

# TRAINING HANDBOOK FAIR GUIDANCE

**FACILITATE ACCESS TO EDUCATION  
AND THE LABOUR MARKET THROUGH  
GUIDANCE FOR PERSONS FROM  
DISADVANTAGED TARGET GROUPS**



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### GREETING FROM DR. NORBERT LURZ AND CORNELIUS AMBROS

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Dear ladies and gentlemen, dear readers,  
Offering quality guidance services – free of charge – to all citizens at any time in their lives is an important goal in Baden-Württemberg and in all European regions. The project's aim in the ERASMUS+ Project "FairGuidance" is to integrate disadvantaged people into education, training and the labour market.

Within the following handbook trainers and counsellors will find specific training modules regarding this topic. Furthermore we will publish some parts of the training-modules for counsellors on our digital further education campus ([www.digitaler-weiterbildungscampus.de](http://www.digitaler-weiterbildungscampus.de)) for practicing and sharing.

We would be pleased if new impulses will be initiated by this handbook with its best practice examples, background information and approaches.

Best regards

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and Sports Baden-Württemberg*

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### GREETING FROM PROF. DR. PETER WEBER

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Lifelong Guidance in different contexts is an important developmental theme across Europe. The exchange of good practice and the development of common approaches and strategies is an important strategy in order to advance the lifelong guidance and counselling field.

In this ERASMUS+ funded "FairGuidance" project and training manual, the partners involved show the results of their cooperation during the past years.

Various concepts have been developed which are directly applicable for the guidance practice and the training of practitioners, e.g. vocational guidance or work with entrepreneurs, as well as bringing together overarching topics such as the consideration of diversity or the importance of outreaching work and transmitting these issues into practicable training courses.

The project is particular important because it's mainly focused on target groups, which typically have no good access to education, training and counselling. These are the target groups, which can be given greater access to education and work through more support and appropriate service. Here cooperation across the field of actors plays an increasingly important role. I wish the project a good success in the use and dissemination of the results.

PROF. DR. PETER WEBER

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# 6 Effective information, guidance and counselling services can help create accessible learning environments, support learning at all ages and in a range of settings, and empower citizens to manage their learning and work.

OECD, EDUCATION AT A GLANCE

## INTRODUCTION

This handbook outlines one of the major results of our project FairGuidance funded by the Erasmus+ programme of the European Union. Seven organisations with different expertise in education and guidance counselling from Bulgaria, Germany, and Romania have worked together on this project for two years.

Our target was the development of innovative strategies to facilitate access to education and the labour market for persons from disadvantaged target groups.

The project focuses on people with few professional skills, persons in an unstable employment, unemployed persons, or people of low social standing or from disadvantaged areas. Migrant background can be another motive, yet, naturally, it is not considered a criterion for disadvantage or poor access to education itself.

Persons from disadvantaged target groups usually struggle with various problems and obstacles and, many times, fear social isolation. Normally, they lack financial means and consider themselves incapable of changing their situation. Furthermore, their low self-esteem often times lessens confidence in their abilities.

Our aspiration was to address the issues faced by counsellors that work with the aforementioned target groups to insure the preparedness and qualifications required to best support their clients. Therefore, in the course of our project we addressed several topics, i.e. what kind of knowledge and skill set do qualified guidance practitioners need in order to support and counsel their

clients effectively? How must counsellors act in a way that is fair, appreciative, and sensitive to diversity and needs of their clients? How might counselling best be able to support clients to discover and access their potentials and, furthermore, to help them find suitable ways of accessing the job market? Our focus was finding a common base in how to help people of disadvantaged target groups participate in life-long learning and provide suitable strategies to find a way back to work life. What we considered an essential issue was the definition of content when it comes to counselling, in distinction from i.e. therapeutic support. Furthermore, we addressed possible methods and approaches to help the counsellor recognise clients' individual needs (see also Introduction to Module 1).

The modules of the FairGuidance handbook serve as a basis for an advanced training of professional guidance practitioners of approximately one week. The training is aimed at qualified counsellors and provides further content for their everyday work with clients, focusing on sensitivity regarding diversity and equality in order to contribute to inclusion and equal opportunities. Each module provides various practical exercises to consolidate the acquired knowledge. Furthermore, each module includes an explicit curriculum with reference to both learning and teaching methods, a list of intended learning outcomes, and a guide line for a potential assessment. Of course, the handbook can also be used by counsellors directly for self-directed learning and reflection.

## THE FAIRGUIDANCE TRAINING STRUCTURE

Serving as a basis for the training, the first module reviews basic counselling knowledge, such as the structure and the different phases of a counselling session, communication tools, and essential skills of a qualified counsellor. Furthermore, it contains the basics of case management as an essential approach working with persons from disadvantaged target groups.

Successful integration into the job market for clients who have overcome general barriers and regained ability in approaching their career paths often requires professional career guidance. **Therefore, the second module provides information regarding, amongst other things, a (regional) job market analysis, assessment of individual competencies, and motivational training.** It also provides ideas for how to develop an individual plan of action with persons from disadvantaged target groups in order for them to find a job.

Working with people from a disadvantaged target group who often times come from a precarious social background, both human rights and diversity are important subjects to keep in mind. Moreover, self-reflection of the counsellors regarding aspects such as their own perception during the session is an essential part of the second module. **The third module illustrates a solution-oriented approach on how to deal with and overcome stereotypes, prejudices, and discrimination.**

Some job-seekers are interested in creating their own job by establishing themselves as independent workers who need information and guidance from the counsellor on how to realise their idea of self-employment.

**The fourth module provides basic considerations regarding entrepreneurship, as well as pros and cons of being self-employed.** Further, it contains information and exercises on both business modelling and planning.

**The fifth module of the FairGuidance handbook introduces the relatively new approach of outreach guidance.** It elucidates the impediments of persons from disadvantaged target groups regarding the active search for educational opportunities, and how guidance practitioners can proceed appropriately. Outreach guidance describes the work of counsellors leaving their usual work setting and seeking out persons from disadvantaged target groups directly in their communities. **The sixth module covers the important aspect of quality standards in (educational) counselling.** Because FairGuidance focuses on supporting disadvantaged persons, the module mainly deals with transversal and process-related competences of the counsellors.

**The topic of the seventh and final module is the opportunity to engage in volunteer work and the consequent possibilities and benefits that come with this sort of engagement.** Essential aspects demonstrate how guidance practitioners can motivate their clients and support them while being engaged in volunteer work.

**We hope you will be inspired by our approaches and ideas presented in this handbook and integrate them in your daily work – whether in training counsellors or directly in your counselling and guidance processes.**

The FairGuidance partners from Germany were the Ministry for education, youth and sports Baden-Württemberg, and the educational institution ttg team training GmbH from Tübingen (project coordinator).

The Bulgarian partners were the Angel-Kanchev University of Ruse and the educational institution TOR – Territorial Organisation of Researchers from Ruse.

The partners from Romania were AIDRom, a counselling- and aid-organisation for disadvantaged people from Bucharest, the public employment agency (AJOFM) in Galati and AMFSS, a social institution from the St. Spiridon parish in Galati.

# 8 MODULE 1 General Basics for Counselling and Guidance

DEVELOPED BY AJOFM - AGENTIA JUDETEANA PENTRU OCUPAREA FORTEI DE MUNCA GALATI AND AIDROM - ASOCIATIA ECUMENICA A BISERICILOR DIN ROMANIA

## INTRODUCTION

The basic idea of this module is to provide general information about the specific terms of “counselling” and “guidance” for guidance practitioners working with disadvantaged people, updating with key data in contemporary context. The module addresses counsellors both in terms of the applied methodology, as well as from the perspective of people counselled, so that the whole picture of counsellors is as comprehensive as possible.

The module “*General basics for counselling and guidance*” is divided into five main topics, focused on the two poles of interest: the counsellor and the process of counselling.

Firstly, the module introduces definitions, conceptual delimitations, principles and goals, then continues with steps of the counselling process and also explains the role and the profile of the counsellor as a specialist with inclusive labour market interventions in working with disadvantaged persons like low-skilled people, migrants, long-term unemployed having different difficulties e.g. no self-esteem, socially excluded, with health problems, etc. That many individuals of disadvantaged social origins do not realise their potential raises the question of how best to support them when they subsequently enter the employment arena. Counselling and guidance could help to overcome some of the problems associated with low qualifications and unemployment.

We need to identify common themes, approaches, ways and/or trajectories indicating how individuals with few initial qualifications could be supported in their learning activities, career development, employability and career transitions. Additionally, there is also a point of subtlety to establish reciprocal relationships among mind-sets, perseverance, behaviours, and performance.

It is important to understand what activities are in the professional area of a counsellor and what not, how the counsellor can detect the individual needs of persons and how to give a successful counselling in an employment context by using specific instruments and methods.

The communication techniques and especially the impact of information and communications technology (ICT) – application of computers and internet – are crucial for the modern demands of the labour market and for dynamic changes in accordance with the recent economic realities.

## AIMS AND LEARNING OUTCOMES

The main objective of the module is to equip counsellors with basic and up-to-date theoretical and practical knowledge related to counselling and guidance, to understand the role of counsellors and most important to increase skills and to acquire competencies in methods, techniques and trends practiced in counselling and guidance of disadvantaged people.

The counsellor's role is to make individuals understand and evaluate themselves and increase self-confidence, to communicate effectively with others, develop plans regarding their careers and proper professional's trainings, to take in consideration alternative careers, to manage successfully various obstacles to gain their place in society and in the labour market, to find the balance between personal and professional fulfilment.

Making diagnoses and assessments of career development, applying strategies and techniques in individual or group counselling in accordance with ethic norms and legal issues, rendering assistance in different situations, providing information and resources regarding the labour market, skills related to employment, eligibility assessment are all part of the counsellor's activities.

## PRINCIPLES OF THE TRAINING PROCESS

This training is based on two pillars: knowledge and skills of each member of the group and also the trainer's knowledge and skills to highlight both the group and the experience of each member individually. The two pillars are used both to acquire new knowledge and to develop new skills. **It is important to take into consideration three factors that determine the performance: knowledge and skills, motivation, work environment.** Each situation corresponds to a specific method. We used the most frequent methods for training.



## ARE YOU READY? LET'S START OUR MODULE!

**BREAKING THE ICE** – used at the beginning of the training course in order to encourage the involvement and active participation, interaction, “warming up” and creating an open atmosphere within the group, work group facilitation, communication and cooperation. With their help, the task of the trainer will be to identify the fears and the expectations of participants and also reach an optimum start.

### INDIVIDUAL EXERCISE AND GROUP DISCUSSION: “COUNSELLING”

1. Think about a word or a phrase that defines the idea of „counselling“. Note down your ideas on one of your cards and then attach them to a display board. Think together about what classifications are possible.
2. Do you recognise yourself having some or many of these qualities?

**ROLE PLAY** is used to practice behaviour that we prepare the participant for a new role or a new situation that is anticipated to discuss a problematic situation or incident past and learn how it could be solved better, but also to understand the motivation of others or oneself. Role-playing is a method to experiment where participants are playing a role to interpret an hypothetical scenario. Interaction involves a spontaneous and real behaviour in an imaginary situation. When using this method we can observe:

- power and authority,
- morale and cohesion,
- goals and objectives,
- norms and standards,
- change and development of the participants.



#### Group role play: Six Thinking Hats

You have six hats of different colours: white, black, yellow, red, blue and green, e.g. made of coloured paper. Please choose one hat and put it on your head.

**How do you feel wearing the coloured hat?**

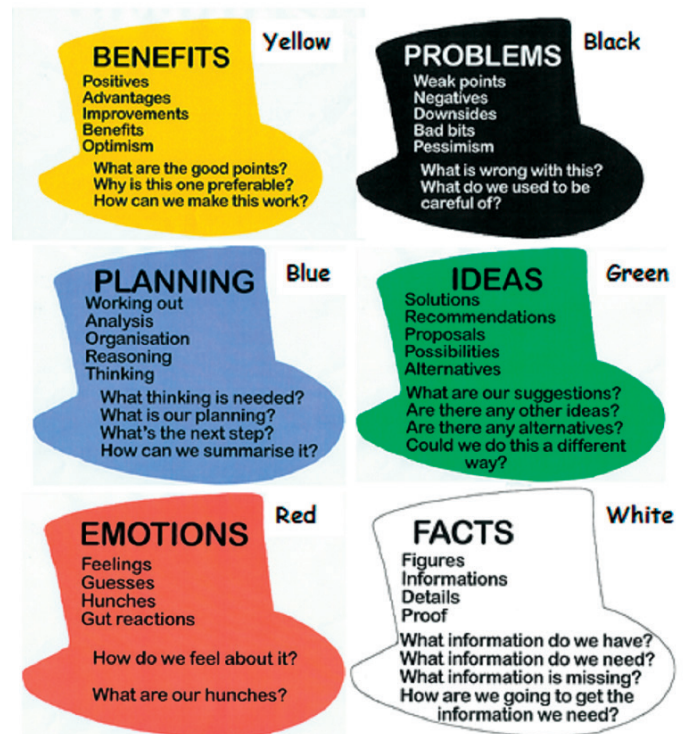
**How do you identify yourself as a person?**

Note your answers on a post-it and then attach them grouped by colour to a display board. Identify in group the common elements for each colour.

**Do you recognise people who wear the same hat like you as having the same status or main characteristics? Did you find common items for the profession of “counsellor”?**

**SIX THINKING HATS** is a system designed by Edward de Bono (1985) which describes a tool for group discussion and individual thinking involving six coloured hats. „Six Thinking Hats" and the associated idea parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively.

Six distinct directions are identified and assigned a colour. The six directions are:



Coloured hats are used as metaphors for different directions. These metaphors allow a more complete and elaborate segregation of the thinking directions. The Six Thinking Hats method could be used to first explore a problem, then develop a set of solutions, and to finally choose a solution through critical examination of the solution set.

### COUNSELLING AND CHALLENGES OF THE 21ST CENTURY

The economic and technological development brings about rapid changes in the labour world and gives rise to new tasks, new fields of work and higher demands, but, on the other hand, may cause a scarcity, a decrease in the number of jobs, a loss in value of professional qualifications and an erosion of the employment requirements. The globalisation of the economic activity and of the

labour market, as well as European integration, on the one hand, opens up new mobility perspectives and, on the other hand, accentuates the pressure of competition. The sustained rhythm of technological development determines a change in the form of employment, forces adults to learn and discover new ways of working. The major changes in society and in the labour market bring about changes in the adults' personal and professional lives. During transition times, people feel disoriented and have difficulty in quickly readjusting their careers.

The 21st century revolutionises the field of counselling and guidance and leads to a continuous improvement of practices in this field.

Counselling is an essential pillar of the bridge between the world of education and the world of work, and the changes in these fields have significant implications in the theory and practice of counselling (cf. Vorbeck, 1998). Counselling helps people discover themselves, become familiar with the labour market and the paths they must follow, in order to perform a useful activity, both for themselves and for the community.

Counselling is influenced by a series of factors (cf. CEDEFOP, 1997) such as: the transforma-

tion of the society and of the value systems, increased individualism and pluralism of situations, prolongation of youth, the evolution of the view on roles played by men and women. The labour market is undergoing a continuous change in terms of external configuration (change of the share of the various professions in the labour market and of the relationships between them) as well as of the internal configuration (new requirements imposed by the practice of professions).

**The evolution of the requirements of workplaces concerns aspects such as:**

- increase in complexity of the tasks to be fulfilled;
- increase in the amount and complexity of knowledge, skills and competences required for performing a job;
- increased pressures for taking fast decisions, independently and with more and more responsibility;
- emphasis on the role of efficient communication skills;
- development of motivation, initiative and flexibility in the fulfilment of job duties

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## TOPIC 1 The Counselling and Guidance Process

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### 1.1 COUNSELLING AND GUIDANCE INTRODUCTORY TERMS, SPECIFIC TERMS AND DEFINITIONS, CONCEPT DELIMITATIONS

Under a general context, counselling addresses aspects which consider **individual development** in time (psychologically, interests, acquired skills due to initial and continuous learning and work experience, as well as aspects occurred at social, economic, organisational levels, etc). It assumes a **holistic continuous and flexible approach of the individual**, carried along all the personal life cycles (*completion of formal education, labour, social insertion, taking roles in community, changing jobs, changing family status, requalification, retirement, and so on*). The social reality, labour market new dynamics, economic development or education and training offers make the concept of lifelong counselling operational, conferring its contents and usefulness.

**Module 1**  
General Basics  
for Counselling  
and Guidance

### DEFINING THE CONCEPT OF "COUNSELLING"

Generally, "*counselling*" represents the interaction between a professional and an individual helping them to resolve a specific problem or issue. It involves actively listening to an individual's story and communicating understanding, respect and empathy; clarifying goals and assisting individuals with the decision-making process.

Counselling is a mutual relationship between a counsellor (a professionally trained helper) and a client (a consumer of counselling services) (cf. ELGPN- European Lifelong Guidance Policy Network - Glossary, University of Jyväskylä, Finland, 2008, p.14).

The British Association for Counselling, established in 1977, defines counselling as being "*the use of the skilled and principle-based interpersonal relationship to facilitate self-knowledge, emotional acceptance and growing-up, optimum development of the personal resources [...]*."

The counselling relationships [...] can be focused on development issues, specific problem formulation and solving, decision making, control of crisis situations, personal insight development, working on emotional experience or internal conflicts, or on improving the relations with the others". (BAC, 1989, cf. Clarkson și Pokorny, 1994, p. 8)

Lifelong guidance has been defined as "*a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.*" (ELGPN-European Lifelong Guidance Policy Network - Glossary, University of Jyväskylä, Finland, 2008, p.22)

Counselling represents the process by which a specialised person (counsellor), provides support, within a well-defined methodological framework, to another person (beneficiary) who is thus supported in making certain decisions on his/her personal and professional life. The approach is of a holistic type, aspects related to life style, career or personal development being touched for attaining a personal balance purpose.

### TO WHOM DO WE ADDRESS

We can identify a variety of terms that refer to disadvantaged, marginalised, socially excluded people, or at risk of social exclusion or vulnerable people.

The exclusion is defined as "*peripheral social position, isolating individuals or groups with limited access to economic, political, educational and communicational resources of the community, evidenced by the lack of minimum social conditions of life*" or "*a situation in which the people face one or a sum of social deprivation such as lack of employment, homelessness or inadequate housing, lack of access to a system of water, heat or electricity, no access to education or health services*". (Law 116/2002 on preventing and combating social exclusion)

### WHAT ARE DISADVANTAGED GROUPS?

The concept of "*disadvantaged*" was focused on "*denied access to the tools needed for self-sufficiency*" (cf. Steven E. Mayer, 2003) and was not centred primarily on those causes traditionally cited: race, ethnic group, poverty, or sex. These barriers are the ways in which people are denied access to needed tools, and include unavailability of resources, inaccessibility to resources, the society's judgement for a group, government and corporate practices, and certain conditions of the group itself.

Disadvantaged groups are unappreciated, devalued, or derided by the larger society. If a group is seen as not being able to offer much, little is offered to it. Some groups are invisible to the public. Some groups exist as negative stereotypes to other segments of society.

### HOW CAN WE IDENTIFY DISADVANTAGED GROUPS?

Disadvantaged groups can be divided into three types: socially disadvantaged, physiologically disadvantaged and naturally disadvantaged.

1. Socially disadvantaged groups mainly include such people like unemployed, peasant-workers, university students from poor families, poor single-parent families, poor families with members serving prison terms and teenagers and minors who have committed crimes and are prone to committing crimes, migrants, ethnic minorities.
2. Physiologically disadvantaged groups: people with disabilities, elderly at high risk, women that suffered a trauma, abused young people, etc.
3. Naturally disadvantaged groups include those who live in poverty mainly due to out-of-the-way geographical locations, harsh environment, lack of natural resources or natural disasters, etc.

CLASSIFICATION BY APPLICABILITY OF COUNSELLING

<b>GROUP WORK "COUNSELLING CLASSIFICATION"</b> In small groups of 3 to 4 participants for ten minutes, exchange ideas about areas of counselling intervention and note on cue cards the right connection between the columns represented by the areas of counselling intervention in right place with the adequate roles in the left place. Then each group should present its results and attach them to a display board. Think together about the fields of counselling.	
<b>1. Informational counselling</b>	•A. providing psycho-educational landmarks for mental, emotional, physical, social and spiritual health of children and teenagers;
<b>2. Educational / school counselling</b>	•B. a new form of counselling occurred due to discrimination / intolerance towards the populations moving voluntarily or not for economic or security reasons (immigrants, refugees)
<b>3. Vocational / professional career counselling or guidance</b>	•C. aims to build skills and attitudes that enable a flexible and effective personal and social functioning in order to achieve wellbeing;
<b>4. Inter-cultural counselling</b>	•D. assistance from religious perspectives;
<b>5. Psychological counselling</b>	•E. development of the career planning capacity to be integrated into the labour market;
<b>6. Personal development counselling</b>	•F. therapy specialised in relationship problems, marriage and family issues, compulsive behaviour, depression, codependency, anxiety, eating disorders and trauma resolution, sexual addiction, etc.
<b>7. Pastoral counselling</b>	• G. providing information on specific fields / topics;

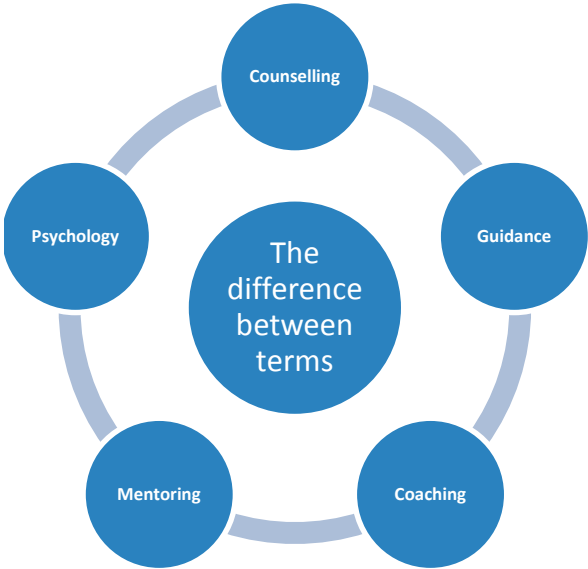
Finally, the trainer will check the right connections and will exchange views between partici-

pants. Correct answers: 1-G; 2-A; 3-E; 4-B; 5-F; 6-C; 7-D

CONCEPTUAL DELIMITATIONS

**COUNSELLING** Interaction between a professional and an individual helping them to resolve a specific problem or issue. It involves actively listening to an individual's story and communicating understanding, respect and empathy; clarifying goals and assisting individuals with the decision-making process. Counselling is a mutual relationship between a counsellor (a professionally trained helper) and a client (a consumer of counselling services) (cf. ELGPN- European Life-long Guidance Policy Network - Glossary, University of Jyväskylä, Finland, 2008).

**GUIDANCE** Help for individuals to make choices about education, training and employment (cf. ELGPN-Glossary). Career or vocational guidance is often just called guidance by practitioners.  
Guidance is in fact an umbrella that encompasses counselling as well as activities such as informing, coaching, teaching, assessment and advocacy. Sometimes used as a synonym for career guidance or vocational guidance (Hawthorn, 1991 and ELGPN-Glossary).





**CAREER COUNSELLING** The interaction between a career / guidance counsellor and an individual. An individual or group process which emphasises self-awareness and understanding, and facilitates the development of a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as how to manage responses to changing work and learning environments over the lifespan (ELGPN-Glossary).

**CAREER GUIDANCE** A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used (ELGPN-Glossary).

**COACHING** A process designed to focus on skill development and behaviour change to deliver improved performance. Coaching is usually delivered one-to-one (ELGPN-Glossary). Coaching is both performance-focused (which means that it is concerned with helping individuals perform tasks to the best of their abilities) and also person-centred (which means that it is the

individuals being coached who are seen as having the important insights) (Somers, 2012). Coaching is unlocking a person's potential to maximise his/her own performance; helping him/her to learn rather than teaching them (Gallwey, 1974).

A collaborative solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee (Greene & Grant, 2003 and ELGPN-Glossary).

**MENTORING** A developmental relationship that enhances both an individual's growth and his/her career advancement. Mentoring involves both career and psychosocial functions. Classic mentoring usually involves a relationship between an older/more experienced person and a younger/less experienced one (Kram, 1985 and ELGPN-Glossary).

**PSYCHOLOGY** A science studying the human behaviour, including the mental functions and processes, such as intelligence, memory, perception, as well as the inner and subjective experiences such as feelings, hopes and motivation, either consciously or unconsciously processes (ELGPN-Glossary).

## 1.2 COUNSELLING AND GUIDANCE ETHICAL AND SPECIFIC PRINCIPLES

**Each counsellor should take into consideration a set of principles that has to be followed.**

### ETHICAL PRINCIPLES

1. **Promote, maintain and develop psychological and educational health;**
2. **Principle of confidentiality** is needed since the process of counselling works with personal information concerning the life and interests of the beneficiary. Ensuring confidentiality leads to increased confidence both in the counsellor and the counselling process.
3. **Banning the non-ethical actions** such as: obligations imposed by the counsellor to his beneficiary, material benefits obtained as a counselling goal.
4. **Mutual respect** – it is ensured by the counsellor through his professional statute, competence and practical outcomes, as well as through his human attitude to relate to another human being. Mutual respect is earned throughout the counselling process, by both partners.
5. **Principle of beneficial influence** rather than

manipulation – counselling is a process of influence, guidance and modelling of the beneficiary provided the latter's consent.

Manipulation, meaning to reduce the awareness and inner approval levels of the beneficiary, is not beneficial for the development of the psychological and educational potential of the beneficiary.

6. **The principle of non-culpability** – counselling is not a judgmental process ending with a "guilty" or "not guilty" verdict but a clarification, guiding and learning process ending up with increased health potential and responsibility of the beneficiary.

### COUNSELLING - SPECIFIC SUPPORT

1. **Emotional support** – due to his/her life and educational problems, the beneficiary may feel frustrated in terms of his/her needs and interests and may ask for professional help. Consciously or not, he/she primarily expects an emotional support. The gradual creation of a positive and stimulating emotional climate for

the beneficiary is the sine qua non condition of counselling.

2. **Cognitive support** – represents the identification (by the counsellor) of the cognitive mechanisms (of the beneficiary) which may be levers to solve his/her issues (understanding, introversion and awareness).
3. **Volitional-decisional support** – the role of the counsellor is to increase and strengthen the beneficiary's confidence in his/her own capacity to make the best decision for him/her. Moreover, the counsellor should stress that no other person, but the beneficiary him/herself, can make the best decision for him or herself.
4. **Emotional discharge** or catharsis is the principle enabling the beneficiary to freely express his or her own positive/negative feelings. It reduces the emotional stress and prepares the path to a better self-knowledge so that the beneficiary can speak about his/her problems with more objectivity.
5. **Guiding-learning principle** – as a counselling principle, learning is centred on problem solving. If the beneficiary structured his/her life and educational problems properly, as well as his/her own solutions, then the needed guiding to making the best decisions needs to be reduced.  
(cf. Russell, apud Pete Sanders, 1999)

### 1.3 COUNSELLING AND GUIDING GOALS, THE LINK BETWEEN NEEDS AND COUNSELLING

The immediate goal is to obtain relief for the client and the long-range goal is to make him/her a self-directed person, with self-esteem, capable to build one's own reasonable career and life decisions. Specific counselling goals are unique to each client and involve a consideration of the client's expectations as well as the environmental aspects.

