetings with entrepreneurs, participation in the trade fair, days of open doors to entrepreneurs, meetings with VET graduates*

ROMANIA

PARENTS' COUNSELLING

The method is proposed by "Alexandru Domșa" Technological High School, Alba Iulia

1. General context

Many teenagers are undecided about their career and are looking for help to decide. There are many factors involved in the decision making process: the family, the school, friends, media etc. Often parents' influence in choosing career is decisive as the family is naturally responsible to contribute to the vocational counselling process by:

- supporting their children in the free choice of their future careers,
- fighting against stereotypes and prejudices about work,
- encouraging mobility for vocational training or the pursuit of a profession;
- supporting vocational training;



- providing information on economic dynamics and employment.

In the process of vocational counselling, increasing the effectiveness of parents' interventions is possible by:

- supporting them to have a more realistic perspective on the personal resources of their own children;
- reducing/eliminating the impact of prejudices and stereotypes on the professions and the world of work;
- their awareness that in the process of choosing their children's career they must show an active but balanced attitude to be involved but to give some independence;
- to provide information on the school network and the labour market;
- to encourage children's school-based interests.

In order to involve the parents effectively in the process of vocational counselling, parents must be informed parties. Thus, educational offers, information about training and employment should be presented extensively and repeatedly so that they can form a knowledgeable opinion on the potential education paths offered by schools.

2. Specific context

Considering that informing the students about the choice of professional path is mainly done by distributing leaflets and usually without any direct contact in the absence of direct contact between middle schools and high schools, students have little or no chance of getting a clear image of what each school offers. Thus, through this approach, we want to facilitate the direct interaction between the school gymnasium and high school, parents and businesses.

The specific context can be summarized in the following way:

- There is little or no contact at all between high schools and middle schools with regard to students' choices after graduation;
- There are no common activities to involve students, parents, economic partners and high schools representatives;
- There is little information available for the parents with view to the evolution and dynamic of the labour market;
- Parents get information about the quality of education by word of mouth rather than from more reliable sources;
- Some parents do not completely understand the role they can play in their children's decisions about the future;
- Some parents impose their own choices on their children, without having a knowledgeable perspective on what is suitable for their children or the way their abilities can be capitalized;
- Parents and children alike are very often subject to prejudice.

3. The purpose of the activity

We aim to raise awareness on parents' responsibilities regarding their children's decision when choosing their future career; parents should be an active and informed party in this process, facilitating this decision.

General objective: career counselling and vocational guidance of students' parents.

Specific objectives

O1. To inform parents about educational offer



- O2. To increase the number of students attending our school
- O3. To promote vocational education and training
- O4. To build up a positive image of our school
- O5. To create partnerships between high schools and middle schools regulating meetings with parents and other stakeholders;

4. Target group(s)

Direct beneficiaries: 8th graders' parents

Indirect beneficiaries: students, economic partners/businesses, our organization

5. The implementation team

- The management team
- Teachers (high school and middle school)
- Representatives of the partner companies
- A technical team in charge of producing promotional materials (image processing, videos and adverts etc.)

6. Implementation period

From November to May; setting up the timetable, taking into account admission calendars, availability of economic operators, planning parents' meetings.

7. Preparation of the activity

The activity was carefully planned, taking into account every aspect, from designing the informative materials for parents and updating the school offer, to the strategy to be applied by each individual in the teams, with regard to the specific of the target group; i.e. to reach pupils and parents easily, with emphasis on their expectations, on the concrete aspects of a VET professional path)

Creating partnerships with economic operators in the area was essential so that they support the activities for VET promotion, both in terms of logistics and important qualified human resource.

The promotional materials were varied and contained both visuals as well as written information so that the impact was significant. Thus, the technical team designed and produced posters, brochures, CDs, videos, PPT presentations.

The creation of a communication network that includes educational institutions, ISJ, economic agents contributed to effective dissemination of the calendar of activities.

8. Description of the activity

For an effective coordination of each activity, the participants – teachers, representatives of the economic operators – held a meeting during which they established the teams, the promotional materials to be used, the program of the activities, so as to ensure as much coverage of parents' meetings as possible.

Alba County School Inspectorate provided to the economic operators the scheduling of the sessions with the parents of the 8th grade students, during the period of the admission in the



vocational or dual education, respectively, in order to inform them about the training plan for the vocational education and dual education and about the pre-selection and admission procedures.

Following the established program, teams of teachers and representatives of economic agents participated in meetings with parents presenting the school and the educational offer of our school, the professional route for each qualification offered, the economic partners, the advantages of the technical education in general and of the vocational education dual in particular. There were debates, parents wanting to be informed about the possibility of getting a job or continuing their studies after the completion of the vocational education, about the way of achieving the practical training of the specialty, getting clarifications from the teachers and the representatives of the economic agents. Promotional materials were distributed to both parents and organizing schools.

9. Venues

- in schools (workshops, classrooms, laboratories)

10. Resources

- human resources: teachers, school counsellors, economic partners
- time: 6 month for preparation and one month for the activity proper
- material: laptops, video projectors, brochures, flyers, school presentation video, a banner, a pop-up
- financial: sponsorship, school resources, partners' contribution

11. Expected results

- A larger number of middle school graduates willing to attend our school
- A significant improvement in terms of our school's image in the community
- A growing prestige of our organization
- More parents involved in school life and their children's education
- Better understanding of the perspective VET offers to young people nowadays
- Better correlation between students' and parents' aspirations with view to future education and/or employment
- A more responsible attitude on behalf of their parents as facilitators in school/career decision making;
- improving the parent-child relationship and the family-school relationship
- crisis prevention in teenagers' decision-making on future career.

12. Sustainability

This type of activity has already become a tradition, there are materials prepared (videos presenting the school the facilities, the teaching staff, extracurricular activities etc.), that are constantly improved and updated. The sustainability derives also from the constant need of attracting students to the qualifications we offer which are also in high demand in the local businesses, therefore we aim to improve our marketing strategies for better results each year.

13. Feed-back

We have identified a growing number of pupils who enrolled in our school as a result of parents' information activities, following a decision taken by mutual agreement. We felt encouraged

to expand and multiply these meeting, preparing more mixed teams to attend parents meetings in a larger area in Alba County.

14. Dissemination of the event/Impact

A report presenting all the activities dedicated to parents, the outcomes and the thoughts of the participating teams with ideas for improvement was debated upon during a teachers' council. We created materials promoting the activities and published it on the educational institution's WEB page creating an event on the school's Facebook page, sharing with a large audience on social networks creation of a communication network that includes educational institutions, ISJ, local/county council, economic agents, to disseminate the calendar of activities and the actual events.

15. Visuals





Parenting counselling activity

The method is proposed by "Timotei Cipariu" Technological High School, Blaj

1. General context

It was found that qualified labour force in mechanical/electrical field in Blaj is very low. That's why professional and school orientation of the students is very important. Together with the representatives of the two economical agents, partners of the school, we tried a counseling of the parents and students for choosing the right job for their children. Parent, friends, media, all of these play a very important role in finding the right pathway for student's future. That's why we asked the help of economical agents in presenting the advantages of each specialization.

In order to help the students to discover their own competences and follow their dreams, a very important thing is informing the parents. In this way, we followed the next steps:

- Understanding and accepting the set of general competences of each child;
- Changing the mentality of the parents using a very good educational offer and through various discussions with the representatives of the economic agents, discussions where parents are informed about how important is a job for the future of their children;
- The possibility of following high school courses (in the afternoons) and even faculty courses if they want, after finishing the vocational school.

2. Specific context

Collaboration between Technological High School "Timotei Cipariu" and middle schools from Blaj is a very good one and that's why we managed to realise general meetings with the parents of the 8th grade students together with the managers of the school and form tutors in order to advise the young students and present them the educational offer of our school. During discussions held with the parents in our school or in middle schools, we take into consideration the following:

- The important role that parents play in the development of the child's personality;
- The advantages offered by the economic agents when the child studies in our school and has the chance to practice the theory in laboratories;
- Work conditions offered by economic agents.

3. The purpose of the activity

We try through these activities to inform the parent, which is a very important factor in choosing the career of a child.

General objectives: good information of the parents and the students

Specific objectives:

- O1. To present the advantages of vocational school;
- O2. To increase the student's interest for our school;
- O3. To promote the image of the school;
- O4. To build good relationships between middle schools and high schools.

4. Target group(s):

Direct beneficiaries: 8th graders' parents

Indirect beneficiaries: students, economic partners/businesses, our organization.



5. The implementation team: The management team: Teachers (high school and middle school); Representatives of the partner companies; A technical team in charge of producing promotional materials (image processing, videos and adverts etc.)

6. Implementation period: From November to May; setting up the timetable, taking into account admission calendars, availability of economic operators, planning parents' meetings.

7. Preparation of the activity

The activities have been carefully prepared, considering all the factors involved: middle schools, Alba County School Inspectorate, economic agents, in order to obtain a success in this way. At these activities have been presented practical projects held by our students, .ppt presentations, brochures, all of these following the same purpose: the good information of the parents and of the students.

8. Description of the activity:

The activities have been coordinated by the headmaster of the high school and at this activity participated all the teachers, both from professional and special needs educational system, representatives of economic agents and Alba County School Inspectorate and also teachers from middle schools in Blaj that planned the meetings with parents. At these activities, each economic agent presented the educational offer and work conditions from their laboratories. They also presented the advantages of their jobs (flexible timeline, free transport, free lunch and so on) and offered the parents some important answers related to:

- The necessity of enrolment to the economic agent if their child finishes the studies and obtains the third level competences certificate;
- The similarity between work conditions from laboratories and work conditions provided to the real job;
- The model of promoting their career.

9. Venues: In schools (workshops, classrooms, laboratories)

10. Resources: **Human resources:** teachers, school counsellors, economic partners; **Time:** 6 month for preparation and one month for the activity proper; **Material:** laptops, video projectors, brochures, flyers, school presentation video, a banner, a pop-up; **Financial:** sponsorship, school resources, partners' contribution

11. Expected results: A larger number of middle school graduates willing to attend our school; A significant improvement in terms of our school's image in the community; A growing prestige of our organization; More parents involved in school life and their children's education; Better understanding of the perspective VET offers to young people nowadays; Better correlation between students' and parents' aspirations with view to future education and/or employment; A more responsible attitude on behalf of their parents as facilitators in school/career decision making; Improving the parent-child relationship and the family-school relationship; Crisis prevention in teenagers' decision-making on future career.

12. Sustainability:

We are constantly trying to improve and renew the materials prepared and to extend the extracurricular activities. The very good relationship with economic agents helped us a lot in holding the activities.

13. Feed-back:

As a result of our counselling activities, the number of students has increased. Also, students that are coming in our school are more responsible and interested.

14. Dissemination of the event/Impact

The parents had the opportunity to discuss the impact with the teachers and the representatives of the economic agents. Also, there have been presented works of the students realised with the help of their teachers and reports including activities held during the school years.





ITALY

DAYS OF OPEN DOORS

The method is proposed by **Instituto Professionale Industria e Artigianato “L. Santarella”,
Bari, Italia**

1. General context

The school counselling is particularly important, both in the transition from one type of school to another one and in the transition from school to work. In the counselling activity in order to choose the school after lower secondary school, it is necessary to give students advice, helps, suggestions, information in order to succeed in the school path and to avoid disadvantage situations and failure which can lead them to drop out of school.

Parents have a decisive role in the choice because they usually are the real counsellors of their own children.

In this way, our school carries out a counselling activity called “entry activity” addressed to students of lower secondary school. This activity, called Open Days, takes place during the first months of the school year (between November and January) until the final date in which the enrollments are closed.

2. Specific context

Open Days, represent an opportunity to allow the participation of the parents to the counselling activities, when they are on holiday.

The meeting between parents and teachers is a chance to create a bridge useful not only to make their children take a decision on their future, but also to increase the school visibility.

The goal is also to give an image of a collaborative and open school.

3. The purpose of the activity

General objective:

To create a meeting point between school (Teachers and students) and parents and pupils, so that it shows the opportunities of vocational and technical education

Specific objectives:

O1 – Describing educational path of school, timesheet, professional career, technical subject

O2 – Visiting the school, rooms and laboratories

O3 – Contacting the parents to establish a constructive dialogue between school and family

4. Target group(s)

- Students of lower Secondary Schools and their families

5. The implementation team

- All the school staff



6. Implementation period

November – January

7. Preparation of the activity

In November the Counsellor Responsible organizes a briefing with staff team to plan the dates of Open Days and how to disseminate the events (poster, brochure, radio advertising and gadgets).

Then the Counsellor Responsible contacts the lower schools to communicate the date of Open Days and to distribute informative materials, posters and brochures;

In the end, all teachers take part in organization of workshop to be done during Open Days.

8. Description of the activity

Usually Open Days are planned on Sundays in which the school is open to students and families. The teachers welcome parents and pupils and help them in visiting the school; then teachers and VET students show some manual activities and the use of instruments in laboratories;

The parents can talk to teachers to have explanations about the various professional courses.

9. Venues

- Classrooms and laboratories

10. Resources

Human resources: teachers, administrative staff, technicians, some VET students

Time: 1 month for preparation, 4 or 5 Sundays in December and in January

Material resources: video projectors, PPT presentations, gadget, brochures, materials for activities.

11. Expected results

- To increase the new enrolments in the first years at the three sites of the school
- To Improve the attractiveness and a better comprehension of VET schools;
- To provide additional motivation for pupils of the third year of lower secondary schools and orientation towards vocational education and training;

12. Sustainability

The Open Days are repeated annually. The informative material is bought by specific financial resources for counselling.

13. Feed-back

Generally the 50% of the students that enroll in our School, visit the school during the Open Days. So we can conclude that it is an effective methodology to motivate student to career guidance involving their parents in this choice.

14. Dissemination of the event/Impact

- Posters
- Radio Advertisements

- School site
- School FB page

15. Visuals



GERMANY

Vocational education initiative GBG Pritzwalk (BIP) - dual studies Prignitz

The method is proposed by **Bildungsgesellschaft mbH Pritzwalk, Germany**

1. General context

As a dual course of study, a university course with firmly integrated practical assignments in companies is referred to, based on the dual training system. It distinguishes itself from "classical" study programs by a higher practical relevance, which varies depending on study program and university. In English-speaking countries, the dual study programs are assigned to the generic term Cooperative education.

2. Specific context

In almost all sectors of the economy also in county Prignitz, Brandenburg (Germany) there is an increasing demand for highly qualified specialists such as technicians, master craftsmen and, above all, engineers. Every company and every region is, in principle, on its own when it comes to solving this existential question.

In practice, a dual degree course is commonly referred to as a concerted combination of theoretically oriented study and practical assignments in a company or similar organization. The essential features of a dual study are:



Studies: During studies, theoretical knowledge is imparted at a university or vocational college. The study is the theoretical focus of the dual study, in which the claims are significantly higher than in a vocational training.

Practice partner: The practice partner can be a company, a social organization or a state institution. The dual student works there, is trained there in practice and usually receives a fixed salary from the practice partner.

Link between theory and practice: In the dual study, theory and practice are one and the same in terms of content, organization and time. In contrast to internships in a normal course of study, the practical assignments during the dual study program are part of a single comprehensive training concept.

The Science Council of the Federal Republic of Germany divides the dual courses of study in Germany on the basis of the design of the study section (initial or further education as well as with vocational training or practical parts) and the relationship of the learning places to each other (interlocked or parallel) as follows:

- Vocational Training Attendant Learning Programs
- Vocational Training Integrated Learning Programs
- Job Attendant Learning Programs
- Job Integrated Learning Programs
- Work Attendant Learning Programs
- Work Integrated Learning Programs

3. The purpose of the activity

The advantage of such a study is the achievement of two recognized degrees in a very short time, since both are completed in parallel. Usually, the total duration of the individual subject areas is additionally shortened, for example by extending the usual lecture times per week. So it is sometimes possible to complete a bachelor's degree plus a semester abroad and a vocational training including practice in just 2.5 years. Of course, this also increases the burden on students/"Azudenten". It is usually a combination of occupationally combinable areas of expertise, such as a Bachelor of Arts - Business Administration combined with a commercial qualification.

4. General objective:

With the vocational training initiative Pritzwalk, the educational society, the entrepreneur Stefan Quandt and the cooperation partners pursue the goal of offering the professional perspectives of gifted and motivated young people in improve our region and thus set a sign against the emigration trend.

5. Specific objectives

- O1. To answer to the challenges of the modern labor market
- O2. To increase the number of highly qualified specialists such as technicians, master craftsmen and engineers
- O3. To promote dual studies as adequate education for the future labor market
- O4. To build up a positive image of our school and training center
- O5. To create partnerships between schools, education centers and universities

6. Target group(s)

The target group includes young, motivated and talented high school graduates and graduates. Prerequisite for admission is a higher education entrance qualification

- Advanced technical college certificate or
- General / subject-specific higher education entrance qualification or
- Equivalent recognized educational attainment

7. The implementation team

Study Supervisor - For the support in the Technical University Wildau

2 Instructors - For the practical training

8. Implementation period

The training and study duration is 10 semesters.

Partly a parallel course of education and study, of which vocational training 2.5 years (full and part time) Study 8 semesters (full and part-time study).

9. Preparation of the activity

- Early address of suitable young people
- Individual support of the students by the education center and the companies
- Special attention for the practical training parts at the universities

10. Description of the activity

Offered occupational fields in Pritzwalk

Vocational qualifications:

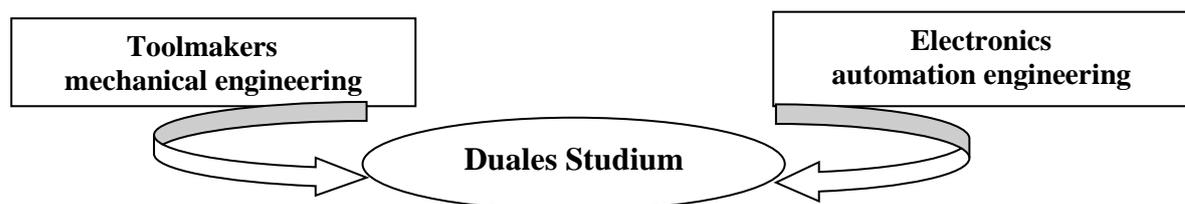
- Tool mechanic for punching technology
- Electronic technician for industrial engineering

Degree:

- Bachelor of Engineering - Industrial Engineering
- Bachelor of Engineering - Mechanical Engineering
- Bachelor of Engineering - Automation Engineering

Toolmakers produce cutting, forming, machining tools, devices and templates with the highest precision. They also maintain and repair damaged or worn tool parts. Typical applications are in the metalworking industry. For example: in toolmaking, vehicle construction or jig construction.

Electronics technicians for industrial engineering install electrical components and systems in the areas of electrical energy supply, industrial operating systems or modern building system and automation technology. They maintain them regularly, expand or modernize them and repair them in the event of a malfunction. They also install wiring systems, power and information cables, as well as the electrical equipment of machines with the associated automation systems.





11. Venues

The vocational training initiative counteracts the shortage of skilled workers and the removal of skilled workers in rural areas. In addition to well-trained skilled workers, the companies receive young Bachelor's degrees that can be integrated early into important management processes.