It is important to put the requests/goals of the client in the focus of the counselling process: to help the client become self-actualising and also to attain self-realisation; The immediate goals of counselling refer to the problems for which the client is seeking solutions here and now. The individual could be helped to gain fuller self-understanding through self-exploration and to appreciate his strengths and weaknesses.

There is an inter-relation between the long-range and immediate goals as both depend on the process goals for their realisation. The process goals are the basic counselling dimensions which are essential conditions for the counselling to take place.

They comprise empathic understanding, warmth and friendliness which provide for inter-personal exploration which in turn helps the client in his self-exploration and self-understanding and eventually lead to a long range of goals namely self-actualisation, self-realisation and self-enhancement.

The main objective of counselling is to bring a voluntary change in the client. For this purpose the counsellor provides facilities to help achieve the desire for change or make the suitable choice.

### THE PURPOSE OF CLIENT COUNSELLING IS

- To give the client information on matters important to success;
- To establish a feeling of mutual understanding between the client and the counsellor;
- To help the client to work out a plan for solving his/her difficulties;
- To encourage and develop special abilities and right attitudes;
- To inspire successful endeavour towards attainment.

### THE LINK BETWEEN COUNSELLING AND INDIVIDUAL NEEDS

In order to identify the individual's counselling/guidance needs, it is important to clarify the individual's self-perception level, i.e. **self-image, self-esteem and confidence**.

**SELF-ESTEEM** – refers to the individual's positive or negative self-assessments. If the image is positive, then that individual respects, accepts and positively assesses him- or herself, meaning a high positive self-esteem. Such individuals are more adapted, happier and usually in good relations with others.

**SELF-IMAGE** – or "*how we see ourselves*" refers to how we perceive our own physical, emotional, cognitive, social and spiritual features. How we perceive ourselves depends on self-esteem.

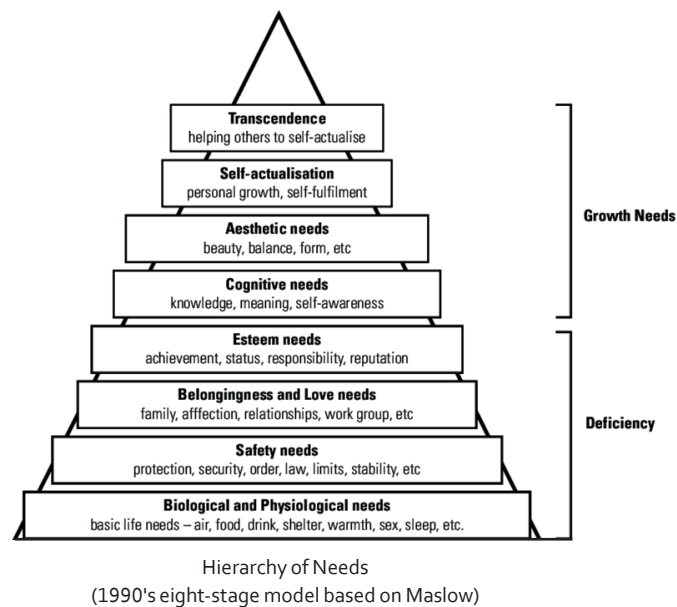
**Why is self-image important?** The self-image influences our behaviours. Having a positive self-image, you can attain your goals more easily.

A negative self-image decreases or even destroys your motivation ("*I'll fail anyway*", "*It is so hard*", "*I can't do it*", so on) further leading to avoidance behaviours ("*I'm not good enough, no use to go to the interview...*"). A negative self-image generates a vicious circle which makes it very difficult for the person to escape from: **self-image contributes to the assessment of reality**.

A positive self-image makes you say: *"I can do that or, at least, I can try"* while a negative self-image makes you say: *"I can't do that, it's too difficult and I'm not capable to do it"*. The psychologist Abraham Maslow's theory of human motivation (pyramid of human needs) is over 70 years old but continues to have a strong influence on the world and many believe holds the secret to personal fulfilment and also business success.

It is a first step for a counsellor to understand the needs of people in front of him/her and to understand the real individual issues and then to identify the appropriate measures to motivate.

Changes to the original five-stage Maslow model are highlighted and include an eight-stage model.



**1. Physiological needs:** These are the basic biological needs for such things as food, warmth, shelter, sex, water, and other body needs. If a person is hungry or thirsty or his/her body is chemically unbalanced, all of his/her energies turn toward remedying these deficiencies, and other needs remain inactive. If one's basic biological needs are not met, one would never be able to trust the environment and would be stuck with high neuroticism and anxiety.

**2. Safety needs:** With his physical needs relatively satisfied, the individual's safety needs take over and to dominate his behaviour. These needs have to do with man's yearning for a predictable, orderly world in which injustice and inconsistency are under control, the familiar frequent, and the unfamiliar rare. This need for consistency, if not satisfied leads to feelings of doubt and shame (as opposed to feelings of autonomy or being in control) and leads to high conscientiousness or need for discipline and orderliness.

**3. Belonging needs:** After physiological and safety needs are fulfilled, the third layer of human needs is social. This psychological aspect involves emotionally-based relationships in general, such as friendship, sexual intimacy and having a supportive and communicative family. If one finds failure in having such close relationships, one is bedevilled with such negative social emotions like **guilt (vis-à-vis initiative)** and has low extraversion values.

**4. Self-esteem needs:** All humans have a need to be respected, to have self-esteem, self-respect, and to respect others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby. This need if not satisfied leads to feelings of inferiority vis-à-vis feelings of industry. **Feelings of inferiority** in turn may lead to low agreeableness.

**5. Cognitive needs:** Maslow believed that humans have the need to increase their intelligence and thereby chase knowledge. Cognitive needs is the expression of the natural human need to learn, explore, discover and create to get a better understanding of the world around them. This growth need for self-actualisation and learning, when not fulfilled leads to **confusion and identity crisis**. Also, this is directly related to the need to explore or the openness to experience.

**6. Aesthetic needs:** it is stated in the hierarchy that humans need beautiful imagery or something new and aesthetically pleasing to continue up towards self-actualisation. Humans need to refresh themselves in the presence of the beauty of nature while carefully absorbing and observing their surroundings to extract the beauty that the world has to offer. This need is a higher level need to relate in a beautiful way with the environment and leads to the beautiful **feeling of intimacy** with nature and everything beautiful.

**7. Self-actualisation needs:** Self-actualisation is the instinctual need of humans to make the most of their abilities and to strive to be the best they can. This need when fulfilled leads to the feeling of generativity.

**8. Self-transcendence needs:** Maslow later divided the top of the triangle to add self-transcendence which is also sometimes referred to as spiritual needs. Spiritual needs are a little different from other needs, accessible from many levels.

This need when fulfilled, leads to **feelings of integrity** and take things to another level of being. The basis of the human motivation (fundamentally involved in career decisions) is the needs as felt by each individual. Equally important in strengthening one's self-image is to become aware and have the fundamental needs satisfied. Every person is capable and has the desire to move up the hierarchy towards a level of self-actualisation. Unfortunately, progress is often disrupted by failure to meet lower level needs, life experiences (e.g. divorce, loss of job) may cause an individual to fluctuate between levels of the hierarchy. Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.



## STAGES OF THE COUNSELLING PROCESS

According to Hackney, H. & Cormier, S. (2005), there are five steps:

### STEP 1: RELATIONSHIP BUILDING – INITIAL DISCLOSURE

The MEETING is the first and fundamental stage on which the success or fail of the counsellor-beneficiary relation depends on. To continue the counselling process, the meeting needs to be: relaxing, open, nice, stimulating, positive and active.

The burdened beneficiary comes in front of the counsellor in a state of confusion, emotional ambivalence, "*psychological haze*", mistrust, psychological discomfort, dissatisfaction, and so on.

Therefore, the first meeting goals need to create an "*atmosphere*" different from the psychological burden of the beneficiary. For the first meeting having real results and being efficient, the counsellor should write down the main data about the beneficiary: full name, age, professional education, significant experiences etc., during or at the end of the session.

The essential condition for the first meeting is not to make the beneficiary feel like police investigated. It may end after 45 - 50 min. when the counsellor feels the beneficiary "*anchored*" and is sure he or

## 1.4 TECHNOLOGY OF THE COUNSELLING PROCESS

Even if it looks like a chain of meetings and discussions between a specialist (counsellor) and a „normal“ person with certain life problems, counselling is a process with its own goals, content and organised strategy. It is a staged process: to establish a relationship between a counsellor and a beneficiary, to assess the counselling situation, to set up the goals, the intervention and completion phases.

she will come for the next session. "*Anchoring*" is the first step in the insight process when the counsellor enters the "*world*" of his/her beneficiary, based on the consent of the latter.

### STEP 2: PROBLEM ASSESSMENT – IN-DEPTH EXPLORATION

This step involves the collection and classification of information about the client's life situation and reasons for seeking counselling.

**Clarification** is sinuous, with back and forth steps, with explorations of both sides, with deadlock and resistance moments.

Clarification has several sub-steps: problem identification and formulation, identification of its causes, description of its present and future consequences, explaining the specific problem-beneficiary-environment relationship.

### STEP 3: GOAL SETTING – COMMITMENT TO ACTION

Setting goals is very important to the success of counselling. It involves making a commitment to a set of conditions, to a course of action or an outcome.

**Reflection:** The counsellor's reflecting the thoughts and feelings of the beneficiary has both



cognitive knowledge, problem understanding and calibration functions, as well as catharsis, awareness and emotional mobilisation functions for the beneficiary to solve the problem.

Reflection is the psychological mechanism of double-way communication and empathic phenomenon streamlining. The reflection mechanism drives the counsellor's empathy and his/her capacity to be in the shoes of the beneficiary.

**Facing or solving the problem:** It may be the most difficult stage of the counselling process since it is sometimes about a real "*battle*" of impulses, beliefs, motives, attitudes, new or old ideas. The first condition to solve the problem is to be accepted by the beneficiary as something natural and normal.

**The most important principles in problem solving are:**

- Most of the problems can be solved / have a solution
- Take responsibility for problems
- Define a problem before acting; beneficiaries tend to "block" or to hastily act due to the problem generated stress.

- Solving problems means to determine what you can do rather than what you cannot do.
- Solving problems means to respect the personal rights of the others

#### STEP 4: COUNSELLING INTERVENTION

Guiding the beneficiary through the counselling relationship consists in involving him/her in formulating the questions on:

"*WHY*" is the information useful?

"*HOW*" can information be obtained?

"*WHERE*" can such information be found?

The **INDIVIDUAL ACTION PLAN**, result of the counsellor-beneficiary collaboration, describes in details the steps to be followed based on the solution identified to solve the acknowledged problem.

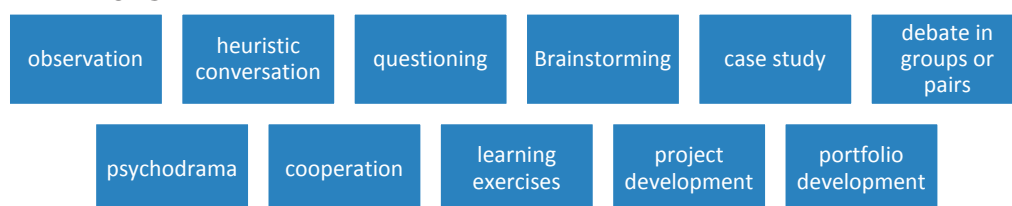
#### STEP 5: EVALUATION

The **feedback** is an efficiency increase procedure and should be descriptive rather than evaluative or critical. It is recommended to avoid labelling, use of "*good*" or "*bad*" words or their derivatives; feedback is possible by all forms of verbal (descriptive), non-verbal (facial expressions, gazing, approving gestures) and paraverbal communication

### COUNSELLING PROCESS TECHNOLOGY

The counselling process technology consists of techniques, methods, procedures, working ways: psychological (e. g. conversation), pedagogical (e. g. questioning), sociological (e. g. cooperation), psychotherapy (e. g. role play, psychodrama), cognitive-behavioural, centred on problems and relatively short term solutions. Its creative and active-participative character is the specificity of such a technology. Therefore, either addressed to an individual or to a group, the most efficient educational counselling methods, techniques and procedures may be classified as follows:

#### 1. METHODS



Psychodrama is an action method, in which clients use spontaneous dramatisation, role playing, and dramatic self-presentation to investigate and gain insight into their lives. Psychodrama offers a creative way for an individual or group to explore and solve personal problems.

#### 2. TECHNIQUES



3. PROCEDURES

reflection	argumentation	drawing	problem list	solution list	active listening
empathy	unconditioned acceptance	congruence	paraphrasing	summarization	feed-back

All these are mostly well known and common for guidance practitioners but also easy to understand and to put into practice for counsellors even beginners, being required good communication skills.

1.5. COUNSELLOR'S PROFILE, SKILLS AND PERSONALITY STRUCTURE, THE COUNSELLOR'S STATUS-ROLE

**Limitations within the counselling process**  
The personal and professional qualities of counsellors are very important in facilitating any helping relationship.

PROFESSIONAL TRAINING OF COUNSELLOR'S QUALITIES

A very important quality is the empathy with his or her beneficiary in combination of course with good counselling competences (theoretical and practical). Another important quality and necessity concern is the confidentiality of the relationships with the persons asking for counselling, followed by respect and opening for that person and his/her problems, as well as keeping a neutral attitude exclusively considering the interests of the beneficiary.

The counsellor should have adequate level of counselling knowledge, understanding of principles of theories, capacity to use counselling specific instruments, e.g. interest inventory, value scales, skill tests, career development questionnaires and assessment modules.

**The needed basic skills are:** interpersonal communication, drafting reports, cooperation with other specialists or relevant persons, management of specific instruments in individual or group sessions, clear and professional presentation of the obtained outcomes, capacity to identify and respond to barriers to change and development faced by individuals, intervention strategies for various categories of beneficiaries, providing feedback on the outcomes, use guiding and counselling IT techniques, etc.

At the same time, the counsellor must demonstrate professionalism and knowledge of the ethical code by maintaining professional standards, knowing his/her own competence limits, providing counselling only for situations he or she is well prepared for, getting on-service training, adapting the intervention to the age, gender, ethnicity, social and cultural background, language and education level of the beneficiary.

**Counsellor's personality:** extravert, empathetic attitudes, psychologically balanced, need for order, discipline and security, time management skills and, above all, talent, vocation and deliberation.

A good counsellor must have the knowledge of mental hygiene and the skill to interpret psychological tests. This is essential to from a correct, reliable and objective assessment of the personality of the client.

There are many factors inherent in the role of the counsellor that may attract people to the counselling profession. As described by Guy (1987), these factors include independence, financial rewards, variety within the practice, recognition and prestige, intellectual stimulation, emotional growth and satisfaction, personal enrichment, and personal fulfilment. These benefits of counselling are a very desirable career choice.

SO, WHAT KINDS OF PERSONALITIES ARE SUITABLE TO BE A COUNSELLOR?

People who make good counsellors are genuinely like other people. They like being around people and talking with all different kinds of people. Being a "people person" is very important.

**EMPATHY AND COMPASSION** A counsellor needs to have a nurturing and caring personality. He/she cannot possibly be expected to have experienced every problem or issue that his or her client will come to discuss. An empathetic individual, however, will be able to visualise him or herself in another person's situation enough that he or she can understand it, and help find a solution for it. Since the counsellor will be seeing people at the low points of their lives, having compassion for people, whatever their situations, is essential.

**GOOD LISTENING SKILLS** A counsellor needs to be able to take the emphasis away from him or herself, to focus on another person by really listening to what he/she is saying. It may best be described as being able to listen, hear and understand. This involves taking cues from nonverbal communication too. A client may not be able to express all of his/her feelings verbally, especially at first. A counsellor who can read body language and add that to his/her patients' comments, can be more effective, and perhaps more expedient, in helping them. Along with being a good listener, a counsellor must be able to keep a secret. Everything he or she hears in counselling is privileged information, so the counsellor must be comfortable that he or she can keep everything he/she hears confidential.

**CREATIVE PROBLEM SOLVERS** Every individual who comes for counselling is unique. Although counsellors learn techniques for helping people through standard types of problems, a counsellor must be able to think creatively and devise his/her own solutions, too. Many times this means making only slight alterations in advice from client to client, but the variances can make huge differences. Good counsellors who want to go beyond using "cookie cutter" solutions and giving pat answers seek to offer better suggestions -- those that stem from their creative and flexible ideas.

**EMOTION AND REASON** A good counsellor should fully understand emotion and reason, and know when to use either or both. It's essential to have empathy, for example, but empathising too much with a client may cloud the ability to help him/her find the way out of his/her dilemma. Education gives a counsellor the tools to diagnose a problem, but the counsellor needs to listen to his/her intuition, too, rather than put a client into a convenient diagnostic box. Devising creative solutions for each person requires the ability to apply both emotion and reason as it makes the most sense in each case.

**SELF-KNOWLEDGE** To be effective, a counsellor must know him or herself well first. He/she must be aware of his/her own preferences and biases so he/she can avoid applying them as much as possible. The counsellor must know and attempt to understand his/her own issues and problems so he/she doesn't over-identify with clients who present similar problems. Understanding him or herself enables a counsellor to stand back and remain objective without inserting his/her own experiences too much.

**Limitations of the counsellor within the counselling process:**

- does not provide any type of financial or material support;
- counselling is not an education programme for social skills development

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## TOPIC 2 Intervention Plan, Case Management

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### 2.1 ASSESSMENT AND SELF-ASSESSMENT, TYPES AND CHARACTERISTICS FOR THE TARGET-GROUPS

Historically, the case management occurred from the necessity to offer a quality coordination of services but also to provide social services in an efficient and effective manner, placing the beneficiary at the core of the individualised interventions for social insertion purposes.

**Defined as "the method to provide services",** by which the experts evaluate the needs of the assisted person / his family together, coordinate, monitor, assess and support the assisted person to access the social services responding to the respective needs" (Barker, 2003), the case management

can be operationally described as "*a set of logic steps and an interaction process within the service network which ensures that beneficiaries receive the services they need in a form of effective support, efficiency and at an acceptable cost*" (M. Weil and J. Karls, "*Case Management in the Social Service Practice*", 1985).

According to Barker, who is the founder of the concept, the Case Manager is the professional ensuring the coordination of the assistance activities and special protection carried out in the interest of the assisted person, aiming to elaborate and implement the individual intervention plan for social integration, reintegration and insertion.

The activities inside the case management steps are based on the principles of individualisation and customisation of interventions, as well as on the consultation and participation of the assisted person and, if the case, of his family. The Case Manager makes sure to go through all these steps for all the assisted persons who receive assistance according to the quality standards, depending of the profile of the assisted person: victims of violence, unemployed, disabled persons, migrants, post-detention period persons, so on.

### **CASE MANAGEMENT – UNIVERSALITY, ECONOMIC EFFICIENCY AND SOCIAL UTILITY**

Case managers can operate across the public, non-profit, and for-profit sectors, in both accredited and non-accredited organisations, and in urban, suburban, rural, and frontier areas; in any country and for each of socially vulnerable groups. Based on the cultural beliefs, values and needs of vulnerable people, the Case Managers link the clients or support services with providers and resources, across various care settings. The Case Managers must possess the experience, education, skills and needs to effectively render appropriate, safe and quality services to vulnerable people.

#### **Initial assessment**

At the first contact with the assisted person, the Case Manager should consider a number of characteristics, i.e. to make an assessment of the profile and immediate needs of the assisted person. Initial assessment starts upon receipt of a request on the need of specialised assistance of a vulnerable person and represents the initial documentation process of the case to know and assess the urgent needs and to provide crisis assistance if applicable.

The crisis intervention and counselling represent all the necessary measures and actions undertaken by the service provider when identifying vulnerable persons, in order to overcome a crisis situation. Crisis intervention duration varies from person to person, depending on the vulnerability situation and on the available human and financial resources to overcome a crisis situation. At the end of the crisis intervention, it is the assisted person who decides whether to continue or not with long term assistance and social inclusion services.

Before any assessment, the Case Manager or an appointed counsellor explains to the assisted person, in a language accessible to his understanding level, the role of the social services and describes

the social services to be provided. The initial assessment serves to make a proper decision on the priorities for the crisis and long-term intervention (protection measures, specific services, drafting the intervention / service plan).

#### **Assessment shall be based, at least, on:**

**Age category:** youth, middle age, old age

**Vulnerability degree:** persons discriminated based on their gender, age, ethnicity, religion, sexual orientation, disability, etc., limited social skills persons or with anti-social behaviour, risk situation persons (violence, exploitation and human trafficking victims), unemployed or who cannot adapt to the new labour market requirements, etc.

**Education level:** the persons with completed education, educational difficulties, no qualifications, low qualification level, unemployed – with or without any qualification – must be included into certain in-service training stages;

**Environment:** coming from urban, rural or remote areas, persons living in peripheral or problematic urban areas, from areas with limited services and facilities (no infrastructure, public transportation, etc.).

**Cultural differences:** national or ethnic marginalised minorities, migrants, unemployed.

Initial assessment shall rely on four main dimensions:

- Assessment of the current psychological condition;
- Assessment of the health condition;
- Assessment of the legal situation;
- Social assessment – professional, family life, social background, living environment, social support network, economic situation;

Case Management is the working method allowing the assisted person to be actively involved in assessment, self-assessment of his own resources, skills and capacities. To enable needs self-assessments, professionals should avoid:

- Guiding and managing, i.e. taking control over what the assisted person wishes to speak about;
- Judgments and evaluative appreciations, often related to the psychologist / social worker own criteria;
- Blaming the persons for his/her problems;
- Diagnosing his/her personality or a certain behaviour;
- Unrealistic encouragement or promises;



- Non-acceptance of the negative feelings of the assisted person and attempt to convince that he/she should have different feelings;
- Offensive interrogation (most likely putting a person in defensive position);
- Over-interpretation – providing psychological, cultural or otherwise explanations, which often have no connection with the assisted person's point of view;
- Inadequate reference to personal experiences (apparently more serious than those of the assisted person);
- Displaying hyper-professional attitudes – sharing overwhelming experiences in solving problems similar with the problems of the assisted person;
- Simulate attention, an exaggerate and dishonest interest to the problems of the person;
- Brutally signalling the available limited time.

#### **Detailed assessment**

Detailed assessment starts when initial assessment ends, after crisis period overcoming and substantiates the individualised intervention plan and its implementation; it represents the analytical progressive and detailed documentation process of the case / data collection on the social, medical, legal, economic and psychological condition of the assisted person, resources, the immediate and long term needs.

Detailed assessment should follow several basic principles:

- confidentiality of the assessment results;
- assessment considers the overall needs of the person, as well as his/her progress perspectives;
- assessments results are not definitive: periodical re-evaluation is a must for a successful intervention;
- assessment must be unitary, to follow and operate with the same goals, methodologies and criteria for all the assisted persons;
- assessment involves multidisciplinary teamwork and networking, with active participation and accountability of all involved professionals;
- assessment is carried out only with the effective participation of the assisted person

There are three rules to be followed by any specialist in contact with the vulnerable person to provide emergency help:

#### **1. Ensure emergency security of the vulnerable person:**

- going away from the place where trauma happened or where vulnerability exposure existed;
- feeling of safety can be supported through direct physical contact;
- feeling of safety can be reinforced by providing information about external events;
- relaxation and calming should be a priority over informing;
- the counsellor should be careful during the phase of vulnerability denial and should only positively correct the fragmented story on the traumatic events or crisis situations of the person.

#### **2. Positioning as an empathic discussion partner in relation to the vulnerable person:**

- if basic feeling of safety is restored – so, there is the chance to talk – then the vulnerable person must be helped to understand that his/her reactions to stress/trauma are normal versus an unusual situation;
- the emotional outbursts should be perceived positively as an expression of copying expressive behaviours of vulnerable person by the person providing help;
- in case of emotional paralysis, the person who provides help should be there as a simple discussion partner, without imposing anything;
- the aim of a supportive conversation is also to foster the trauma elaboration process and prevent the assisted person to develop disadaptive reactions;

#### **3. Understanding the effects of the psychological trauma, crisis situations and the emotional cycle creation by the counsellor of the vulnerable person.**

In case of persons in risk situation (disadvantaged, vulnerable, marginalised, etc.), the counselling is recognised as the most difficult and long process. To have a progress, firstly it is needed to identify the crisis situation (see Maslow's pyramid). Then, depending on the recognition and awareness, the counsellor can step by step guide the person from vocational guidance to labour market integration.

## 2.2 EMOTIONAL CYCLE OF THE PERSONS NEEDING COUNSELLING

There are certain psychological aspects of a vulnerable person which influence provision of assistance services. The emotional cycle experienced by a vulnerable person (like e.g. violence, exploitation, social exclusion, poverty, lack of jobs) may be described through its characteristic phase, as follows:

- shock
- denial
- uncertainty
- depressive mood
- resignation, acceptance
- seek of alternatives, development

It is assumed that such persons acknowledge their own real situation only after the resignation phase. Seeking becomes a new preoccupation but, after several failures the exhaustion phase occurs. The apathy phase makes them feel in a hopeless situation. The vulnerability condition may cause either victimisation (thus the assisted persons will explain their situation as caused by external factors), or self-blaming. For example, when people lose their job, it is deemed to have occurred due to external factors while their self-image is not deeply affected, in contrast to traumatic, violent situations that usually generate feelings of guilt, low or very low confidence and self-image. In both cases, the involvement of the assisted person in his own needs assessment and individual intervention plan requires valorisation and responsibility to attain the social reintegration / integration / insertion goals.

## 2.3 INDIVIDUAL PROFILE

The intervention for the benefit of the assisted person is based on the multidimensional individual assessment outcomes and consists in the implementation of the individual intervention plan in order to attain a normal life and social reintegration / integration / insertion goals. Pretty many persons in a vulnerable / difficult situation ask for help from more sources but, most of the time, the received support responds to certain immediate needs without determining those persons to assume an active role for their sustainable exit from the difficult situation they face with.

For example, many vulnerable adults have low life skills so that they fail to meet the demands on the labour market which makes it necessary to develop new skills, capabilities and qualifications before looking for a new job likely to ensure sustainable economical safety. Another example, is that of the families in need who receive help from many sources without any significant improvement of their life and who continue to remain aid-dependent for a long time since they are not actively involved in solving their own problems.

The Case Management customises the intervention so that the services to be provided are adapted and readapted to the individual needs and aim to ensure the security of the person for a long term, physically, economically and emotionally. The assisted person is an active part of his own assistance programme and assumes responsibility in attaining such goals.

The individual profile is part of the initial and detailed assessment, depending of the case specific while the case manager decides who other specialists are to be included in the multidisciplinary evaluation team.

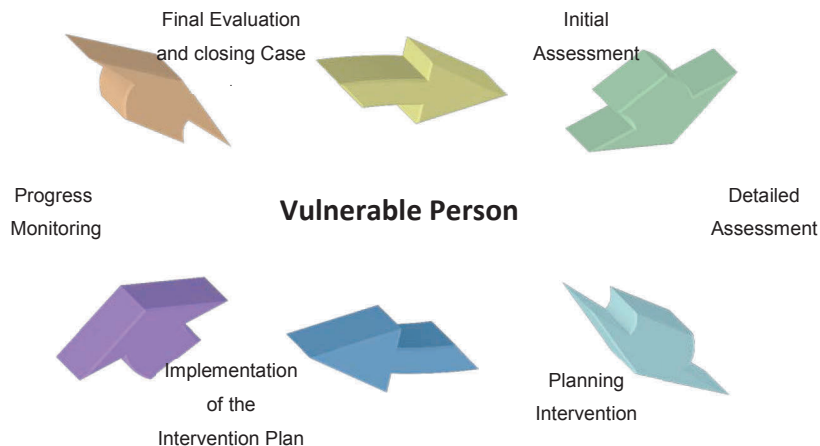
## 2.4. INTERVENTION PLAN

The individualised intervention, as a stage of the Case Management, is the most visible part of the assistance process.

The ultimate goal of the long-term assistance and social inclusion is to make sure that the vulnerable person, as active participant in the assistance process, has access to the human fundamental rights and to the opportunities and resources necessary to participate in the social and economic life, ensuring a living standard considered acceptable in the society the person lives in.

Following a logical course, the management of the vulnerability cases should pass through several stages: assessment (initial and detailed), planning the individualised intervention, sharing

responsibilities as set in the intervention plan, implementation of the intervention plan, monitoring of progress / service plan implementation, final evaluation, closing the case and post-intervention monitoring.



**The general structure of an intervention plan is as follows:**

- Formulation of the intervention goal;
  - Formulation of the intervention objectives, activities and means to be used;
  - Description of services to be accessed;
  - Schedule of activities and anticipated time intervals to attain the plan objectives;
  - Set up the performance indicators to be used in the progress evaluation of the service plan implementation.
- The service plan is put together with the help of the assisted person as an informed response to his expectations, options and

Following the logical diagram above, the two stages of assessment – as described before – are the basis the long-term intervention is built on, as follows:

## PLANNING THE MULTIDISCIPLINARY INTERVENTION

Planning intervention is the bridge between assessment and assistance service provision. Planning should follow at least two stages:

### 1. Identification of the critical situation of the intervention

Identification of priorities is based on the available individual and community resources that can be used in the assistance process and the correlation of the person's needs with these resources, as well as with the service offer of the Case Manager and with the assistance offer of the other services in the national service network for various categories of vulnerable persons.

### 2. Elaboration of the individual intervention plan

The service plan is based on the outcomes of the multidimensional assessment and consists in turning the needs of the assisted person into intervention goals for normal life and social reintegration purposes.

The plan should include all the goals reaching such results. The goals should address all the identified risk factors and meet the needs of the assisted person.

short/long term goals. The Case Manager, together with the other experts in the intervention team, is responsible to involve the assisted person to:

- Determine the intervention areas;
- Set up the specific objectives of the service plan;
- Set up the service types and specific interventions;
- Assume responsibilities and decide the deadlines for plan implementation;

At this stage, the Case Manager has at least the following responsibilities: to mediate and encourage establishment of the priorities by the direct involvement of the assisted person, his family and the expert team; to clearly assign roles and responsibilities for all those involved in the service plan implementation: assisted person, specialists, institutions, organisations, community, so on.

### 3. Assignment of responsibilities as set in the intervention plan for each expert/ specialist involved in the case

The multidisciplinary evaluation or intervention team should include several categories of experts/ specialists:



The Case Manager can identify other categories of specialists which can add value to evaluation and intervention, such as education counsellors, priests etc.

### 4. Implementation of the service plan / assistance provided to vulnerable persons

The Case Manager is the main responsible for the implementation of the service plan. For this purpose he/she will:

- select those service providers who fully observe the standards and expectation for the provided services;
- make sure that the assisted person understands the role of the services;
- describe the services to be provided to the assisted person;
- establish, together with the assisted person, the schedule for the service plan implementation;
- ensure the access of the assisted person

to the services in the service plan, ensuring the

communication among

the service providers;

- coordinate the implementation of the intervention plan;
- advocate for the rights of the assisted person

### 5. Monitoring progress/ service plan implementation

- represents the data collection process related to how services in the intervention plan are provided, in order to evaluate the progress towards attaining its goals;
- it registers, on a continuous basis, everything that happens during the service plan implementation. Depending on the effects of the intervention upon the assisted person's life context, the Case Manager, the assisted person and the specialist team will jointly decide whether the actions in the service plan continue, change or stop.

### 6. Final evaluation and case closing

The final evaluation means the final measurement of the intervention results and their comparison to the goals in the individual intervention plan.

#### A case is considered closed when:

- goals of the intervention / service plan have been attained;
- the risk / vulnerability factors had significantly reduced or have no effects while the assisted person is able to have a normal social life, without any help from the social services;
- the assisted person refuses to continue the assistance.

Conclusion of the professional relationship should be discussed with the assisted person from the beginning of the intervention and needs to be prepared throughout the implementation of the service plan. The Case Manager should make sure that the assisted person has understood the terms of termination of the professional relationship and that does not mean that the person shall not have access to information and services, if necessary.

### 7. Post-intervention monitoring

It is the final stage of the Case Management when the Case Manager elaborates, after consultations with the specialists in the service plan implementation team, the post-intervention monitoring plan for the situation of the assisted person.

#### Main goals and functions of the Case Management

Coordinated assessment of the person's needs, his/ her resources and available resources of the community he/she lives in

Efficient mobilisation of specific service providers and of the vulnerable person resources

Connecting vulnerable persons to the service provider network, to resources and opportunities for a fulfilling life

Develop the capacity of vulnerable persons to cope with their acute difficulties and socially integrate as well as they can

Planning services and interventions for the vulnerable person, under the form of an individualised service plan

**CASE STUDY** – can be very practical for small groups competing for finding solutions. This description refers to oral, written and/or movie of an event or series of related events. Through this method an issue can be solved, it creates a complete picture of the case and participants get to know a solving process.

#### GROUP WORK: CASE STUDY

In small groups of 3 to 4 participants for 20 minutes, read the study case, exchange ideas and note the 4 answers on large paper sheets. Then each group should present its results and attach them to a flip chart. Think together about the best solution.

#### Case Study: Situation of vulnerability

R. is a 31 years old man who was convinced in November 2014, by a client of the car wash where he worked, to go to work, to a similar job in England, but for a higher salary. After discussing with his mother, R. accepted the proposal and he travelled alone to the UK. At the destination, the man was expected by an unknown Romanian person who accompanied him to the new job. R. was housed in an insanitary room above a car wash. He worked two months without a labour contract and without receiving wages. When he started to complain about the working and living conditions, R. was verbally and physically abused. He decided to flee from the place of exploitation and filed a complaint to police. For two nights, R. was housed in an assistance centre for migrants and then repatriated. He was referred to a NGO which provides services for victims of trafficking by the Romanian police.

#### Evaluation

31 years old, R. grew up a large part of his childhood in foster care. He is no longer in touch with his biological father, however for some years now, he lives together with his mother, her husband and two of his step brothers. He has several step brothers, all adults, most of them with criminal record for theft and burglary. He himself has previous criminal record related to fraud.

**Dwelling conditions:** 6 persons live in a studio with one room, a kitchen and a bathroom, in a city from the South part of Romania. The house is modestly furnished and equipped but due to high moist, the walls are wet and the paint is chipped. The walls have also developed fungus, especially in the area of the windows, due to bad insulation.

**The relationship with the family members:** R. appreciates the relations with his mother, stepfa-

ther and brothers living in the house as affectionate and supportive. He also mentioned relatives from the extended family (aunt and cousin) who support him.

**Family income:** R. appreciates the economic status of the family as poor and the incomes generated are received irregularly and vary in amount.

**Number of graduated years:** R. graduated 12 years of study, and underwent professional training as a locksmith. However, he has no work experience according to his training. He has previously worked in constructions (in Romania), in the forest industry abroad and in a car wash.

**Psychological evaluation:** Personality/behavioural troubles due to early attachment trauma (early separation from parents and admission to foster care);

#### Means of evaluation:

- Inventory of symptoms of post-traumatic stress;
- Systematic observation.

#### Inventory of problems (conducts physical reactions, emotional response, attitudes, and personal beliefs):

- History of dissocial conducts, oppositionist tendencies (involvement in crime – fraud)
- Episode of self-inflicted violence (by cuts on the upper side of the hand) while in the destination country, aimed to pressure others and obtain certain benefits
- Tendency to dissimulate, social desirability
- Suspiciousness towards the intentions of others, hyper-activation
- Has experienced episodes of violence (the latest before his return – a stab in the neck)

**State of health:** R. is recovering from the stab wound inflicted on him, before returning to Romania. He is not registered to a family physician because he doesn't have medical insurance.

**Juridical Status and relationship with the legal authorities:** His case of trafficking for labour exploitation is in investigation in the UK.

#### QUESTIONS

1. What are the services that support an individual reintegration plan for R.?
2. How is the beneficiary involved in the elaboration and implementation of reintegration plan?
3. What type of staff member carried out the assistance?
4. What providers of assistance and security are involved?



Below you can find step by step the proposed intervention.

Individual Reintegration Plan – for a one year assistance programme

- 1. Residential assistance and housing assistance:** The house insulation and repairs: individual budget in order to purchase proper furniture to improve his life condition, construction material for repairs (for walls and windows);
- 2. Material assistance:** Individual budget to cover costs for food, clothing and footwear (for 6 months) and counselling for management of the individual budget;
- 3. Medical assistance:** Paid medical insurance and registration at the family physician;
- 4. Psychological assistance:** Individual counselling and individual anger management focused psychotherapy;
- 5. Social assistance:** Mediating the relations between victim and family of origin and other state institutions; victim empowerment in obtaining social rights; access to state social aid.
- 6. Educational assistance** – informal education regarding health and computer skills;
- 7. Job placement:** Counselling, support and information from the local job placement agency; development of skills for searching and maintaining a job, mediation for finding a job;
- 8. Legal assistance:** Counselling regarding victim/witness rights in criminal proceedings; mediation of relation with the authorities from destination country;

**9. Monitoring the beneficiary for 6 months, after completion of the assistance programme.**

**Involvement of the beneficiary in case management:** The reintegration plan was elaborated together with the beneficiary according to his personal and family needs and adapted to the different assistance stages of the long term assistance programme. The victim's involvement in the monitoring consists in being an active part in negotiating his objectives, in expressing the needs and in committing to act upon them. Step by step monitoring is done by meetings at the counselling centre and support/counselling by telephone.

**The multidisciplinary team involved in carrying out the assistance programme:**

- The Case Manager who coordinates the entire specialist team involved in this process and monitor the case;
- The psychologist responsible with interventions realised at individual and family level;
- Social workers responsible with residential, social, educational, medical and material assistance;
- Vocational counsellor responsible with labour integration;
- Legal adviser/lawyer responsible for legal assistance;

**Service providers involved are from:**

NGO; social protection local authority, local job placement agency, family physician

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## TOPIC 3 Communication techniques

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### Module 1 General Basics for Counselling and Guidance

Since counselling is a conversation or dialogue between the counsellor and the client, the counsellor needs very good communication skills in order to facilitate change. It's important for the counsellor to understand the complexity of communication mechanism and techniques most appropriate.

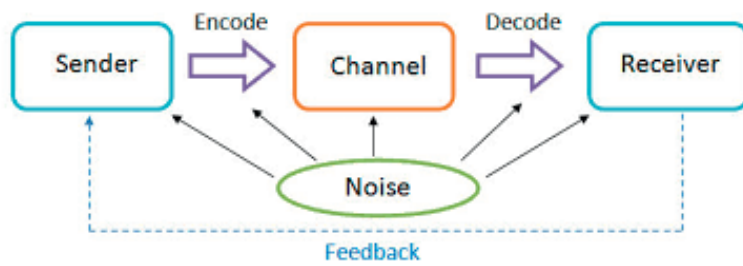
Communication skills should be integrated in a natural way in the counselling process. Skilled counsellors continually attend and listen, and use a mix of empathy and probes to help the client to come to grips with his/her problem(s). Which communication skills will be used and how they will be used depends on the client, the needs of the client and the problem situation.

### 3.1 THE CONCEPT OF COMMUNICATION

Communication represents an interaction process between individuals, groups, a relationship mediated by words, images, gestures, symbols or signs. Through it, individuals share knowledge, experiences, interests, attitudes, feelings, opinions, ideas.

Communication is defined by most specialists as a process through which a sender conveys a piece of information to the receiver, by means of a channel, with the purpose of producing certain effects on the receiver.

The basic in communication is the cybernetic model of Shannon (1949) which illustrates communication as a complex process which contains four fundamental components:



Shannon-Weaver's Model of Communication

- The Sender (source) who initiates the communication process by establishing the first transfer of information. The Sender transforms (encodes) the message in specific signals in order to be transferred.
- The Channel represents the medium (means, support) used to carry and distribute the information. In the case of face-to-face communication between two or several persons, the vocal, auditory and visual channels are activated.
- The Information represents the message, the news, the idea, the emotion, the feeling conveyed by the sender through the channel, to be received by the receiver.
- The Receiver receives, decodes and interprets (according to his/her own perceptions) the message. Decoding is strongly influenced by the interpretation.

The Receiver closes the loop of the communication process (sends feedback) by conveying the result of the interpretation process, thus becoming sender.

The Seven Cs of Communication which help overcome barriers are: clarity, credibility, content, context, continuity, capability, channels (cf. S.M. Cutlip and A. H. Center, 1952).

### 3.2 THE PRINCIPLES OF COMMUNICATION, TYPES OF COMMUNICATION (VERBAL, NON-VERBAL ETC.)

Some of the most recent principles of communication have been enunciated by the representatives of Palo Alto School (cf. Watzlawick, Janet Beavin, Don Jackson, 1967) named Communication Axioms:

**AXIOM 1** Communication is unavoidable (one cannot not communicate, any human behaviour has the value of a message).

**AXIOM 2** Communication takes place at two levels: informational and relational (every communication has a content and relationship aspect because it is not limited to conveying information, but it also induces an appropriate behaviour).

**AXIOM 3** Communication is a continuous process (partners interact permanently, being, alternatively, stimulus and response).

**AXIOM 4** Communication is either analogic or digital (verbal or nonverbal).

**AXIOM 5** Any communication process is symmetrical and complementary, provided that it is

founded on equality or difference.

**AXIOM 6** Communication is irreversible (it produces an effect on the receiver).

**AXIOM 7** Communication presupposes adjustment and adaptation processes (the message acquires meaning only according to the life and language experience of each of us).

### CLASSIFICATIONS

The communication analysis can focus on three fundamental views:

#### a) in terms of organisation:

- Vertical communication
- Horizontal communication

#### b) in terms of the used code:

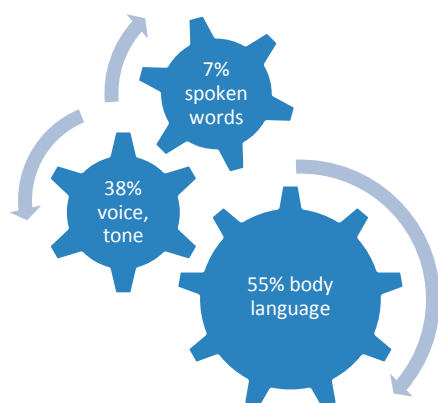
- Verbal communication
- Paralanguage
- Nonverbal communication
- Meta communication

**VERBAL COMMUNICATION** uses language as a form of expression, it is the most complex system of meanings (grammar), being useful for the development of the human intellect, for the development of learning and logical thinking, for understanding implications, relations expressed through notions, reasoning, inferences.

**NONVERBAL COMMUNICATION** is materialised in gestures, body position, mimics, attitudes etc.

**PARAVERBAL COMMUNICATION** (paralinguistic) is expressed through unarticulated sounds, intonation, stress, tone, voice inflexion and intensity, tonality etc.

**META COMMUNICATION** is the ultimate level of communication; it concerns the perceived meaning of the message, that is, what is understood beyond words.



**How do we communicate?**  
Dr. Albert Mehrabian's 7-38-55%-Rule

According to Mehrabian (1971), the three elements account differently for our liking for the person who puts forward a message concerning their feelings: words account for 7%, tone of voice accounts for 38%, and body language accounts for 55% of the liking.

For effective and meaningful communication about emotions, these three parts of the message need to support each other – they have to be "congruent". In case of any incongruence, the receiver of the message might be irritated by two messages coming from two different channels, giving cues in two different directions.

There are several limitations to Mehrabian's myth, depending on specific context of communication; this rule mainly relates to a situation where we are forming an attitude (like or dislike) of someone. The words could still be the most important part of the message.

Therefore, in a communication situation, there must be a certain correspondence between body language and spoken words.

A series of social psychology works reveal that 90% of what we think of a person is created in the first 50 seconds of the encounter; first impressions are very hard to change.

#### **GROUP WORK:**

#### **PRACTICE COMMUNICATION**

Practice in small groups of 3 to 4 participants for 10 minutes different examples/situations of verbal, nonverbal, paraverbal metacommunication.

### **3.3 COMMUNICATION TECHNIQUES**

The counsellor's techniques are: active listening, observation of the client, focalisation, confrontation, supply of information.

1. Active listening it is the mechanism through which the client receives attention, necessary

both for the comprehension of the problem and for improving the client's self-esteem. Active listening offers to clients the chance to release emotions, it creates the conditions for solving the problem on their own.

Reflection of feeling is a key ability in counselling as it helps clients express what they feel and face the problem, the emotions, instead of avoiding them. Emotional validation means recognition of emotions and it is essential before undertaking any intervention.

Paraphrasing means restating what the client has said, if we want to be sure that the client's message has been correctly understood.

Summarising consists in occasionally abbreviating the information provided by the client.

Questions help us check whether we have received the message correctly and reassure the client that what he/she says interests us.

2. Observation is the ability to gather relevant information, to identify incongruences, through the analysis of the client's verbal and nonverbal behaviour.

3. Confrontation consists in identifying and becoming aware of discrepancies, in helping the clients find solutions to the problem they face. The resistance exerted by convictions and beliefs prevents them from understanding their problems. It is important to avoid judging the clients, or their beliefs and convictions.

4. Focalisation presupposes directing the conversation with the client towards the aspects which we consider relevant for the counselling process.

5. Providing information is the ability to use what the client tells us so as to show that he/she is understood, to recognise resources, strong points, to outline the important aspects of an activity. According to the accuracy of the information received from the client, the counsellor shall provide accurate messages which will help him/her find solutions to the problem.

#### **THE COUNSELLOR'S ATTITUDES**

Unconditional acceptance concerns the individual as a human being and not any personal convictions or behaviours, meaning that we accept the client and not his/her behaviour. Through unconditional acceptance, we offer a relationship pattern to the clients who will learn to accept themselves as they are, 'with good parts and bad parts'.

Empathy is the ability to 'put oneself in someone else's shoes', to transpose ourselves in another person's place and to understand the way in which they think, feel and behave.

Collaboration presupposes encouraging and guiding the client for finding solutions to the identified problems.

### SOME TIPS FOR COUNSELLORS

Attending refers to the ways in which counsellors can be "with" their clients, both physically and psychologically. Effective attending tells clients that you are with them and that they can share their world with you. Effective attending also puts you in a position to listen carefully to what your clients are saying. The acronym **SOLER** can be used to help you show your inner attitudes and values of respect and genuineness towards a client.

**S:** Squarely face your client. Adopt a bodily posture that indicates involvement with your client. (A more angled position may be preferable for some clients - as long as you pay attention to the client.) A desk between you and your client may, for instance, create a psychological barrier between you.

**O:** Open posture. Ask yourself to what degree your posture communicates openness and availability to the client. Crossed legs and crossed arms may be interpreted as diminished involvement with the client or even unavailability or remoteness, while an open posture can be a sign that you are open to the client and to what he or she has to say.

**L:** Lean toward the client (when appropriate) to show your involvement and interest. To lean back from your client may convey the opposite message.

**E:** Eye contact with a client conveys the message that you are interested in what the client has to say. If you catch yourself looking away frequently, ask yourself why you are reluctant to get involved with this person or why you feel so uncomfortable in his or her presence. Be aware of the fact that direct eye contact is not regarded as acceptable in all cultures.

**R:** Try to be relaxed or natural with the client. Don't fidget nervously or engage in distracting facial expressions. The client may begin to wonder what it is in him or herself that makes you so nervous! Being relaxed means that you are comfortable with using your body as a vehicle of personal contact and expression and for putting the client at ease.

Effective attending puts counsellors in a position to listen carefully to what their clients are saying or not saying.

### 3.4 COMMUNICATION BARRIERS

The information conveyed through the communication process may be blocked or disturbed by a series of factors which intervene between the intended and the perceived meaning, caused by any of the communication components (sender, message, channel, receiver) or by the interaction thereof.

**Communication barriers** could be different views, rushed conclusions, stereotypes, lack of knowledge, lack of interest, difficulties of expression, emotions and personality.

**Communication barriers fall into five categories:**

- **Semantic barriers:** when the sender and the receiver do not assign the same meaning to the sent signals.
- **Physical barriers:** interferences which exist in the atmosphere and block communication: noise, lighting, materials, temperature, physical distance etc.
- **Psychological barriers:** these are the interferences which start from the individual's features, perception, values, from bad listening or observing habits (mental noise, hearing or visual problems, pronunciation deficiencies etc.).
- **Reality perception barriers:** they rest with the receiver and mean that the receiver intercepts only what he/she wishes or likes.
- **Administrative barriers:** any large and complex structure may, through its configuration, lead to the distortion of messages and channels (circuits, networks etc.).

**The consequences of communication barriers:**

- a conflict;
- lowering of the interlocutor's self-esteem;
- the appearance of hard feelings, relating difficulties;
- adopting defensive, retractile/aggressive attitude
- it inhibits the individual's resolving capacities, it decreases involvement.

(cf. Lutgen- Sandvik, 2010)

### 3.5 THE IMPACT OF INFORMATION TECHNOLOGY (IT) IN COMMUNICATION

The **Internet**, also called '*the information highway*' has become a social phenomenon, more and more accessible, offering a wide range of possibilities and options (web pages, e-mail, social networks, Facebook, LinkedIn, Twitter, Skype chats, data bases, applications etc.)

The so-called '*habits of the 21st century*', like *communication, problem-solving and reasoning, as well as many others, which concern the use of information and communication technologies, time management, information and human and material resources management, make up the hard core of the portfolio of each individual who enters the labour market.*

To make sure that the information provided to young people or adults are useful and have a full impact on the development of their career, they must be up to date, precise, impartial/neutral, certain, **directly accessible**, reliable, consistent and pre-classified according to certain criteria. In order to have a maximum impact, the information '*delivery*' method must be adapted to the dominant reception form.

#### Information and communication technologies (ICT) in counselling and orientation

The use of ICT has laid the foundations for the development and diversification of counselling and orientation services.

Thus, opportunities have been created to offer to adults information and counselling '*self-services*', especially to those categories of people who have a higher level of education and know how to efficiently use the internet (e-guidance).

Given the users' dynamic needs, specialists create and permanently update thematic websites - jobs, education and training offers, (self-) assessment tools, questionnaires concerning professional interests, profiles and occupational standards etc.

By using a computer or electronic device (mobile phone), people can ensure their interaction with an orientation specialist by e-mail, web chat, text message or social media (e.g. Facebook) or can participate to various interactive activities, forums or discussion groups.

However, some disadvantaged people, maybe with poor education and low (digital) skills, without possibilities and no knowledge about using modern information tools, will hardly profit from these kind of (digital) support. For them, the direct and personal contact with a counsellor may better represent a starting point for assistance and support, also regarding access to information.

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## TOPIC 4 Working Instruments – Counselling, Investigation Methods

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### 4.1 RESEARCH METHODS: ANAMNESIS / OBSERVATION / INTERVIEW / QUESTIONNAIRE ETC.

Career counselling and orientation focus on the client's personality traits, the aptitude-attitude-motivation system, the individual's anatomical and physiological characteristics. Career counselling may be:

- **Direct** (unmediated communication between the counsellor and the client);
- **Mediated** by the information and career orientation tools.

The success of career counselling activities depends on a real understanding of the client's personality.

Assessment and self-assessment of personality are meant to establish the compatibility between the level of professional training, the individual's ambitions and employment possibilities in the labour market and consist in providing information about the person who asks for support (psychological profile, professional interests), identifying

the strong points as key elements in determining the career path.

The **research methods** most frequently used in career counselling are (cf. Holban, I., 1972):

- **Anamnesis** – direct account of the individual for obtaining biographic and/or social data in order to complete the client's synoptic table. Anamnesis represents a sequence of the psychological biography from which we extract the origins and conditions of development of certain individual features (traits of character, feelings, relating capacities etc.)
- **Observation** – obtaining qualitative data through the systematic observation of the individual/group; non-intrusive observation methods are recommendable: audio-visual recordings.
- **Interview** – the counsellor-client dialogue meant to obtain information on the client's personality and behaviours; it is a specific form of information exchange which involves an



interviewer and one or several interviewees. The interview makes it possible to obtain a large amount of information but involves a lot of work and requires a lot of time.

- **Questionnaire** – it is a written research instrument, consisting of a series of questions and graphical images, logically and psychologically ordered, asked by a questioner or self-administered, the respondents' answers being recorded in writing.
- The questions must be appropriate for the target group (level of education, knowledge of notions, use of data transmission means etc.).
- The questions must be expressed in line with the data gathering method.
- Identification questions are put at the end.
- Questions must be logically ordered:
  - Time criterion: past – present – future;
  - Generalisation degree criterion: concrete – abstract.
- **Investigation** – research method of the social events which uses dialogue and questionnaire to gather information on different categories of facts;
- **Evaluation of the activity products** – indirect method for obtaining data about a person by analysing the results of his/her activities;
- **The method of objective appreciation** – the appreciation of an individual's characteristics through the investigation of the opinions of the members of the group he/she is a part of;
- **Sociometric methods** – methods of emphasising the group dynamics;
- **Tests** – standardised instruments for obtaining data about individuals. According to the generalisation criterion, Gibson and Mitchell (1981) classify the methods used in knowing the individual's personality into:
- **Non-standardised** – observation, autobiography, questionnaire, interview, sociometric techniques;
- **Standardised** – psychological tests

#### SELF-KNOWLEDGE - PSYCHO-PROFESSIONAL ASSESSMENT

- It represents an essential component in the career planning process and constitutes, most of the times, the first step of this process.
- It concerns the exploration and structuring of the information about oneself for the outlining of the individual's self-perception.

**The information about oneself most relevant for career planning:**

- interests
- values
- aptitudes
- personality

#### A. INTERESTS

- represent the crystallised preferences of an individual for certain fields of knowledge or work;
- constitute essential motivational factors in choosing one's career and determines the degree of satisfaction and performance achieved by the individual in the performed activities.

#### B. VALUES

- represent the basic convictions of an individual concerning what is important in life, in interpersonal relationships and work.

Examples of values: responsibility, initiative, spare time, comfort, power, recognition, pleasant family environment, autonomy, professional competence, expression of creativity, prestige, status, financial advantages, safety, satisfactory work relationships etc.