Universities receive highly motivated students and companies qualified specialists. The benefits for students in turn consist in the combination of study and training in a relatively short period, a high practical relevance and excellent opportunities in the labor market. And last but not least, they already receive a fixed salary.

12. Resources

- human resources: teachers, school counsellors, study supervisors, instructors and economic partners
- financial: public and private sources

Cooperation partner

- TH Wildau (www.th-wildau.de/duales-studium)
- Bildungsgesellschaft mbH Pritzwalk
- Regional companies
- Patron Stefan Quandt (Entrepreneur)
- Private Vocational School for Business and Technology Prignitz (TPBS)
- Pritzwalk OSZ Prignitz Wittenberge
- IHK Potsdam

13. Expected results

Participants demand a high degree of commitment. Due to the parallel practice-oriented combination of study and vocational training, the students must be well organized. They are supported by instructors as well as the study supervisor.

For the vocational qualification the goal is to pass a good to very good skilled worker examination. When studying in the respective discipline, the students will work alongside the Bachelor on practice-oriented projects and thus bring benefits for the business and the region.

14. Sustainability

Overall, dual study programs record the highest growth rates in the tertiary education sector. The offers differ on the one hand through the design of the academic and practice-based learning phases. On the other hand, in addition to the dual bachelor's degree programs, dual master's degree programs are developing, which also open up the dual degree program for academic further education. The close intermeshing of theory and practice characterizes the dual study and is crucial for its success. Experts believe that the dual study program could replace the conventional form of dual vocational training in Germany over the medium term. The number of dual study programs has increased significantly in recent years. They become companies more popular, because in lectures and seminars learned is directly in operation applicable. Dual study courses are thus one optimal preparation for working life, there many jobs professional and scientific include elements that link together need to become.

15. Feed-back

Since 2004, the vocational training initiative has trained 60 skilled workers and 8 undergraduates for the region. All graduates went on to a permanent position in regional companies after graduation. Through the contact also after completion of the project can be seen that all participants are in a leadership position, or in training on a leadership position.

2019 - After five years of education we were able to dismiss the first graduates of the dual study in the economy. You have successfully completed an apprenticeship with an IHK degree and a Bachelor of Engineering / Mechanical Engineering or Automation Technology. We would like to thank TH Wildau as a partner and the companies ZahnradwerkPritzwalk GmbH, REO AG in Kyritz, SchorschMagis GmbH in Karstädt, ASL Automation Systems Leske GmbH in Neuruppin, PrignitzerMikrosystemtechnik in Wittenberge and Promatik automation systems Neustadt.

16. Dissemination of the event/Impact

In 2013, more than 64,000 dual study places were available in almost 1,500 dual study programs in Germany. This is evident from the database AusbildungsPlus of the Federal Institute for Vocational Education and Training (BIBB). 445 degree programs lead to a double degree from study and vocational training, the number of practice-integrated courses without a vocational qualification is 508.

The largest proportion of companies with dual study programs is assigned to the manufacturing sector 4. These include the companies in the automotive industry, mechanical engineering and also manufacturers of household goods. They make up 43 percent. This is mainly due to the fact that the offer of dual study courses is located especially in the fields of technology and economics and the need for skilled workers is particularly high here.

The dual study program was supported and promoted by Stefan Quandt, who in this way repeatedly campaigns for the educational location Pritzwalk and the region Prignitz.

17. Visuals





2.2.2. VET / career guidance during VET

Activities with students

ROMANIA

VET Day

The method is proposed by "Alexandru Domșa" Technological High School, Alba Iulia

1. General context

Vocational and technical education is the type of formal education approach designed to prepare pupils to become tradesmen or technicians in one of the fields of training, developing career-specific skills, and the necessary competence in the workplace. Unfortunately, as a result of the prejudices that still persist in Romanian society, vocational and technical education is often assimilated to unattractive, dull careers, to a professional future without great prospects. Naturally, the aspirations of students and parents are moving towards more "selective" fields, often in disagreement with the skills and interests of the subjects, but also with the need for skilled personnel. Obviously, VET opens opportunities and does not limit career development. The reason for this attitude is certainly the lack of information about this model of education, the prospects of long-term VET graduates, the benefits of those who are trained in technical and professional schools. That is why the VET day aims to change this condescending attitude and invites to better knowledge of the benefits and importance of vocational and technical education for the socio-economic development of a nation.

2. Specific context

What is VET? VET means "vocational and technical education". Simply put, the term refers to education and training for the acquisition of technical and job-specific skills. For pupils, the opportunities offered by VET are practical and creative. They rely less on purely academic skills and focus on practical skills that can help young people discover their talents and help them solve the problem of finding a job. VET creates potential employees for companies and organizations by helping young people acquire competencies that meet the needs of a particular sector. Also, direct investment in VET allows current employees to develop their skills, thus helping to maintain competitiveness and growth in the company or organization. Here we are referring to the dual professional education that is supported by the economic partners, both financially and by offering the possibility of practical training within the company.

3. The purpose of the activity

General objective:

Increasing the attractiveness of vocational and technical education among students

Specific objectives:

- O1. Informing students about the advantages and opportunities offered by VET
- O2. Improving the image of technology high schools and vocational schools
- O3. Promoting good practice of VET schools



4. Target group(s)

- VET students

5. The implementation team

- School administration
- Teachers of technical subjects
- Student Council

6. Implementation period

- October - March, each school year or/and at the Event "European Vocational Skills Week", an initiative of the European Commission

7. Preparation of the activity

- preparing the program of activities (days, duration etc.)
- appointing the implementation team and establishing responsibilities
- preparing the necessary materials,
- establishing participating classes / groups of students,
- selecting the practical lessons attended by the students, their preparation being the task of the host teachers
- creating the feed-back questionnaire for students
- implementing the plan for the promotion and dissemination of the activity
- selection and preparation of exhibits
- preparing the students participating in activities

The symbols of the school are highlighted by all participants: school logo, school history, school name on all promotional materials (posters, pupils' t-shirts, brochures, exhibition stands etc.) The promotion of the event takes place primarily at the level of the educational institution, among the students but also among the teachers. The students are told in the classroom by each form teacher, what the VET Day is, what the activities to be deployed are and how to participate to them. The posters dedicated to the event are placed in visible places in all the buildings of the institution so that access to information is guaranteed to all students.

8. Description of the activity

High school and vocational school students share their educational experience with their younger middle school colleagues. Each high school student steps in the role of a mentor for the guests, presenting the learning spaces (electronics, electrotechnical laboratories, practical training workshops for electromechanics and mechanics). Middle school students are not mere visitors but they also experience the role of a student of vocational and technical education, attending specialized lessons. VET students explain to their younger colleagues what they have learned to do, what they know, and giving examples of practical activities they have carried out in specialized laboratories. One of the most exciting activity experiences is the construction and programming of Lego Mindstorms robots and the use of the Arduino software to control robots with the competent help of students. Both boys and girls show a lot of interest in these activities.

In order to maximize impact, an exhibition of products made by students during practical training hours is organized. The exhibition has also an interactive component, designed and coordinated by



a team of VET students. Also, within this exhibition, a stand dedicated to Erasmus + projects is displayed, with materials prepared by VET students who participated in activities within these mobility. This exhibition takes place over the course of a day, attended by high school and vocational school students, who not only see the exhibits but also interact with the students participating in these projects.

9. Venues

- school workshops, laboratories, school hall

10. Resources

- human resources: teachers, VET students, middle school students
- time: one week for preparation, one day for the activity proper, and one day exhibition of robots and other results
- material: Lego Mindstorms robots, computers, specific software, video projectors, equipments, didactic tools
- financial: school resources

11. Expected results

A desired outcome is to change attitudes towards vocational and technical education by involving students in relevant activities of sharing learning experiences in a VET school. Also, VET Day activities aim at stimulating students 'creativity, high school students' responsibility in running projects, and in promoting the image of the school and the professions they are preparing for, the awareness of each of the importance of choosing a career according to the expectations of each student, and above all, taking into account the skills, knowledge and inclinations of each student for one field or another.

Good practices in classroom / laboratory / practice training workshops will be mastered by visiting students as well as other school pupils and will help everyone in choosing a rewarding and fulfilling educational and professional career.

12. Sustainability

VET Day can be an annual school celebration, given the profile of the institution and the need identified at the organization level, namely the need to create a more attractive school for a larger number of students. The image of the school can only be improved by promoting interesting activities and quality education so that graduates of secondary schools and their parents will consider VET schools an opportunity and a chance for those who want a path in technical or craftsmanship.

We aim to involve students from other schools, not just from our own.

13. Feed-back

To get feedback on all VET activities, a questionnaire is designed to measure:

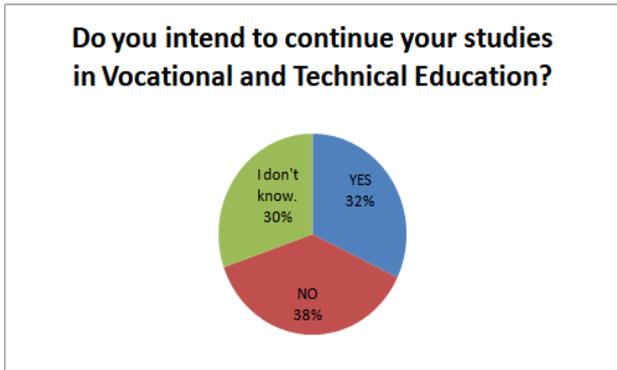
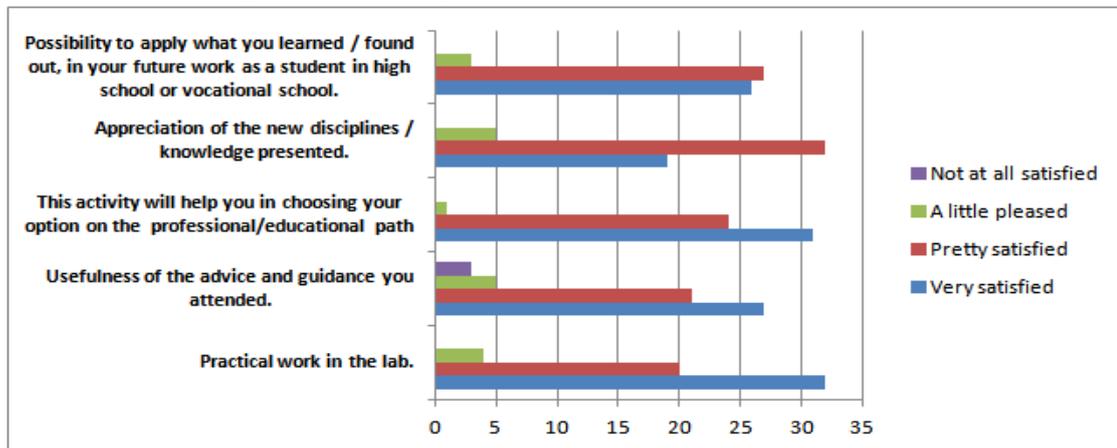
- The impact of the event (number of participants)
- the degree of satisfaction with the activities attended by the pupils

- pupils' interest to join a VET school
- the extent to which the activity helped them to define their options in relation to their educational or professional path

At the end of each activity, the students complete the feedback questionnaire. After processing the questionnaires, we have the following results:

- 56 participants in the practical activity
- 142 visitors to the exhibition

Feedback for the practical activity:



14. Dissemination of the event/Impact

Parent meetings, institution report, articles on online groups.

Newspaper article:

https://ziarulunirea.ro/foto-saptamana-europeana-a-competentelor-profesionale-2018-la-liceul-tehologic-alexandru-domsa-alba-iulia-498319/?fbclid=IwAR363voizUaO3nbFbmcmDk93fqM0qh4w8j9lWPnc7vfYl_J3Cs-W-iZCZDs

<https://alba24.ro/foto-saptamana-europeana-a-competentelor-profesionale-2018-la-liceul-tehologic-alexandru-domsa-alba-iulia-682770.html?fbclid=IwAR1Zet6oEhyGL9Vk2suK8eCAqtF4bFg1YDxO1qpz5EkqNWdtKx6dynzpO9E>

https://www.facebook.com/132400404115788/photos/?tab=album&album_id=252370558785438

Facebook:

https://www.facebook.com/132400404115788/photos/?tab=album&album_id=252370558785438

and on the European platform

https://ec.europa.eu/social/vocational-skills-week/evsw2018_en

15. Visuals



FEEDBACK QUESTIONNAIRE

Please indicate your level of satisfaction from "very satisfied" to "not at all satisfied" about the work of "Day VET" on the following aspects:

Aspects	Very satisfied 😊	Pretty satisfied 😊	A little pleased 😞	Not at all satisfied 😞
1. Practical work in the lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Usefulness of the advice and guidance you attended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This activity will help you in choosing your option on the professional/educational path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appreciation of the new disciplines / knowledge presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Possibility to apply what you learned / found out, in your future work as a student in high school or vocational school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you intend to continue your studies in Vocational and Technical Education?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> I don't know.	

Thank you for the feedback! 😊



JOB - CLUB

The method is proposed by "Timotei Cipariu" Technological High School, Blaj

1. General context

Good practices in job-clubs - Information and counseling of young people in groups or individually.

This method consists of discussions about self-knowledge, application of questionnaires for interests and skills, elaboration of a personal development plan, role plays, communication techniques for interviews, completing CV, letter of intent, letter of thanks. Students will be provided with sources of information on the job, opportunities for finding a job. For each student, a counseling file will be completed. In each JOB-club, entrepreneurship education courses will be held, where students learn more about market mechanisms, administrative procedures - legal and fiscal - for setting up a business, and practical aspects of developing a business. The practical aspect will be the elaboration of a business plan, but also the realization of the training firms, where the avar students experiment the way of setting up a company, the functioning of different departments within the company, the marketing policy, etc. At the end, a business plan competition can be carried out, students working on groups. Winning business plans can be awarded by partner firms and schools.

2. Target group: 25 students, 5 counselors teachers

3. Venues:*Job-Club* Technological High School Timotei Cipariu

4. Resources and tools used: The youth information and career counseling activity is based on a Regulation for the organization and operation of JOB Clubs. Information and counseling of students in a group or individual will be based on discussion of self-knowledge, application of interest questionnaires, skills, development of a personal development plan, role play, communication techniques for interview, completing CV, letter of intent. Students will be provided with sources of information about the profession, job opportunities, and each student is provided with a counseling file.

5. Resources:

- human resources: entrepreneurs, economics and entrepreneurship education teachers school counsellors, students,
- time: two weeks for preparation and one day for the proper activity,
- material: laptops, video projectors, brochures, flyers, school presentation video, pens, questionnaires
- financial: sponsorship, school resources.

6. Mode of realization: description:

This method consists of discussions about self-knowledge, application of questionnaires for interests and skills, elaboration of a personal development plan, role plays, communication



techniques for interviews, completing CV, letter of intent, letter of thanks. Students will be provided with sources of information on the job, opportunities for finding a job. For each student, a counseling file will be completed. In each JOB-club, entrepreneurship education courses will be held, where students learn more about market mechanisms, administrative procedures - legal and fiscal - for setting up a business, and practical aspects of developing a business. The practical aspect will be the elaboration of a business plan, but also the realization of exercise firms, which will allow students to experience how to set up a company, the operation of various departments within the company, marketing policy, etc. At the end, a business plan competition can be carried out, students working on groups. Winning business plans can be awarded by partner firms and schools

7. Expected results:

Attracting as many students as possible to vocational / vocational schools; Stimulating interests in opening up their own business; Building decision-making capacity and taking appropriate measures in specific situations; Assuming responsibilities; Capacity building and development for their own business plan according to the vocational training profile;

8. Impact on the target group:

The impact on the target group was assessed following self-knowledge questionnaires: the Holland devaluation test, the aptitude test, the SWOT analysis and, last but not least, the methods of the psychologist Mihai Zlate Who am I? Self-knowledge is important when pupils want to understand the type of activities and career that will give them the level of job satisfaction they want. Activities should take into account the students' personal qualities, the issues they are interested in, and the things they are good at, both in school and in the activities and hobbies of their free time. It is equally important for students to realize that they are unique and that it is absolutely normal that the type of activity that suits their friends is not of interest to them. Finding the right place on the labor market is essential, but it does not happen automatically and students need to have the opportunity to reflect and analyze their experiences as well as develop their confidence in their own abilities. The desire to learn something new and probably different from school was the main reason that led students to participate mainly in the job club activities; Curiosity of learning how to develop a business; the usefulness and novelty of the knowledge, the relationship with the teachers and counselors involved are possible factors that could explain the intention to change the school and / or professional choices of the pupils involved in the project activities

9. Sustainability is ensured by creating traditions linked to events, selecting the most efficient methods of promoting, adopting new ones and improving the existing methods for a more effective result each year.

10. Feed-back. The activity was well received by students and appreciated as beneficial their experience, admitting that it made them think more seriously and responsibly about the high school they would choose or their future profession.



11. Dissemination of the event/impact. Articles in newspapers about the event; Updating the web page and the Facebook page of high schools, middle schools and Alba County School Inspectorate to promote all the activities carried out.

12. Conclusions: Finding the right place on the labor market is essential, but it does not happen automatically and students need to have the opportunity to reflect and analyze their experiences as well as develop their confidence in their own abilities. The usefulness and novelty of the knowledge, the relationship with the teachers and counselors involved are possible factors that could explain the intention to change the school and / or professional choices of the pupils involved in the project activities. The creation of a Job-Club within the high school has brought about changes in the way the family will look at the vocational / vocational school and especially the opinion of the counseling specialist. The fact that the access to the job-club is done in an organized way, the learning activity unfolds differently than in the classical way has led to a change in student behavior. Who have improved their ability to manage their time and resources more efficiently during their ongoing activities. Developing entrepreneurial skills, getting familiar with the business plan, developing and boosting confidence in one's own skills and capacities will certainly open the way to promoting VET education.

GERMANY

Composite training

The method is proposed by Bildungsgesellschaft mbH Pritzwalk, Germania

1. General context

Joint training (also training partnership) is the cooperation of individual companies in the training. The companies of the association complement each other in the practical vocational training, if the training company cannot convey certain training content due to its business processes.

Training partnerships are thus a special form of learning collaboration. Learning in training partnerships has advantages for the learners and the companies involved: By promoting professional and social skills and getting to know a wide range of professional tasks, they help to develop job mobility and flexibility.

Although the terms learning co-operation and co-education according to the Vocational Training Act come from the context of dual education, they can also be included in the international discussion about learning in networks. This occurs on the one hand in connection with the increasing networking of work and business processes within and between companies (e.g. supplier networks). On the other hand, it serves to improve the coordination and networking of publicly provided educational opportunities (e.g. "learning region").

Classified into this environment, training partnerships and learning place cooperation represent internationally compatible concepts with a high degree of formalization.



2. Specific context

Initial vocational training is part of joint training in accordance with the joint directive of the MASF and the MLUL on the promotion of the "Program for qualified training in the joint system" in the state of Brandenburg. This is an offer for companies that want to train apprentices, but are not able to cover all of the company training content themselves for reasons of capacity, costs, equipment or personnel. For these companies, Bildungsgesellschaft mbH Pritzwalk offers the joint training by implementing the desired training content as a high-quality service.

3. The purpose of the activity

The goal is to enable smaller and especially very specialized companies to train specialists. Young people are more likely to receive an apprenticeship training position. The Verbund education is thus an opportunity for companies and apprentices at the same time.

4. General objective:

Adoption of coordinated training content to promote in-company training. All services are individually tailored to the company's wishes and requirements.

5. Specific objectives

For the following professions, we can offer integrated training services.

- Tool mechanic (m/f)
- Industrial mechanic (m/f)
- Construction mechanic (m/f)
- Cutting tool mechanic
- Specialist for metal technology
- Metalworker (m/f)
- Machine and plant operator
- Management Assistant for Office Management
- Industrial clerk (m/f)
- Seller (m/f)
- Wholesale and foreign trade businesswoman/ businessman
- Cook (m/f)
- catering professional
- Electronics technician for automation technology
- Electronics technician for industrial engineering
- Mechatronics technician

6. Target group(s)

Company trainees with a training contract in companies in the state of Brandenburg. Most of them are young people from the metal, electrical and commercial occupations.

7. The implementation team

Staff involvement

- experienced trainers and teachers



- with professional qualifications as engineers, master craftsmen, technicians, business economists, diploma teachers, etc.

8. Implementation period

Up to 280 to 300 days per trainee possible during the training period (max. 60% of the total training period in Verbund)

9. Preparation of the activity

A training partnership forms a regional network of companies, if possible with the vocational school, in order to enable complete and attractive vocational training in a profession or occupational group.

Vocational schools can play an important role in establishing and maintaining training partnerships. The vocational school or regional competence center can present the spider in the network as part of cooperative vocational training in training partnerships. This task brings new challenges to vocational educators.

On the one hand, it is important to identify the needs and the right partners for a training partnership, to establish a partnership and to moderate the processes and the work in the partnership.

The formation of a training partnership can ideally be described in the following stages:

Startup initiative

- Search partners for a training partnership

- Contact the possible partners

Prepare and conduct foundation event

- Presentation of the concept

- Comparison of operational interests

- Assessment of the company training potential

- Definition of responsibilities

- Set up a working group

First, find companies that can participate in such cooperation. The preparatory discussions prior to an official invitation to a founding meeting can play an important catalytic role in terms of wishes, concerns and obstacles that will be incorporated into such a partnership by the partners involved. Thus, the initiator gradually gets an idea of the problems and perspectives of a training partnership in relation to a profession and the existing enterprises in a region.

10. Description of the activity

In Germany, the training partnerships can be divided into four basic forms: the training consortium, the contract training, the training association and the lead company with partner companies (ITB, 2006). In addition, there are a number of other mixed forms in practice. In general, un-bureaucratic and adapted to regional characteristics organizational forms are preferred. Also possible is a cross-border network training (GVA).

In the pilot plant model with partner companies, the lead company (parent company) concludes the training contracts. Individual sections that the leading company cannot train based on its business processes are taught in the partner companies. The lead company retains overall responsibility and also bears the costs. For this purpose, a cooperation agreement is concluded. The



endeavor of the leading company to hire apprentices themselves and to carry out the apprenticeship as much as possible themselves is a motive for this training network. The partner companies are interested in improving their own training capacity through the exchange of experience and the use of premises of the leading company. Without the effort of a complete training the partner companies can secure their offspring, because it is not excluded that during the training in the partner enterprise contacts are manufactured, which can lead to a employment later. In most cases, the lead company trains beyond its own needs. The form of cooperation is a contract between the leading company and the individual partners.

In order training, sections of the vocational training take place against reimbursement outside the actual training company. Such contracts can be awarded to other companies or educational centers. Apprenticeship training contracts are concluded with the parent company, which also assumes the remuneration. A motive for this procedure is the flexible extension, in order to compensate for operational fluctuations of the training capacity. Thus, the parent company can train more trainees or junior staff, and the external company or the training center can effectively use existing training capacities. The form of cooperation is the order.

A training consortium is made up of several small and medium-sized enterprises (SMEs), each hiring apprentices who move to neighboring businesses for certain contents that their own business cannot provide (rotation principle). However, these contents can also be taken over by educational centers or educational institutions. The motive behind the training consortium is that companies work together on an equal footing and independently train their own trainees. The cooperation form of this composite model is mutual cooperation agreements.

The individual companies set up an organization (e.g. V) for the purpose of training, which assumes the organizational tasks, while the parent companies carry out the training. The training association usually concludes the training contracts. The organs of the association are the general meeting and the honorary board, which assumes the management function. A statute governs the rights and obligations of the members. The costs incurred for management, training allowance, exam fees u. a. can be raised through membership fees, grants (e.g. from the state or the federal government) or through donations. One motive is to perform the tasks of the association by a managing director. The form of cooperation is the foundation of the association

A training partnership thus forms a regional network of companies, if possible with the vocational school, in order to enable complete and attractive vocational training in a profession or occupational group.

Vocational schools can play an important role in establishing and maintaining training partnerships. The vocational school or regional competence center can present the spider in the network as part of cooperative vocational training in training partnerships. This task brings new challenges to vocational educators.

On the one hand, it is important to identify the needs and the right partners for a training partnership, to establish a partnership and to moderate the processes and the work in the partnership.

11. Venues

In the collaborative training, a company that cannot provide all training content joins one or more partner companies to train a young person together. The overall responsibility for the training lies with the coordinating company, which concludes the contract with the young person and pays



the training allowance. The young person has to work and learn at least six months of the apprenticeship. Alliances can not only be concluded between companies, but also between a company and an educational service provider.

Additional qualifications

- Digitization (Industry 4.0 / Education 4.0)
- Basics of laser processing
- robotics
- Welder qualification (LiBo, Gas, WIG, MAG) Without certificate
- CNC turning, CNC milling
- Technical English
- business label

12. Resources

This kind of Verbund-education is financed by financial means of the European Social Fund, which is the base for national and local grants of the responsible ministries.

13. Expected results

Advantages for the trainee/apprentice

- sound basic education
- Training of special knowledge according to operational requirements
- Targeted exam preparation as separate courses
- high professional, methodological and social competence
- Realization of training content in accordance with the company's wishes as per the company
- training ordinance

Advantages for the companies

- Relief of the institutional work
- Support for your training
- Relief with regard to the application and accounting system
- financial support for collaborative training in accordance with the ILB Directive
- higher training quality
- Realization of the personnel-intensive basic training

14. Sustainability

Integrated training can be used in all phases of a dual vocational training: from practical basic training to exam preparation. These measures are great opportunities to ensure the high qualified personal for the companies in the future. In order to increase the marketing of their dual training programs, companies can also offer potential applicants the acquisition of digital, job-related or inter-occupational additional qualifications. This can be planned in advance of the training or integrated as a tool of promotion and retention at a later stage in the training.

The network consultants are committed to the creation of traditional training associations within the professional groups. In doing so, they are relying on already established models in some sectors and are developing new ones in line with the needs of training companies. The big advantage of the Verbund office is that the consultants work across different sectors. This puts them



in a position to additionally arrange creative partnerships between companies, if these serve the respective educational purpose. Close coordination with the training departments of the chambers with regard to professional content is indispensable; also to meet the requirements for the financial support of the networks, which the public authorities have been making available for years.

15. Feed-back

Apprentices complete a feedback survey twice a year or after each qualification measure.

16. Dissemination of the event/Impact

It is very clear that the establishment, identification and moderation of training partnerships is a task that can indeed be very profitable for all those involved, but also represents a certain amount of effort that has to be intelligently distributed among the actors in vocational training. Vocational educators can play an important role here.

In the international research project workplace-learning-partners.org, attempts have been made to transfer the instruments and concepts from the German context to examples of learning in networks and company networks. The result is z. For example, the "Learning Achievement Review" tool allows learners and training staff to document and reflect on previous learning experiences in inter-company networks

- Strengthening the willingness of smaller companies in particular to provide vocational training
- Improving the quality of training at the place of learning Company
- Improving the vocational prospects of trainees by imparting additional qualifications

As an example: Since 2014, 7,000 contacts with companies, guilds and associations have led to approx. 324 completed training contracts only in the capital Berlin. For the first time, 105 companies started training with the support of the network consultants. Others were able to expand their offer and are now training in additional occupations.

Small and medium-sized companies in all sectors of the economy, in particular, can benefit from the new offer. It addresses both traditional businesses as well as young companies and start-ups from industry and trade, commerce, the hotel and catering industry, the digital economy, the creative and media industry, the healthcare industry, the service sector and companies in the liberal professions.

The prerequisite is that they decide to train their up-and-coming talent in partnership with another company or service provider, if not all competencies can be taught within the company in accordance with the training regulations for the respective profession.



ITALY

Competition „Creative Jobs”

The method is proposed by **Instituto Professionale Industria e Artigianato “L. Santarella”,
Bari, Italia**

1. General context

The Vocational Schools are inserted in the typology of schools that allow to enter directly into the world of work, mainly based on laboratory activities. This idea doesn't often show the creative aspect which a professional path can also have, making the student's approach passive. Moreover, during the education path, their attention is mainly focused on professional activities and standardized skills.

So it is difficult to stimulate the creative aspect of professional profiles. We have to consider the following issues:

- Manual work is also an activity of the intellect.
- The worker can be an innovator and creator of development.
- The project offers a possibility of innovation to the territory.

2. Specific context

- The activity can stimulate the positive competition;
- Students and teachers work together aiming at the same goal: to win the competition;
- The school becomes site of new ideas and tools.

3. The purpose of the activity

General objective: Helping students of lower secondary schools who want to express their talent and creativity to choose a vocational school.

Specific Objectives:

- O1 – to increase visibility of vocational school in the local and regional area
- O2 – to find out and carry out creative inclinations instead of only manual ones
- O3 – to make people aware of the possibility these students have to go on studying at university
- O4 – to offer different and new methods of learning

4. Target group(s)

Students of the third year of lower secondary schools, their counsellor teachers and teachers who contribute significantly to student guidance and counselling.

5. The implementation team

- Responsible of counseling and her team;
- Motivated and qualified teachers, for the dissemination among lower secondary schools;
- A technical team, made up by teachers of professional subjects of every course of study, achieves the products proposed by students (t-shirt, jewels, bags, videos, etc.);



- A technical team to share the competition on Facebook and on web page administration.

6. Implementation period:

January - May

7. Preparation of the activity

The counsellor teacher prepares an announcement of competition which is published on the school website and conveyed to all the lower secondary schools. The lower secondary school teachers were informed and encouraged the students to take part in the competition.

The competition is for all the students of the third years of lower secondary school. Those students who want to take part in the competition send an email with the idea they want to realize according to the following sections:

- a) Audiovisual Productions: Invention of a short film; Realization of a professional photo;
- b) Electronic makers: Invention and design /Creation of an electronic device; Creation of a robot or of a domotic device; Realization with Arduino, Raspberry PI;
- c) Art Craft: Creation of a light vehicle; Manufactured products made by recycling materials; Graphic design of jewels; Design and possible creation of one or more dental elements for playing-creative purposes;
- d) Fashion & Design: Realization of a fashion accessory; Invention and design of a stencil to be placed on a t-shirt by means of painting.

The theme for every category is free and a student alone or a group of students or the whole classroom can participate.

Link: ["CREATIVE JOBS" ANNOUNCEMENT on site](#)

8. Description of the activity

After the evaluation of the idea and its feasibility, our school Santarella gives the possibility to use its laboratories for the realization with teachers of professional subjects on Saturdays when lower secondary schools are closed.

In May, parents, students, teachers are invited at the final event, hosted in the Auditorium of the school. The counsellor teacher introduces the students to the jury, showing their idea. After students' explanation, the jury gives an evaluation. The award ceremony consists in giving eight scholarships (500 euros each) for those students who decide to enroll in school Santarella, vouchers and various gadgets given by sponsors.

9. Venues

- Web
- School Auditorium, when the final public event takes place.

10. Resources:

- human resources: school counsellors, teachers, students, the jury made up of individuals from the world of culture, show business, print, fashion, craft associations.
- time: two weeks for preparation, one week shown on Facebook to have „like”, and one day to evaluate the students' idea during the final event.
- material: laptops, video projectors, brochures.
- financial: sponsors, school resources.

11. Expected results

- Visibility of our school and its professional courses;
- Better informed students and parents about the opportunities VET offers;
- A larger number of students willing to attend VET schools;
- An effective exchange of good practices.

12. Sustainability

Sustainability is ensured by sponsors supporting the event year after year.

13. Feed-back

The great participation to the final event, the increase of students' enrollments, the involvement of sponsors, better visibility on social networks, the evident enthusiasm shown by students during this experience are a good guarantee to promote our school in the territory.

14. Dissemination of the event/impact

- Updating the web page and the Facebook page of school „Santarella”.
- Posters in different lower secondary schools of the territory.

15. Visuals



Activities with students' parents

ROMANIA

VET FAMILY DAY

The method is proposed by "Alexandru Domșa" Technological High School, Alba Iulia

1. General context

Parents entrust their children to schools for care and training, so it is the school's responsibility to support and provide guidance to families so that they make choices best suited to their children. In the current context, however, companies understand to play an important role in preparing pupils for working life, and their interest must be valued and developed, thereby creating a constructive and long-term partnership that benefits all actors involved in school life.



Understanding its role in the community, the school provides a competent and friendly framework that encourages cooperation and involvement of all parties by building bridges, knowledge and understanding of the students and their problems (material, affective, health etc.), their personal background on the one hand and the working conditions offered on the other, dreams and aspirations of pupils, parents etc.

2. Specific context

When facing a list of option at the end of their 8th grade, most of the students placed our school towards the end of their list of choice. This is the natural outcome resulted from the fact that neither they nor their parents have clear information on the educational paths our school provide. Also, there is little or no knowledge of the practical training of students, rules and specific regulations related to working in companies. That is why the businesses our school is in partnership with have overtaken the task of informing the students as well as their parents. This task is based on the principle that their future employees should be well prepared and well informed so that they are fully committed to their future career.

Thus, together with the school, the economic operators are important actors in the VET Family Day, with the purpose of bringing together teachers, students, businesses and parents.

3. The purpose of the activity

General objective:

Increasing the number of students in vocational and technical education by improving the image of school and vocational and technical education among parents

Specific objectives:

O1 - Facilitating parents' better information on the VET career path and goals

O2 - training and development of teachers' work skills with the families of pupils for better school orientation

O3 - Creating a constructive dialogue and a school - family - businesses partnership, involving all social partners in the formation of the younger generation

4. Target group(s)

- Parents of VET students
- VET students

5. The implementation team

- School administration
- 9th grade form teachers
- Representatives of economic operators

6. Implementation period

November – February

7. Preparation of the activity

- Establishing a meeting schedule and agenda, together with form teachers and representatives of the economic operators



- launch invitations for students' families
- Preparation of informative materials and meeting rooms

8. Description of the activity

VET Family Day is conceived as an activity with parents in a wider context, also attended by representatives of partner companies with the purpose of informing parents about their children's traineeship in companies during the weeklong training at a real workplace. The parents are asked to prepare questions beforehand so that the businesses' representatives can provide comprehensive answers, suggestions, explanations about the role of practical training for children, the working conditions in which the students do their practical activities, the rules of behavior and those on financial support by companies, the prospects students can aspire to at the end of their studies etc.

The simple procedure of gathering the questions from the students' parents and forwarding the list of questions results eventually in an effective dialogue between parents and companies, initiated and facilitated by the school.

Practically, each form teacher sets the meeting, communicating with all parties and making all the logistical preparations: attendance lists, school presentations, ensures the transmission of the questions, creates the environment for a good performance of the activity (ice-breakers, PPT presentations, presentation of the legislative framework etc.), moderates the dialogue between parents and businesses representatives.

9. Venues

Classrooms and workshops

10. Resources

Human resources: teachers, representatives of economic operators, head teachers

Material resources: video projectors, questionnaires, PPT presentations, paper

11. Expected results

Better informed parents on the educational path and opportunities offered by vocational training of VET students.

Making parents more responsible and more involved in the relation with the school and the economic operator their children have signed a practical training agreement with.

12. Sustainability

The VET Family Day event is repeated annually for each new generation of VET students, with the involvement of all economic agents with whom the school develops partnerships.

13. Feed-back

Each form teacher draws up a minutes and a list of attendees, which are centralized in order to determine the number of participants, the degree of satisfaction with the information received from the representatives of the economic agents.



14. Dissemination of the event/Impact

- On the school site, in compliance with the legislation on the use of personal data
- On the school's FB page

15. Visuals

GERMANY

The method is proposed

Career entry support (BerEb)

by

Bildungsgesellschaft mbH Pritzwalk, Germany

1. General context

The career entry is not primarily to be understood as a school-related measure, but rather has from the beginning to focus on the transition from school to work. For the success of the career entry accompaniment is decisive, whether a integration into a vocational training was achieved.

2. Specific context

BerEb is a measure for the individual support and support of young people in need of assistance by career entry facilitators in order to achieve the integration of the young into vocational training. The career entry companion of the Bildungsgesellschaft mbH Pritzwalk should help, in particular, to significantly improve the chances of a successful transition to vocational training and to stabilize it.

3. The purpose of the activity

The career entry is an individual and continuous support of individual participants who are involved the specific life situation and the respective need for support and not by a group measure (which does not exclude joint events with several young people cared for by the career beginner in individual cases).

1. General objective:

The career entry is a measure for the individual accompaniment and support of young people in need of assistance by career entry attendants, in order to achieve the integration of the young people in a vocational training. The career entry support should help, in particular, to significantly improve the chances of the students to successfully transfer to vocational training and to stabilize it. Priority is given to the transition to in-company vocational training. The other goals (for example, successful completion of a school leaving certificate, preparation for training and professional aptitude) are upstream and ultimately serve the goal of long-term occupational integration.

5. Specific objectives



The career entry support supports young people in need of assistance by career entry:

- the attainment of the school leaving certificate of a general education school
- with personal problems
- the finding of a suitable occupation
- finding an apprenticeship position
- applying for an apprenticeship
- accompaniment during the transitional period between school and vocational training
- stabilizing the apprenticeship relationship

Taking into account the students' strengths, interests and abilities, together with the students will determine what this support looks like.

6. Target group(s)

Pupils of general education tasks.

The funding is aimed at young people who are likely to have difficulty reaching the completion of general education and / or making the transition to vocational training. Only students who are aiming for a graduation, main or equivalent school leaving qualification are to be included. Taking into account the funding possibilities of career entry support (content and duration), it must be expected in principle that the individual prerequisites for starting a vocational training can be created.

7. The implementation team

An essential prerequisite for the success of this measure is technically qualified and experienced personnel. The deployment of personnel must correspond quantitatively and qualitatively to the specifications. Qualified instructors, qualified social educators, specialists and executives with professional experience are needed. The young people receive comprehensive care through the career entry support (BerEb). This is done in close collaboration with the teachers and career counselors of the Employment Agency.

A prerequisite for the success of career entry is technical qualified staff. Career attendants are permanent employees who, because of their professional and life experience, are responsible for the accompanying young people in need of assistance are particularly suitable.