#### C. APTITUDES

- represent an individual's learning and performance potential in a certain field;
- are developed through learning and practice;
- lie at the basis of skills which, put into practice and repeated, become habits.

#### D. PERSONALITY

Personality characteristics represent typical thought, behaviour, affectivity and relationship modalities manifested by an individual.

The **psychogram** represents the set of psychical traits and characteristics of an individual, as well their degree of development at a certain time. Psychograms are created with the help of sets of tests. The psycho-professiogram is obtained starting from the psychogram and discarding all the traits which are not significant in practising a specific profession.

The **psycho-professiogram** represents the set of personality and behavioural traits of an individual required for obtaining efficiency and performance in a certain job.

### ROLE PLAY: INTERVIEW

Prepare in small groups for 30 minutes a structure of an interview with a disadvantaged person. Think about how to prepare the open space for the interview. Group discussion and debating these questions:

- What are the basic rules and approaches to deliver an interview with a disadvantaged person and which are the communication styles to be adopted during the interview (gestures, voice and image)?
- How should the interview be approached for different categories of disadvantaged people: low-skilled, migrants, long-term unemployed, for Roma people, people with disabilities, persons released from detention, women victims of domestic violence, drug addicted people, single parents, etc.?
- What are the differences between a face-to-face interview and an online interview focusing on key indicators like personal profile, timing, relevant information to pick up, environmental setting?

## 4.2 TYPES OF TESTS USED IN THE COUNSELLING PROCESS FOR IDENTIFYING INTERESTS, VALUES AND SKILLS, PERSONALITY TRAITS; SETS OF TESTS ETC.

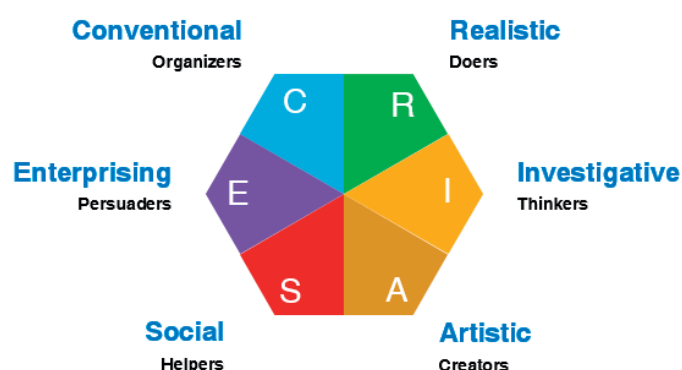
Tests and inventories are assessment tools that may be used to measure an individual's abilities, values, and personality traits. They are components of the assessment process. A test provides only part of the picture about a person. People differ in their relative knowledge, skills, abilities, competencies, personality, interests and values. On the other hand, the assessment process com-

bines and evaluates all the information gathered about an individual or a group of individuals to provide career guidance or to select individuals for training or development programmes.

There is a variety of tests that measure the intelligence or aptitude, inventory the skills and assess the ability to succeed in a career.

### HOLLAND'S INVENTORY OF OCCUPATIONAL INTERESTS

One of the best known approaches to understanding personality traits related to professional interests is the Career Typology and Environmental Model proposed by Holland (1959, 1997). This approach was developed to meet needs concerning the professional qualification of individuals in the mid-20th century.



The hexagonal model of the types of interests according to Holland

Career interests are expressions of life's objectives, values, identifications, competencies and the abilities of individuals within the professional sphere, representing a synthesis of personal characteristics that orient one's career choice. **Six basic types of personality and working environments can represent these characteristics: Realistic (R); Investigative (I); Artistic (A); Social (S); Enterprising (E), and Conventional (C);** (cf.

Holland, 1996, 1997; Holland, Fritzsche & Powell, 1994). People whose predominant characteristics are described by the Realistic (R) type have a tendency to focus more frequently on observable and concrete realisations, are not very sociable, have good motor skills, and prefer to deal with concrete problems rather than abstract ones. The Investigative (I) type is represented by individuals predominantly more introverted and focused on intellectual exploration, who enjoy thinking more than acting and are more skilled to deal with abstract ideas and words. The predominant characteristics of the Artistic (A) type are introversion, a tendency to use feelings, emotions, intuition, imagination, and creativity to deal with daily situations. The Social (S) type corresponds to individuals whose most prominent characteristics are extroversion, sensitivity, solidarity, with good verbal and interpersonal skills and a tendency to social interaction and engagement. More enthusiastic, impulsive, and outgoing individuals who prefer activities in which they dominate, persuade and lead others belong to the Enterprising (E) type. The Conventional (C) type, in turn, gathers characteristics such as conformism and control, prefers more structured activities involving obedience to orders and rules.

[www.123test.com/holland-codes-career-tests/](http://www.123test.com/holland-codes-career-tests/)  
[personality-testing.info/tests/RIASEC/1.php](http://personality-testing.info/tests/RIASEC/1.php)  
[www.truity.com/test/holland-code-career-test](http://www.truity.com/test/holland-code-career-test)

**MBTI PERSONALITY TEST**

Carl Jung's and Isabel Briggs Myers' personality test is an introspective self-report questionnaire designed to indicate psychological preferences in how people perceive the world and make decisions. **Thereby this theory, people can be characterised by:**

- Extraverted (E) vs. Introverted (I),
- Sensing (S) vs. Intuition (N),
- Thinking (T) vs. Feeling (F)
- Judging (J) vs. Perceiving (P)

All possible permutations of preferences in the 4 dichotomies above yield 16 different combinations, or personality types, representing which of the two poles in each of the four dichotomies dominates in a person, thus defining 16 different personality types. Each personality type can be assigned a 4 letter acronym of corresponding combination of preferences.

ESTJ	ESTP	ENTJ	ENTP
ESFJ	ESFP	ENFJ	ENFP
ISTJ	ISTP	INTJ	INTP
ISFJ	ISFP	INFJ	INFP

[www.myersbriggs.org/my-mbti-personality-type/take-the-mbti-instrument](http://www.myersbriggs.org/my-mbti-personality-type/take-the-mbti-instrument)  
[www.mbtionline.com](http://www.mbtionline.com)  
[www.humanmetrics.com/personality/type](http://www.humanmetrics.com/personality/type)  
[www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test)

**INDIVIDUAL WORK: TEST**

We suggest you to fill your own test and try the available free online test (Holland or MBTI Test)

There are a variety of career assessment tests and personality tools available online. Many are free, others charge for all or some portions of the test. It's important to keep in mind that some of these tests aren't scientifically validated. However, they are quick and easy to take and can give you an insight, at least, into what type of work you might choose.

**WE EXEMPLIFY BELOW CURRENTLY USED TESTS:**

**CareerThesaurus** - is a quick, easy and free Career Test to get an idea about jobs that would be a good fit for you.  
[www.careerthesaurus.com/careertest/taketest](http://www.careerthesaurus.com/careertest/taketest)

**Color Career Test** - ColorQuiz is a quick and easy five-minute test which analyses the personality based on the colours selected.  
[www.colorquiz.com/quiz.php](http://www.colorquiz.com/quiz.php)

**Dewey Color System Test**

The Dewey Color System is a colour based career test that can give you information on jobs that would be a good fit.  
[www.deweycolorsystem.com/tests/color-career-counselor](http://www.deweycolorsystem.com/tests/color-career-counselor)

**Keirsey Temperament Sorter**

The Keirsey Temperament Sorter, another top rated test, helps you discover what type of temperament you have and tells you if you're an Artisan, Guardian, Rational or Idealist.  
[www.keirsey.com/sorter/instruments2.aspx](http://www.keirsey.com/sorter/instruments2.aspx)

**PathSource**

PathSource is a free career exploration solution that helps students and job seekers make better career choices with its free mobile app.  
[app.pathsource.com/users/sign\\_in](http://app.pathsource.com/users/sign_in)

**Sokanu**

Sokanu is a free platform for users to assess their interests, personality type, abilities, career values and preferred work and social environments

in order to find matches which will lead to satisfying careers. Sokanu is a 30 minute free career test that measures your fit against 700+ careers.  
[www.sokanu.com](http://www.sokanu.com)

**Strong Interest Inventory (SII)**

The Strong Interest Inventory – SII is a self-assessment instrument that career development professionals use to help high school and college students, as well as adults, discover their interests. SII contains 291 items that ask users about their preferences in regard to occupations, subject areas, activities, leisure activities, people and characteristics. It takes between 35 and 40 minutes to complete.

**Self-Directed Search (SDS)**

SDS is an online version Interest Inventory published by PAR (Psychological Assessment Resources, Inc.) available for a small fee. After completing the assessment, you will receive a printable report containing a list of occupations that most closely match your interests.  
[www.self-directed-search.com](http://www.self-directed-search.com)

**O\*Net Interest Profiler**

is another free online tool that can help you discover your interests.

[www.mynextmove.org/explore/ip](http://www.mynextmove.org/explore/ip)

**Limitations of tests:** fallibility of test scores

Professionally developed tests and procedures that are used as part of a planned assessment programme may help in career guidance, training, and development. However, it is essential to understand that all assessment tools are subject to errors, both in measuring a characteristic, such as

verbal ability, and in predicting performance, such as success in training. This is true for all tests and procedures, regardless of how objective or standardised they might be.

**PRINCIPLE OF ASSESSMENT**

**Do not rely too much on any one test to make decisions. Use the whole-person approach to assessment.**

All of these instruments are generally provided to counsellors by specialised firms, against payment.

## TOPIC 5

# Specific difficulties of counselling and guidance, Levels of success in counselling

**SPECIFIC DIFFICULTIES OF COUNSELLING AND GUIDANCE**

Obstacles in counselling are system-related (management, material resources and clients' negative attitudes) or isolated. The most important obstacle a counsellor must overcome is the client's lack of confidence in the counsellor's ability to successfully support him/her, hence, the absence of a desire for real and efficient communication.

**Myths which counsellors often run against:**

- The counsellor will tell me what to do to solve my problem - False!
- If I go to a counsellor, this means I have mental problems. - False!
- If I start going to the counsellor, I will have to continue doing it for a long time until I solve my problem. - False!
  - Counselling is a fashionable trifle. - False!
  - Only the weak resort to counselling. - False!
  - People from rural areas do not need counselling. - False!
- The counsellor will judge and lecture you. - False!
- The counsellor might tell your case to people you know or to other people. - False!
- Career counselling is only for those who want to 'go up' the social hierarchy. - False!
- Group counselling does not help me as an individual. - False!

**Module 1**  
General Basics  
for Counselling  
and Guidance

- Career counselling is a new area and counsellors do not have enough experience. - False!
- My counsellor will find me a job. - False!

**ELEMENTS WHICH ENSURE COUNSELLING SUCCESS**

Given that the client may have many and various expectations from the counselling procedure, it is recommended that the counsellor informs him/her about the structure of the counselling procedure at the first meeting.

In conclusion, in a quick recap, the success of counselling is ensured by the most important elements:

**Open discussion without a defensive attitude -**

It is important that the counsellor offers the necessary time to the client to be able to express freely and to encourage open and honest discussion.

**Empathy** - Many hesitant persons experience strong feelings which must be acknowledged and evaluated through empathy (cf. Miller & Rollnick, 2002).

**Roles and responsibilities** - Many clients do not fully understand the role and responsibilities of the professional counsellor. Therefore, it is necessary to clarify this role and to explain what is expected of the client (Newman, 1994, Maher et al., 1994). The counselling process includes specific rights and tasks. The supply of information and discard of misunderstandings might play a significant role in building a good relationship.

**Joint effort** - Counsellors must express, as much as possible, their willingness to play a supporting role in the assistance process (cf. Bischoff & Tracey, 1995). Although the counselling process might include certain 'control' functions, career counselling must represent, mostly, a process of encouragement and assistance. Career counsellors openly express their intention to understand the

situation from the client's standpoint (without a critical attitude).

When counsellors feel that they have problems in solving a case, they must review the SWOT analysis made in the beginning of the counselling phase to see what phase has been more easily overlooked (for the **SWOT analysis**, check out the module "Career Guidance").

## LEARNING OUTCOMES

Units of learning outcomes	LEARNING OUTCOMES (LO)			Assessment
	Knowledge	Skills	Competences	
<b>General basics for counselling and guidance</b>	<b>1.1-1.5. COUNSELLING AND GUIDANCE PROCESS: TO UNDERSTAND THE SPECIALISED TERMINOLOGY OF COUNSELLING AND GUIDANCE</b>			<b>Performing of group role play</b>
	To understand the counselling process: principles, methods, techniques and strategies To understand the specific role of the counsellor	Identify useful information Good communication skills, especially inter-personal communication Empathy, Knowledge regarding the principle of counselling	Is able to react appropriately and respond to the needs of the individual Responsibility to complete tasks, meet deadlines and collaborate with others	<b>Presentation, Evaluation (guided by the trainer)</b>
<b>Mechanisms of intervention</b>	<b>2.1 - 3.5.: INTERVENTION PLAN. CASE MANAGEMENT COMMUNICATION TECHNIQUES</b>			<b>Performing of group work "Case study"</b>
	To understand the specific role of the counsellor and ways of identifying problems of counselled persons Notions about techniques and methods of assessment - skills, cognitive and motivational level. To understand the role of networking in the process of integration of the client To understand the importance of communication and of active listening	Creativity: to think in new and imaginative ways; to generate ideas, solve problems, learn to innovate and create opportunities; to develop creative ideas and recognise their value; Good communicator and listener Recognise relevant partners for a supporting network and possible challenges in own working environment	Ability to develop ideas/ strategies to address individuals. Responsibility to complete tasks, meet deadlines and collaborate with others Ability to accept innovation and change  Flexibility in changing plans according to the needs of the client	<b>Group work: "Practice communication Presentation"</b>  <b>Evaluation Self-assessment</b>
<b>Working instruments</b>	<b>4.1 - 4.2. INVESTIGATION METHODS</b>			<b>Individual work "Personality tests"</b>
	Notions about working instruments and methods of assessment - skills, cognitive and motivational level To learn about the current status of the vulnerable individual and the disadvantages of the client.	Be able to assess what instruments can be used in order to take the right decision for the client  Able to decide what aspects are transferable to own work environment Notions on assessment tools	Successful application of assessment methods	<b>Presentation, Evaluation (guided by the trainer)</b>



Levels of success in counselling / difficulties	5. LEVELS OF SUCCESS AND DIFFICULTIES			Individual Exam- ples
	To identify elements which can ensure counselling success but also the difficulties that can block the counselling process	Ability to take initiative Responsibility to complete tasks, meet deadlines and collaborate with others Ability to learn from failure Motivation	Is able to provide a concise description of the counselling process, roles and responsibilities within the team work	Group Work

CURRICULUM

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
Introduction	<ul style="list-style-type: none"><li>General basics for counselling and guidance</li></ul>	<ul style="list-style-type: none"><li>Training Course Handbook Topic 1</li></ul>	15 min
	<ul style="list-style-type: none"><li>Query: Knowledge/Experience of the participants regarding the topic, Expectations</li></ul>	<ul style="list-style-type: none"><li>Performing of group role play "Counselling" and "Six Thinking Hats"</li></ul>	15 min
1. Background Information 1.1-1.5 Counselling and guidance process Counsellor's profile	<ul style="list-style-type: none"><li>Specific terms and definitions</li><li>Lecture on the specific terminology, general information regarding the process of counselling</li><li>Group work "Counselling Classification" as described in the Training Handbook</li></ul>	<ul style="list-style-type: none"><li>Training Course Handbook Topic 1 or slides if applicable</li></ul>	15 min
		<ul style="list-style-type: none"><li>Description of group work as described in Topic 1</li></ul>	20 min
2.1-2.4 Mechanisms of intervention Intervention Plan. Case Management	<ul style="list-style-type: none"><li>Introduction to group work as described in the Handbook</li><li>Performing of group work "Case study"</li><li>Exchange of experience: Ask the participants for examples of this phenomenon from their day-to-day work</li><li>Possible classifications</li><li>Evaluation</li><li>Self-assessment</li></ul>	<ul style="list-style-type: none"><li>Training Course Handbook and slides if applicable</li><li>"Study Case" from Topic 2</li><li>Additional information presented by the trainer if necessary</li></ul>	15 min
			Approx. 60 min (depending on group size)
3. Communication Techniques	<ul style="list-style-type: none"><li>Presentation on the concept and principles of communication</li><li>Learn about different forms of communication in group work</li><li>Discussion with participants – what do they consider as important in communication</li></ul>	<ul style="list-style-type: none"><li>Training Course Handbook</li></ul>	15 min
		<ul style="list-style-type: none"><li>Group work description from Topic 3</li><li>Flipchart for notes of the participants</li></ul>	20 min
4.1 - 4.2 Working instruments Notions about working instruments and methods of assessment	<ul style="list-style-type: none"><li>Assess what instruments can be used in order to take the best decision for the client</li><li>Individual work - "Personality tests"</li></ul>	<ul style="list-style-type: none"><li>Training Course Handbook Topic 4</li></ul>	15 min
	<ul style="list-style-type: none"><li>Evaluation (guided by trainer)</li></ul>	<ul style="list-style-type: none"><li>Individual tests</li><li>Role Play "Interview"</li></ul>	20 min
			40 min
			15 min

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>5. Levels of success in counselling Obstacles</b>	<ul style="list-style-type: none"> <li>• Presentation of the elements that assure the level of success: the 4 principals</li> <li>• SWOT analysis</li> <li>• Individual feed-back</li> <li>• Myths which counsellors often run against</li> <li>• Evaluation (guided by trainer)</li> <li>• Present challenges stated in the handbook, discuss (also possible solutions) with participants</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 5</li> <li>• Individual SWOT analysis</li> <li>• Training Course Handbook Topic 5</li> </ul>	15 min  30 min 5 min 20 min  10 min 15-20 min
<b>Feedback of the Module</b>			20 min

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### 1. INTRODUCTION

The dynamic changes of the labour market as a result of the global migration processes, social, economic and technological development in the society, as well as the various forms of financial and economic instability require a flexible and adequate approach towards the client in the work of the career guidance practitioners. The module "Career guidance" is divided into four main topics, focused on expanding the knowledge of career counsellors, who are willing to provide quality services for people from risk groups on the labour market. The training materials include basic knowledge resources about: labour market information and analysis of local labour market; competence assessment in the aspect of career guidance; client oriented approach towards motivation for active behaviour in the labour market and support in action planning; useful tips for guiding clients in the job search process.

The different templates, examples, exercises and tests, allow using the contents as a reference tool for delivering group training, as well as a self-education guide for career guidance practitioners, who are willing to enlarge their competences.

"Career guidance includes a range of activities such as counselling, informing, coaching, teaching, assessment and advocacy" (ELGPN 2012a), that "enable individuals to manage their life paths in learning and work." Therefore we refer to the specialists whom the module "Career guidance" is designed for, as career guidance practitioners, career counsellors or just counsellors.

### AIMS AND LEARNING OUTCOMES

Module 2  
Career guidance

The module "Career guidance" aims at acquiring specific competences and skills by practitioners in the field of career guidance, applicable in their work with people from disadvantaged groups on the labour market. After completing the training module, the counsellors should be able to apply an individual approach to clients, taking into consideration the good balance between the personal desires and expectations of the individuals and the actual labour market situation.

### GROUP DISCUSSION:

What are your expectations?

The participants are asked about their expectations of the module "Career guidance", which should be considered by the trainer for applying a more effective approach during the sessions.

### 2. LABOUR MARKET



"Providing quality labour market information to clients should be of particular importance to career guidance practitioners who support young people in choosing their career path, assist employed adults in taking career development decisions, as well as support unemployed ones in finding their way to employment" (Cedefop 2016a). Labour market information could be obtained from various sources: surveys (on labour force, skills demand, graduates, branch organisations); the job vacancy monitor; skills forecasts; databases on employment, social security, education; public employment services; Eurostat; national statistical offices, etc. Transmitting and presenting detailed labour market information should be "understandable and relevant to the educational profile, language ability, social situation, migration background, cognitive ability of the individuals" (Cedefop 2016a). For example, in the line of work with low-educated and low-qualified people, migrants, etc., images instead of text could be used.

### VIDEO:

In the following video material "New skills agenda for Europe", the new skills agenda: "Working together to strengthen human capital, employability and competitiveness", launched by the European Commission in June 2016 is presented in a simple and friendly way (accessed January 2017): <http://ec.europa.eu/avservices/video/player.cfm?ref=1119599&videolang=EN&devurl=http://ec.europa.eu/avservices/video/player/config.cfm>

### 2.1. LOCAL LABOUR MARKET AND TRAINING OPPORTUNITIES



Both the regional and local aspect of the labour market information should be taken into consideration by career guidance practitioners. Up-to-date information could be obtained by meetings and interviews with business

organisations, employers, institutions in the field of employment, job agencies, NGOs, vocational schools and training centres. Maintaining such contacts provides the opportunity for career counsellors to use real time data about the occupational structure and the economic profile of the local labour market (for example, companies, which are constantly hiring low-skilled and low-educated workers, as well as vocational trainings offered at local level). This way, clients could be guided towards demanded occupations at local level and relative trainings, instead of simply including them in qualification courses, offered by the training organisations in general. Career counsellors should also be well acquainted with suitable methodology and tools for providing local labour market analysis, and employers’ surveys on qualifications, skills and labour force demands.

LOCAL LABOUR MARKET ANALYSIS

EXAMPLE



The local labour market analysis should include an overview of general geographic, demographic, cultural and economic information, as well as a survey of infrastructure, landmarks, local organisations and specific community problems. Reviewing the existing access to education and training opportunities would be significant as well. The analysis must also consider the living conditions, transport, healthcare and childcare access, and establish potential areas for employment and entrepreneurial activities.

In order to provide more detailed vision of the local economic profile, the research should identify:

- Local markets and what goods and services they sell;
- Goods or services that are being produced locally, and their users;
- Which of the sales products and services of basic, essential nature are produced outside the community;
- Which products and services are most popular, and which are their suppliers;
- Regular external suppliers;
- Main industries in the region (agriculture, tourism, etc.);
- Number and types of home and micro businesses;
- Range and type of the small and medium enterprises, as well as developing companies (those which are constantly expanding their business and/or have lots of new competitors offering similar goods or services);
- Larger companies, which hire labour from the community.

WORKING WITH EMPLOYERS



The career guidance practitioners should seek establishing and maintaining good working partnership with employers in order to be able to provide in-depth labour market information to the client; to rely on current data about labour and skills demands; to coordinate the hiring process.

GROUP WORK:

Survey on employers’ demands of low-qualified workers

Questions for discussion:

What skills and techniques are necessary for establishing good working partnership with employers? What information should be prepared before the employer’s interview? Who should be interviewed (from the company staff)?

The participants are divided into small groups of 3 to 5 people and discuss the presented questions. At the end of the exercise each group makes a short presentation of the results of the group work.

The following list of questions could serve as a reference for the further design of an employers’ survey questionnaire form:

Is it easy or difficult for you to find workers for positions that do not require special skills and qualifications?	Easy rather than difficult / difficult rather than easy
Which of the following qualities are most important for you?	Quality of work / discipline / willingness for further training / loyalty / other .....
How do you find the necessary workers?	Ads in the Internet / print media advertising / friends and colleagues / educational organisations / labour offices / private job agencies / attracting them from other companies/other ways .....
Do you provide training opportunities for you employees?	Yes, at company’s expense/ Yes, at own expense/ Yes, by using subsidising/ No
Do you have vacant jobs at the moment?	Yes / No .....

## 2.2. LABOUR MARKET, TRAINING OPPORTUNITIES AND CAREER DEVELOPMENT RESOURCES



*"Regularly updated job vacancy data can frequently serve the counsellors for the purposes of career guidance better, but tends to be less reliable. This type of data should be used in combination with information from public sources, which tends to be more accurate and robust, even if less timely and detailed" (Cedefop 2016a).*

### EUROPEAN RESOURCES:

**Electronic Platform for Adult Learning in Europe:** <https://ec.europa.eu/epale/en/home-page>

**European Lifelong Guidance Policy Network:** <http://www.elgpn.eu/>

**Euroguidance Network:** <http://euroguidance.eu/about-us/>

**Eurostat:** <http://ec.europa.eu/eurostat/web/labour-market>

**European Centre for the Development of Vocational Training:**

<http://www.cedefop.europa.eu/>

**Learning Opportunities and Qualifications in Europe:** <https://ec.europa.eu/ploteus/>

**European Commission:** <http://ec.europa.eu/social/main.jsp?catId=25>

**Network for Innovation in Career Guidance and Counselling in Europe:**

<http://www.nice-network.eu/>

### BULGARIAN RESOURCES:

**Directorates "Labour office":**

<http://www.az.government.bg/pages/kontakti-dbt>

**National statistical institute:**

<http://www.nsi.bg/>

**Employment agency:**

<http://www.az.government.bg/>

**Ministry of Education and Science:**

<http://www.mon.bg/>

**National Agency for vocational education and training:**

<http://www.navet.government.bg/>

**Ministry of labour and social policy:**

<https://www.mlsp.government.bg>

### GERMAN RESOURCES:

**Ministry of Economic Affairs:**

<http://www.bmwi.de>

**Navigator for career development - BEN:**

<https://ben.arbeitsagentur.de>

**Federal employment agency:**

<https://www.arbeitsagentur.de/en>

**Federal Ministry of Education and Research:**

<https://www.bmbf.de/en/index.html>

**Federal Network Further Education Guidance:**

<http://www.lnwbb.de/>

**Federal Statistical Office:**

<https://www.destatis.de/EN/Homepage.html>

**Web portal of the federal states regarding (vocational) further education:**

<http://www.bildungsserver.de/Weiterbildung-in-den-Laendern-1201.html>

### ROMANIAN RESOURCES:

**Local Employment Agencies:**

<http://www.anofm.ro/site-uri-ajofm>

**Ministry of Education, research**

**and Innovation:** <http://www.edu.ro/>

**Ministry of Labour, Family and Social**

**Protection:**

<http://www.mmuncii.ro/j33/index.php/ro/>

**National Agency for Employment:**

<http://www.anofm.ro/>

**National Authority for Qualifications:**

<http://www.anc.edu.ro/>

**National institute of statistics:**

<http://www.insse.ro/cms/en>

**National scientific research institute for labour and social protection:** <http://www.incsmps.ro/>

More information is available in the country reports (Bulgaria, Germany and Romania) included at the end of the FairGuidance training course handbook.

## 3. COMPETENCE ASSESSMENT



*"In the relatively short history of career guidance as a separate scientific field, a large number of theoretical concepts have been produced, all of which have one common goal – to explain human behaviour in relation to career development and to help individuals to find their optimal life path" (Katsanevas, 2014), which would lead to achieving their personal goals and desires. In the rapidly changing modern environment, career guidance and counselling practitioners "need to incorporate different career development theories, to become familiar with all available methods and new technologies" (Katsanevas, 2014) in order to be able to help individuals to adapt to the dramatic changes in economy and labour market. Career guidance and counselling practitioners need to develop their own competence and to update their skills continuously so they can work alongside the client as a useful partner in the construction of future career goals re-*



lated to education, training, career development. Furthermore, the information and communication technologies based services should be considered in career counselling process in combination with traditional methods for widening the access to information and guidance to clients.