For the career entry guide is a vocational or degree required. The tasks of the career entry guide require communication skills, social skills, organizational skills and a strong customer-oriented behavior.

Partner schools:

- Freiherr von Rochow Schule in Pritzwalk
- OberschuleGlöwen in Plattenburg
- OberschuleWittenberge in Wittenberge

8. Implementation period

Individual support starts already in the year before graduation and continues until the first year of training or, if necessary, during a transitional measure.

The individual accompaniment usually begins with the beginning of the pre-primary class of the general education school. One in an individual case meaningful later entry of a young person in

the measure is possible as long as the teenager still has the general education did not leave. If after passing the general education school the transition does not succeed in a vocational training, sets the career entry company on the support of the participant, provided that a vocational training is still sought. The accompaniment usually includes the first period of vocational training.

9. Preparation of the activity

The selection of participants takes place in coordination between the teacher and the responsible career counselor. If a career beginner already works at the school, he or she can be involved in the process. This may also apply to school social workers / educators as well as personal contact persons for employable persons in need of assistance or members of need groups. The use of career entry support is voluntary. Already during the vote to determine the need for eligibility of the respective student must have their consent or the consent of the parent or guardian for the data transmission. The decisive criterion for the selection of participants is the specific individual need for support. The degree of end-of-school risk, basic skills deficits, language barriers and barriers to integration are all decisive factors in deciding which students will be supported by insufficient numbers of eligible students. If available, the results of a potential analysis should be used. The (final) decision on participation lies with the competent employment agency.

10. Description of the activity

At the beginning of the project, the career entry guide has to draw up and continuously update individual support plans for each participant on the basis of the information available at the time of entry into the job and the determination of the position. This must be discussed with the participant both at the time of initial preparation, as well as during the update, and must be reported to him. In addition, support services that have been provided so far, as well as other specifically planned support services that result from the updating of the individual development needs, must be documented. It is important to maintain close contact with all stakeholders, especially the consultant, and to coordinate with them. Insofar as case discussions are held together with the vocational counselor or adviser Reha / SB and, if applicable, other stakeholders, the results must be documented in the funding planning.

An essential task of the career entry companion is the establishment of a personal relationship with each participant supervised by him. In all tasks of the career entry accompaniment everyday aids and behavioral training are to be offered. In the career entry accompaniment will be involved not only all the network partners but also the parents. Tasks during the entire support are also crisis intervention, conflict management and the prevention of addiction or for disabled participants assistance in dealing with their disability. Part of everyday help and behavioral training is the development and promotion of key competences as inter-occupational skills, in order to make participants aware of the growing demands of z. B. to prepare in the field of self-organization and problem solving in the world of work. In particular, the following are to be supported by career entry:

- Personal competencies (e.g. motivation, performance, but also self-image, self-assessment,





self-confidence, openness, value retention)

- Social competencies (e.g. communication skills and language skills, cooperation / teamwork, conflict skills, Empathy)
- Methodological skills (e.g. problem solving, work organization, learning techniques, classification and assessment of knowledge)
- Practical life skills (e.g. dealing with authorities, dealing with money, hygiene, daily structure, use of public transport, shopping, self-sufficiency, Appearance, leisure time activities)
- intercultural competences (understanding and tolerance for and in dealing with other cultures, traditions and religions)

11. Venues

For the success of career entry companion is decisive, whether one integration into vocational training has been achieved. The others objectives (e.g. successful completion of school leaving, establishment of training and professional qualification) are upstream and ultimately serve the goal a permanent occupational integration.

12. Resources

- PC workstations
- Laptops
- Paper
- Writing utensils
- Funded by ESF and the Federal Employment Agency.

13. Expected results

a) Achieve the graduation

The goal is that the participant attains a degree at the general education school.

In particular, the career entry companion has to perform the following tasks:

- Individual determination of the cause of the school difficulties
- Determination of the competencies (to use the results of a potential analysis)
- Organization of individual support services (such as tutoring, language support)
- Support for problems in the work place School in contact with the school / the teachers and parents
- Parental work (transparency of the individual support plan)
- Assistance with problem situations (e.g. crisis intervention)

b) Support of career orientation and career choice



The aim is to develop and consolidate a professional perspective geared to the individual competencies of the participant. This also includes the review of possibly already made career choice decisions.

For this purpose, the career entry support in close consultation with the BA's specialists has to perform the following tasks:

- Positioning and individual support in the career choice process in addition to the career orientation and career choice preparation of the schools, employment agency and other actors (e.g. support in information search / procurement), new media)
- Guidance on active design (e.g. visit to the BiZ) and documentation of the career choice process if possible using the career choice pass or similar instruments
- Support in contacting the career counseling or rehabilitation / self-employment center of the Employment Agency
- Assistance in the implementation of agreements reached in the consultation with the advisory expert of the Employment Agency
- Assistance in the career choice decision (also through the targeted selection, placement, preparation and follow-up of internships)
- Support of the participant in the assessment his personal qualifications (inclination, suitability and ability) in relation to the requirements of occupations and activities
- Development of implementation strategies

c) Training places

The aim is to support the participants in the application process by using the services offered by the school and the Employment Agency as well as providing individual support in finding an apprenticeship position in order to achieve integration into vocational training.

The participant should be motivated to actively seek an apprenticeship. He should also be able to independently apply to the general training market and to present his strengths, knowledge and skills accordingly.

For this purpose, the career entry companion has the following tasks in particular:

- Provision of information about the regional and possibly nationwide training and employment market
- Identification of possibilities of traineeship search (online offers, daily press) and proposal of vacancies in cooperation with the Employment Agency
- Strengthening of participants' own efforts
- Development of self-marketing and application strategies (also considering previous unsuccessful application efforts)
- Active application training (including behavioral rules, body language, communication training)
- Support for applications by telephone / mail / internet / e-mail
- Practice the current standards for the preparation of written application documents
- Assisting in the creation of complete, individualized application documents with each participant so that they can adjust them according to the job offer
- Preparation for job interviews and test procedures
- Information about actors and the financial support possibilities

14. Sustainability

The goal for sustainability is:

- to achieve integration into vocational training by continuing to support the participants even after leaving the general education school.
- the stabilization of the participant in the training relationship in order to achieve a lasting integration
- to promote professional and social skills and supports the development of the participant in relation to the demands of the working and living environment.

15. Feed-back

The basis for the success of career entry is the personal care and trust of the students. Career assistants work closely with the class teachers and designate those with the career counselors of the Federal Employment Agency. In addition to the class teachers, the career counselors are the most important contact and cooperation partners of BerEb. Companies and chambers are also important partners in the BerEb network.

16. Dissemination of the event/Impact

The promotion for these measures or this support program begins in the schools, even at the time of vocational early orientation in the grades 7-10 in all schools in the Federal Republic. In addition to the students, the parents and any social counselors are invited to talk. In addition, the employment agency has an orientation function.

17. Visuals



CHAPTER 3: IMPLEMENTING GOOD PRACTICE

Partner in charge: Alba County School Inspectorate(RO), Alba County Council(RO), ManCom GmbH(GE), Umbria Training Center(IT), “Alexandru Domsa”, “Timotei Cipariu” Technological High Schools(RO)

3.1. Implementing of the best practices in partner countries

In the chapter there are presented examples of good practices in the implementation by each of the partners of the methods proposed by the other 2 partners in the project. This chapter contains 6 examples of good practices, useful in the analysis of the results obtained in the implementations and the conclusions formulated.

ROMANIA – Timotei Cipariu Technological High School, Blaj

Method “STUDENTS FROM THE 7th AND 8th GRADE COUNSELLING” (from Bildungsgesellschaft mbH Pritzwalk)

Edit by Lațiu Camelia Lucia and Tomuș Doina Elena

Topics

Promoting school supply has been one of our permanent priorities for several years already. For the best information and counseling of parents who will enroll their children in the preparatory class, in the school year 2019-2020 it is necessary to organize activities aimed at presenting the educational offer, achievements of pupils and school teachers, school and extra-curricular projects.

In an educational landscape, often confused and overwhelmed by the most diverse issues, our school puts into practice a quality educational approach aimed at ensuring the attainment of the standards of learning and promoting European values in a physical and psychic security environment.

Our High School has all the conditions for students to learn thoroughly and to develop professional, technical and skills skills that will enable them to function successfully as an adult in a democratic



society. A wide range of out-of-school and extracurricular activities will harness and develop the child's talents and interests and will essentially contribute to shaping it as a balanced and harmonious personality capable of living in a modern and multifaceted world.

Domain and type of education: education for the reception of own values.

Purpose: To provide information on the educational offer for the 2019-2020 school year, to conduct the educational-educational process in school, to organize learning spaces (cabinets, laboratories, classrooms, workshops). The main education objective is to ensure a maximum level of education for each student through: the formation of the basic competences necessary for the transition to a higher education level and later to the adult life;



Goals:

- ♣ Organizing educational approaches and stimulating and varied learning experiences in and out of the classroom that offer opportunities to participate in artistic, cultural, sporting activities and work with a variety of materials, resources and equipment;
- ♣ Ensure the full development of potential, talents, and specific interests through individually organized learning activities, in small groups or as classrooms, so that each child builds on their own skills and knowledge while experimenting with the benefits of cooperation and support reciprocal;
- ♣ Encouraging responsibility for your own work and attitude, through a positive reward and incentive system;
- ♣ Cultivating respect for points of view and different ideas in the context of learning activities based on discussions, debates and reflections on different cultures, customs, occupations and opinions;
- ♣ Creating a friendly educational environment in which each child feels physically and mentally safe, valued and accountable, an active participant in their own learning.



Project Coordinators:

School manager TomuşDoina Elena

Deputy school manager. IoanLaţiu

Members of the project: Camelia Laţiu, IonelStaicu, SilviuPoant, Cristina Tomotaş, Aurelia Neagoie, Lavinia Matei, Eugenia Oltean.

Target group: 8th grade, parents, local community, partner companies I.A.M.U. S.A., Bosch Automatic S.A.

Date: 18.02.2019

Human Resources: Teachers, students, parents, specialists in the field.

Dissemination: CD with photos from activities, number of visitors, article in the media.

Sustainability of the project: Possibility to further develop / continue the project by attracting partners.



Project Budget: Self-financing, Erasmus +



Funds

Activity Plan

No.	Proposed activity	Date / Time	Participants	Activities Responsible
1	Communication session: - Message of the school manager; -PPTX presentation; -Student report; - Guests speech; - Dissemination of the Erasmus + project	03. 04 /2019 10.00- 11.00	Teachers from Blaj schools Students Guests	Doina Tomuş Ioan Laţiu Aurelia Neagoie Laţiu Camelia Lavinia Matei
2	Coffee Break	11.00-11,30		
3	Meeting with the representatives of the economic operators who have concluded partnerships with our high school. Organizing an interactive session, questions and answers about the lyceum profile. Workshop	03.04/2019 Ora 11,30	Specialists from partner companies Students of the 8th grade from BLAJ area	Eugenia Oltean Gheorghe Sicoie Ioan Nistor Silviu Poantă Ionel Staicu

APTITUDES EVALUATION TEST

For each skill or competence in the following list, you will evaluate two aspects:

1. The level of competence you think you have
2. The extent to which you like it or not to use it

As far as the competence level is concerned, use the scale provided and write the appropriate number in the space to the right of each skill. To determine the degree of pleasure, tick those skills or competencies that you are most happy to use in the left space. If you encounter certain skills that you have not used in the past, but think you would like to use them in the future, fill in an asterisk on the left.

Degree of competence:

- 0 - Not tested / never tried
- 1 - Very limited
- 2 - Under the average
- 3 - Average level
- 4 - Above average
- 5 - Remarkable / craftsmanship



I LIKE MOST

COMPETENCY LEVEL

- _____ To write business documents _____
- _____ To edit materials _____
- _____ Interview / Engage _____
- _____ Mediate misunderstandings between people _____
- _____ To guide others _____
- _____ Negotiate transactions _____
- _____ Speak in public _____
- _____ Facilitate a meeting _____
- _____ Introduce ideas _____
- _____ Teaching someone _____
- _____ To advise someone _____
- _____ Teaching a course _____
- _____ To motivate people _____
- _____ Build a team _____
- _____ To lead a team _____
- _____ To train people _____
- _____ To help others _____
- _____ To catalog articles _____
- _____ Do the planning management _____
- _____ Keep accounting records _____
- _____ Do research _____
- _____ Evaluate ideas _____
- _____ Make inventory _____
- _____ Establish Standards _____
- _____ I estimate the value _____
- _____ Collect information _____
- _____ To give advice _____
- _____ To approve decisions _____
- _____ To delegate tasks or responsibilities _____
- _____ Develop procedures _____
- _____ To lead people to solve problems
- _____ To lead projects _____
- _____ To initiate change _____
- _____ Explain politics _____
- _____ To administer tasks _____
- _____ Analyze budgets _____
- _____ Supervise the profit and loss statement _____
- _____ Plan a Budget _____
- _____ Keep records of expenses _____
- _____ Analyze investments _____
- _____ Design financial plans _____
- _____ Control accounting records _____
- _____ Develop policies _____
- _____ Conceptualize new information _____
- _____ Develop strategies _____
- _____ Selling a product or service _____



- _____ Being a telemarketing operator _____
- _____ To create a marketing plan _____
- _____ Write offers _____
- _____ Set taxes _____
- _____ Create an ad campaign _____
- _____ Promote a product or service _____
- _____ To coordinate events _____
- _____ Make a Market Analysis _____
- _____ Manage sales _____
- _____ To raise funds _____
- _____ To serve customers _____
- _____ Solve customer complaints _____
- _____ Work at computer _____
- _____ Designing technology products _____
- _____ Build something _____

Now, from your list above, write 10 preferred skills you would most like to embed your work (not necessarily in the order of your preferences).

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

How many of these top ten skills do you use in your current job?

Which are these?

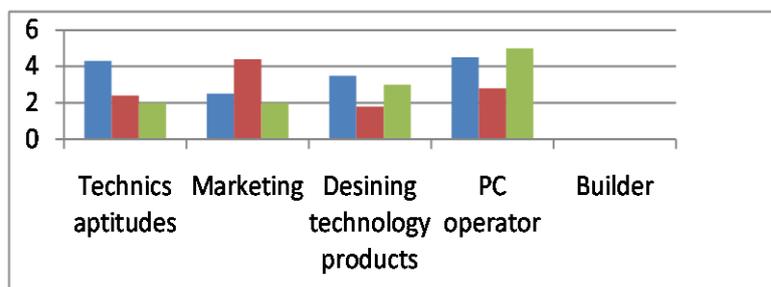
How many are above the average level or are your strengths?

Which could you develop more?

Which you have not tried before

The aptitude test analysis

Technics aptitudes	Marketing	Designing technology products	PC operator	Builder
72 students	27 students	17 students	54 students	30 students





ROMANIA – Alexandru Domșa Technological High School, Alba Iulia

Method MOBILE LABS (from Ipsia- Santarella)

1. General objective:

Increasing the attractiveness of vocational and technical education among middle school students by showing practical activities that students could attend in our school.

2. Specific objectives

O1 promoting good practice of VET schools

O2 increasing the enrollments of students who have shown interest towards the technical / practical subjects during the activities

3. Target group(s)

- Middle school students

4. The implementation team

- School administration
- Teachers of technical subjects
- VET students

5. Implementation period

- March-April, during school time

6. Description of the activity

Teachers of technical subjects prepared tools and materials to support the realization of the activity.

The activities were prepared and tested together with VET students.

A schedule of visits to the 8th Grade classes has been established by our school administration. For each of the three classes involved there were carry out workshops during the curricular hours.

VET students explained to their younger colleagues what they have learned to do, what they knew, giving examples of practical activities they have carried out in specialized laboratories. One of the most exciting activity experiences was the construction and programming of Lego Mindstorms robots and the use of the Arduino software to control robots with the competent help of students. Both boys and girls show a lot of interest in these activities.

The activity started with the presentation of Lego robots made by VET students and then, during the practical phase the students of our school were involved as tutors. This practice allowed the implementation of a peer-to-peer teaching, and so, a rapid exchange of information between peers about the activities proposed by our school.

7. Venues

Classrooms of the middle schools

8. Resources

- human resources: teachers, VET students, middle school students
- time: one week for preparation, one day for the activity proper in each middle school
- material: Lego Mindstorms robots, computers, specific software, video projectors, equipments, didactic tools
- financial: school resources

9. Results

The participants had the opportunity to see and experiment the practical activities that are currently taking place during the specialized technical modules in our high school. Also, one of the activity's aim is taking into account the skills, knowledge and inclinations of each student for one field or another.

10. Impact

The middle school students were interested to build and program the LEGO robots, and also they were extremely receptive and creative. Cooperating with VET students, they quickly learned the construction and programming of Lego Mindstorms robots and the use of the Arduino software to control robots.

11. Visuals





GERMANY - Bildungsgesellschaft mbH Pritzwalk

Method “INTERNATIONAL FASHION SHOW” (from Ipsia - Santarella Bari, Italy)

Implementation of the best practices in the BildungsgesellschaftmbHPritzwalk
TECHnicalpartNership towards Innovation and Cooperation for VET

“International Fashion Show”

First implementation on “Fashion Show” best practice
of “IPSIA Santarella” (Bari, IT)
at “Bildungsgesellschaft mbH Pritzwalk” (Pritzwalk, D)
Edit by Anne Jacob and Denise Nickel

Implementing Best Practice - „Bildungsgesellschaft - international fashion show“

In the 28 years of our existence, the BildungsgesellschaftmbHPritzwalk has become an important pillar of vocational education and training in Prignitz and Ostprignitz-Ruppin. Diverse company contacts and cooperations with a large number of businesses, associations and institutions in the region have created a network in the interest of vocational preparation and training, which gives our students a perspective in the region or even beyond the region.

The BildungsgesellschaftmbHPritzwalk has various training courses. In our best practice example, we would like to present the education sector of housekeeping. Home economics is a wide-ranging education with different emphases: food preparation, laundry care and cleaning. In the laundry care, the students learn how to use the washing machine, the ironing machine and the sewing machine. The students are thus challenged to deal with the different materials and their properties.

Preparation:

Step 1:

A fashion show is planned in a meeting of the training team with the students. The students are enthusiastic about this idea and bring in many ideas. Together, the theme of the fashion show is set. The topic is the international work with reflect our partners. Regional and national companies are invited to this show. The goal is for the companies to get to know our institution and our students, and for the students to be able to present their work. It aims to create a relaxed atmosphere in which it is easier to make contact.

Step 2:

The students think about the topic "International partners of the GBG" how the procedure and the costumes can be arranged. Each country is considered (including Italy, Romania, Greece, Germany) and discussed what is typical of their country. They come to the decision that each country should be presented by a person / costume. For this purpose, typical music will be played in the background.

Step 3:

Assignment of tasks:

- Select and invite companies
- Design of the event room with Information panels on the different countries
- organization of local drinks and snacks
- selection of local music (live music if possible)
- preparation of the costumes by the students
- definition and preparation of the moderation
- test runs of the fashion show



Implementation:

60 regional and national companies were invited. The event was attended by 43 representatives of companies. Each student has created and designed a blackboard according to his costume. Through the training team, students got support in planning and implementing the fashion show. The students were motivated to do the work and created many different costumes:

- Italy: Gondolier, Italian cook
- Romania: Dracula, traditional costume
- Greece: Greek goddess
- Netherlands: Dutch national costume
- France: French girl
- Germany: German cow, national costume



The presentation has created a background for partner companies and introduced in the context of the event the Erasmus + Technic project. We took over the method of the Fashion Show from our partner IPSIA Santarella - Bari.



Implementation of the best practices in the Bildungsgesellschaft mbH Pritzwalk



TECHNICAL PARTNERSHIP TOWARDS INNOVATION AND COOPERATION FOR VET



“International Fashion Show”

Questionnaire for the visitors of the fashion show

How much you liked the show?

1	2	3	4	5	6	7	8	9	10

Did you like the music selection?

1	2	3	4	5	6	7	8	9	10

Did you like the interior design?

1	2	3	4	5	6	7	8	9	10

Did you like the moderation?

1	2	3	4	5	6	7	8	9	10

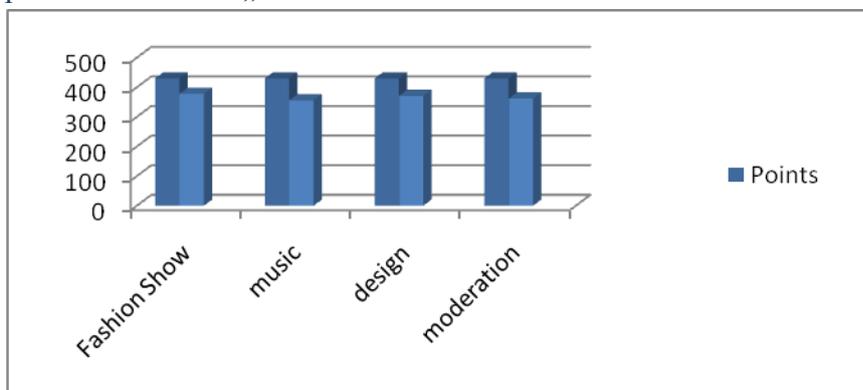
Would you like to visit our event again?

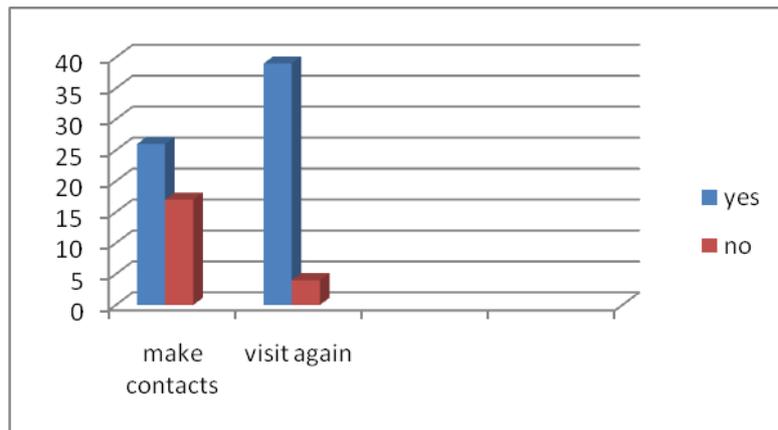
Yes No

Could you make some contacts?

Yes No

points evaluation: „Fashion show”





Evaluation: The companies were enthusiastic about the event, which is also reflected in our questionnaire. The representatives of the companies got to know the work results of the students and the students were able to make contacts with potential employers. The students have gained more confidence and motivation, which has a positive effect on the further design of the training. A student has made such good contacts with a company that he will do his next internship there. Due to the good and great response of this event, the Bildungsgesellschaft mbH Pritzwalk has decided to hold such an event regularly.

GERMANY - Bildungsgesellschaft mbH Pritzwalk

Method “VOCATIONAL GUIDANCE OF PARENTS’ PARTNERSHIP” (from „Alexandru Domşa” Technological Highschool, Alba Iulia)

Implementation of the best practices in Pritzwalk region (Land Brandenburg)
TECHnicalpartNership towards Innovation and Cooperation for VET Vocational Counselling
Guide
Second implementation on “Parents’ counselling” best practice of “Colegiul Technic Alexandru
Domsa” (Alba Julia, RO) at “Bildungsgesellschaft mbH Pritzwalk“ (Land Brandenburg, Germany)

VOCATIONAL GUIDANCE OF PARENTS’ PARTNERSHIP

The Bildungsgesellschaft mbH Pritzwalk is a regionally oriented educational enterprise since 1991 in the Prignitz and Ostprignitz with high-quality services in the field of vocational education and training of young people and adults and in the field of child and youth services. The outstanding goal of our company philosophy is to react dynamically and flexibly to the different market needs of companies and other clients. The basis of our successful work lies in the high professional competence and motivation of the employees, the excellent technical equipment, as well as in the transparent, trusting and honest cooperation with the many regional and national partners. Involvement in regional networks and cooperation with companies, institutions, authorities and decision-makers forms the basis for the development of our broad spectrum of



activities in terms of training and further education in technical, commercial and commercial occupations in industry, trade, commerce and gastronomy.

GBG Pritzwalk realize two important projects for **motivation of our students resp. future students:**

1. On the initiative of the association "Growth core motorway junction Wittstock / Dosse" a project was developed with mofa, which should contribute to the long-term protection of the need for skilled labor. Primary school children are playfully introduced to craft activities, promoting their talents and allowing them early career orientation.

A rolling toolbox including tools and materials comes to school. Under the guidance of an instructor, the children receive an insight into the world of work and a feeling for the functioning of everyday objects as part of the all-day class or project-oriented lessons.

They are passionate about crafting, tinkering and building a solar flier, an alarm system for their children's room or a small windmill. The children react enthusiastically to the offer and are proud of the production of their own workpieces. This not only boosts self-confidence, but also promotes skills such as concentration and creativity.

The project is being developed by the forward-looking business enterprises of the region SWISS KRONO TEX GmbH & Co. KG Heiligengrabe financially supported.

2. The Private Vocational School GBG Pritzwalk carry out team sports oriented training. It is a school with the courses of education for the deepening of the general education and to the occupation orientation or vocational preparation as well as the mediation of the school part of a vocational training combined with interesting offers for leisure time.

Team sport in its unity of sport, social and health aspects is an outstanding opportunity for us to intensify the development, expansion and benefit of the students' own resources.

In an atmosphere of mutual trust learning and living, a respectful coexistence of students, parents and teachers as well as responsibility for personal and school property are among the guidelines of our school.

We want our students

- enable them to cope with current and future demands in school, work and society,
- qualify for responsible interaction with each other,
- encourage them to develop their creative abilities,
- Strengthen the acquisition of personal, social and professional skills and
- prepare for a lifetime in other countries and cultures.

Using the influence of parents on the career choice of their children

Trainee Recruiting Trends in Germany reflect the picture very well in practice. More than 41% of adolescents receive very strong support from their parents when choosing a training place. The economy is screaming again "helicopter parents". In reality, however, parents are a hugely important target group, as they have a major impact on students' decision-making. But which measures are effective? For many years there has been a career guidance for young people in vocational training in Germany. He is also the contact person for all problems that the parents have.

First and foremost, addressing the parents serves the purpose of making one's own employer brand known and trusting parents in the training company. Unlike young people, it is not important that the employer presents himself as particularly hip, cool or modern. Parents have completely



different worries and fears when it comes to their children's career planning. First and foremost, the following arguments are on the list of each training company:

Safe training conditions

At first glance, this seems relatively simple, but a drop in training due to lack of commitment of the training company or an apparent overstrain of trainees triggers fears for many parents. The point here is that you purposefully clarify which benefits you offer the young people. Not only school performance should be the focus, but also issues such as integration within the workforce, regular working hours, punctual salary payments, appropriate holidays, respectful treatment and (very important) that the future trainees really learn something and are not only used as cheap labor

Takeover and career

Already before the apprenticeship many parents are worried about a possible unemployment of their offspring after completed apprenticeship. There are enough examples in which the company has put young people out right after training. Takeover rates and statistics from past years of training ensure that parents trust the employer.

Sympathy

Parents are usually much better at work than their children. Sure, they have ideally worked for several years in one or more companies. It is all the more important that the representatives of the company look sympathetic and humane. Every parent has a hard time observing this new chapter in the child's life as a "supporting actor". This makes it all the more important for most parents that the company representative (ideally the instructor) appears sympathetic and humane. So you send parents a positive signal directly.

For the **involvement of the parents** there are also different forms in GBG Pritzwalk, with which it is wanted to stably motivate the adolescents via the parents to start or complete an apprenticeship with us. The vocational guidance is one of the main elements of this proces. Irrespective of such projects for the motivation of the children, it is also of vital interest for the GBG Pritzwalk to involve parents of secondary school children in vocational orientation. The example of Colegiul Technic Alexandru Domsa from Alba Iulia is an excellent example of close and peer contact with parents to convince children and parents of the benefits of vocational training and to motivate them to start and complete vocational training.

Currently, the following events are regularly held with parents:

- Open Day,
- Joint Evaluation Events with companies and parents,
- Parent School,
- Parents' Café and
- Parent's Round Table.

In particular, the last two events are organized by the parents themselves. Representatives of the school and vocational guides are invited to answer questions or to present new ideas, initiatives and projects.

These events aimed at presenting our BildungsgesellschaftmbHPritzwalkto the families of the future First Classes, Primary and Secondary Schools, as well as the other time to host the

various partner schools present in the premises of our institution. Especially the Parent School, in order to enhance the role of teachers in the management of guidance activities, training activities we promote our activities through structured meetings both through interaction on an e - learning platform and through seminar meetings. We inform the parents and the students regularly also through our facebook-site.

The research project "School vocational guidance and Parental Partnership"

The GBG Pritzwalk participate in many different ERASMUS + Projects. Because of the longstanding experiences it has been chosen as a means to implement one of the best practices experimented by the VET institutes partner of the Erasmus + TECHNIC project - "School vocational guidance and Parental Partnership".

The participation of our school in this research project - action was motivated by the need to establish a reference point for the need for orientation of parents, who have a decisive weight in the choice of their children in the delicate phase of transition from Secondary School of the first degree at the Secondary School.

For this reason, our school participated in the three different phases in which the research was articulated:

- a) Phase I - **Information and advertising** for the GBG Pritzwalk and distribution of materials as well as presentation short movies. Explanation of teaching methods and specific training content. Presentation of new training opportunities in the form of dual study and integrated training. In this first phase, the **open day and parent school** were used as established forms of cooperation between GBG Pritzwalk and parents. The events in form of the parent school took place in the partner schools. The open day was organized in GBG Pritzwalk.



- b) Phase II – **Trilateral Meetings and open discussions** with representatives of the teaching staff of the GBG Pritzwalk and representatives of companies about the training methods and responsibilities of the respective trainers in schools and companies. For these events, the parents were invited to different **companies** from the Cluster Metal managed by the Camera of Commerce and Industry Prignitz to inform themselves specifically about the professions. It was organized like common event for future cooperation in this domain orientated to the

Industry 4.0. The parents were made public with next generation of automatization and digitization, with the conditions of in-company training and networking between school and businesses. The participating companies were:

- SWISS KRONO TEX GmbH & Co. KG Heiligengrabe
- ZahnradwerkPritzwalk
- SomatecFalkenhagen
- MetallbauBrockmüller

- c) Phase III - Organization of **round-table discussions** between representatives of the school and the companies with the parents. Evaluation of the information and practical experience with emphasis: how can the parents use the new knowledge to motivate their children to take up training at the GBG Pritzwalk or another vocational school.



The events were held in January and February 2019 in Pritzwalk, Karstädt, Wittenberge, Bad Wilsnack and Wittstock. A total number of 192 parents participated in all three phases.

Results of the three phases

Phase I – Information of parents

Conversations between the teachers and parents have revealed that:

- Parents shape their children as the first point of contact very much and influence in the choice of career
- Young people very often get further information from teachers and acquaintances, so they also take care of professions that are already practiced in the circle of acquaintances or in the family circle
- Parents sometimes hear their children too little and too inaccurate (difficult age of puberty) - That is a reason for incomprehension or misunderstandings – but also the child could not be objective in his reflection
- parent-teacher conversations and he continuous contact between them can guide the vocational orientation of young people
- for a successful vocational guide it is necessary to have a strong collaboration between the teachers, the parents and the young people

Information

The vocational schools mainly use their Internet portals to provide and distribute informational materials. Print material is required less and less. In addition, the print materials are also read much less. This is partly due to the fact that the portals make the information much more up-to-date and versatile.

The vocational guidance is very appreciated, but this has to design in modern, concrete and in a readable form. Here will be involved the experiences of the many years of practice from the guides in the companies use by the schools.



The social media are also being increasingly used by the young people for the information in the vocational orientation. In addition, they can exchange current and concrete information with each other. Vocational schools and schools are called upon to design and disseminate these media according to the needs of the young people.

One critical factor was underlined by the parents: the lack of opportunities for exchanges between teachers and parents because of the incomparability of the working time. Another critical point is that the parents could be take part in the talks with the teachers in a better prepared way.

The open days are still an effective and successful means of informing about training opportunities. Growing numbers of visitors show that one's own view of the training conditions still most convincingly persuades both parents and children whether their job is one of the favorites or not. In addition, it is possible to address several experts and subject teachers at the same time on these open days and receive well-founded information. In particular, distribution of informative material on the educational supply, the storytelling of students during the Open Days were very appreciated also the storytelling from the vocational guides.

Especially with regard to the development and strengthening of the professional interests of young people, school alone cannot cope with this task. In the result of the meetings and the open days, it seems reasonable to develop cooperation and networks with both out-of-school youth institutions and companies, trainers and vocational guidance institutions. The meetings also reflected the importance of dedicated parenting. Above all, the success or failure of the school is determined by the teacher acting in the lesson. Therefore, the quality of teaching also depends on the success of the vocational orientation.

Phase II – Trilateral Meetings and open discussions between school, company and parents

Phase III – Round-Table-Discussions for evaluation/implementation of vocational guidance of the Parental Partnership

The vocational guidance could be an effective and helpful tool for the vocational orientation of young people. But only if it is also developed and used by all involved partners.

The German experiences with the professional trainers suggest that the cooperation between schools, businesses and parents as well as the regional network work are crucial for the success of the implementation of vocational guidance.

The pupils and parents particularly liked individual interviews with expert guidance counselors.

Some conclusions to improve the vocational guidance:

More work needs to be done on the relationship between teachers and parents, because in the opinion of the users, in the context of critical factors, parents have highlighted the problems in the relationship between teachers and parents of the opportunities for exchanges between teachers and parents.

The experts for implementation of the vocational guidance (guides, guidance boards) do not sufficiently explain the training and professional opportunities. This means that the teachers are not able to function as a mediator between the school, the parents and the companies.

The vocational guidance is not up-to date on the actual interests of young people/pupils.



Some proposals of the parents for more involvement through following measures:

Training fairs - especially on weekends

Companies should specifically seek training fairs, which are also open on Saturday or Sunday. In most cases, then parents with children visit the fairs. A perfect way to shine as a positive employer.

School marketing for parents

Be it the parents' association, the support association or the teachers. Within the schools one can reach parents very purposefully. Active school marketing plays a big role here.

Parent portals

To be watched with care are the parent portals. Most portals focus on young parents or parents with primary school children. Nevertheless, there are of course exciting opportunities on these portals.

Social media

A very clear exclamation point gets social media marketing for parents. Companies should, however, get experts on board to drive really good campaigns.

Online Advertising & Mobile Advertising

Online advertising and mobile advertising offer strong selection options according to target groups and socio-demographic data, which may indicate that children are in graduating classes. This opportunity should not be missed.

Different events

The direct approach of parents is still very effective. Of course, open days in the company or even school events, in which parents should participate, are also an option

The vocational guidance, elaborated by Colegiul Technic Alexandru Domsa is an intellectual output which will be helpful to the participating partners in the future. It is flexible in its application for each partner and can be adapted to the respective conditions and situations. This also applies to the legal situation, which is quite different in the partner countries.

ITALY – Umbria Training Center, Italy

Method "VOCATIONAL GUIDANCE OF PARENTS' PARTNERSHIP" (from „Alexandru Domșa” Technological Highschool, Alba Iulia)

Place of implementation: “Istituto di Istruzione Superiore Patrizi - Baldelli – Cavallotti” (Città di Castello, IT)

First implementation on “Parents’ counselling” best practice of “Alexandru Domșa” Institut (Alba Julia, RO) at “Istituto di Istruzione Superiore Patrizi - Baldelli – Cavallotti” (Città di Castello, IT)

Edit by Angelica Di Giacomo and Giampiero Bianchini



VOCATIONAL GUIDANCE OF PARENTS PARTNERSHIP

The "Istituto di Istruzione Superiore Patrizi - Baldelli - Cavallotti" Institute of Città di Castello has always set up continuity courses with other schools in the area in order to effectively guide young people in their choice of the Second Degree Institution. For this purpose, every year we organize two Open Days, one for the fifth classes of the Primary School and the other for the Third Classes of the Secondary Secondary School.

These are two events aimed at presenting our Institute to the families of the future First Classes, both Primary and Secondary Schools, as well as the other time to host the various colleges present in the premises of our school. Our territory (in the last school year, 36 institutes of high school participated in the Open Day for High Schools!).

At the same time, in order to enhance the role of teachers in the management of guidance activities, training activities were promoted by the Institute's training agency, through scientific collaboration activities initiated between the aforementioned Department and our school, through structured meetings both through interaction on an e - learning platform and through seminar meetings.

In particular, on the dedicated online platform, study materials and thematic in-depth material are inserted, as well as spaces for carrying out activities of reflection, exercise and exchange of points of view on specific problems related to educational practice; in the meetings in the presence, interactive school-university seminars are instead promoted.

The research project "School vocational guidance and Parental Partnership"

The "Institute of Higher Education Patrizi - Baldelli - Cavallotti" has been a partner for many years of the Erasmus + project headed by the IstitutoAlberghiero di Spoleto and is one of the institutes with the highest number of members in the Umbria region. For its large catchment area it has been chosen as a means to implement one of the best practices experimented by the VET institutes partner of the Erasmus + TECHNIC project.

The participation of our institute in this research project - action was motivated by the need to establish a reference point for the need for orientation of parents, who have a decisive weight in the choice of their children in the delicate phase of transition from Secondary School of the first degree at the Secondary School.

For this reason, our institute participated in the three different phases in which the research was articulated:

a) STEP I formative meetings aimed at presenting the initiative to schools and to compare with the teaching staff referents for vocational guidance and with the parents who have joined the project;

b) STEP II: development of a quantitative approach through the compilation of an online structured questionnaire addressed to parents also through the involvement of their children attending the second and third class;

c) STEP III: realization of Focus groups structured in two meetings aimed at groups of 10 teachers for a total of 30 teachers for the management of guidance activities, aimed at collecting structured information on the analysis of the training needs of the teachers involved in orientation activities.