### 3.1. ASSESSMENT METHODS IN CAREER GUIDANCE



One of the important stages in the career guidance process is competence assessment. Formal and informal methods could be used to

collect and analyse information about the client, to assess the needs of career guidance and the readiness of individuals to make career decisions. Tools that could be used include standardised tests, questionnaires, assessment cards, an interview. The choice of an adequate approach towards each client is of crucial significance for building trust between the participants in the process.

One of the core competences of career guidance practitioners refers to *"employing different assessment techniques for identifying the strengths, weaknesses, opportunities and risks of clients by selecting information and assessment strategies according to different concerns, traits, involvements, social-economic backgrounds of clients, and taking organisational conditions/limitations into consideration"* (Schiersmann 2012).

It is appropriate to use a variety of assessment instruments, not just a particular one, in order to confirm the results from one assessment with the results from another. On the other hand, sometimes traditionally accepted measure instruments may not be appropriate for use with certain groups of clients, due to diversity of individuals. Career guidance practitioners should always keep an open mind for new measures. Some of the criteria for choosing particular test instruments include: *"reliability and validity of assessment; ensuring understanding of assessment results; implications and relevance to user's plans and strategies"* (Cedefop 2009).

*"Theories, which aim at matching between personal orientations and work environment, such as Holland's six personality types theory are often used to support career guidance services particularly in cognitive testing or self-help services"* (Cedefop 2016a).

### ONLINE RECOURCES PROVIDING FREE PROFILER TOOLS (ACCESSED JANUARY 2017):

#### 16 personalities:

<https://www.16personalities.com/>

#### MMDI™ Personality Questionnaire

(Myers Briggs Personality Types):

<http://www.teamtechnology.co.uk/tt/t-article/mb-simpl.htm>

#### O\*NET Interests profiler:

<https://www.mynextmove.org/explore/ip>

#### Keirsey Temperament Sorter:

<http://www.keirsey.com/sorter/register.aspx>

Despite their simplicity of implementation these models are rather static, and could have certain *"limitations when dealing with individual and contextual changes"* (Cedefop 2016a) in an unstable labour market. Nowadays *"the narrative approaches to career counselling, which rely on the experiences of individuals and life-design counselling for career construction"* (Savickas 2015) are considered as well. These approaches are extremely useful in guiding clients to identify and formulate their goals clearly and to understand themselves better. *"In life-designing counselling, clients and counsellors form relationships to address collaboratively career concerns and resolve work-role problems"* (Savickas 2015).

The Career Construction Interview model, developed by Savickas and Hartung is available at the website Vocopher (accessed January 2017). The questions focus on encouraging clients to tell their stories and their own personal success formula:

<http://www.vocopher.com/CSI/CCI.pdf>

An example of flexible, practically-oriented instruments for determining the potential of individuals are the Competence cards for Immigration Counselling (2016), that have been developed by the Bertelsmann Stiftung in cooperation with the bodies responsible for immigration advice service for adults in Germany. The cards visualise competences, and are customised to both the immigrants' and the counsellors' needs (accessed January 2017):

<https://www.bertelsmann-stiftung.de/en/publications/publication/did/competence-cards/>

3.2. COMPLEX ASSESSMENT EXAMPLE

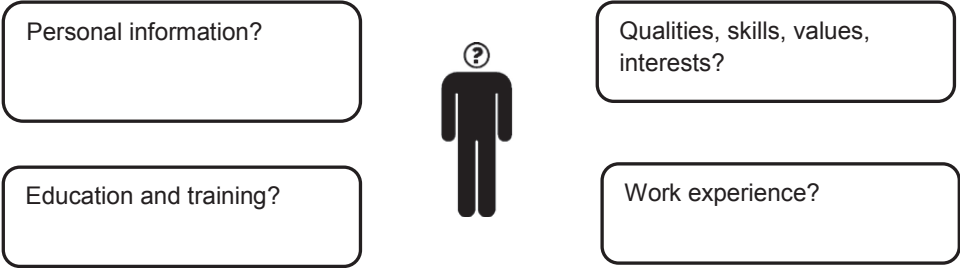


The individual consultation could include a complex assessment of the qualities and skills, value systems and orientations, as well as defining individual interests and abilities. When the counsellors are working with low-educated and low-qualified people, holding an interview in the form of a friendly talk and using simple and encouraging questions could lead to far better final results than throwing to the client multiple

written forms and questionnaires to fill in. In general, open-ended questions are recommended such as "Why do you feel ...", "Tell me (more) about ...", "What can you tell me about ...", "Why do you think that ...", etc., which would encourage clients to tell and reveal more about themselves. For icebreaking, the introduction of the counsellor with a few words (name, age, education, plus one positive quality) is always considered a good starting point.

Four of the main fields of interest for a complex assessment:

Counsellors and their clients can use the following tools for the various components of a complex assessment:



3.2.1. ANALYSIS OF PERSONAL ACHIEVEMENTS UNTIL NOW AND THOSE THAT THE CLIENT DESIRES TO ACHIEVE IN FUTURE.

Personal achievements until now	Achievements in future

3.2.2. ANALYSIS OF PERSONAL QUALITIES UNTIL NOW AND THOSE THAT THE CLIENT DESIRES TO DEVELOP IN FUTURE

Example Qualities List					
Punctual	Energetic	Honest	Steady	Following own interests	Hard-working
Quick	Enthusiastic	Supportive	Cautious	Calm	Patient
Careful	Loyal	Orderly	Accurate	Spontaneous	Persistent
Flexible	Curious	Taking risks	Friendly	Companion-ate	Sensitive
Discreet	Resourceful	Positive	Self-confident	Responsible	Quick learner

Qualities Summary – up to 5 positions	
Personal qualities until now	Qualities in future

3.2.3. ANALYSIS OF PERSONAL SKILLS - UNTIL NOW AND THOSE THAT CLIENT DESIRES TO DEVELOP IN FUTURE

Example Skills List – Physical skills					
Arranging Cleaning	Fixing Main- taining Controlling	Sorting Measuring Regulating	Moving Digging Build- ing	Drilling Cutting	Driving Working with instruments

Example Skills List – Assisting and co-operative skills					
Advising	Explaining	Packaging	Listening	Serving	Presenting
Assisting	Preparing	Sending	Guiding	Selling	Directing

Skills in using documentation and digital information

Artistic skills

Other skills

Skills Summary – up to 5 positions	
Personal skills until now	Skills in future

3.2.4. ANALYSIS OF VALUES

3.2.4.1. COMMUNAL VALUES:

respect and self-respect, tolerance, friendship, justice, honour, dignity.

3.2.4.2. VALUES, RELATED TO THE WORKING ENVIRONMENT AND THE SPECIFICS OF THE LABOUR:

working conditions, working hours, security, safety, comfort, clear rules and expectations, salary, opportunities for development and growth, team work, cooperation, support.

3.2.5. ANALYSIS OF INTERESTS:

What do/don't you like to do? What do you dream of doing? What else do you want to learn and know? Examples from personal and professional life and education could be used.  
Examples: reading, meeting and communicating with people, cooking, building things, singing, working with instruments, living things, etc.  
Using analysis and survey of personal achievements, qualities, skills, values and interests, each person could reach a positive vision of one's own targets and expectations, related to his/her own career development.

3.2.6 EDUCATION

Formal - school, educational centres, etc.  
Non-formal and informal - knowledge based on professional experience, short-term courses, work-based learning, voluntary events, etc.

3.2.7. WORK EXPERIENCE

Summarising the work experience should emphasise on something more than a simple list of previous jobs. It is important to extract information about the acquired knowledge in the context

of the other factors, which influence the career development – skills, qualities, values, education, and labour market.

3.2.8. PROFESSIONAL FIELDS AND OCCUPATIONS

After the complex assessment, the career counsellor could suggest that the client choose these business sectors and/or occupations, which are relevant to his/her interests, skills, qualities, values, experience, future plans and dreams. For example: automotive industry, construction, tourism, agriculture, etc.; builder, gardener, etc.

Online video materials presenting different careers (accessed January 2017):  
**My next move, Careers with videos (in English):**  
<https://www.mynextmove.org/find/videos>  
**National agency for vocational education and training, Vocational guidance (in Bulgarian):**  
<http://www.navet.government.bg/bg/profesion-alno-orientirane/>

3.2.9. EXAMPLE OF AN ASSESSMENT FORM

The final objective of the complex assessment is to establish the employability level of the client, to determine whether there is an existing opportunity for a suitable position for the client, or what other actions will be necessary, such as additional consultation, physiological support, trainings and courses.  
During the career guidance process counsellors gather a variety of assessment data to help outlining a clearer picture of the client. All the information gathered, the results of different assessment

instruments and tests could be summarised in one single assessment form, filled in by the counselor. This will facilitate presenting the information to the client in a credible way and focusing on the next steps, necessary both to client and practitioner.

Assessment form	
1.Name, age, gender, nationality	
2. Personal qualities	
3. Values, goals	
4. Interests	
5. Skills and competences	
6. Assessment test results	
7. Education and training	
8. Professional experience	
9. Special issues	
10. Degree of motivation for starting work; for further qualifications	
11.Conclusions, following steps	

Assess yourself – understanding your own professional boundaries

Some of the foundation competences of the career guidance practitioners are to develop one’s own capabilities and to understand any limitations. *“This requires a reflective approach to considering one’s own capacity and understanding professional boundaries”* (Cedefop 2009). It is of particular importance for career guidance practitioners first of all to be able to self-evaluate their own skills and competences.

INDIVIDUAL WORK: EMPLOYABILITY SKILLS ASSESSMENT

*“Employability skills are those required not only to gain employment but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions”* (Australian Blueprint for Career Development 2010). Most of those skills could be learnt, such as communication skills, problem solving skills and planning skills. However, there is a set of important personal attributes (loyalty,

motivation, adaptability, enthusiasm), that are as important as the employability skills and other technical or job specific skills.

The participants are asked to assess their own employability level in the field of career guidance services, by filling the following simple self-evaluation checklist of personal and social skills, and motivation for career development.

**Employability skills assessment:** Please apply the following scale for assessment of your skills:

1 –minor skills; 2 – average skills; 3 – good skills; 4 – very good skills

I. Skills and competences											
1. Personal skills						2. Social skills					
1.1.	Flexibility	1	2	3	4	2.1.	Team work	1	2	3	4
1.2.	Initiative	1	2	3	4	2.2.	Communicative skills	1	2	3	4
1.3.	Self-control	1	2	3	4	2.3.	Leadership	1	2	3	4
1.4.	Persistence	1	2	3	4	2.4.	Dealing with conflict situations	1	2	3	4
1.5.	Time management	1	2	3	4	2.5.	Organisational skills	1	2	3	4
1.6.	Decision making	1	2	3	4	2.6.	Empathy	1	2	3	4
II. Degree of motivation for working in the field of career guidance services		1	2	3	4	III. Degree of motivation for further qualification in the field of career guidance services		1	2	3	4

If the sum of your scores is below 28, you should consider which of your skills need improvement and/or what necessary steps you should undertake.

#### 4. MOTIVATION AND PLANNING



Individual work with clients is an important step in turning de-motivation in career counselling process into motivation for active behaviour. Consultations contribute to revealing the causes for de-motivation, and target upon offering means of identification of the personal resources for dealing with the existing situation. *"The story telling approach can assist individuals in crafting new identities that better position them in their careers"* (McMahon et al. 2013) in the context of their cultures and understandings. In modern reality career guidance should be focused more on the individual *"as self-constructing, self-organising, and self-regulating living system"* (Vondracek et al. 2010) with a particular emphasis on optimal performance in the areas of career development.

The next exercise could be applied by counsellors as a metaphor, game or life-designing technique, which aims at expanding the client's self-acceptance and self-understanding.

##### Exercise "My life as movie" (Пипиленко et al. 2011)

In the introduction the counsellor shares with the client that the life of each individual could be presented as a movie: for someone it could be a comedy, for someone else – a thriller. It could also be a combination of genres. Each movie has its storyline, its characters, etc., so the counsellor can suggest to the client to think about a movie that he/she pictures in as a leading character: what would be the genre, the screenplay; what actors will be invited. Further during the exercise it is important to focus the client's attention on the differences between fiction and real life: what is missing in real life and what could be found. The main idea is to deliver the simple message to the client that people are directors and writers of their own movies, so they could change the screenplay: *"You could change your life"*.

#### 4.1. MOTIVATION FACTORS



*"Each activity, before expressing itself as behaviour, is prepared, formed, directed and afterwards supported. The complex system of*

*those processes, which precede and accompany the activity, is motivation"* (Паунов 2009). A variety of factors influence the course and the final result of any specific motivation process for each individual:

- Individual characteristics of sensations and perceptions (the perception limits are different for each and everyone, the senses work differently for people as well);
- Social perceptions, decisions, opinions, beliefs;
- Self concepts – feelings and thoughts about one-self;
- Ways in which the world is reflected into individuals' mentality: to what extent people rely on their senses and to what extent on their intuition; whether individuals use thinking and logic or emotions and feelings in their assessment of facts and universal problems; how they evaluate and develop their relationships; what kind of professional orientation people will present, etc.;
- Ideas and thinking, abilities and intelligence;
- Temperament;
- Values;
- Attitudes, relations, affinities and interests, fantasy and imagination;
- Will;
- Social experience – this also includes national culture, origin, social status, individual experience and trials (Паунов 2009).

#### SELF MOTIVATION FACTORS



**CHALLENGE** Some people are motivated to work towards achieving personally important goals



**CURIOSITY** Something which attracts attention and is different from the existing knowledge and skills and those required for optimal performance



**CONTROL** Some people wish to be in control of what is happening to them



**FANTASY** Some people use imaginary pictures which are stimulating their behaviour



**COMPETITION** Some people feel satisfaction, when they compare their behaviour with others



**ASSISTENCE** Some people feel satisfied to support achieving others' goals



**RECOGNITION** Some people feel satisfied, when others recognise their achievements



Work in pairs:

Global self-esteem scale\*

A brief instrument for assessment of self-worth or self-acceptance is the *Rosenberg self-esteem scale* (Rosenberg 1965). The test could be easily administered as an interview to low-educated and low-qualified people.

The participants are divided into pairs and administer the test, as one of the participants takes the role of the counsellor and the other the role of the client.

Please indicate with:

SA – strongly agree, A – agree, D – disagree, SD – strongly disagree the following statements.

1. I feel that I am a person of worth, at least on an equal plane with others.	
2. Eventually, I would summarise that I'm a failure.	
3. I feel that I have a number of good qualities.	
4. I have enough abilities to do things as well as most other people do them.	
5. I feel that I do not have much to be proud of myself.	
6. I take a generally positive attitude toward myself.	
7. In general, I am satisfied with myself.	
8. I wish I could have more respect for myself.	
9. I certainly feel useless sometimes.	
10. Sometimes I think I'm not good at all.	

Scoring:

Items 1, 3, 4, 6, 7: 1 for SA, 2 for A, 3 for D, 4 for SD.

Items 2, 5, 8, 9, 10: 1 for SD, 2 for D, 3 for A, 4 for SA.

The sum of the scores for all of the items represents the global self-esteem. The higher self-esteem the lower score and vice versa.

\*Adapted by Paunov (Паунов 2009)

4.2. LABOUR MOTIVATION



*"In the organisational, in the working environment, and in the working life of the person, motivation means everything that urges to work, makes us choose a profession, leads us to and keeps us with a certain employer, and makes us work harder and better"* (Паунов 2009).

Labour motivation urges to:

- Work in general;
- Do a specific kind of work (fulfilling certain functions, profession, occupation);
- Work for a specific organisation;
- Achieve good results at work.

Module 2  
Career guidance

Needs and labour motivation:

- Inferior needs: air, food, water, excretion, shelter, sex, maternity, security, protection. Even though these are not directly related to the labour reality, it would be difficult to satisfy food, home and maternity if the labour activity and realisation are missing;
- Superior needs: communication, belonging, wish for success, evaluation, respect and self-respect, power. All of these are accomplished through participation in work activity (Паунов 2009).

Brainstorming exercise:

Stimulus and motivation

The participants are asked to generate ideas for identifying the main factors, which influence labour motivation.

*Stimulus* – motives, triggered by external factors

*Motivation* – motives, triggered by internal factors

WHICH ARE THE THINGS THAT...?

SIMULATE ME

.....

MOTIVATE ME

.....

4.3. SELF CONFIDENT BEHAVIOUR



Motivation and empowerment are often significant elements of the career guidance process. In the line of work with people with lower self-esteem the counsellors should focus upon encouraging clients to take greater responsibility for the control of their own lives and careers; to develop greater confidence in their own abilities; to demonstrate more assertive attitude towards others. *"As a physiological term assertiveness is generally reviewed in two aspects:*




- As a personal characteristic, which integrates self-confidence, autonomy and positive attitude towards others;

- As a communication style, which defends one's own interests, openly stating own goals and intentions, without offending others and others' beliefs." (Пенева et al. 2014).

WHAT IS SELF-CONFIDENT BEHAVIOUR?

Behaviour, which helps to share with others openly and clearly one's needs, desires, and wishes, without offending their human rights in any way and without affecting their personality. It is an alternative to passive and aggressive behaviour.

HOW TO RECOGNISE SELF-CONFIDENT BEHAVIOUR?

 AGRESSIVE	 PASSIVE	 SELF-CONFIDENT
Nonverbal expressions		
Screaming voice, Shouting	Whining voice	Calm voice
Threatening finger	Squeezing hands, wringing hands	Natural and vivid gestures
Folded arms	Dragging feet	Free position of the body
Attacking posture	Stooping posture	Straight posture
Staring	Limited eye contact	Keeping eye contact
Verbal expressions/key words		
You'd better...	May be ...	I can ...
If you don't ...	I suppose...	I want ...
Stay aside ...	I wonder ...	I think ...
Come!	But...; If...;	I feel...
I will...	I'm very sorry ...	What do you think?
Bad! Stupid!	You know ...	How can I help?

Online Assertiveness Test at Psychology today (accessed January 2017):  
[http://psychologytoday.tests.psychtests.com/take\\_test.php?idRegTest=3195](http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3195)

Due to the increased demands on social and communication competences of the individuals, in the 21st century assertiveness has specific applications in various fields: education, management, business, etc. Apart from other trainings on career management skills development or motivation, career counsellors could also suggest to clients the developement of assertive skills, if necessary.

4.4. EVALUATION METHODS AND PLANNING



An important stage of planning career development is exploring and defining alternatives for taking action. Different methods have been developed in support of the decision making

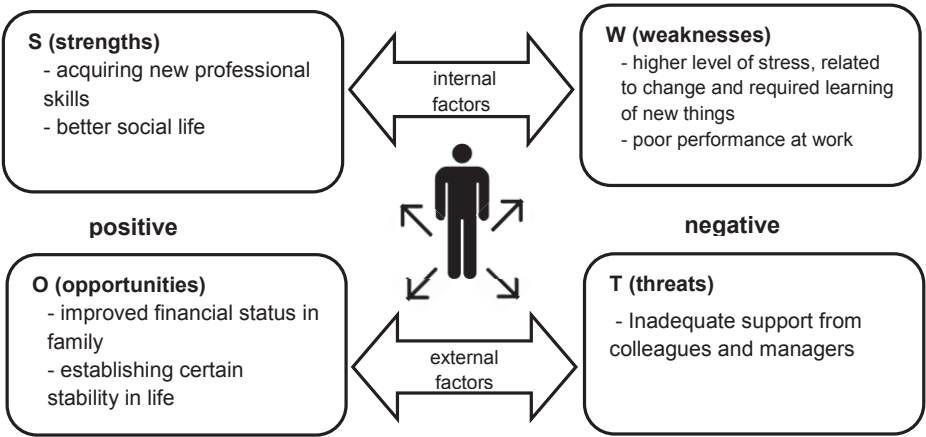
process. Each of them could be applied, depending on the specific situation, needs and attitudes of the client. One of the approaches to career decision-making is based on the cognitive information processing model (Peterson et al. 2003).

The approach relies on carefully assessing the readiness of individuals for making career decisions, then adjusting the level of support necessary for each individual. Both standard tests and the impressions of the counsellor should be con-

sidered for the final evaluation. SWOT analysis is a popular method for evaluation of goals and alternatives, which can be used in career management.

COMPLETING A SWOT ANALYSIS EXAMPLE

Review of a situation with a person, who receives a job offer in a construction company. The client has no experience in construction, but he has been attending a qualification course "Painting works".



Based on the SWOT analysis, a list of different ideas could be prepared, which could be transformed into specific goals (for example, using the SMART model).

ALTERNATIVES ASSESSMENT METHOD – SMART

- S (Specific)** – The goal should be specific, i.e. clear, short and understandable;
- M (Measurable)** – The goal should be measurable, there have to be specific ways to measure it;
- A (Achievable)** – The goal should be achievable within the set deadline, available resources, physical and mental abilities, education; what steps should be taken and what the necessary resources are;
- R (Realistic)** – The goal should be realistic; an assessment should be made, based on the previous answers, whether the goal could be reached;
- T (Time-bound)** – The goal should be time-related, i.e. with a target date of time period.

Module 2  
Career guidance

Example of a SMART goal, related to the previous case: I should prepare the three necessary documents, and I should apply for the specific job offer within two working days.

INDIVIDUAL WORK:  
Short-term and long-term goals

Defining realistic goals is an important element in personal life planning, as much as in the career development of each individual. Dividing the big goals into different smaller sub-goals, which can be more easily achieved, supports the decision-making process and can help each individual to see more clearly the path to achieving the bigger goal.

The aim of the exercise is for participants to learn how to distinguish between short-term and long-term goals, as well as to identify the short-term goals that are needed to achieve the long-term goals.

The participants are asked to think about one long-term goal and then to define three relative short-term goals, and write them down on a sheet of paper. After 10 minutes the results are collected and presented on a bigger poster/flipchart for further group discussion.

Example:

Long-term goal: I want to work as a nurse  
How could short-term goals be defined?

- 1. I should search for information about the profession;
- 2. I should acquire the necessary educational degree;
- 3. I should provide/find resources during my education.

Questions for discussion:

Did you receive new ideas about career planning and decision making? How do you think you could apply the approach of this exercise to career planning and goal setting in the line of work with low-qualified and low-educated people or young people with no work experience?

Structuring and summarising the gathered information, findings and identified goals could be represented in the client’s personal action plan, developed with the assistance of the counsellor.

EXAMPLE OF A PERSONAL ACTION PLAN

Name, Age		Symbol of the goal
Health condition, Health limitations		
Personal goal		
Work place and work environment preferences		
What has been achieved until now regarding the goal		
Available resources		
Necessary resources		
Expected support		

derstandable way by using video materials and other resources which consist, to a large extent, of images, diagrams and graphic content.

When counsellors support the access to employment of culturally diverse clients such as migrants or people from minority groups, they should not only just give them labour market and employer-related information. The counsellors should also be respectful and resourceful enough to provide support for clients’ personal, cultural, social, educational, vocational adjustment and growth at the same time. This includes developing proper multicultural competences, and raising one’s own awareness of topics closely linked to social inclusion and equal opportunities, such as human rights and discrimination.

5.1. DEVELOPING A SPECIFIC JOB SEARCH PLAN



The job search requires time, good planning and providing resources, control of the process and analysis of the results. An efficient starting point for the counsellor in support of the clients,

5. JOB SEARCH



Active job search is a job in itself, which should be approached in a consistent, organised and creative manner. The task of the counsellor

is to support jobseekers in the process – from providing information about available resources to preparing the clients for a job interview. Career guidance practitioners need to focus on clients’ awareness that the full responsibility for the final result is personal, and that only the active and positive attitude can lead to success. Low-educated and low-qualified clients will require more assistance, and the counsellors should be prepared with practical knowledge regarding the whole job search process. The necessary job search rules and steps could be presented to clients in an un-

especially those from disadvantaged groups is to prepare a simple plan, aimed at undertaking organised and result oriented job search actions.

DEADLINE/ PERIOD	EXAMPLE OF SPECIFIC STEPS
everyday	Checking new job offers in Internet platforms and choosing those suitable for application
from - to	Researching companies of interest in the Internet
each week	Visiting a labour office
from - to	Phone calls, sending e-mails, arranging meetings

## 5.2. EFFECTIVE WAYS FOR JOB SEARCH AND SOURCES OF INFORMATION



### Regularly checking job offers

The internet is one of the main sources of information for current job offers. It is important that websites are reviewed every day, because new job openings are published daily, and most of the times they are occupied within a few days or even within a single day. Advertising job offers in different print media is still a preferred means of recruitment for some of the employers, as the information reaches a wider range of potential candidates.

When specific companies and organisations are of interest for the jobseeker, it would be useful to gather information of their activities, using formal and informal resources:

- Reviewing corporate websites and vacant positions in the company;
- Gathering information about specific companies through personal and professional contacts.

Sometimes applying for a job in a certain company or organisation, even though there is no job offered currently, could lead to success, but it is mandatory for the candidate to gather enough information in advance.

Each jobseeker should be well acquainted with the functions of the labour offices, because apart from employment services they can suggest programmes for vocational trainings, key competences trainings, subsidised employment, mobility, and could provide information about job opportunities in the European Union.

### Keeping professional and personal contacts and using social networks in job search



Personal contacts – family members, friends, neighbours, former colleagues, teachers, and partners – represent one of the main sources

of information in the job search process, as many employers prefer to recruit personnel using mostly their own contacts network.

Social network platforms, apart from being a source of entertainment and a form of communication in general, have become an instrument for recruitment and finding jobs. Each jobseeker who has the necessary digital skills could benefit from such means of establishing connections and keeping in touch.

## 5.3. JOB APPLICATION DOCUMENTS



Applying for a job is a process, which can sometimes lead to stress, so preparing the necessary job application documents in advance can alleviate the pressure to a large extent. This way the efforts of the jobseekers can be focused on other important actions such as the right choice of an appropriate job offer, training, and preparation for a job interview. The attitude of the candidates towards preparing the documents speaks about their attitude towards work in general. Career guidance practitioners should pay special attention to the form, contents and layout of the documents of those clients, who do not have the necessary skills, and do not feel confident that they can handle the task.

### 5.3.1. RULES OF PREPARING AND FORMATTING JOB APPLICATION DOCUMENTS

- Use the same font type and size in all job application documents for a certain position;
- symmetrical margins on all four sides are recommended;
- The name of the file should include the type of the document and the name of the candidate, for example *"John\_Smith\_CV.doc"* or *"CV\_John\_Smith.doc"*;
- The phone number and the e-mail indicated in the documents should be correct;
- Spelling and grammar check is obligatory.

### 5.3.2. CV – THE MAIN JOB APPLICATION DOCUMENT

Many varied forms of curriculum vitae (CV) exist – traditional, creative, resume, but the careful choice of appropriate contents of the document is essential. Nowadays the European form of CV Europass is well known and widely used, as it allows presenting detailed and well-structured information about the candidate.

Whatever the chosen format is, a very common mistake while composing a CV document is a short and schematic representation of the candidate. On the other hand, when the jobseekers have vast and varied work experience, there is always a risk that the CV could become too long and difficult to read. Adapting the information in the CV, the right judgment of what is unnecessary and which details are relevant to the requirements of the job offer are far more significant for making the good first impression of the candidate.