The final day of the orientation activity took place on January 26, 2019, at the Baldelli structure. On this occasion, our school was invited to officially present the results of the questionnaire completed by parents with flattering results.

The questionnaire

The questionnaire that has been administered to the parents has been divided into five areas:

a) concept of vocational guidance (what do parents mean by vocational guidance if they have their own opinion, what kind of definition they share etc.);

b) purpose of vocational guidance and perception of parents (what it is used for, how to structure it, if they have been involved, which actors are involved etc.);

c) the critical issues (knowledge of vocational guidance theme by the parents, by the teachers, disharmonic relationship between teachers /parents on the vocational guidance theme);

d) the potential (vocational guidance helps the learners in the choice of the school, facilitates the realization of the projects of the students);

e) the choice of the high school and the reasons for this choice (how it happens, which are conditions of the choice: parents /internet /friends /others, to which type of school they would like to enroll etc.).

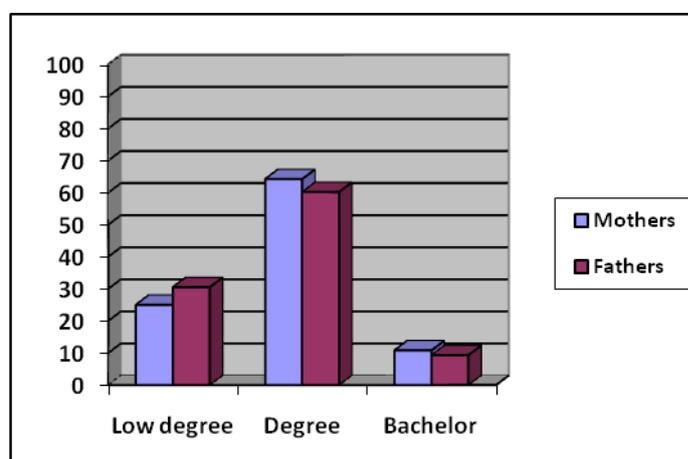
FOCUS ON THE "PATRIZI - BALDELLI - CAVALLOTTI" INSTITUTE

Analyzing the results that emerged from the report of our institute, interesting data emerge:

The sample of users who completed the questionnaire consists of 210 students, both second and third class, 210 mothers and 210 fathers.

➤ education of the parents:

Out of a total of 210 mothers and 210 fathers who completed the questionnaire together with their children, the result was a medium-high degree: in fact, 64.2% of mothers and 60.2% of fathers had a qualification of High School, as well as 10.8% of mothers and 9.3% of fathers have a five-year degree,

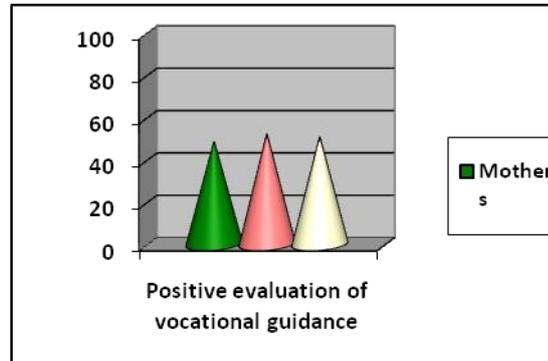


➤ **Employment status of parents and professional profile:**

61.7% of mothers and 92.1% of fathers are employed; in general, there are employed as simple employees, clerks and secretaries. (36% for mothers and 49% for fathers).

➤ **Definition of vocational guidance:**

For 50.6% of the pupils, for 48.3% of the mothers and for 51.9% of the fathers, vocational guidance is mainly an informative tool on educational proposals for the choice of high schools;

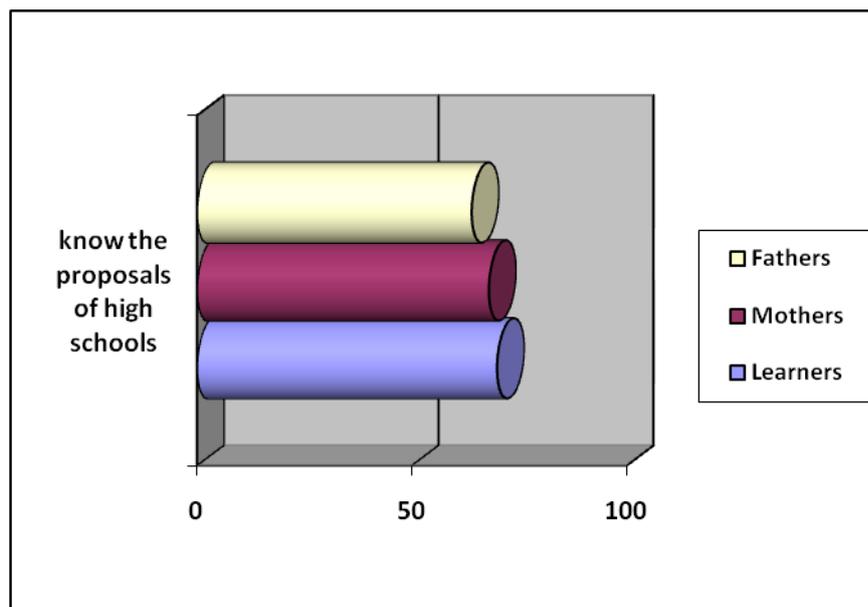


➤ **Objective of vocational guidance**

For 50.6% of the students, 30% of the mothers and 37.5% of the fathers, the aim of vocational is to choose the school that best suits the abilities acquired by the students;

➤ **Usefulness of vocational guidance:**

For 69.8% of pupils, 67.9% of mothers and 63.9% of fathers, vocational guidance allows to know the educational supply of high schools. However many of the users did not read enough guidance materials.



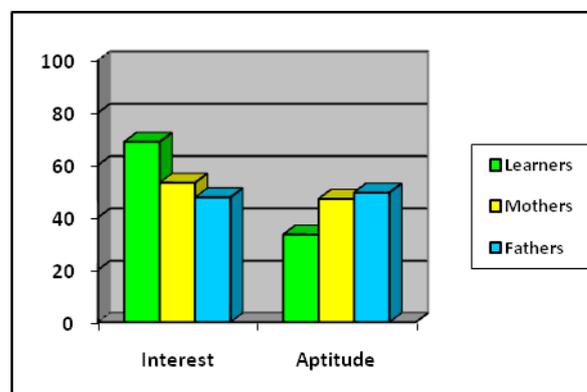
➤ **Vocational guidance activities** delivered by the institute were known by 64.9% of the pupils, 57.5% of the mothers and 50.0% of the fathers. In particular, distribution of informative material on the educational supply, the storytelling of students during the Open Days, e were very appreciated;

➤ **Factors influencing the choice of high school are, in the opinion of families:**

The teacher's ability to involve youngsters in their own discipline (chosen by 26.9% of pupils, 24.6% of mothers and 22.7% of fathers), as well as the aptitude for some specific subjects (chosen by 42.9% of pupils, 57.5% of mothers and 54.2% of fathers).

Consequently the factors considered most important in the choice of the higher institute are:

- **interest in school subjects** (chosen by 68.6% of pupils, 53.3% of mothers and 47.7% of fathers),
- aptitude for towards the subjects in the curriculum of the school (chosen by 33.5% of the students, 47.1% of the mothers and 49.5% of the fathers);



In the context of critical factors, families underlined, among the difficulties in the relationship between teachers and parents, the lack of opportunities for exchanges between teachers and parents, highlighted by 46.7% of the mothers and from the 47.25 of the fathers, as well as the hours of reception incompatible with the working hours of the parents detected by 29.2% of the mothers and by 32.4% of the fathers;

SCHOOL APTITUDE

School attitudes are the topic emerged strongly from these vocational days, which are often underestimated or ignored. Each of us could perform different activities but is probably more "led" towards one of these. It may happen that there is a clear awareness of this predisposition already in the eighth grade, but more frequently the student identifies the concept of aptitude with the scholastic results. This is not entirely true and therefore the family can discuss with their children by suggesting them to reflect on some questions.

□ How can I understand my attitudes?

- identifying in which subjects and school activities I get the best results
- identifying which topics I learn most easily
- asking parents for which activities they are most talented
- asking teachers for which subjects they are most talented
- discovering what extracurricular activities I can easily do (manual activities, techniques etc.)



How can I improve and improve my attitudes?

- the exercise
- the application
- the increase in interest in subjects and activities in which I wish to achieve better results.

How to use attitudes for the scholastic / professional choice? Once I have identified my attitudes, I can ask myself:

- in which schooling areas are the subjects in which I am best at prevailing?
- what are the attitudes required to attend school or to carry out the profession you would like to undertake?

Families, in order to answer these question, can get a great help from school. Parent-teacher dialogue is essential to obtain maximum information.

In the following page we offer some behavioral advice to facilitate this communication as much as possible

SPEAKING TO A TEACHER

How to encourage dialogue between parents and teachers

1. Listen to your child, but consider carefully what he says. It is from the mediation first of all about your child that you have news about the school. It is certainly very important to listen to it and try to understand it. But we must not forget that he gives his version and that it can be deformed. Remember the facts, but reserve your judgment for when you have more information.
2. You cannot ask your child to be a model of objectivity; what he will tell you about his school life can only be partial. He will tell you things as he collects them: generally he thinks he is right while the professor is wrong. Do not be overcome by anger and resentment towards teachers.
3. Do not say that vocational guidance must come from the teacher. Set up a collaboration instead. The respective knowledge of the boy is, certainly different, but complementary. You will find the solutions together. It is important that there is no break between the school and the boy's family. On the contrary, he will feel followed and probably reassured. And how much time is earned!
4. Prepare the questions for the professors and go with specific questions. You will really be able to take advantage of the meeting with the professor if you have considered it before and have taken stock of your child's situation. You will then be able to ask useful questions to solve your problems. The professor will have done the same for his part, but he does not think about everything and does not question himself in the same terms as yours.
5. The meeting, will be much more fruitful.
6. Know how to listen. The worst attitude is to arrive with preconceptions, keeping them and defending them at any cost. The teacher has proposals to make, his opinion is based on experience. Know how to listen to him, it will support you to act.
7. Know how to take into account, following the teacher's observations. You have met the teacher, now it is necessary to make a summary of the different information you have obtained.



The solution is located at the intersection of your child's notes, the teacher's notes and your insights.

CLARIFICATION ABOUT SCHOOL APTITUDES

The basic hypothesis is that youngster should learn to be independent. However, the risk of dependence is mutual: often the parent also needs an dependent child, to feel confirmed in his indispensable role. Parents feel uncomfortable when the child seeks autonomy. It is unthinkable, however, that a boy of this age can manage himself totally, without some emotional and organizational support. We must avoid replacing him in the study but rather teach him studying. Similarly, the educational task of the family towards the choice of high school is to help the child understand the relevance and complexity of the problem, offering critical tools rather than solutions.

It is important for the family to find moments of communication and discussion with their children, encouraging the growth of autonomy and decision-making skills of the young adolescent who, in this phase of her life, is looking for her own identity and her own scholastic and professional path.

QUESTIONNAIRE

VOCATIONAL GUIDANCE QUESTIONNAIRE FOR PARENTS

1) What is your educational qualification?

2) What's your profession/job?

DOCTOR	ENTREPRENEUR	MECHANIC
PHARMACIST	HAIRDRESSER	TEACHER
PSYCHOLOGIST	BARBER	PROFESSOR
WRITER	BAKER	JANITOR
JOURNALIST	BUTCHER	WORKER
ENGINEER	PASTRY COOK	MACHINIST
EMPLOYER	SHOP ASSISTANT	TAXI DRIVER
EMPLOYEE	PLUMBER	PILOT
LAWYER	CARPENTER	POLICEMAN
SECRETARY	ELECTRICIAN	OFFICER
BUSINESS	GARDENER	FIREMAN
CONSULTANT	WAITER	MANAGER
BANKER	COOK	
BANK TELLER	COACH	

3) What do you mean for vocational guidance? _____

4) How much did you appreciate you first vocational guidance experience?

- Very
- Quite
- Little



5) What, in your opinion, is the meaning of the study for your child? Attribute to these 3 statements the following score: VERY; QUITE; LITTLE

- Have the opportunity to learn new things
- Obtain a degree to have more opportunities for study (university) and work in the future
- Being forced to perform a heavy and boring duty that takes time away from sports and fun

6) How do you see your child in life and in school work? (give a vote of 1 to 5 for each entry)

- trust in himself and in his own abilities
- ability to face difficulties
- autonomy in the study

7) What are his/her extra-school interests? (check with one or more crosses)

Sport	Television	Hobbys	Group activities
Computer	Friends	Videopalys	Other
Music	Reading	Voluntary activities	Other

8) Do you think that your child has achieved a cultural preparation in the complex: (tick with X)

Very good	Good	Sufficient	Not sufficient
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9) In which disciplines, IN YOUR OPINION, does your child succeed more?

10) In which disciplines, on the contrary, you feel that he/she obtains less positive results

11) What, in your opinion, are the skills and competences that he/she has developed? (check with one or more crosses)

Manual skills	Numerical skills	Artistic and spatial abilities
Relational skills	Language skills	Organizational skills



**12) What, in your opinion, are the personal qualities that characterize your child?
(check with one or more crosses)**

Determination	Commitment	Mental openness
Sociality	Emotional self-control	Self-esteem

13) Do you think he engaged in the studio exploiting all his possibilities? (attribute the score: from 1 rarely to 5 always)

14) Do you think he organized time at home to do homework and study on time? (attribute the score: from 1 rarely to 5 always)

15) Which of the activities proposed by the school that most met the INTEREST OF your. SON /daughter? (check with one or more crosses)

Curricular activities	Extra-curricular
Projects	Labs
Other	

16) Do you already have any idea of what kind of school is suitable for your son/daughter? (indicate 1 choice)

Lyceum: Classical, Scientific, Linguistic, Artistic, Musical, Human Sciences

Technical Institute: Economics, Tourism, Mechanical, Transport, Electronic, Computer and telecommunications

Liceo: Classico, Scientifico, linguistico, Artistico, Musicale, Scienzeumane

Technical Institute: Economics, Tourism, Mechanical, Transport, Electronic, Computer and telecommunications

Professional Institute: Graphic and Communication, Chemistry and Materials, Fashion System, Agriculture, Construction, Industrial and Handicraft Production, Technical Assistance, Health Associate, Hospitality, Aesthetics

Education and Professional Training (three years)

Other

17) Does your son/daughter agree with you? YES NO

18) What do you expect from the school that you would like your child to attend? (indicate with a cross)

A. professional qualification that allows you to find a good job.

B. An in-depth preparation that allows occupying specialized sectors in the work activity.

C. A more general cultural preparation that allows the continuation of studies at the university level.



CONCLUSION

The participation in project “Technic” was useful for the Institute to guide the choices of guidance policies in a more targeted way to the issues of families.

From the collected information, we can confirm that:

- 1) The use of our school shows a medium-high cultural level such as high school diploma and / or five-year degree;
- 2) Parents consider vocational guidance as a valid operating tool to help their child choose the school that best suits their abilities;
- 3) However, they read little or nothing about vocational guidance;
- 4) They know enough about vocational guidance activities proposed by the institute and in particular
 - visits from high schools, ie the proposed Open Days;
 - visits to high schools, that is, families went to the various open days proposed by the institutes of their interest;
 - have read some informative material;
 - have listened to the testimonials I;
- 5) The pupils particularly liked:
 - visits to high schools;
 - educational workshops organized in high schools,
 - individual interviews with expert guidance counselors;
 - testimonials of students
- 6) The critical issues that emerge, in the opinion of families, towards the school are:
 - the guidance boards do not sufficiently explain the training and professional opportunities; teachers give excessive weight to students' success in the discipline;
 - vocational guidance is not based on the actual interests / attitudes of young people.
- 7) a) Therefore, the factors that influence the choice of the high school are, in the opinion of the families:
 - the teacher's ability to involve children in the study of their discipline (chosen by 26.9% of pupils, 24.6% of mothers and 22.7% of fathers),
 - the preparation in the study of some subjects rather than others (chosen by 42.9% of pupils, 57.5% of mothers and 54.2% of fathers).
- b) Consequently, the factors considered most important in the choice of educational paths are:
 - **interest in school subjects** (chosen by 68.6% of pupils, 53.3% of mothers and 47.7% of fathers),
 - **aptitude towards the subjects studied at the school** (chosen by 33.5% of the students, 47.1%

More work needs to be done on the relationship between teachers and parents, because in the opinion of the users, in the context of critical factors, families have highlighted the difficulty in the relationship between teachers and parents of the poor opportunities for exchanges between teachers and parents, highlighted by the 46.7% of mothers and 47.25 of fathers, as well as irreconcilable reception hours with parents' working hours underlined by 29.2% of mothers and 32.4% of fathers



Erasmus+



CTAD
Colegiul Tehnic
Alexandru Domsa



ManCom



UMBRIA
UTC
TRAINING CENTER
ASSOCIAZIONE CULTURALE

The current suggestions proposed by the present intellectual output of the project “Technic” provide useful elements for the future organization of vocational guidance that is more suitable for the needs of the families.

ITALY – Umbria Training Center, Italy

Method ”PROFIL PASS” (from Bildungsgesellschaft mbH Pritzwalk)

Edit by Giampiero Bianchini - Francesco di Giacomo - Angelica di Giacomo

The **ProfilPASS** was developed by the German Institute for Adult Education – Leibnitz Centre for Lifelong Learning (DIE) and the Institute for Development and Structural Research. It was funded by the German Federal Ministry of Education and Research and the European Union.

ProfilPass is a vocational guidance tools to guide students to the labour market. It is a kind of Skills that helps students to analyze their knowledge, skills, abilities, competences and motivations and prepare a realistic career goal and an action plan. Its goal is to maintain and protect a common quality level between providers and to differentiate the service from other similar services.

1 Policy-related issues:

- Voluntary participation of beneficiaries: in some countries skills audit is used as and ALMP measure and the beneficiary can face sanctions if he refuses the offer from the labour office to participate.
- Financial sustainability of the service: Guidance activity is often project-based or occasional (dependent on public tenders...).
- Networking, linking to other services: in some countries (especially in central and Eastern Europe) the network of potential services in the field of lifelong learning, lifelong guidance or social support is weak or inexistent, given the lack of public funding.
- Link to systems of validation of non-formal and informal learning: in some countries these systems are insufficiently developed or inexistent.

Theme

Proposed Content

Theoretical basis

Theoretical minimum for practitioners: developmental processes along the course of life (e.g. personality theories, theories of career development, lifeworld models)



Counselling/coaching basics	Counselling basics: interviewing micro-skills (open questions, affirmations, reflexions, summarization...), working alliance, building relations and trust (person-centred approach, three-stage model of building trust); – Different guidance approaches / coaching techniques with the focus on the active role of the client
Action Planning	Action planning (SMART), identifying and overcoming obstacles, supporting the change process, methods for the identification, definition, and operationalization of goals/objectives;
Outcomes	Outcomes of career guidance (personal, social, economic, career management skills). Defining the objectives and measuring the outcomes (examples of good practice).
Pedagogical outcomes (CMS)	Pedagogical approach of career guidance: learning outcomes of guidance, identification of development needs of the beneficiary, basic didactical skills, verifying the learning progress of the client... collaborative summarization of the progress and results of the guidance process (examples of tools and approaches)
Social Outcomes	Social outcomes of guidance: preparing a CV, social media profiles, job seeking techniques, examples and templates of reports and action plans. What outcomes from your guidance process can be communicated by the client to third parties/used outside of the guidance process?
Mission Statement	Techniques that help the counsellor build his own personal mission statement and vision, practical exercise. How this mission can be communicated to clients and partners.
Intake, Needs Analysis	Assuring full information of the client, making your offer transparent Clarification and identification of needs/objectives, identifying expectations, making doubts and fears explicit, contracting common goals of the guidance process (e.g. examples of intake questionnaires/checklists, guidance agreements...)
Ethics	Ethical aspects of (including social justice, inclusion, equality, examples of ethical dilemmas). Exercise: document specific examples of own ethical decision making and behavior.
Labour Market	Current trends on the labour market (e.g., globalization, growing complexity, precarisation, demographic change, lifelong learning, and diversity); Understanding labour market: practitioner as a mediator of LMI, focusing of development of information competences



Networking an partnerships	Networking strategies, partnerships, referral of the client to other services, evaluation and quality assurance of partnerships. Involving external partners in service provision. Documenting own network and practice.
Supporting decision-making, widening opportunities	Decision making process, linking interests, personality traits and other factors to career opportunities. Techniques for exploration, analysis and comparison of opportunities.
Tools 1: Personality	Tools and techniques for analyzing factors of career decision making: how to build your portfolio of tools for identifying personality traits, social roles, interests, attitudes (examples of different approaches from different CG schools, e.g. also socio-constructivist, narrative approach etc., 360-evaluation, role playing). Building your own portfolio/library of quality-assured tools.
Tools 2: career, life story and competences	Tools and techniques for identification and documentation of skills, competences, life-story, competence portfolio... Building your own portfolio/library of quality-assured tools.
Tools 3: psychological assessment	Basics of psychological assessment (validity, reliability, sensitivity, ethical aspects and risks), “objective” vs. “subjective” (self-assessment) methods. Joint interpretation of the results. Rules and risks linked to assessment. Building your own portfolio/library of quality-assured tools.
Personalization of the service	Guidance in specific life situations: early-school-leaving, unemployment, Labour and health / physical and psychological illnesses / burnout, Crisis intervention, Dealing with traumatized persons in guidance, Vocational re-orientation after the baby break, after a phase of unemployment, after being ill
Gender issues and equality	Main topic: Gender competence as a cross-cutting skill, including specialized knowledge, methodological competence, social responsibility and self-competences Tools: questionnaire to review the mentor’s gender-competence and the organization’s gender standards/ two case-studies
Measuring Feedback and Impact	Collecting feedback from clients, partners. Approaches to measuring impact of the service. How to evaluate if your service/tools it appropriate for the target group?

2 .What is ProfilPASS for?

It allows the identification and valorization of:

- personal and professional skills and competences
- aptitudes and potential
- interests and motivations



Its objective is to:

- define a strategy of individual professional development
- develop new skills in a specific job
- construct an individual training pathway
- prepare an Accreditation/Recognition of Experiential Learning
- support and accompany external or internal job mobility
- describe and present one’s skills and competences
- understand individual professional situations and define a satisfying strategy for placement;
- plan mobility towards jobs requiring transfer or an improvement of personal skills, thus needing training or validation of experiential learning;
- elaborate, modify or validate a professional project;
- define or re-define insertion in the labour market.

3. Phases of vocational guidance pathway of ProfilPASS

- a) A preliminary phase to confirm the beneficiary's commitment to the process; to define and analyze the nature of its needs; to inform him of the conditions for conducting the skills assessment, as well as the methods and techniques used.
- b) An investigation phase which should enable the person concerned to identify the triggers of the change process in which he is involved and to gain a better understanding of his values, interests, aspirations and the factors determining his motivation. . It is conducted according to the objectives initially defined, but it is nevertheless evolutionary in nature and enriches itself from the events that may occur during its development
- c) A conclusion phase which, through personalized interviews, enables the beneficiary to: take note of the detailed results of the investigation phase; to identify the factors likely to favour or not the realization of a professional project and, if necessary, of a training project; to plan the main stages of the implementation of this project. This conclusion phase ends with the presentation to the beneficiary of the summary document

The methodological and organizational aspects of the work session for implementing profil PASS are defined by the following quality criteria:

1	The beneficiary is an actor of his. He is a subject, not an object of expert analysis
2	INTRODUCTORY INFORMATION The introductory and information phase precedes the realization of the ProfilPass
3	GENERAL ORGANISATION IT includes three distinct phases, each of them includes at least one face to face interview.
4	CONCLUSIONS The conclusion phase should produce a final report that is handed to the beneficiary.
5	RECOGNITION AND ACCREDITATION The <i>profilPaSS</i> contributes to the recognition or validation of results of informal or non-formal learning.
6	MULTIDISCIPLINARY COMPETENCES AND PRACTICES The staff of the centre of ProlfilPASS has skills that guarantee a multidisciplinary view. FOLLOW-UP The centre carries out the follow-up of the beneficiaries and controls the process and the results.



7	LOCAL DEVELOPMENT AND NETWORKING The counselling is based on the strategic management that takes into account the policies of local development as well as the needs of the labour market and companies. It proposes guidance in the perspective of the lifelong career path.
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4. Implementation of the tool

Panel of 15 students from three different secondary schools in Umbria

- 1. Il Polo Tecnico Franchetti SalvianiCitta' di Castello – ITALY**
- 2. IstitutoProfessionaleAlberghiero, Commerciale, TecnicoTuristico "Felice Cavallotti". Citta' di Castello. ITALY**
- 3. L'IPSEOASC "G. De Carolis", Spoleto ITALY L'IstitutoProfessionale di Stato per l'Enogastronomia, l'OspitalitàAlberghiera ed iServiziCommerciali di Spoleto "Giancarlo De Carolis"**

Have been chosen to implement the vocational guidance Tool Profil PASS from Germany. The students are all from the V class and they are entering the labour market after the final qualification examination. The implementation has been organized into two group meetings and the main goal of the vocational guidance tool is to understand the potential of the students in order to plan a career development project for the future. The process has been structured as follows:

1st phase:

It confirms the commitment of the beneficiary, after informing him about the conditions of the process, as well as methods and tools used. After analyzing the initial demand, objectives are defined and contractualized.

2nd phase:

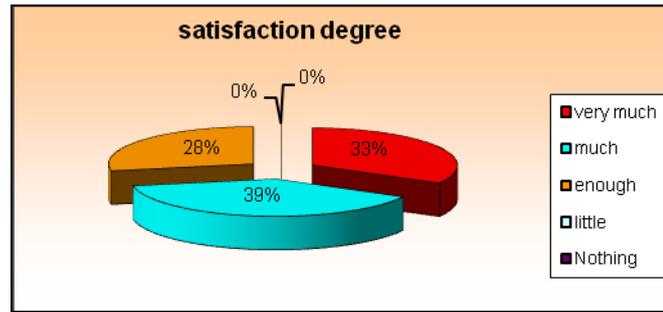
This phase is the heart of the process. It allows, according to the objectives that were defined during the previous phase, to:

- Identify and analyze interests and motivations, skills, knowledge, different areas of expertise, strengths and areas for improvement
- Learn more about the professional and economic environment (current situation of the company, the labour market, different occupations, training opportunities, etc.)
- Determine possibilities and hypothesis of professional and personal development
- This phase involves the expertise of qualified professionals trained for the use of appropriate methods and tools.

3rd phase:

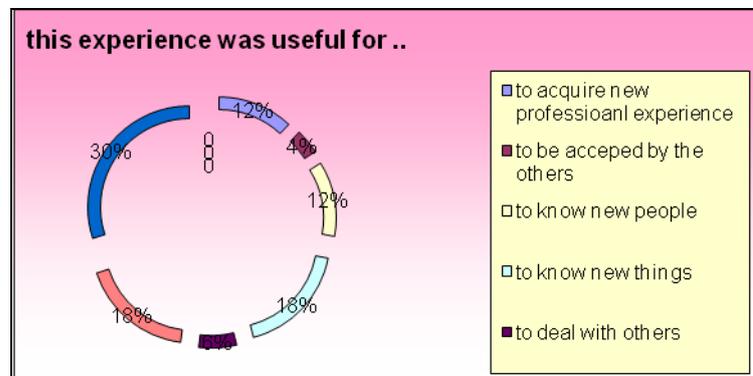
- This is the final phase in which the beneficiary and the counsellor work on:
- the results of the investigation phase (second phase) and the synthesis report
- the identification of success factors or threads concerning the realization of the career project
- the definition of the main steps for the implementation of the career project.
- At the end of the process an evaluation questionnaire has been submitted with the following results

The degree of satisfaction of the participants for the experience as a whole was 33% extremely satisfying, 39% very satisfying, 28% quite satisfactory.



This experience is useful for...

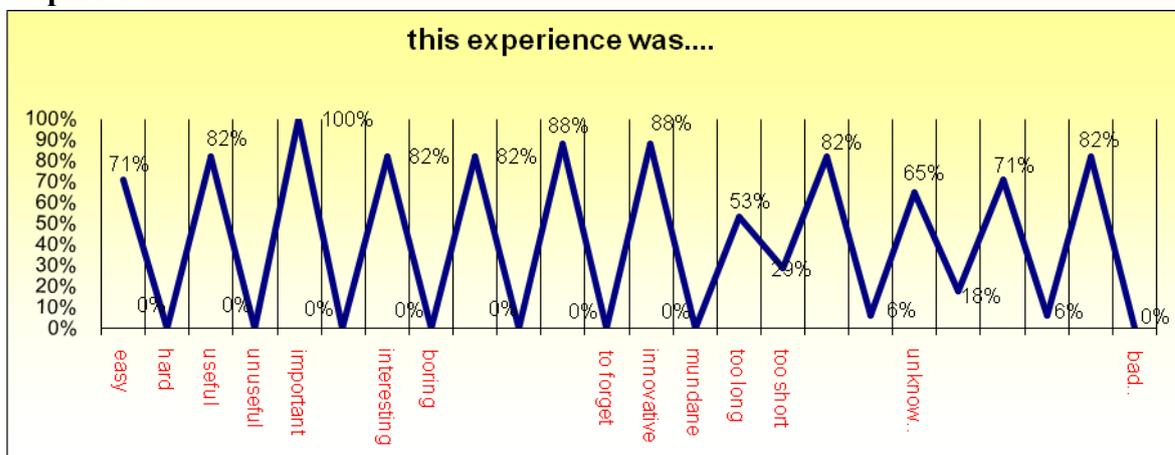
12% of the experience was considered useful by the participants to acquire new professional skills, 4% to be accepted among the people, 12% to make new acquaintances, 18% to acquire autonomy and responsibility, for 6% to learn about new things, 18% to compare with others, 30% to develop personal skills



This experience has been...

The vocational guidance experience was judged by the participants to be 71% easy, 82% useful, 100% important, 82% interesting, 81% believe they have learned a lot, 88% consider it a experience to remember, for 88% it was innovative, for 53% too long while for 29% too short, for 82% it was transferable in its own context while for 6% it was inappropriate, the topics covered they were 65% unknown while for 18% already known, the were judged to be too technical for 71% and little technical for 6%, the ratio between theory and practice was 82% good.

This experience was ...



This experience has improved the relationship with...

This experience was judged by the participants to be very useful because it improved their relationship with themselves, with the territory, with friends, with teachers.

	much	enough	scarcely	nothing
with yourself	47%	41%	12%	0%
with your friends	12%	53%	35%	0%
with your teachers	35%	35%	24%	0%
with your environment	18%	29%	47%	0%

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- <https://www.bmas.de/DE/Startseite/start.html>
- <https://www.gbg-pritzwalk.de/>
- <http://www.umbriautc.org/>

SCHOOLS

Il Polo Tecnico Franchetti Salviani Citta' di Castello – ITALY

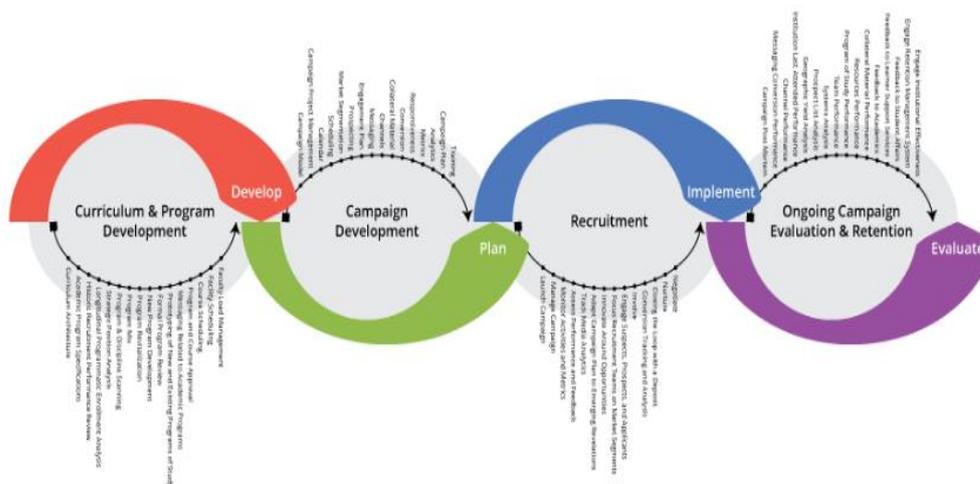
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L'IPSEOASC "G. De Carolis", Spoleto ITALY L'Istituto Professionale di Stato per l'Enogastronomia, l'Ospitalità Alberghiera ed i Servizi Commerciali di Spoleto "Giancarlo De Carolis"

<http://www.alberghierospoleto.it/WP/ipseoasc/>



3.2. Marketing plan to improve the attractiveness of VET schools

The third chapter is a model of a Marketing Plan, developed by partners from the *Umbria Training Center in Italy*. It was designed as a working tool useful for all the educational institutions that want to promote their educational offer.

CHAPTER INDEX

The marketing plan objectives

1. ASSESSING SCHOOL - SWOT ANALYSIS
2. GOALS
3. BRAND AND VALUES – MISSION AND VISION
4. KEY MESSAGE
5. TARGET
6. DEVELOPMENT STRATEGY COMMUNICATION PLAN

Objectives of the marketing plan:

1. To effectively reach out to target private groups particularly prospective students and their parents
2. To enhance public acceptance of TVET as a viable option not just for students who can't make it to academic education
3. To actively involve the industry as a core partner in technical education to make course offerings more relevant to the skills demands of the labour market
4. To generate revenue to maintain and extend facilities, offer incentives to teachers and sustain the institution.



As a minimum, a basic marketing plan in TVET education will include:

- A very short Vision/Mission Statement for the school.
- An assessment of the strengths and weaknesses of the school and the areas where intervention is most needed.
- A detailed plan on the development of employability skills in all graduates.
- An assessment of the market for skills development
- A plan for school open houses to invite parents and lower secondary students.
- A priority assigned to each market.
- A definition of each segment of this market, an analysis of its specific needs and a plan for reaching the markets.
- The school needs to take one market and test out its capacity there first. After, it is easier to build on success.
- Visibility plan/ Communication plan.

1. ASSESSING SCHOOL - SWOT ANALYSIS

<p>A SWOT analysis is an organized list of your business's greatest strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are things that you can change in your business (think location, employees, and marketing), while opportunities and threats are things outside of your business that you can't change (think competitors or changes in customer buying habits). To get the most out of your SWOT analysis, work on it as a team project with different people from different parts of your company. The more varied insights you have, the better your results will be.</p>	<p>Strength Good network in the territory Quality of the training supply</p>	<p>Weakness Poor relationship with enterprises Poor governance Not efficient enrollment procedure</p>
	<p>Opportunities European financial support Activation of internationalization strategies</p>	<p>Threats Economic crises Negative appeal of VET.....</p>

2. GOALS AND OBJECTIVES

1. To effectively reach out to target private groups particularly prospective students and their parents
2. To enhance public acceptance of TVET as a viable option not just for students who can't make it to academic education
3. To actively involve the industry as a core partner in technical education to make course offerings more relevant to the skills demands of the labour market
4. To generate revenue to maintain and extend facilities, offer incentives to teachers and sustain the institution



3. BRAND AND VALUES – MISSION AND VISION

Why do people choose to take a desired action that your school/Vet center aims for)

<p>Vision To prepare and empower students for the workforce and globally by providing top quality education and training.</p>
<p>Mission Statement</p> <ul style="list-style-type: none"> • To provide students with professional, practical and positive learning experiences so they become competent, valuable professionals • To empower students to maximize their career opportunities and academic pathways • To enrich student's life experience through community connections by gaining practical work experience • To design, develop and market top quality educational and training services



4. KEY MESSAGE

Example of a key message ²

	Brand Values/Benefits			
Stakeholder Group	Proven to improve test scores	Makes learning fun	Comprehensive	For all learning levels
Grade school student parents	When used regularly, Mindsharp's challenging, educational games that improve memory and critical thinking skills have been proven to help students like your child achieve higher scores on standardized tests.	Because Mindsharp's educational exercises are gamified with points and goals, your child won't notice that their learning, they just know they're having fun.	Mindsharp offers games for STEM, grammar, art, history and general memory tests so no matter what subject your child is most interested in or wants to learn, there are games to help them do so.	Whether your child is a high achiever or needs a little extra help, the Mindsharp app offers difficulty levels that are comfortably challenging and effective.
High School students	When used regularly, Mindsharp's challenging, educational games that improve memory and critical thinking skills have been proven to help students like you achieve higher scores on tests like the ACT and SAT.	Because Mindsharp's educational exercises are gamified with points and goals, you'll barely notice that you're learning.	Mindsharp offers games for STEM, grammar, art, history and general memory tests so no matter what subject you're most interested in or want to learn, there are games to help you do so.	Whether you are a high achiever or could just use a little extra help on a particular subject, the Mindsharp app offers difficulty levels that are comfortably challenging and effective.
Teachers	When used regularly, Mindsharp's challenging, educational games that improve memory and critical thinking skills have been proven to help students like yours achieve higher scores on standardized tests.	Because Mindsharp's educational exercises are gamified with points and goals, your students won't notice that their learning, they just know they're having fun.	Mindsharp offers games for STEM, grammar, art, history and general memory tests so no matter what subject your students are most interested in or want to learn, there are games to help them do so.	Whether your students are high achievers or need a little extra help, the Mindsharp app offers difficulty levels that are comfortably challenging and effective.

² The Essential Education Marketing Plan Template- Prosper Strategies, 2015

5. TARGET

Learning Marketplace

1. What are the demographics of the learners an institution seeks to serve?
2. What objectives do those learners seek to achieve? What objectives must be delivered to be credible in the marketplace?
3. What learning opportunities are available from the global learning environment?
4. What teaching and learning methods are available to help specific learners, seeking specific objectives, within a competitive learning marketplace achieve their intended learning outcomes?
5. What is the overall curriculum architecture of the institution being evaluated?
6. What is the configuration of specific programmatic curriculum?
7. What learner services are necessary to enable a learner to successfully complete the selected curriculum?