5.3.3. COVER LETTER

The idea of the cover letter is adding value to the CV, not just simply repeating its contents. The document is prepared in a free format and formal style, targeted at presenting the best of the candidate to the employer. The cover letter should include the purpose, i.e. the position applied for and the source where it has been advertised; the motives of the candidates and willingness to occupy the specific position, as well as previous experience and skills, which will enhance their contribution to the company development.

Most commonly used are two types of cover letters:

- Application letter, sent to apply for a specific job. It should respond to the requirements, indicated in the job offer and should put emphasis on the strengths of the candidate.
- Letter of interest, sent to a specific company, here the candidate is willing to work. It should explain convincingly the motives for sending the letter.

5.3.4. REFERENCES

Job references could be in written form but it is also possible to provide phone contacts of people who could share direct impressions of their joint work with the candidate.

If the candidate has chosen to present contact information of previous supervisors or colleagues it would be wise to inform in advance the referees that they could be contacted for a reference.

5.3.5. EUROPASS DOCUMENTS

VIDEO:

A useful resource for preparing job application documents is the online platform Europass, which provides contemporary tools for describing individuals' skills and competences:

<https://europass.cedefop.europa.eu/about>

The advantages of the Europass documents are represented in the following video materials (accessed January 2017):

"Europass - show what you're capable of!":

<https://www.youtube.com/watch?v=aJ9hBiri2cc>

"Europass interoperability":

[https://www.youtube.com/watch?v=XXPHgH\\_Mq4w](https://www.youtube.com/watch?v=XXPHgH_Mq4w)

Europass documents are:

- Unified and recognisable in the European Union
  - an excellent tool for individuals to make their skills and qualifications clearly and easily understood;
- Necessary condition and important resource for facilitating labour mobility, education and training and job search in the European Union;
- Means for self-assessment.

Europass documents, available to be filled by individuals	Europass documents, issued by educational and training organisations
<a href="#">Curriculum vitae (CV)</a>	<a href="#">Europass mobility</a>
<a href="#">Language passport</a>	<a href="#">Diploma supplement and Certificate supplement</a>

5.4. WHEN AND HOW TO APPLY



Jobseekers should apply for a job when they are ready. The specific job offer should be carefully examined in order to be determined whether the applicant matches sufficiently the employers' requirements. In case the job offer seems to be suitable, it is strongly recommended to react as soon as possible, within a few days, because otherwise the application documents could be ignored. Most often the candidates lose their chances because they apply for expired positions; they do not correspond to employers' requirements to a large extent; their job application documents have been prepared in a hurry or are incomplete.

The mode of applying should be in compliance with the employer's requirements, be it sending an online application, filling out a specific form, sending a CV and a cover letter, etc.

Tips to the client after sending the job application documents:

- Regularly check the e-mail for a reply;
- Respond to unknown phone calls and return missed phone calls;
- Keep notes of the applications sent for specific job offers, in order to avoid situations where an interview invitation is received for a position that the jobseeker has no memory of having applied for.

## 5.5. JOB INTERVIEW



The job interview is one of the most important stages in the whole job search and application process, thus the clients should be prepared in advance, which would boost their confidence and positive attitude during the real interview. The preparation should start with an accurate formulation of the goals of the candidate for the specific interview. For example: *"To discover the working environment, which is closest to my desired one"*.

The next necessary step is gathering information about the company or the organisation. It is useful to look for official information and search in the Internet as well as to ask for friends' opinions in order to make out one's own view regarding the employer and the specific position that has been offered.

The simulation of supposed questions and answers is significant for a successful job interview representation. A job interview simulation is a practical instrument for identification of the behavioural elements that the interviewed person should pay attention to, such as position, mimics, intonation, avoiding nervous gestures and filler words.

### DISCUSSION:

#### Job interview questions and answers

The participants are given a list of typical job interview questions and are asked to divide the questions into *"more difficult"* and *"easier"* to answer.

#### List of typical questions:

Why are you applying for this job? What do you know about our company? Which of the specific skills that are required for the job you are applying for do you possess? Give an example of your duties on a previous job (for example something from the CV, related to the specific requirements of the position offered). What would you do if ... (for example: a situation when you were witnessing violation of the safety regulations at work)? Do you have a hobby? Why did you leave your previous job? What salary do you expect? When do you plan to have a baby?

The exercise continues with discussing possible answers, whether or not specific questions should be answered, and the appropriate behaviour of the candidates.

## TIPS FOR THE CLIENT BEFORE THE INTERVIEW

**The appearance** of the candidates should be neat and tidy, and their outfit should be simple and comfortable, so that they feel natural and calm. It is expected that the outfit should correspond to the company style, but if it is far different from the candidate's own style a reasonable compromise could be made.

**The accurate and correct attitude** always makes a good impression. Arriving for the interview should be at least five minutes earlier, therefore the applicants have to be sure where the meeting place is located and how long it would take them to reach the destination. If an urgent matter prevents the applicants from attending the interview on time, they must call to warn that they would be unavailable for the meeting, and eventually re-schedule.

## 5.6. USEFUL TIPS FOR ACHIEVING SUCCESS ON THE LABOUR MARKET AND KEEPING A JOB



An important issue of the counsellors' work is the closing phase of the consultation process and focusing the clients' attention towards achieving success after starting a new job. After moving through an adaptation period, for getting accustomed to the main responsibilities and relationships with colleagues, it is necessary to proceed with self-motivation. The counsellor could recommend a behaviour, which demonstrates serious attitude to assignments, initiative, and willingness for team work. It would be appropriate to emphasise that each new employee has been hired on probation terms. The incoming employee should understand and become aware of the exact requirements and deadlines, as well as find out who could be addressed for questions, if no special mentor has been assigned by the employer for orientation and introduction to the specific job.

### Some specific tips

- Strictly comply with the working hours, the reporting regulations, outfit and behaviour at the working place
- "Absorb" useful knowledge and skills as much as possible; search for opportunities to learn more about the profession, without waiting for a specific assignment
- Conscientiously and carefully fulfil all assignments, even though some of them could seem

very easy and simple at first glance. Such attitude could change the preliminary judgment about the newcomers

- The approach to other colleagues should be polite, open and correct. Colleagues and supervisors should feel that they are respected and that their experience is valued.

**BRAINSTORMING EXERCISE:**

Advising people from disadvantaged groups on the labour market how to keep a job  
The participants are asked to think about what other specific tips could be given to people from disadvantaged groups on the labour market.

**Examples:**

- man, aged over 50, low-qualified;
- young woman, with no previous work experience;
- migrant, with limited competences of the language of the welcoming country.

**GOOD PRACTICE EXAMPLES OF ONLINE JOB SEARCH AND CAREER RESOURCES**

(accessed January 2017):

**Berufe Entdecker, Occupations explorer provided by the Federal Employment Agency (Germany):**

<http://entdecker.biz-medien.de/>

**MyCompetence, includes information about different professions and occupations; tools for competence assessment; e-learning platform (Bulgaria):**

<http://mycompetence.bg/>

**Career4you, Career guidance software supporting career decisions (Romania):**

<http://www.career4u.ro/>

**The European Job Mobility Portal (EURES):**

<https://ec.europa.eu/eures/public/en/homepage>

**AND LAST BUT NOT LEAST – WORK SHOULD BE FUN!**

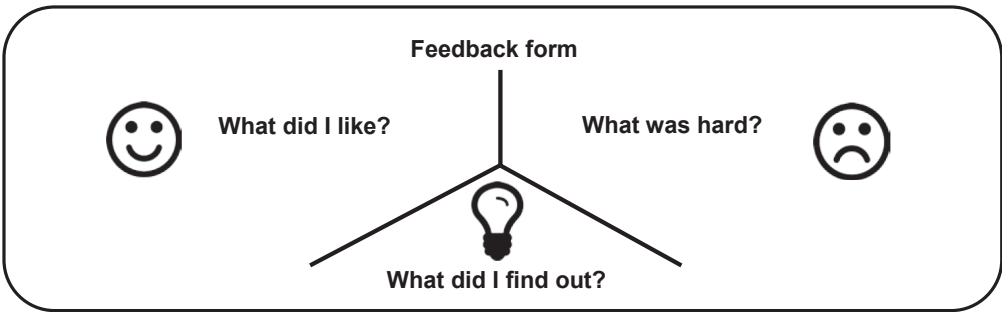


As much as the good performance is important, people should not try to exceed the limits of their abilities. To become a part of the team

through communicating with colleagues and participating in non-working times initiatives could become one of the key factors for discovering the motivation and passion in the current occupation and getting closer to the “dream” job.

**6. CLOSING PHASE OF THE TRAINING**

Resume of the module Career guidance: final discussion, additional questions, monitoring the expectations set at the beginning of the training, and feedback by the participants.



One of the challenges for career guidance and counselling in Europe is a cross-cultural adaptation of useful methods and approaches considering the existing linguistic and cultural diversity in Europe today. The innovative professional approach of the European career counsellors would be to reflect the European dimensions in each specific activity, which they undertake at local level. The module “Career Guidance” presents a brief introduction on how traditional and more recent theories on career guidance could be integrated in practice in the line of work with people from

disadvantaged groups on the labour market, suggesting some practical instruments, which could be easily adapted for application in multinational environments.

**For more profound background information on the subject the learners could refer to the resources listed in the section “Further reading on the module Career guidance”, as well as access FairGuidance Online Library materials. Additional individual exercises are also available at the FairGuidance e-learning platform.**

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendation for assessment
	Knowledge	Skills	Competences	
Labour market	LO 1.1: PROVIDE CLIENT ORIENTED LABOUR MARKET INFORMATION			Group work: Survey on employers' demands of low-qualified workers  Discussion of examples  Self-assessment (final feedback form)
	Know the relevant sources of labour market information on local, regional, national, and European level	Identify useful labour market information, according to client's level of competence and readiness	Systematise and present labour market information to clients in an understandable way; prepare appropriate presentation materials	
	LO 1.2: ASSIST CLIENTS' ORIENTATION ON THE LABOUR MARKET, ACCORDING TO THEIR NEEDS			
	Know the main labour market stakeholders, the dynamics of the labour environment	Identify the place and the role of individuals, institutions, private entities and state on the labour market	Mediate between the clients and other stakeholders on the labour market	
Competence assessment	LO 2.1: APPLY ADEQUATE APPROACH FOR GATHERING CLIENT INFORMATION			Individual work: Employability assessment  Discussion on the topic and the examples  Self-assessment (final feedback form)
	Understand the different rules of interpersonal interaction; know the different methods of gathering client information	Identify clients' personal characteristics; apply recent research in practice	Apply a resourceful and client oriented approach for gathering personal information	
	LO 2.2: PROVIDE A COMPLEX ASSESSMENT OF CLIENTS' ABILITIES AND STRENGTHS			
	Know the elements of a complex assessment of abilities and strengths of individuals	Identify skills, knowledge, interests, values, other achievements, and assess client's employability	Enable clients' self-understanding; match the clients' needs and services available; suggest specific skills development	
Motivation and planning	LO 3.1: SUPPORT CLIENTS' MOTIVATION AND ENCOURAGE THEIR SELF-ESTEEM AND SELF-CONFIDENCE			Brainstorming exercise: Stimulus and motivation  Work in pairs: Global self-esteem scale  Individual work: Short-term and long-term goals  Discussion on the topic and the examples  Self-assessment (final feedback form)
	Familiar with motivation, self-motivation and labour motivation factors; recognise self-confident behaviour	Identify the influence of different factors for encouraging clients' motivation and self-confidence; use different self-assessment tools	Suggest methods for building clients' employability; administer informal assessment; guide to appropriate trainings	
	LO 3.2: ANALYSE SITUATION AND SUGGEST AN ACTION PLAN			
	Know different methods for analysing the situation	Define the necessary steps in action planning	Develop strategies for goal-setting; develop personal action plan	

Units of learning out-comes	LEARNING OUTCOMES (LO)			Recommendation for assess-ment
	Knowledge	Skills	Competences	
Job search	LO 4.1: PROVIDE CURRENT INFORMATION ABOUT THE JOB SEARCH RESOURCES AND ASSIST IN JOB APPLICATION			Discussion: Job interview questions and answers  Brainstorming exercise: Advising people from disadvan- taged groups on the labour market on how to keep a job  Self-assessment (final feedback form)
	Familiar with the job search and application process; familiar with the selection proce- dures; know the differ- ent personal informa- tion documents for job application – CV, cover letter, etc.	Provide client oriented information about job search resources and opportunities; differ- entiate relevant from irrelevant personal information, to be included in the job ap- plication documents	Facilitate and advise clients’ orientation in the job search and application process; support clients in pre- paring the necessary documents – paper or electronics	
	LO 4.2: ADVISE CLIENTS FOR SUCCESSFUL BEHAVIOUR DURING JOB INTERVIEW AND IN WORKING ENVIRONMENT			
	Know about the spe- cific job interview tech- niques; familiar with the universal rules for appropriate behaviour in work environment	Identify clients’ positive and negative behavioural elements	Provide coaching to clients to prepare for a job interview; give advice and follow-up support to clients for successful behaviour on the labour market after closing the coun- selling process	

## CURRICULUM

Subtopics	Teaching and learning methods	Recommended materials	Duration
<b>1. Introduction</b>	<ul style="list-style-type: none"> <li>• Introduction to the module, brief presentation of the module contents and learning aims, introduction of the participants</li> <li>• Discussion: What are your expectations?</li> </ul>	• Training Course Handbook, slides, projector	10 min
		• Flipchart	10 min
<b>2. Labour market</b>	<ul style="list-style-type: none"> <li>• Presentation on ways of presenting labour market information in an understandable way and sources of information</li> <li>• Video "New skills agenda for Europe"</li> </ul>	• Training Course Handbook Topic 2, slides, projector	5 min
		• Internet, projector and speakers	5 min
<b>2.1. Local labour market and training opportunities</b>	<ul style="list-style-type: none"> <li>• Presentation of ways for gathering up-to date information about local labour market</li> <li>• Local labour market analysis example</li> <li>• Group work: Survey on employers' demands of low-qualified workers</li> <li>• Discussion: Working with employers – examples of questions for a Survey</li> </ul>	• Training Course Handbook Topic 2, slides, projector	5 min
		• Training Course Handbook, slides, projector	5 min
		• Training Course Handbook, flipchart	30 min
		• Training Course Handbook, slides, projector, flipchart	10 min
<b>2.2. Labour market, training opportunities and career development resources</b>	<ul style="list-style-type: none"> <li>• Brief presentation of labour market information resources in Europe and focus on Bulgaria, Germany and Romania</li> </ul>	• Training Course Handbook, slides, projector	15 min
<b>Total duration of topic Labour market</b>			<b>75 min</b>



Subtopics	Teaching and learning methods	Recommended materials	Duration
<b>3.1. Competence assessment in career guidance</b>	<ul style="list-style-type: none"> <li>Brief presentation of assessment methods in career guidance</li> <li>Introduction to available online recourses providing self-assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook Topic 3, slides, projector</li> <li>Internet, projector</li> </ul>	10 min 10 min
<b>3.2. Complex assessment example</b>	<ul style="list-style-type: none"> <li>Presentation of different methods and tools for gathering clients information, examples</li> <li>Complex assessment example</li> <li>Individual work: Employability assessment</li> <li>Discussion on the topic Competence assessment</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> <li>Training Course Handbook, slides, projector</li> <li>Training Course Handbook, test form for each participant</li> <li>Flipchart, if necessary</li> </ul>	15 min 15 min 15 min 10 min
<b>Total duration of topic Competence assessment</b>			75 min
<b>4. Motivation and planning</b>	<ul style="list-style-type: none"> <li>Presentation on motivation and planning and motivation factors</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook Topic 4, slides, projector</li> </ul>	10 min
<b>4.1. Motivation factors</b>	<ul style="list-style-type: none"> <li>Work in pairs: Introduction to a brief instrument: Global self-esteem scale</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, test form for each participant</li> </ul>	15 min
<b>4.2. Labour motivation</b>	<ul style="list-style-type: none"> <li>Brief presentation on labour motivation</li> <li>Brainstorming exercise: Stimulus and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> <li>Training Course Handbook, slides, projector, flipchart</li> </ul>	5 min 10 min
<b>4.3. Self-confident behaviour</b>	<ul style="list-style-type: none"> <li>Presentation on the signs of self-confident behaviour and assertiveness; example of online assertiveness test</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector, Internet</li> </ul>	10 min
<b>4.4. Evaluation methods and planning</b>	<ul style="list-style-type: none"> <li>SWOT analysis; alternatives assessment method – SMART; action plan – examples for career guidance purposes</li> <li>Individual work: Short-term and long-term goals</li> <li>Discussion on the topic Motivation and planning</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> <li>Training Course Handbook, sheet of paper for each participant, flipchart</li> <li>Flipchart, if necessary</li> </ul>	10 min 20 min 10 min
<b>Total duration of topic Motivation and planning</b>			90 min
<b>5.1 Developing a specific job search plan</b>	<ul style="list-style-type: none"> <li>Example of a job search plan</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook Topic 5, slides, projector</li> </ul>	5 min
<b>5.2. Effective ways for job search and sources of information</b>	<ul style="list-style-type: none"> <li>Presentation on effective ways for job search and online sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector, Internet</li> </ul>	5 min
<b>5.3 Job application documents</b>	<ul style="list-style-type: none"> <li>Presentation on job application documents; CV, cover letter, references, when and how to apply</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> </ul>	10 min

Subtopics	Teaching and learning methods	Recommended materials	Duration
<b>5.4. When and how to apply</b>	<ul style="list-style-type: none"> <li>• Europass documents</li> <li>- video materials</li> </ul>	<ul style="list-style-type: none"> <li>• Internet, projector and speakers</li> </ul>	10 min
<b>5.5. Job interview</b>	<ul style="list-style-type: none"> <li>• Presentation on tips for preparing a client for a job interview</li> <li>• Group discussion: Job interview questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> <li>• Flipchart</li> </ul>	5 min 20 min
<b>5.6. Useful tips for achieving success on the labour market and keeping a job</b>	<ul style="list-style-type: none"> <li>• Brief presentation on the closing phase of the career guidance process, tips for success on the labour market</li> <li>• Brainstorming exercise: Advising people from disadvantaged groups how to keep a job</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> <li>• Flipchart</li> </ul>	5 min 15 min
<b>Total duration of topic Job search</b>			75 min
<b>Résumé of the module Career guidance</b>	<ul style="list-style-type: none"> <li>• Final discussion, additional questions, additional recourses, following the expectations</li> <li>• Feedback form, filled in by the participants</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart, projector, Internet</li> <li>• Feedback form for each participant</li> </ul>	20 min 5 min

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## MODULE 3 Diversity and Human Rights

DEVELOPED BY ASOCIAȚIA MULTIFUNCȚIONALĂ FILANTROPICĂ  
SFÂNTUL SPIRIDON, GALAȚI

### INTRODUCTION

**The aim** of the module is to improve knowledge about the meaning of diversity and human rights in counselling and guidance. In this way the module helps in raising awareness of the importance of diversity in social normality where stereotypes, prejudices and discrimination are still prevalent. It is important that a guidance counsellor figures out how stereotypes, prejudices and discrimination arise and how they form and develop what they imply and what effect they have. Therefore, to be professional and to be able to help those in need, a counsellor must firstly be aware of his/her own prejudices and patterns and secondly fight against them, only then he/she can help changing those around. We believe that we must attach major importance to diversity and human rights and we must accept that humans are unique in a physical way, in a way of feelings and behaviour in society. How each of us understands and respects these things contributes to the development and strengthening of civil society.

### 1. OVERVIEW OF THE LEGAL FRAMEWORK

**The objective of the first topic:** the counsellor must know the legal basis under which he/she can act in promoting diversity and human rights. Besides being familiar with national legislation, he/she must be familiar with the requirements of EU legislation promoting equal opportunities. Equally, a counsellor must know and/or create a network of "social actors" who should be his allies in the social integration of the public.

Social networking started from the basic idea according to which social actors are interdependent (Gotea M., 2010, p. 37), the social ties between them resulting in effects and, consequences for the parties involved. The counsellor is one of the social actors (along with social workers, psychologists, lawyers, doctors, etc.) who act in order to socially integrate the customer. The counsellor is limited in his knowledge and skills particularly regarding legal issues facing the customer. For example, when working with immigrants, the counsellor must know (or seek support from another social actor) what legislative regulation and customer rights he or she is entitled to, and about responsibilities, limitations,

etc. In conclusion, in addition to well acquired abilities, the counsellor also needs to call on other specialists who are able to help in shaping a holistic intervention plan.

### 1.1. EUROPEAN POLICY

The European Union is an economic and political union unique in the world, which brings together 27 European countries and covers almost the whole continent.

The EU was created in the aftermath of the Second World War and started consolidation, interdependent trade, thus developing the economic cooperation of member states.

In the current European context one of the EU's important objectives is to promote human rights on the internal and on the global level. Human dignity, freedom, democracy, equality, the rule of law and respect for the human rights, are all intrinsic values of the EU (also cf. [http://europe.eu/european-union/about-eu/eu-in-brief\\_en](http://europe.eu/european-union/about-eu/eu-in-brief_en)).

Among the European laws which make reference to the fundamental human rights, we can include:

- The Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations Organization on the 10th of September 1948;
- The Convention for the Protection of the Human Rights and Fundamental Freedoms, adopted by Council of Europe member governments on the 4th of November 1950;
- The Convention on the Rights of the Child, adopted by the General Assembly of the United Nations Organization on the 20th of November 1989.

In 2009 the Lisbon Treaty entered into force under which also the Charter of Fundamental Rights was adopted. This brings together the fundamental rights that apply to EU citizens and the economic and social rights contained. The EU institutions are required by law to comply with them, as well as governments of the member states when implementing EU law.



## 1.2. NATIONAL POLICY (ROMANIA, BULGARIA, GERMANY)

### GROUP WORK

The trainer makes a group work with the learners and together they try to answer the following questions:

What kind of vulnerable groups do you think exists in your country? Are there any laws that are geared towards their rights and diversity? Do you consider that these laws are covering issues of diversity and human rights?

Trainers from Bulgaria, Romania and Germany can use the information provided by the handbook. Trainers in other European countries can find information regarding vulnerable groups and laws that are geared towards their rights from specialists in their network, municipalities, state social care services in the community, specialised NGOs, employment agencies, social reports or country reports regarding the topic.

### BULGARIA

As a State Member of the United Nations Organisations the Republic of Bulgaria has been taking an active part in its human rights bodies. Bulgaria is active in UNESCO, ILO, the Council of Europe and other human rights body and organisations. Among the basic international human right acts entered into force for Bulgaria are:

- International Convention on the Elimination of All Forms of Racial Discrimination
- International Convention on Economic, Social and Cultural Rights
- International Convention on Civil and Political Rights
- International Convention on the Elimination of All Forms of Discrimination against women
- Convention on the Rights of the Child
- Convention against Discrimination in Education
- Convention concerning Discrimination in Respect of Employment and Occupation etc.

Specific constitutional provisions against racism and intolerance are to be found in the Constitution of the Republic of Bulgaria:

Art. 6. (1) All persons are born free and equal in dignity and rights.

(2) All citizens shall be equal before the law. There shall be no privileges or restriction of rights on the grounds of race, national or social origin, ethnic self-identity, sex, religion, education, opinion, political affiliation, personal or social status or property status.

Further provisions concerning specific human rights can be found in Art. 13. (1), Art. 29. (1), Art. 37. (1), Art. 54 (1).

<http://www.government.bg/cgi-bin/e-cms/vis/vis.pl?p=0159&n=000007>

**Legal enactments prohibiting discrimination on racial, ethnic or religious grounds can also be found in:**

- **Protection against discrimination act**  
<http://www.refworld.org/docid/44ae58d62d5.html>
- **Labour Code Art. 8 (3)**  
<http://unpan1.un.org/intradoc/groups/public/documents/UNTC/UNPAN016079.pdf>
- **Social Assistance Act Art. 3**  
<https://www.mlsp.government.bg>
- **Employment Promotion Act Art. 2**  
<http://www.investbulgaria.com/Bulgarian-EmploymentPromotionAct.php>
- **National Education Act Art. 4 (2)**  
<http://unpan1.un.org/intradoc/groups/public/documents/UNTC/UNPAN016454.pdf>
- **Higher Education Act Art. 4**  
<http://unpan1.un.org/intradoc/groups/public/documents/untc/unpan016453.pdf>
- **Law on Asylum and Refugees Art. 20**  
<http://www.refworld.org/pdfid/47f1faca2.pdf>

**Punitive provisions against racism and xenophobia are provided in the Penal Code chapters on:**

- Crime against the employment rights of the citizens
- Crime against the national and racial equality
- Crime against the religion
- Outrage on peace and humanity
- Genocide and apartheid against groups of the population  
[https://ihl-databases.icrc.org/applic/ihl/ihl-nat.nsf/0/0254e69910d7aae8c12573b5004cecf8/\\$-FILE/Bulgaria-Penal-Code.pdf](https://ihl-databases.icrc.org/applic/ihl/ihl-nat.nsf/0/0254e69910d7aae8c12573b5004cecf8/$-FILE/Bulgaria-Penal-Code.pdf)

In Bulgaria there are some specific state institutions fighting for non-discrimination:

The Commission for Protection against Discrimination is a Bulgarian national independent specialised state body for prevention of discrimination, protection against discrimination and carrying out state policy in the field of equal opportunities and equal treatment of all citizens of the Republic of Bulgaria. (cf. <http://www.equineteurope.org/Commission-for-Protection-Against-36>)

Ombudsman Act: The Ombudsman shall intervene by the means provided for in this Act, when citizens' rights and freedoms have been violated by actions or omissions of the State and municipal authorities and the administrations thereof, as well as by the persons commissioned to provide public services (Chapter one, art.2). (cf. <http://www.refworld.org/docid/44ae58354.html>)

## GERMANY

According to <https://www.tatsachen-ueber-deutschland.de/en> "Germany is a contracting partner to the UN's important human rights treaties and their Additional Protocols (Civil Pact, Social Pact, Anti-Racism Convention, Women's Rights Convention, Convention against Torture, Children's Rights Convention, Convention on the Rights of Persons with Disabilities, Convention for the Protection of All Persons from Enforced Disappearance). Most recently Germany signed the Additional Protocol to the Convention against Torture, and the Convention on the Rights of Persons with Disabilities, both of which have been in force since 2009. Germany was the first European nation to ratify the Additional Protocol to the Children's Rights Convention, which makes an individual complaints procedure possible."

Between 2000 and 2004, the Council of the European Union determined four principles on equal treatment. Following this guideline, Germany enacted the Allgemeines Gleichbehandlungsgesetz (AGG) on 14th August 2006, an anti-discrimination law, which serves the purpose of giving citizens the opportunity to proceed against discrimination, regardless whether experienced firsthand or observed. Its focus is on employment, yet it also covers aspects of civil law, such as contracts concerning bulk businesses and private insurances. The AGG prohibits disadvantages on the basis of one's race, ethnic background, sex, religion, disability, age, or sexual orientation. Those affected can turn to their employer, their superior or to the employee union representation and are entitled to compensation for both the material and the immaterial damage, which arose from the discrimination.