Who are we targeting?

- Students
- Parents
- Entrepreneurial network
- Stakeholder

1. Get a profile of the students you have right now. Why are they there in your institution? What are their needs, their values, their socio-economic circumstances? What are their problems? What obstacles are there to their success? Make sure you include their parents feelings about TVET as well.
2. Get a profile of your labour market. What companies are hiring in your area? What needs do they have? Which of these needs are more urgent? What problems are they encountering right now? What are their future plans?
3. Talk to your local companies. What do they want. If your graduates do not get jobs, you have failed!
4. Review your capabilities. Which ones respond best to the client profile you have identified of your two groups, your current students and the labour market. Is their a fit? If there is, how can this be enhanced? If there is none, how can you develop a fit?
5. Design your training to respond best to these clients. Start with very simple and doable design and implement or pilot test it. Learn from the experience and refocus training towards success. Once you have your initial success, you'll be encouraged to try out more.

6. DEVELOPMENT STRATEGY

EDUCATE

ENGAGE

ACTIVATE

1. Invite successful TVET graduates to come and share with on-going students their own experiences in their work.
2. Find one or two really effective partnership models in the country and get the lead TVET managers into them for a visit.

3. Invite employers to speak to students at certain events and share what industry expects of graduates.
4. Arrange visits with industry so students get a peek at the world of work.
5. Organize on the job training for students in businesses. If possible, organize the same experience (at different times) for the teachers.
6. Get feedback from employers on the strengths and weaknesses of graduates employed.
7. Ask employers for recommendations on competencies they need
8. Organize job fairs for students inviting employers to participate and talk with students.
9. Ask industry leaders to be part of the institution’s advisory councils
10. Involve industry in creating performance standards and competency assessment of students

Curriculum development

Training for training

Develop internationalization strategy

Identify the Institutional Goals Tasked to Marketing		
GOAL	Marketing Action Items	Primary Departments that Benefit
Goal 1: Improve marketplace position	<ul style="list-style-type: none"> • Generate cohesive branding & messaging. • Create an integrated marketing approach that brings together all aspects of the Academy in support of the branding and messaging. • Create focused publications to promote signature programs and key components of Academy Life. 	Admission, Development, School Community
Goal 5: Balance student enrollment	Identify target audiences and develop cohesive plans to improve outreach	Admission, Student Life, School Finances
Goals 1 & 5	Redesign the website to better serve the needs of our audiences and allow for greater mobile and tablet compatibility.	Admission, School Community

Source www.thoughtco.com/marketing-plans-for-schools-4056332

7. COMMUNICATION PLAN

To promote your educational institution globally by digital marketing, you should get ready with following,

Create website - You should own website with marketing content, where you can highlight your institution academic records, course details, hostel facilities, transport facilities, university rankings and sport achievements etc.

Social Media - Create account on all social medias like Facebook, twitter and linked-in etc., update current events and activities day to day.

Setup Blog - Implement blog in your website, where you can allow your students or professors to publish their research / academic papers, this will influence your content on all search engines. SEO (Search engine optimization)-activities to gain more organic traffic.

Digital Advertising - With attractive contents & fees structures advertise globally to gain student traffic to know about your academic and facility details.

Call Action - Implement free call back, contact form on website that gain more conversions.

Conduct SEO (Search Engine Optimization). (SEO is a method to rank your website higher in a search conducted on a search engine and is free of cost). [Note: 31% of the traffic of a Google Search goes to the first link available on the page. SEO helps take your link to the top.]

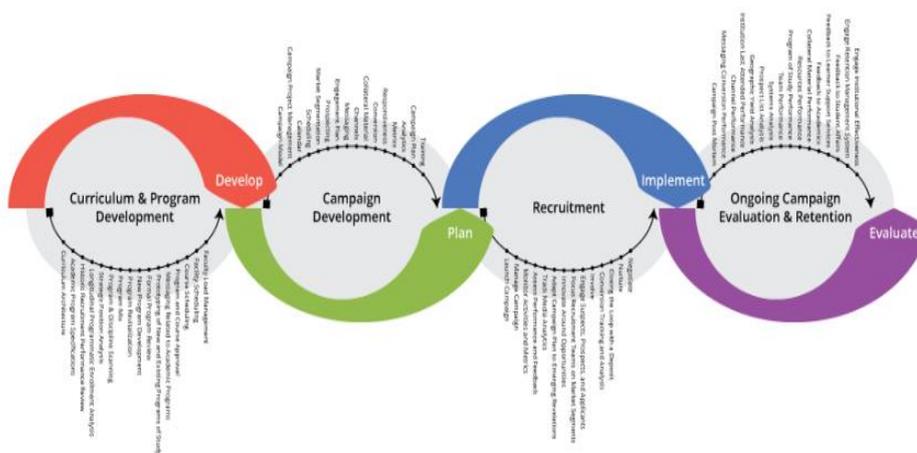
Create an Instagram account and post pictures relevant to your educational products

Create a monthly newsletter, which could include the products you sell as well as articles from your blog.

Improve your PR strategy. Some people will be willing to mention your products in exchange of something (e.g. an advertisement on your website or scholarships.)

Conduct free giveaways to increase brand awareness.

Open days is an opportunity to meet with the school staff, on that day at the complete disposal of visitors to satisfy curiosity and questions, both on the disciplines of study and on the various addresses and pathways



Source: Michael G. Dolence Academic/SEM Cycles & Workflows, 2017





Conclusion (Umbria Training Center and Santarella)

The project “TECHNIC” ERASMUS PLUS ka2 Vet “technical partnership for innovation and cooperation for VET”, No. 2017-1-RO01-KA202-037478 has been conceived with the main aim of fostering the supply of VET centres and technical school in order to improve the attractiveness of technical education. The need of working at an overall strategy to get this goal collected the effort of the transnational partnership developing an interesting common actions that generates several practical tools to be used and implemented in different countries.

UTC has been involved in all the common activities – but in particular on the planning of the methodological approach behind every intellectual output. The methodologic framework that guided the partnership’s activities has been shared and implemented by the partners giving back different economic and social environment that represented a real added value of the project. To improve the attractiveness of vet and technical training and education involves a number of different dimensions: organisations, visions, development strategies, innovative services, communication and promotion campaigns.

Training supply has to be intended as an important element of the market. Education constitutes an economical activities and is experiencing a strong competition. Schools and Vet centres have to tackle with competitors on their territories and for this reason they have to work in a professional way basing their development strategies on educational marketing plans in order to analyse the demand of education from all the interested stakeholder and plan an innovative educational offer in the form of integrated services offered to the students, their families and to economic stakeholder that need qualified human resources for the labour market.

Intellectual outputs and other intellectual products produced in the course of the projects took origin from an overall analysis that enabled the partnership to be able to implement strategic marketing plan to improve attractiveness of VET identifying a set of priorities. These priorities can be summarised in a general development plan where quality criteria (EQAVET) should represent a benchmark. The main dimensions of the improvement of training supply should impact on the following elements:

1. Management and Organization.

A) Vet centres and technical schools are economic subjects that have to make their business in a very competitive market. Educational marketing has been an important innovative tool that, in the course of training activity organised by UTC, has been transferred to the partners. It helps to create a better organisation of the different educational institution. To better understand the needs



of the stakeholder involved (students, families and enterprises), the management of schools and Vet centres has to conceive and develop strategic educational marketing plan to have a clear idea, on the base of an accurate data collection system and monitoring and self evaluation procedures, of the solution they have to find to improve their image and positioning in the market place.

B) Educational organisations have to give Relevance to quality assurance systems for VET providers and apply internal quality assurance systems defined by law.

C) One important consideration has to be made on vocational guidance services and tools. The project “Technic” underscored the importance of developing vocational guidance and career guidance tool for:

1. Students’ enrolment;
2. Avoid early school leaving,
3. Supporting students to the right choice and facilitating empowering processes
4. Guiding them to the labour market

Several vocational guidance system have been analysed from the partnership exchanging them to experiment the tools in the countries of the partnership. Many factors are influencing the choice of the students. Families values and perception are very relevant, so that, in the course of the project the relationship between school-students-parents have been focused.

D) Marketing and communication should constitute an important service in Vet organisation. Communication strategies contribute to give a positive image of VET and improve enrolment policies of educational institutions They have to be equipped for organising communication events considering the different stakeholders.

2. Delivery of VET provision

Quality provision promotes individuals’ learning, supports and increases their employability, and improves responsiveness of VET to the changing demands in the labour market. This should be undertaken with a view to enriching individuals’ learning experiences and helping them to consolidate their knowledge while fostering their competences and improving their access to lifelong learning. From the experience collected by the partners, VET providers need to make every effort for learners to engage in the learning/training process by offering attractive programmes and by encouraging learners/trainees, including disadvantaged groups, to actively participate and successfully complete their VET programmes Furthermore, VET providers have to promote Investment in training of teachers and trainers because they play an important role as factor influencing student’s choices and motivations. The project “Technic” developed a notebook of technical professions using a mapping criteria that follows a learning outcomes approach to better respond to the need of competences of the labour market.

Furthermore UTC develop a document about innovative methodologies in line with training needs of enterprises that undergo an innovation process connected to the digitalisation of production processes (industry 4.0) to support trainers and teachers in implementing a new approach to digital education to respond to production environment professional request. Several academic papers on new training methodologies have been written to underscore the need to recreate a real production setting in the training activities. The industry is currently undergoing a transformation towards full digitalization and intelligentization of manufacturing processes. Visionary but quite realistic concepts such as the Internet of Things, Industrial Internet, Cloud-based Manufacturing and Smart Manufacturing are drivers of the so called Fourth Industrial Revolution which is commonly referred to as Industry 4.0. The full digital integration and



automation of whole manufacturing processes in the vertical and horizontal dimension implies as well an automation of communication and cooperation especially along standardized processes. SCENARIO-BASED LEARNING (SBL) IS rooted in situated learning and cognition theory. It claims that learning is most effective when it takes place in its natural context where the acquired knowledge is going to be used. Thus, knowledge can be transformed to competencies of action. To give a prompt response to the need of labour market, training supply should be very flexible and promote a Curriculum development of the ongoing educational plan.

3. VET learners' achievement and performance

In order to improve the attractiveness of VET, Vet providers should evaluate the following dates:

- Number of participants in VET programmes
- Completion of VET programmes.
- Placement rate in VET programmes

The combination of these three element are pivotal in the choice of a specific VET centre/technical school. All the partners agree about promoting a culture for monitoring and evaluation inside single institutions

4. Meeting VET stakeholders' needs.

Another important aspect affecting attractiveness of VET is its ability to create networking at territorial level involving all the stakeholder of the local production systems the question is: How responsive are VET programmes to the changing demands in the labour market?

From the lesson learnt from the dialectic exchange with partners, a strong relationship with enterprises, with umbrella organisations of employers and employees constitutes an added value for VET providers. The development of work based learning in form of dual systems, internships and apprenticeship can help VET providers to understand training and professional needs of labour market. Utilisation of acquired skills at the workplace, the level of participants' satisfaction as regards satisfied with the information, advice and guidance they got from their providers after completing their training, are all factors to be taken into account. In the same ways we should make sure that employers and future employees are satisfied with the acquired skills/competences.



Conclusion (Bildungsgesellschaft mbH Pritzwalk)

Despite the job boom, traditional apprenticeship occupations are in crisis in Germany as well as in Europe: the labour market and training market are decoupled.

Training companies now have enormous problems finding enough applicants for their apprenticeships. According to a survey by the Association of German Chambers of Industry and Commerce (DIHK), 31 per cent of the companies stated that they could not fill their apprenticeship positions. Every fourth company with vacant training positions did not receive any application. And



unfortunately it is not different with our European neighbors. The already noticeable shortage of skilled workers threatens to aggravate therefore ever further.

Many training companies in Europe find no more suitable candidates. The skills shortage is already a business risk for every second company. The low demand has several causes. One is the demographic change that is causing a shrinking number of school leavers. At the same time, the proportion of those eligible to study at universities increases. After leaving school, more and more young people attend colleges and universities. In the end, companies face increasingly poorly qualified candidates. Many applicants were not only willing to perform but also resilience and knowledge about technical or manual occupations and their career opportunities

The reason for this, according to our surveys, is the rising proportion of high school graduates who rarely choose a crafting profession. At the same time, students with university entrance qualifications are mistaken in terms of creativity and career opportunities in the craft trades. Another miscalculation: many adolescents fear a loss of social status when they work by hand.

The Bildungsgesellschaft mbH Pritzwalk surveyed trainees as well as trainers who work in our institution and / or complete a dual vocational training and students of Dr.-Wilhelm-Polthier High School Wittstock, Carl-Dierke High School Kyritz, Lindenschule Kyritz, pre-vocational year in metal, etc ., which approaches they advocate to take a technical or craft trade.

Another reason that young people do not choose technical professions is the status thinking of many young people. They believe that people in these professions are seen by their fellow human beings as uneducated, less intelligent and low-income. "In addition, there are reservations about occupations with predominantly physical activity." Get up early, work hard, earn little - that is the triad, who obviously still clings to the craft / technical professions and deters many.

It was also stated in the interviews that it is not the adolescents who refuse some professions from the outset, but the parents.

They spelled out their career wishes to their children. The main conclusions that emerged from the interviews are:

- Approach already in schools (7-9 classes)
- Advertising for technical professions
- To offer parents and teachers the advantage of technical training for their children / pupils
- To increase the attractiveness of work-related learning
- To make teaching and learning materials more interesting in the context
- Increase advertising by educational institutions and companies for technical professions

The young people, whose interest has been aroused, or where it has already emerged in the schools that the students / young people show a keen interest in technology, usually work with a great deal of enthusiasm in their work Training. Here, too, it became clear that apprentices value a good working atmosphere, technical know-how and highly qualified instructors. The fact that we, as an educational society, can offer many things in this respect, proves that many of our former trainees came back to Prignitz and work as trainers for us.



The **Erasmus + KA2 VET Project "Technical Partnership for Innovation and Cooperation for VET"**, No. **2017-1-RO01-KA202-037478** was born of a common need, identified at the level of 3 regions in Europe: Romania, Germany, Italy, of attracting young students towards pursuing a VET school, as there are a large number of companies active in the field of machine building in the labor market that need well-trained young people.

Thus, VET schools from Romania have few pupils with low motivation for learning, with modest or weak learning outcomes. In Germany, there can be seen a massive work force migration towards the big cities, which is detrimental for the small companies situated in small towns, whereas in Italy, although there are a lot young people among the immigrants, they have to be re-oriented towards VET schools, for their proper insertion in the work force.

Therefore, the main objective of the project was to increase the attractiveness of VET education so as to increase the number of students oriented towards technological high schools.

The choice of project partners was not a coincidence and it targeted the involvement of some institutions with an important role in the promotion of this type of education in Romania, Italy and Germany. Thus, over the two years of the project, the experiences of each of the eight project-partner institutions, constituted an important basis for achieving the proposed results of the project, the most important being The Career Guidance and Counseling Guide. The Guide has been designed to provide solutions for attracting students to this type of education for all the actors involved in promoting professional technical education

The guide starts with a brief analysis of the educational system in the current socio-economic context of each of the three partner countries: Romania, Italy and Germany, so that it outlines the argument which justifies the need to create this guide.

This analysis was carried out by the *Alba County Council, Umbria Training Center - Italy and Man Com Gmbh - Germany*, institutions actively involved in the labor market insertion of VET schools graduates, in the development of interregional exchanges at European level regarding labor migration and the integration into the labor market of young people coming from different countries, under the conditions of a quality professional training, adapted to the requirements of the market.

Of particular importance are the factors that influence career guidance, so identifying and analyzing them has been an essential starting point in the creation of this guide.

The analysis of these factors has been drawn up at the level of the three regions from which the partner institutions of the project come from, the *Alba County School Inspectorate, Alexandru Domșa Alba Iulia Technological Highschool, "Timotei Cipariu" Technology High School, Blaj, Romania; ManCom GmbH - Germany, Umbria Training Center - Italy*.

The Guide is designed to be a useful tool for all the institutions wishing to promote professional technical education in the community they come from, because it contains 20 methods of career guidance and counseling, addressed to both students and their parents. Each method includes a set of activities with students and / or their parents and is described in such a way that it



can be easily applied by the teachers involved in promoting professional technical education and career guidance and counseling.

Some of the methods included in the guide are intended for pupils that are about to finish the gymnasium and their parents and are designed to provide complete information on professional technical education and opportunities, so that each pupil can figure out a career path that is compatible with their skills and to decide their future career in a knowledgeable way, taking into account all the opportunities offered by the labor market.

Another set of methods included in the Guide are intended for students already enrolled in vocational technical education and their parents.

One of the current problems faced by VET high schools is the increased dropout rate among schoolchildren, pupils who usually come from disadvantaged or disorganized families and have a poor educational attitude. The methods proposed in the Guide include activities to help these students discover their potential, raising their self-esteem so that they are motivated enough to continue their studies.

The methods intended for the parents of these students aim to make them aware of the importance of continuing their studies and to encourage them to nurture and provide support to their children in this regard.

All these methods were presented in the guide by the VET schools included in the project and are the result of their accumulated and applied experience, in the regions they are part of: *Istituto Professionale Industria e Artigianato "L. Santarella" - Italy, Bildungsgesellschaft mbH Pritzwalk - Germany), "Alexandru Domsa" Technological Highschool Alba Iulia, "Timotei Cipariu" Technological Highschool Blaj - Romania.*

Basically, this guide brings together career guidance and counseling methods for pupils, as well as methods of promoting VET education applied by the three partner countries in the project that have been proven effective in their respective student and parent communities.

The following partner institutions have contributed to creation of the chapter entitled "The Implementation of Good Practice": *Umbria Training Center - Italy, "Alexandru Domșa" Alba Iulia Technological High school, "Timotei Cipariu" Technological High School Blaj - Romania, Bildungsgesellschaft mbH Pritzwalk - Germany.*

In this chapter each partner institution, involved in the vocational training of young people, presents the result of the implementation of 2 methods borrowed from the partners in the other 2 countries, which they have adapted to the specifics of the community they belong to.

The innovative character of this guide is given by the fact that student orientation and counseling is addressed in the context of developing a collaboration strategy between school, family, local public institutions and business environment. To this end, the Career Guidance and Counselling Guide offers not only theoretical solutions but also proposes to teachers, trainers, school managers, decision-makers at local and regional level socio-economic, an interactive approach to counseling and professional orientation tailored to the new socio-economic context, with direct involvement of the business environment and local public authorities.

Thus, the exchange of good practices between the partners in the three countries, Romania, Germany and Italy, regarding methods and tools used in the counseling and professional orientation of pupils to VET schools, has led to the elaboration of a particularly useful marketing plan for the actors involved in promoting vocational technical education. It was carried out by partners from the



Umbria Training Center in Italy, was presented and analyzed in the training mobility organized by them in Spoleto and completed by the other project partners.

To all of you who will use these guidelines, we wish you success in the noble way of shaping each young trajectory towards a career that is suited to personal skills and aspirations in the context of the society in which you choose to live.





All the best wishes and gratitude to all partners from the project for their work in creating the guide.

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