In regard to the AGG, Germany also installed a governmental advice centre. Affected people unsure about their rights and opportunities can contact the Antidiskriminierungsstelle des Bundes, and receive information and guidance concerning their case of discrimination. (cf. <http://www.bpb.de/nachschlagen/lexika/recht-a-z/21816/antidiskriminierungsgesetz>; [http://www.antidiskriminierungsstelle.de/DE/Beratung/beratung\\_node.html](http://www.antidiskriminierungsstelle.de/DE/Beratung/beratung_node.html))

## ROMANIA

Romania in its capacity as a member of the United Nations Organisation signed the Universal Declaration of Human Rights and is part of the two pacts adopted in the UNO "The International Convention on Civil and Political Rights" and "The International Convention on Economic, Social and Cultural Rights". Since 1994 Romania is a state party to the "European Convention for the Protection of Human Rights and Fundamental Freedoms" and is subject to the jurisdiction of the European Court of Human Rights in Strasbourg. Also, within the European Union, Romania has signed the Lisbon Treaty in December 2007 containing the "Charter of Fundamental Rights".

Also in the United Nations Organisation, Romania is part of the Refugee Convention (1954), the Convention on the Elimination of All Forms of Racial Discrimination (1969), the Convention 2. The year in bracket is the ratification year by Romania of the respective international treaty. The Human Rights Handbook 6 on the elimination of all forms of discrimination against women (1981), the Convention on the Rights of the Child (1990).

The Convention for the Protection of Human Rights and Fundamental Freedoms adopted by the Council of Europe is in force since 3rd September 1953 and Romania became part of it through its ratification on 20th June 1994. It establishes a system of full protection by setting up a European jurisdiction on Human Rights, the European Court of Human Rights.

## Romanian Constitution

Romanian Constitution is the fundamental law of the Romanian State governing, inter alia, the general principles of organisation of the state, the rights, freedoms and fundamental duties of citizens and public authorities. Romania's current constitution was adopted in the meeting of the Constituent Assembly on 21st November 1991 and entered into force after its approval by the national referendum on 8th December 1991.

National fundamental rights are provided for and guaranteed by the constitution of each country and the European Charter of Fundamental Rights (adopted in 2000 and mandatory for EU countries since 2009). Also all EU institutions - the Commission, Parliament and Council - play an important role in defending human rights.

### 1.3. STATE INSTITUTIONS FIGHTING FOR NON-DISCRIMINATION

At European level, the institutions that fight against discrimination are: The United Nations Organisation, the European Parliament, the European Council, the European Commission, the Council of Europe, the Organization for the Defence of Human Rights, and the Association for the Defence of Human Rights in Romania – Helsinki Committee.

**In Europe there is a wide range of institutions defending human rights in the following areas:**

- partnership and equality;
- women's rights;
- disabled people's rights;
- low qualified people's rights;
- illiterate people's rights
- Romani people's rights; etc.

Human rights and diversity *"are of vital importance for initiatives aiming to alleviate poverty and eradicate social, economic or political exclusion. They are central to conflict prevention and resolution, and they are also valuable bulwarks against terrorism. The EU promotes these core values in its interaction with partner countries worldwide."*

(<https://ec.europa.eu/europeaid/sectors/human-rights-and-governance>)

### 2. THE MAIN OBSTACLES IN PROMOTING DIVERSITY AND RESPECTING HUMAN RIGHTS: STEREOTYPES, PREJUDICES, DISCRIMINATION

#### GROUP WORK:

Brainstorming – What are the first 3 words that come to your mind when thinking about diversity, human rights, equal opportunities and respect?

#### Evaluation of the group work:

The trainer will put all the words on a flip chart and together with the learners will discuss about different points of view, different perspectives about each word. At the same time the trainer will observe the level of knowledge of the learners.

The Universal Declaration of Human Rights was adopted on 16th December 1948. The Declaration is not an international treaty which would involve legal consequences for failure to comply; it was designed as a *"common standard of achievement for all peoples and all nations"* (<http://www.legislatie.resurse-pentru-democratie.org/legea/declaratia-universala-a-drepturilor-omului.php>).

*"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."* (Article 1 of the Universal Declaration of Human Rights of the United Nations)

**HUMAN RIGHTS** mean freedom from arbitrary interference or restriction by governments. The term encompasses largely the same rights called civil liberties or civil rights but often suggests rights that have not been recognised (cf. <http://www.dictionary.com>). Actually human rights mean those rights that belong to every human being for the simple fact that he/she exists.

**DIVERSITY** means *"the inclusion of individuals representing more than one national origin, colour, religion, socioeconomic stratum, sexual orientation, etc."* (<http://www.dictionary.com>)

Diversity means accepting that people are different in both appearance and personality.

Therefore, the counsellor must know that diversity refers to the multitude of peoples, ideas, behaviours, differences regarding appearance, personality, dreams and aspirations.

How each of us understands, respects and accepts these differences contribute to our personal development, strengthening interpersonal relationships, but also consolidating the society to which we belong. Diversity also requires awareness that we are all different but equal at the same time, because of our human nature (cf. British Council, 2010, p. 7).

**EQUAL OPPORTUNITIES** means *"the aggregation of policies and practices in employment and other areas that do not discriminate against persons on the basis of race, colour, age, sex, national origin, religion, or mental or physical disability."* (<http://www.dictionary.com>)

Working as a counsellor means treating people equally, fairly, by removing discriminatory barriers and restore balance, thus accepting the uniqueness of each person.

The counsellor shall take into account the uniqueness of each individual while not allowing the individual's uniqueness limit his or her rights. The difficulties the counsellor may encounter in diversity issues may be

- **External** / attitudinal at community-level

For example: the community of which the individual is a member, due to lack of information and education about cultural differences, ethnic, natural, refuses integration of the *"different"* person.

- **Internal** - about faith, individual's desire for change and self-knowledge.

For example: an individual with low self-esteem will hold himself back from social success *"I'll never succeed in doing it."*; an individual with disabilities *"I'm not going to integrate because I am different."*; a Roma person *"I am a Gypsy, no one wants me around them."*; an illiterate person *"Who will hire a person like me, without education?"*.

- **The counsellor's personal beliefs and background** (the manner he/she was raised, in, his/her experiences with this type of clients etc.)

To overcome the obstacles mentioned above, the counsellor together with the individual should identify the skills, abilities, potential but also the customer's personal needs and adapts them to the requirements and needs of the group/community of which the individual is a member.

2.1. STEREOTYPES, PREJUDICES

A **stereotype** is a simplified and standardised conception or image invested with special meaning and held in common by members of a group (<http://www.dictionary.com>).

So the stereotype is our tendency to judge a person/group after the first interaction rather than by individual personality traits. We stereotype out of the convenience to inform ourselves, to investigate or to argue. We take over and build our stereotypes about gender, ethnicity, age, disability etc. Apparently, it is easier to appeal to a stereotype when we have an opinion about a certain social class. Most often they are retrieved from the way in which we were educated and from what we heard about this topic, or they may arise from interacting with an individual of a social category generalising then that all members are equally (*"My wallet was stolen by a Roma person, so all Roma people steal"*).

Stereotypes can be **positive** (when referring to qualities of that category) and **negative** (when referring to imperfections). There are stereotypes about any group or category of people and each of us operates with these stereotypes more often than we would like to believe. Did it ever happen to you that you had formed an opinion about someone before you really knew that person?

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EXERCISE:

This exercise highlights the categorisation of persons, giving them characteristics positive/negative without personally knowing the people in this category.

In the table below you can see on the left column several categories of individuals. In the open space beside it, you should put down the **first trait that comes to mind and that you associate with that category** (see the example). This exercise helps the counsellor to realise that stereotypes do exist even for him or herself.

Women	Example: sensitive
Men	
Roma	
Unemployed	
Teachers	
Young people	
Old people	
Without school education	
Peasants	
Wealthy people	
Poor people	
Disabilities	

The exercise is suitable for group work and self-assessment. After filling in the table, the trainer and the group respectively the learners analyse the features listed in the table.

These examples of people who we do not know will awake in us some emotional reactions. These attitudes or emotional reactions (sympathy, antipathy, anger, fear, disgust, discomfort, hatred etc.) are all built on stereotypes and are called prejudices.

Just like stereotypes, prejudices manifest themselves in our daily lives, sometimes without us noticing. A **prejudice** is *"an unfavourable opinion or feeling formed beforehand or without knowledge, thought, or reason"* (<http://www.dictionary.com>). Stereotypes and prejudices appear very early, sometimes even before the age of four. They are not innate, but always learned, either from our own experiences or predetermined by others. As stated above stereotypes can be both negative and positive. An example of positive stereotype would be that Germans are often attributed qualities such as reliability, punctuality and diligence.

Another example would be that the Chinese people are seen as inventive people or that the best chefs de cuisine are French. When certain groups are assigned a number of negative traits (e.g. aggressiveness, low intelligence and so on), we are talking about a **stigma**. Stigma is always negative and targeting vulnerable groups.

A vulnerable group is a category of people who for various reasons (poverty, disease, lack of funds) do not enjoy the same privileges and opportunities as the rest of us. The vulnerability is therefore not associated with the characteristics of that group, but with the lack of opportunities that the group faces at a time.

Stigma affects self-image of persons belonging to vulnerable groups by labelling them. These vulnerable people come to believe in those labels assigned to them and behave as such.

As stated above, even counsellors or those working in the social field have stereotyped impulses, prejudices. These originate either in the experience over years (examples or cases that they worked with) or the inexperience and the way they were educated.

#### **CASE STUDY:**

One day a person wearing dirty clothes and having an unkempt appearance enters the counselling office. It is during the beginning of the school year when parents buy essentials for their children. After having greeted the person, the first thought that comes to the mind of the counsellor is *"I bet this is another Roma person who comes to complain."* After the person has explained that he has three children at home, the counsellor thinks *"he has so many children, but surely does not have the money to raise them"*. The person continues the dialogue and says that he recently lost his job, and the counsellor continues with the thoughts *"of course, Roma person...irresponsible people. Probably it was his own fault, he is the one to blame"* After a 10-minute dialogue the counsellor actually finds that indeed the new person is a person of Roma origin who had lost his job because he himself had given it up because he hadn't been paid properly and because the employers had refused to sign an employment contract because he has no official qualification. At the time he came to the counsellors' office with dirty clothes was because he had come straight from his work, then for a trial period. It is from there that he found out about the centre's after school services and wanted to enroll his children so that they could be supervised during the day and to know that they are safe while he is at work.

The counsellor had first prejudiced stereotype thoughts because of the outer appearance of the person. Furthermore in the counsellors' social surroundings Roma are mostly considered as uneducated, dishonest persons, in the mass media the image of the Roma is presented as negative. Realising this, the counsellor – considering that his opinion is unsubstantiated and knowing that he is there to defend his client's interests – takes a break, listens, looks the client in his eyes and sees a normal person who needs help. This is when the counsellor has accepted his limits, but acts professionally, leaving preconceptions behind.

All people hold a stock of information without recognising the positive and the negative labels. Some of them are ascribed to others; others are assigned to us by those around us. These labels influence our behaviour and thinking in relationship with others. When the labelling is negative, based on certain criteria, we adopt a different behaviour that in the worst case leads to discrimination. Every individual at some point has certain prejudices, certain believe that the more one understands, accepts them and knows their limits, the more he/she can live together in harmony with his/her peers. The work of counsellors, knowing their limits and being aware of stereotypes tends to make the intervention easier, to optimise the results of the counselling.

In the example of the counsellor mentioned above, stereotypes and prejudices had been formed unconsciously, but the counsellor was not driven by them and he thought about the negative effects of a restricted thinking, which would have limited his options of analysing and understanding the situation the person was going through. Thus, he has not overlooked the fact that stereotypes and prejudices are affecting not only those on whom he applies them but also limit his own development as an individual and especially as a specialist in counselling (cf. British Council, 2010, p. 12).



## 2.2. FORMS OF DISCRIMINATION AND OBSTACLES THAT INVOLVE THEM: RELIGION, DISABILITY, SEX, NATIONALITY/RACE OR ETHNICITY

**Discrimination** is a *"treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit: racial and religious intolerance and discrimination."* (<http://www.dictionary.com>)

Discrimination is a distinction made between several groups/individuals and ideas. All people have equal rights, and when someone uses an irrelevant criterion to limit the rights of a category of people, that person commits an act of discrimination.

### DISCRIMINATION ON GROUNDS OF RELIGION

Discrimination based on religious grounds requires the exclusion or rejection of a person or of a group of people because of their religious beliefs. For example, after 11th September 2001, many Muslims rose constant suspicion of being terrorists or of having links with terrorist groups. Just imagine how many abuses were made during this period against Muslims, just because many people associated a Muslim with a terrorist.

In the current European context, the Muslim status requires difficult access to a job, a home, education or further education and integration etc. Doubt or uncertainty surrounding label the vulnerable person, and the latter must prove that he is not a threat to the others.

**EXAMPLE:** You are a counsellor who supports a Muslim family recently moved to your country. The problems they face are: not knowing the language and habits of the country, lack of stable income and lack of a job. Analysing in depth the problem, the counsellor learns that Muslim family tradition shows the man as the pillar of the family, while the woman's role is to stay home with the children. The first step in helping them is showing appropriate respect and empathy for the way of life in their community of origin and presenting what is typical in the society in which they want to integrate, a society which is different from their own. In most parts of Europe both men and women are seen as responsible for upbringing and educating their children and also for their own personal development by making the most of their personal potential (finding a job, continuing education). In this way the combination of the two cultures is aspired, so that the person gets the best of them.

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### DISCRIMINATION AGAINST PEOPLE WITH DISABILITIES

Disability refers to one or more physical, psychic, mental or sensory deficiencies, which in the absence of an accessible environment can partially or totally prevent the chances of a person to live independently. Disability has two components: one given by the medical condition itself, and the other given by the social environment capacity to meet the needs of people with disabilities. Disability thus takes very different forms, and each disability raises some specific challenges.

The poor accessibility limits their access to education and jobs. Limited education enrolment rate among disabled people is much higher than among the general population, and the percentage of disabled workers is low. This led, in time, to perpetuate the stereotype according to which most disabled people are (completely) helpless and unable to lead an independent life. We have prominent examples of people who have overcome "barriers" of disability: Stephen Hawking, who was diagnosed with amyotrophic lateral sclerosis and despite the fact that doctors had given him less than three years to live, has continued his activity and even started a family. Until today he continues his scientific activity.

Another example is Aimee Mullins, who was born with fibulae hemimelia (the absence of fibula, a bone without which moving is impossible). With the help of a special prosthesis she was able to participate in sports competitions, competing against athletes without disabilities. These are cases of people who have been promoted, but in everyday life there are also models of success leading a struggle against the system. Unfortunately, it does not face the challenges of people with disabilities, with a handicap in meeting their special needs and their integration.

When you work as a counsellor with a person with disabilities, above all you should explore the way he/she sees him or herself, his/her skills and competences. Guided by the counsellor, the person should discover not only his or her limits but especially his or her strengths. Specific for guidance is focusing and clarifying the impact of a problem



or an improper context of life that can affect: raising awareness of his needs, expectations towards oneself and others, and the possibilities to overcome the situation (cf. Mitrofan I., Nuta A., 2011, p. 4).

### GENDER DISCRIMINATION / SEXISM

It is necessary to make the difference between sex and gender. The first refers to biological, natural differences, determined with birth between men and women. The second set of roles and responsibilities learned/assigned on lifetime depends on the society in which we live.

Therefore, gender refers to expectations about the characteristics, attitudes and behaviours of women and men who may or may not correspond to biological sex. When they do not correspond, they give birth to gender stereotypes.

**EXAMPLES:** A young woman is discouraged to choose a technical job, because this is a job for men. Or when a man is blamed because he wants to be an artist, he should instead pursue a more "serious" male career, to allow him to support a family later. It is gender stereotypes underlying wage differences between a man and a woman, although performing the same work, or when a woman is not promoted into a management position, simply because of the idea that a woman is not capable of leading with "strength" or firmness.

Gender discrimination or sexism is unfortunately a reality of our times and it is defined as favouring a particular gender over another.

At first glance, we see more often stereotypes, discriminatory attitudes among the female population, but in reality both sexes are affected by them, the difference being made in circumstances according to the region/country in which they live. When they are discriminated against, both women and men lose educational and professional opportunities, which is all in all a case of discrimination. Sexism is therefore everyone's business.

Another example would be a male counselling a person who wants to work as an educator for children aged three to five years. The first thoughts that come to the counsellor's mind at the beginning of the session may be: *"Does this man have children? Does he know what the needs of children so small are? I do not think so...after all he as a man has rather no maternal instinct. Besides, what will the children's parents say: he doesn't have a soft voice, he doesn't have the patience of a woman etc."* Later the counsellor learns that

this man is a specialist in preschool children pedagogy and that he has positive recommendations. In this respect, the counsellor's work will consist in highlighting his client's qualities, also towards the parents of the children with whom the client will work.

### DISCRIMINATION ON GROUNDS OF NATIONALITY/RACE AND ETHNICITY

What is the first thought that comes to your mind when you say French, Italian, English, Spanish or Romanian? Champagne and arrogance, talkative and gesturing, cold and ceremonial, flamenco and revellers, hospitable and hardworking? Have you ever wondered why do we rush in making judgments about people who in reality we don't know? Unconsciously we tend to divide everything around us in categories, whether it's about objects or people. This division is based on attributes related to physical appearance, culture, geographic region, language, nationality etc. and not on the inner side of the individual, on his/her unique potential.

Regardless of origin, every person should be treated as an accumulation of culture, faith, tradition which laid the foundation for shaping that person as an individual. So, the counsellor has the duty to treat every individual both equally and unique, regardless of the characteristics attributed to the group the person comes from. In conclusion there are no races, nationalities or ethnic groups better than others, but each has its own cultural background, different from others, and this is what makes our world so interesting.

An example for a vulnerable group much affected by racial discrimination is that of the Roma people. The term of Roma comes from the Roma language and it is the term used by the representatives of this ethnic group to designate itself. The term of "Gypsy" does not exist in Roma language, the word having a Greek origin with the sense of "pagan", "untouchable" and "impure". It is therefore an offensive term. At the origin of the word it also adds the pejorative sense acquired over time. Roma people are often seen as "dirty", "lazy", "uneducated" etc. One must be aware of the causes that led to those misperceptions: the poverty they were raised in, the lack of opportunities to attend school, the reduced chances of developing a skill and finding a job etc.. Social failure calls after desperate actions which more often are not normal. Also, labelling entails identifying the discriminated person to the characteristics assigned to behave as such.

**ANOTHER EXAMPLE:** You as a counsellor are dealing with a person with migration background, a young man from the Middle East. As a professional you need to know (or to get informed about) the socio-cultural characteristics of the group he originated from, their social implications, the manner in which he was educated, the roles and limitations of each individual in his community. Besides, together with the person, the counsellor should discover his/her individual potential and uniqueness. Thus, the counsellor creates a comprehensive framework upon which he can build the intervention.

In general, the counsellor does not impose his own decisions upon the person, instead he/she should give signals and confirms solutions or behaviours that the person himself suggests, discouraging the unrealistic ones that may be damaging for his integration. The counsellor helps him to accept his limits, to forgive himself for real or imagined mistakes, by unlocking his resources and identifying potential to solve the problem.

**A professional counsellor should favour the following attitudes:**

- the counsellor is interested how the world is seen from his client's point of view;
- he has positive views on people, considering them trustworthy, capable and friendly;
- he has a positive self-image and confidence in his own abilities;
- the intervention of the counsellor is based on the client's personal values.

(cf. Mitrofan I., Nuta A., 2011, p. 7)

### 3. SELF-REFLECTION AND EMOTIONAL INTELLIGENCE IN PROMOTING DIVERSITY AND HUMAN RIGHTS

At some point each of us has at least stereotypical or prejudiced thinking. Maybe they are somewhat based on the modality of thinking and action in everyday life. Even those who say they have no prejudices or stereotypes, actually have at least some.

The counsellor him or herself is a man/woman with weaknesses, an individual who is part of society. He/she must be aware that at some point feelings, previous experiences, the environment arising, family education/school have already formed his or her own opinions.

**A good counsellor should be aware of the importance of his/her profession by respecting the following (NASW Code of Ethics, 1996):**

1. Statement of own individuality. People have the right to choose and to decide their own values as long as it does not affect the integrity, safety, rights of others.
2. Fighting patterns and clichés in them when perceiving others. The fight against stereotypes and prejudices.
3. The right of persons to have access to the necessary resources. People have the right to have access to resources needed to develop their educational, social, individual life so as to fulfil their potential to the optimum
4. Respect the dignity and worth of the human confidence. Each person is a value in him/herself and is unique. A counselling process should respect human rights, thereby increase the personality, dignity and self-esteem of each person.
5. Confidence in the ability of self-determination and the ability to solve problems of the person. Confidence in the ability of learning and in the development of people.
6. Keeping the confidentiality of information received from the person regarding their situation. (cf. Nicoara P.C., 2012, p. 10)

Personal characteristics and empathy of the counsellor are very important for effective counselling activities. Furthermore Belkin (cited Jevence 1981 – 1984) believes that there is a direct and significant correlation between the training of counsellors and efficiency. The counsellors' efficiency is based on a better understanding of their own emotions and the way they are managed, better understanding of those with whom they interact, creating better relationships at all levels with others and increasing labour productivity and personal image. All these elements actually shape the emotionally intelligent counsellor. So, empathy in combination with a sound education is the precondition for good, professional counselling. Emotional intelligence is the ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems. Developing emotional intelligence allows enhancement of intellectual skills, creativity, and helps ensure success at the workplace. This shows the relationship between emotional intelligence situation - thought - emotion - behaviour.

According to statistical surveys, emotional competence is twice more important than technical or intellectual skills. (cf. e.g. <http://www.iceberg.1educat.ro/>)

Developing emotional intelligence requires self-awareness (determining the strengths and limitations, awareness of emotions and their effects on behaviour and their impact on others), management of emotions, picture of one's own motivation, social skills (active listening, preventing a negative influence of emotional factors on the ability to listen, assertiveness, conflict management).

The psychologists Peter Salovey and John Mayer first used the term "*emotional intelligence*" in an article in 1990. Although the term is relatively new, the concept can be dated significantly since the extremely known statement of Socrates (470-399 BC) "*Know thyself*". Also another emotional intelligence model occurs in the Bible, both the Old and New Testament "*Do not do to another you don't like yourself*" and "*Love your neighbour as yourself*".

Stereotypes, prejudices and discriminatory tendencies are latent in all of us. An unfortunate social context is sufficient for them to stand out in any individual. A "*different reality*" can be quickly created to characterise or fit persons that are not like us, or we do not agree with, into specific categories. On the other hand positive or negative expectations attributed to a person on the edge of his abilities can shape the success or the failures of that person. To be able to distinguish between an instinctive behaviour, unfiltered, and one studied, thought, the counsellor has access to both the legal framework contour of the big picture but also to specialised studies in the social and psychological field. The last ones offer available examples of techniques, exercises, and experiments aimed at self-discovery; improve self-esteem, increasing acceptance and understanding of peers, best performance in a proactive, prosaically way.

*"Self-empowerment is an easy and effective way to clear the dark clouds in the sky. Self-empowerment is defined as an active and involved participant in techniques and exercises that will lead to future personal success. Just by altering your mindset and your approach in life, you will be surprised at how much you can achieve and overcome."* (<http://www.vitalitylink.com/article-hypnotherapy-1987-essential-empowerment-techniques-life-mind-emotions>)

Self-empowerment is a technique that the counsellor can use on him or herself in his/her work, but it can also be used in the client's empowerment (learning how to manage him or herself, to be independent). **This technique of reflecting on oneself includes the following steps:**

- **Self-acceptance** – Accept yourself as you are right now, you can still make changes while embracing who you are.
- **Release** – Negative emotions, self-defeating thoughts & limiting beliefs (I can't achieve/I don't deserve...) & blockages (I'm not good enough).
- **Forgive and let go of blame** – People do their best with the tools they have at the time.
- **Gratitude** – It is the key that unlocks positive energy in life and the alchemy that transforms issues/problems into blessings/gifts. Make it a habit to give gratitude every day e.g.: "*I am grateful for waking up today in a warm place*".
- **Personal inventory** – Learn to tune into yourself and cultivate the art of listening to yourself. What are your feelings/body/mind/intuition telling you? Instead of "*why*" ask "*how*". Pay attention to the answers that come up.
- **Take one step at time** – Move at a pace that is comfortable for you. Rome was not built in a day.
- **Choice** – Behaviours have negative or positive consequences teaching us we have a choice.
- **Assertiveness** – Being able to express yourself openly and directly and stand up for yourself without fear of being judged. It is about being able to assert your point of view, without violating the rights and beliefs of others.
- **Empathy** – walking in another's shoes, entering into another person's frame of reference or having the ability to experience life as the other person does by entering the person's world of thoughts, feelings, emotions and meanings. (<http://www.vitalitylink.com/article-hypnotherapy-1987-essential-empowerment-techniques-life-mind-emotions>)

When you are dealing with the issue of diversity, the personal factor of the counsellor is important, which assumes the background, professional knowledge, but also the "*soul*", the ability of the counsellor to feel, to be empathetic, to have a keen insight and to be open. Besides, the assertiveness plays a very important role, meaning a positive thinking about others, a positive approach to social diversity, focus on things that unite us as a people, patience, and modesty.

Among the methods applied by specialists in social-educational field and which had effects and results can be mentioned: Exercise brown eyes - blue eyes (see more about Jane Elliott exercise on <http://www.janeelliott.com>), Iceberg Theory (<http://www.iceberg.1educat.ro>), Method ESPE-RE, Johari window, etc.

Next we propose some exercises that challenge you in your work as a counsellor through self-discovery.

**The main purpose** of the exercises is to facilitate self-knowledge achieved in the group of peers, establishing first contact and closeness between learners but also between counsellor and client. Exercises of self-knowledge, of presentation and interpersonal knowledge will help participants to describe and discover oneself with positive and negative aspects; to recognise the value / the uniqueness of him or herself and others; to arrange the past, present and future as a continuity; to examine to what extent personal skills are developed; to respect the differences between group members and to overcome existing barriers easier.

We must be aware that discrimination, stereotypes and prejudices exist among us. We must learn that they are part of our lives and we must learn to accept them and live with them.

A "wise" counsellor knows about his weaknesses and uses self-reflection to overcome negative attitudes when counselling.

### THE TRAIN TRAVEL

This exercise aim is to emphasise that all people tend to think with stereotypes or to have prejudices. Participants in the exercise will receive a sheet of paper with a list of people with different backgrounds: e.g. a beggar, an immigrant, a young artist with HIV/ AIDS, a person with disabilities, an unemployed person, an illiterate, a representative of the Roma people, a retired person etc. From this list the participants must choose three people wishing to embark with on a train journey for a week and three people they would not like to travel with. Once they have decided on the 6 people, they will motivate their decision, answering the following questions:

1. What are the decision elements in choosing the people?
2. How have you made this decision?
3. What stereotypes are recognised here and what is their source?
4. What bothered you when it came to the undesirable people?

Each learner will choose different persons with whom he/she will travel showing the uniqueness of the choices they make, based on their own motivations.

### MAP OF THE HEART

This exercise is very simple and can be used to develop personal capacity of auto evaluation and self-esteem, self-reflection. Draw a heart and divide it into 4 quarters. Each quarter will be completed as follows:

1. Write three qualities of your favourite people;
2. Write three things in your life that you would like to change;
3. Write three things you do well;
4. Write three words that you would like to be said about you.

Then you form working groups of 4-5 people and discuss the content of each heart. In the end you will answer questions such as:

#### Personal questions:

- To what extent do you find yourself in those qualities?
- Identify 3 steps in obtaining the proposed change.
- What have you learned about yourself?
- What do you think you could do for those around you to say words that you want to hear?

#### General questions:

- Were you surprised by a particular answer from any form?
- Have you discovered something new about yourself?

### STARBURST

This exercise is a method of stimulating creativity, a way to relax and relies on formulating questions in order to solve new problems and new discoveries. This exercise can be used as a method of self-awareness, discovery of own plan to solve a problem that you are facing with (**applicable both counsellor and client**), but also as a method/tool work in organising the intervention plan for the case the counsellor works.

#### Method steps:

- People sitting in a semicircle propose to solve a problem (a vulnerable group problem);
- On the big star we write the main idea;
- On 5 smaller stars we write one question of type WHAT, WHO, WHERE, WHY, WHEN, and 5 people extract one question;
- Every person among those 5 chooses 3-4 colleagues organising themselves into five groups;
- The groups cooperate in developing the questions;
- When time is out, everybody returns to the star-circle around the large star and the spokesman of the group asks the questions;
- The other groups respond to those questions or formulate questions to questions.

**Ideas of vulnerable group:** unemployment, lack of qualification, non-schooling, disease/ disability.

### A LETTER TO MYSELF

The purpose of this letter is to reflect on counsellor own problems or fears and to make the first steps towards planning to solve the problem.

This method proposes that each person who has a problem, who is undergoing a difficulty or who has an inferiority complex etc. to design, to write a letter to himself in defining the problem he is facing, identifying the causes that led to this problem, the effects of the problem but also to identify resources (human, economic, financial, emotional, etc.) that might appeal him/her to in order to overcome the problem.

Example: "Dear counsellor..."; "Dear unemployed / emigrant / pensioner..."

**Diversity** means to accept that people are different in appearance and personality. How each of us understands and respects these things contribute to the development and consolidation of civil society. Counselling is an interpersonal relationship between an individual and a specialist, the counsellor, and another person who requires specialised assistance, the client (cf. Egan G., 1990). The main purpose of the counsellor's activity which is a work in the social area is to help people in need and is involved in identifying, in understanding the proper evaluation and resolution of social problems they face.

#### A good, professional intervention in counselling can be achieved by:

- Theoretical knowledge about counselling, by being familiar with the terms and meaning of intervention, stereotypes, prejudice, diversity, human rights etc.;
- Knowledge of psychological/social work with man;
- Being familiar with the national legislation of the country of origin and European diversity to intervene in cases (racial issues, physical development, disability, being uneducated, etc.);
- Identifying our own stereotypes and prejudices is essential in achieving a long-term authentic communication between different cultural groups;
- Highlighting some representatives of groups to find there some stereotypes that refute the stereotype;
- Providing a significant amount of information on the group – on all its specific values and norms and its members;
- Motivating individuals within the meaning of correct understanding of the group with whom to communicate;
- Engaging in activities to achieve common goals.

The success of a counselling process is represented by the unlocking of the client's capacity to act in solving the problem but also by making the client responsible (empowering him). Without being dependent on the counsellor; the client learns to use all his resources, without permanently expecting help for the problem he faces.

Said otherwise, the person learns to help himself. In conclusion, human beings may differ by age, race, nationality or religion, but we all have something in common – the right to live in dignity as human beings. So the counsellor should promote actions against violence, abuse, ignorance and hatred, fundamental freedom, justice and peace.

## 4. CONCLUSIONS

*"The one who knows the others is an educated man. The one who knows himself is a wise man."*

Lao Tzu



Units of learning out-comes	LEARNING OUTCOMES (LO)			Recommen-dations for Assessment
	Knowledge	Skills	Competences	
1. Overview legal frame-work	EUROPEAN POLICY			Presentation Self-research Evaluation (guided by the trainer)
	Be familiar with the main European Policy terms, and legislation regarding discrimination and human rights.	Identify useful informa-tion and recognise the role of the importance of alignment with EU legislations.	Assessing the informa-tion necessary to handle any situation no matter the nationality of the client.	
	NATIONAL POLICY (ROMANIA, BULGARIA, GERMANY)			
	Be familiar with the main National Policy terms, and legislation regarding discrimination and human rights.	Identify the useful legis-lation that can help you more in your counsellor work.	Performing your work as a counsellor. Help to identify correctly the legal benefits of the client.	
	STATE INSTITUTIONS FIGHTING FOR NON-DISCRIMINATION (ROMANIA, BULGARIA, GERMANY)			
	Know the institutions that can help you in your work.	Be able to identify the right institution in solv-ing the case.	Creating a social net-work (in your area) with all the institutions that are fighting for human rights.	
2. The main obstacles in promoting diversity: Stereotypes, Prejudices, Discrimina-tion	STEREOTYPES, PREJUDICES			Presentation Examples Individual work
	Know about the exist-ence of stereotypes and prejudices.	Understand and rec-ognise the differences between stereotypes and prejudices and how can these affect both counsellor and client.	Identifying your own stereotypes and prej-udices is essential in achieving a long-term authentic communica-tion between different cultural groups. How can the counsellor change a negative preju-dice into a positive one?	
	FORMS OF DISCRIMINATION AND OBSTACLES THAT INVOLVES THEM: RELIGION, DISABILITY, NATIONALITY, SEX, RACE/COLOUR			
	Know these forms of discrimination and how they reduce the inte-gration capacity of the persons.	Recognise and identify the individuality of each person regardless of its belonging.	The counsellor can make the distinction between consequences that has been subjected to discrimination and the way it is actually discriminated.	
3. Self-reflec-tion	SELF-REFLECTION AND EMOTIONAL INTELLIGENCE IN PROMOTING DIVERSITY AND HUMAN RIGHTS			Examples Individual work Group work Evaluation
	Know and apply ap-propriate methods and working techniques in counselling work: both for counsellor and client.	Understand the thera-peutic strategy and its reason, the mechanism that causes emotions, thoughts and influences behaviour. The skills suit the counsellor personal-ity aspects and gradual-ly shape a personal style advice.	Discover oneself with positive and negative aspects in order to recognise the value/ the uniqueness of him or herself and others, to arrange the past, present and future as a continuity, to respect the differences between group members and to overcome existing barriers easier.	



## CURRICULUM

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Presentation of the aim of the module</li> <li>• Query: expectations regarding the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook and slides if applicable</li> <li>• Flipchart</li> </ul>	10 min 10 min
<b>1. Overview legal framework</b>  <b>1.1 European Policy</b>	<ul style="list-style-type: none"> <li>• Presentation of the objective of the Topic</li> <li>• Discussion regarding diversity and human rights in Europe: laws that make references to our topic</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 1</li> <li>• Flipchart or slides if applicable</li> </ul>	10 min 20 min
<b>1.2 National Policy</b>	<ul style="list-style-type: none"> <li>• Group work as described in the Handbook including presentation of results and discussion</li> <li>• Presentation of the national laws regarding the topic</li> <li>• Any other information regarding the topic if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 1 and slides if applicable</li> <li>• One flipchart paper per group</li> </ul>	30 min 20 min 5-10 min
<b>2. The main obstacles in promoting diversity</b>	<ul style="list-style-type: none"> <li>• Group work (brainstorming) as described in Topic 2</li> <li>• Presentation of the terms (diversity, respect, human rights, equal opportunities)</li> <li>• Difficulties that the counsellor may face when dealing with diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 2</li> <li>• Post-it, flipchart</li> </ul>	10 min 15 min 15 min
<b>2.1 Stereotypes, prejudices</b>	<ul style="list-style-type: none"> <li>• Definition of the term, different aspects -discussion with participants</li> <li>• Exercise as described in this module</li> <li>• Case study presentation</li> <li>• Feedback and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 2, slides if applicable</li> <li>• Working sheets</li> </ul>	10 min 15 min 15 min 10 min
<b>2.2 Forms of discrimination and obstacles that involve them</b>	<ul style="list-style-type: none"> <li>• Presentation and clarification regarding types of discrimination</li> <li>• Discrimination effects (regarding clients and also the counsellor's work)</li> <li>• Exercises as described in the module: discrimination examples and reactions of the counsellor</li> <li>• Presentation and Discussion of results, feedback, possible Classifications</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 2, slides if applicable</li> <li>• Working sheets</li> </ul>	10 min 10 min 15 min 10 min
<b>3. Self-reflection and emotional intelligence in promoting diversity and human rights</b>	<ul style="list-style-type: none"> <li>• Personal characteristics vs. Professional characteristics</li> <li>• Description and discussion regarding methods applied by specialists, results (Brown eyes, blue eyes, Iceberg theory)</li> <li>• Emotional intelligence, Empowerment (Self-empowerment)</li> <li>• Exercises: train travel, map of the heart, starburst, a letter to myself (applied depending on the number of learners)</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 3</li> <li>• Film about the Jane Elliott experiment, feedback</li> <li>• Working sheets</li> <li>• Flipchart, post-it</li> </ul>	15 min 40 min 15 min 10-40 min
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>• Discussion about the fulfilment of the expectations</li> <li>• Presentation of the outcomes</li> <li>• Feedback to the module</li> </ul>	<ul style="list-style-type: none"> <li>• Free discussion, flipchart</li> </ul>	10 min 20 min 10 min

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- <http://www.totiegali.ro>
- <http://www.tdh-moldova.md/index.php?l=ro>
- <http://www.iceberg.1educat.ro>
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# MODULE 4 Entrepreneurship

DEVELOPED BY „ANGEL KANCHEV“ UNIVERSITY OF RUSE

## MODULE GOALS AND LEARNING OUTCOMES

The main goal of the course is counsellors to acquire the skills and mindset to be able to explain people from disadvantaged groups on the labour market how they could turn creative ideas into entrepreneurial action. Counsellors should be able to explain that entrepreneurship is perceived as a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability.

The aim of the course is to provide counsellors with knowledge on some basic characteristics of delivering a course in entrepreneurship and personal entrepreneurial attitude and behaviour. The teaching material is designed in accordance with the need to provide counsellors with practical approaches and theoretical background on how to respond to the aspirations of people from disadvantaged groups on the labour market to get introductory knowledge and skills in the field of entrepreneurship. The course structure offers to the counsellors a set of instruments for encouraging learners to acquire knowledge and skills for decision making, planning, organising, leading, and management control, management of change with application in entrepreneurship in the fields of agriculture, tourism, handcrafts. Counsellors also acquire knowledge and skills how to support learners by analysing and reviewing case studies in order to develop practical skills for their future career, which could be in the fields of agriculture, tourism, handcrafts.

**More precisely, the expected learning outcomes for the counsellors after completing the course could be summarised as follows:**

### Module 4

#### Entrepreneurship

- Ability to provide client oriented definition for Entrepreneurship;
- Ability to explain PROs and CONs of the Entrepreneurship career and options for support and mentoring;
- Use of applied approach to build client's understanding of innovations;
- Ability to provide client oriented definition for sustainable development and environmental problems;
- Ability to explain Eco-Entrepreneurship;

- Advise clients for elaborating and providing a concise description of a business idea;
- Provide client oriented definition of a business plan.

**The content of the module includes five main topics:**

1. What is Entrepreneurship? The profile of the entrepreneur
2. Opportunity identification
3. Environment trends: major problems and opportunities
4. Business modelling
5. Business planning

## MODULE STRUCTURE: INTRODUCTION

### INTRODUCING GROUP MEMBERS AND THE COUNSELLOR: EXERCISE FOR BUILDING GROUP DYNAMICS.

**Examples:** Some tools for group dynamics exercises:

**The story of my name:** describe the meaning of your name, where it comes from, and if there are any traditions in your family or culture, connected with your name. Everyone's name may have an unexpectedly interesting origin. According to some authors, this is an interesting way for people to introduce themselves to others, especially when there is an ethnic diversity in the group (Neill 2004). This exercise works well when people have already done some initial warm-up activities. One of its main advantages is that it helps to build intercultural respect and understanding or to foster open respect and sharing. Another option for this approach is to ask each person to introduce the person next to him to the group and to explain what his/her name means and where it comes from.

**The first letter:** This technique is suitable for completely newly formed groups so that the group members could remember their names easily. Each person in the group is represented by his/her name and some characteristics, selected by the moderator before that – for example, what you like to do most, what you would like to do or

to have in the future, what is your favourite place to visit, etc. The counsellor is advised to select not more than three topics or questions, and to use the board or flipchart to write them down in order to keep the people focused. Also, the counsellor should start by giving himself as an example and to describe his favourite characteristics that begin with his name's first letter. This will encourage the other participants not to be shy and to follow his example.

**The crossword puzzle:** the counsellor should write on the board or flipchart the main word for the course, "*Entrepreneurship*". Then each person should write his name by using a letter, which is already on the board. This approach helps for building group cohesion and can be easily combined with the "*The story of my name*" approach.

#### **EXPECTATIONS: WHAT DO THE END USERS (BENEFICIARIES) WANT TO ACHIEVE?**

In this session the trainer should focus on defining the goals of the course, but based on the participants' views. The learners who are counsellors must be included in the goal setting process – this is an important, participants-based and inclusive approach. The major benefit is that it allows learners to feel like designers of their own education.

The suitable tool to be used here is a writing session, followed by a discussion, organised in a friendly and informal way, for example: learners use two types of cards (in colours or shape) where they write short statements (anonymously) about what positive results they expect, and what negative ones they would like to avoid. The card may be put on the white board in two columns – YES and NO, or the trainer could draw a tree on the board and the Yes-cards to be put up on the tree, while the No-cards are down like "*fallen apples*" on the ground. When everybody has put his cards on the board the trainer may take a couple of minutes to mark similar topics and to group them in categories, for example – expectations for the process of teaching and interaction, personal expectations of the learner for him or herself and for the others, and perceptions about the role of the trainer as a mentor.

#### **Why is this course offered?**

#### **What are the expected results after completing the course?**

#### **What are the benefits for the beneficiaries?**

Here the trainer could make a presentation (PowerPoint) about the key knowledge, skills and competences acquired by the counsellors upon completing the course. The benefits for the counsellors may be outlined in the following areas:

**KNOWLEDGE:** to assess business opportunities with their clients; to evaluate business ideas and alternatives with their clients; to understand the particular role of an entrepreneur and explain it to their clients

**SKILLS:** Supporting their clients in Creativity; Resource Planning; Financial literacy; Organising resources; Managing uncertainty/risk; Teamwork;

**COMPETENCES:** Supporting their clients in developing autonomy, self-confidence, self-management and organisation; Idea generation, decision-making; Ability to take initiative; Responsibility to complete tasks, meet deadlines and collaborate with others; Ability to accept innovation and change; Ability to learn from failure.

#### **What teaching methods will be used and how assessment will be made?**

The trainer may apply various teaching methods and approaches which include Presentations; Discussions; Projects; Simulations; Creative exercises; Case studies. Assessment is done through Project work; Self-assessment; Presentations; Portfolios.

# TOPIC 1 What is Entrepreneurship?

## The profile of the entrepreneur

### 1.1. WARMING UP EXERCISE

(if applicable): What is Entrepreneurship?

How would you define the profile of an entrepreneur? Brainstorming, collecting outcomes/ideas on cards (flipchart or pin board if necessary).

### 1.2. PRESENTATION: DEFINITION OF ENTREPRENEURSHIP (LARSON, 2012, P.144)

According to publications of one of the researchers in this field, Russell S. Sobel, an **entrepreneur** is someone who organises, manages, and assumes the risks of a business or enterprise (Russell, 2008). An entrepreneur is an agent of change. Entrepreneurship is the process of discovering new ways of combining resources. Successful entrepreneurs expand the size of the economic pie for everyone. The word "*entrepreneur*" originates from a thirteenth-century French verb, *entreprendre*, meaning "*to do something*" or "*to undertake*." By the sixteenth century, the noun form, *entrepreneur*, was used to refer to someone who undertakes a business venture.

In the 20th century, one of the most popular views is that of Joseph Schumpeter who describes the entrepreneur as an innovator who introduces new goods or new methods of production in the economy. According to Schumpeter, the entrepreneur is a disruptive force in an economy, because his activity results in the obsolescence or failure of other competitors. In contrast to Schumpeter's view, another researcher, Kirzner, perceives the entrepreneurial activity as a process of discovery and thus the definition of the entrepreneur is of a person who discovers previously unnoticed profit opportunities.

Other views add some more aspects to the definition and state that entrepreneurs are the people, decided to open a new company and entrepreneurship is the process of creating and establishing a new business venture. Entrepreneurs may also undertake actions for companies' enlargement and expanding the scope of the business. An important point here is that Entrepreneurship links inventions with market success and, that is why, it needs personal characteristics of ambition, leadership, team-building, personal involvement and commitment (Shaitegger, 2002, GMI Summer: p. 45).

### 1.3. DO MY CLIENTS HAVE PERSONAL SKILLS AND ATTITUDES NEEDED FOR ENTREPRENEURSHIP? SELF-TEST, FEEDBACK

In this session the trainer should offer to the counsellors questionnaires and different types of tests that explore personal characteristics of people that are interested in or plan to develop entrepreneurial activity. It must be noted that testing is not used for evaluation and comparison among people, but only for personal usage by the learners, as an instrument that could help them in their counselling sessions and can give their clients a hint about what are their strengths or features that could be further developed in the future. Usually, in such sessions people receive the questionnaires, get some guidelines about the content and the type of responses, but individual results are not discussed. This is so, because they should only get familiar with these kinds of instruments.

**For example, several types of tests are used very often:**

- **Type of personality:** based on Carl Jung's approach, improved later by Isabel Briggs Myers. A sample of this test can be filled-in online at <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. Some more explanations and applications of the results in career development could also be found on the same webpage (Humanmetrics, 2016).
- **Belbin Team Roles test:** Belbin has identified nine different behaviours that individuals display in the work place. A Team Role is defined as "a tendency to behave, contribute and interrelate with others in a particular way" (Belbin, 2016).
- **Work value test:** this instrument provides the learner with some ideas what makes a person happy or unhappy in his/her work and career? A sample test (free access) can be found at <https://www.123test.com/work-values-test/> (123test BV, 2016).

A lot of other examples of tests for entrepreneurship attitudes and skills could be found online: just type as keywords "*entrepreneurship test*" in an internet search engine, and explore various results. Some of the resources offer free tests, others partly or fully paid.



It is very useful in this session for the trainer to provoke a discussion on questions like: what are the most important personal skills and attitudes needed for Entrepreneurship; how to notice them in others or in myself; how to develop them and what factors influence them?

#### 1.4. PROS AND CONS OF THE ENTREPRENEURSHIP CAREER

**Benefits for unemployed or low-skilled people, benefits for the society and economy. Some possible disadvantages of Entrepreneurial life**

##### Info box for the trainer:

Starting one's own business and entering the group of micro, small and medium-size enterprises (SMEs) usually brings several **benefits for the local society and economy**: creating new jobs; fostering innovations, creative thinking and problem solving; enabling many people with specific needs and background, including women and people from minorities, to achieve financial success and independence; supporting and increasing the effectiveness of larger companies and organisations by taking the role of a subcontractor for providing them with materials, components, services, and distribution of their products to the market.

From the viewpoint of **unemployed or low-skilled people** starting an own business and being an entrepreneur may bring **several benefits**: independence, because usually this is a "no boss" job; generation of income or increasing the current income from new sources; better quality of life, because the entrepreneurial activity is in line with the inner preferences of the person, and also allows freedom for managing the working time and rest; personal satisfaction; adopting of new skills and knowledge needed for running one's own business, which helps self-improvement of the person;

There are some **possible disadvantages** of Entrepreneurial life that could be considered when deciding to start one's own business:

- **FINANCIAL RISK** – one can lose all his money, family savings or property if the business activity is not successful. Also, some businesses need large amount of money for initial investment. Another issue is that there is no guaranteed level of income, which may discourage the entrepreneur;

- **LIMITED FINANCING** - Financing for a new business is more difficult to obtain, compared to larger companies, because the newly established entities do not have financial history (profits and losses for the previous years) and the potential investors still have no evidence for the capacity of the business to be successful;
- **DELAYED PROFITABILITY** – usually in the first months or sometimes a year or two, the business entity puts excessive efforts to gain a market share and to attract customers and that is the reason why the amount of sales and income are to be lower;
- **TIME COMMITMENT** – starting and running one's own business consumes a major part from the day-to-day life of the person. Very often, an entrepreneur finds out that he spends more time in his company compared to the time he has spent working as an employee for someone else;
- **STRESS** – the founder and owner of the company has to take care of different aspects of the business and the impact of his decisions on other persons. Constantly thinking about relations with suppliers and customers, proper and flexible pricing, marketing, human resources, responsibility of employees and their families may bring a lot of pressure and frustration. The work-life balance is also an issue, because the entrepreneur's family, rest and leisure time need attention too.

##### Further readings:

- Collins, K. An Introduction to Business. Creative Commons licensed, freely downloadable. <http://2012books.lardbucket.org/>
- Houston Chronicle. Small business publications and articles (powered by studio). <http://smallbusiness.chron.com>

### EXERCISE FOR TOPIC 1.4: BRAINSTORMING FOR PROS AND CONS OF THE ENTREPRENEURSHIP CAREER

This is very interesting to be done before the theoretical information is given to the learners. Here the trainer may organise the process as follows:

1. Each person receives a sheet of paper with a table on it (the trainer should have prepared it before the exercise), where he is asked to fill in five ideas for advantages and disadvantages of a client's entrepreneurial career, the reasons for them (question: why?) and possible suggestions how to overcome the CONS or to boost the PROs. Time: 20 minutes;
2. Learners rank the five ideas in each category (PROs and CONS) according to their personal opinion about the importance of each item Time: 5 minutes;
3. Learners form small groups of 3 to 4 people each and discuss their ideas in order to reach a common decision about the list of ideas (might be more than five) and the importance of each idea. The main goal here is for the group to agree on the ranking list. Time: 20 minutes;
4. Discussion with all groups and the trainer on the most important PROs and CONS and how to deal with them.

This exercise has some additional positive effects: it trains analytical skills, evaluation of different options, team working, communication skills, empathy, conducting negotiations, logical connections "*reason-result-reaction*".

### 1.5. HOW TO GET SUPPORT AND MENTORING FOR STARTING AN ENTREPRENEURIAL CAREER

**Building your personal Entrepreneurial environment.** When starting entrepreneurial activity and especially when implementing innovation activities, the founder (entrepreneur) may try to use several sources for financing – for example, **risk capital funds, transnational funds and programmes, specialised national programmes, bank credits**. Risk capital funding is usually applicable in newly established companies with intensive growth and expected high market value. The risk capital investors compensate the high level of risk with higher rate of return from investment. Some EU-funded programmes support development of innovations and their practical implementation by financing of production units, infrastructure development, and increase of job positions, improving of region-

al development, education and healthcare. An example for a platform for supporting would be or current entrepreneurs could be found on:

[http://europa.eu/youreurope/business/funding-grants/access-to-finance/index\\_en.htm?pk\\_campaign=OpenForBusinessA2FHU-EN&pk\\_source=facebook](http://europa.eu/youreurope/business/funding-grants/access-to-finance/index_en.htm?pk_campaign=OpenForBusinessA2FHU-EN&pk_source=facebook)

There could be different actors that may influence the success of the entrepreneurial activity. For example, reports of the World economic forum ([www.weforum.com](http://www.weforum.com)) say that entrepreneurship has contact with four layers of support, so called "*enablers*": personal (mentors, education), financial (investors), business (incubators, associations), environmental (regulations, infrastructure, culture) (ANDE, 2013).

#### Definitions of the main roles for supporting entrepreneurship:

**INVESTOR** – also called Angel investor: An individual who uses his or her own money to invest in a start up business. Usually they are motivated by profit, return on investment, but sometimes they have also social reasons – enjoyment for helping, motivating people to succeed, improving the quality of life, etc. They accept risk to invest in a new venture in return of the chance to have a share of successful company in the future.

**CONSULTANT:** an expert that could provide advice and/or mentoring to the entrepreneur. This could also include training on specific topics. Consultants, specialists and professionals that have the expertise, skills and experience needed to support the entrepreneur to achieve positive results.

**INVENTOR:** a person who have elaborated a new idea for a product, process, technology or specific approach. The new idea may be subject to a patent and ready for market utilisation. If the new idea, the invention, goes on the market, it turns into innovation. Usually inventors are scientists that create new knowledge or combine existing one, but if they have the skills to introduce the idea on the market they may become also innovators.

## TOPIC 2 Opportunity identification

### 2.1. INNOVATIVE THINKING

#### ROLE GAME EXERCISE ON HOW TO IDENTIFY PROBLEMS WITH BUSINESS POTENTIAL.

Teamwork on defining non-standard decisions for business activity: for example, how to define new applications of existing products or services; how to identify unsatisfied customer needs and possible business solutions for them;

**Example: "The paperclip" business simulation. Steps:**

1. The group is divided into smaller teams of 3-5 people. The trainer gives a package of paperclips to each team. **Time: 10 minutes.**
2. The trainer gives the following instructions: think "*out of the box*" what other practical application a paperclip may have in real life? The non-standard thinking is encouraged here, brainstorming among the team members would be very useful. Main questions for discussion: describe the product or service you offer by using the paperclips; what unsatisfied customer needs you meet with your product or service; what resources do you need to organise production and enter the market; how much money do you need to start (initial investment, approximation); how do you plan to reach the customers and what income do you expect monthly or per year? The team may try to make a model or prototype of an item, using the paperclips. **Time: 40 minutes** (may be combined with coffee break).
3. Each team makes a short 5 minute presentation of its idea, answering to the questions above.
4. Voting for ideas: the trainer gives something that substitutes money (buttons, candy drops or other) equally to each team member. People vote for other teams' ideas by choosing how much "*money*" to put in each team's pot (hat). Everyone should use his entire amount, nothing should remain unspent. **Time: 15 minutes**
5. The trainer counts the "*money*" in each pot and announces which team has accumulated the largest "*capital*". The team with the most innovative and applicable idea is the winner. **Time: 10 minutes**
6. Reflection: the trainer may discuss with all the teams topics like: What factors influence and boost creativity? Is it difficult to be an innovator? What are the characteristics of a successful innovation? Does each innovation turn into business? **Time: 15 minutes**

### 2.2. INNOVATIONS

**Structured presentation on different types of innovations and their application in Entrepreneurship. Discussion with the group of some examples.**

**Tool for the trainer: Innovations (definition, main types)**

**Innovation** at a company level derives from different types of changes in its methods of work, its use of factors of production and the types of output that improve its productivity and/or commercial performance. Innovation activeness is defined as a set of planned changes in the company's operations in order to improve organisational performance.

A key element of innovation is the desire to use and commercialise the results of research and development through a system of activities for development, implementation, utilization, production, innovation diffusion, resulting in enrichment

of the product portfolio, improving the quality of products and services, improving the technology for their production and differentiation of business activities with a view to fully meet the needs of individuals and society as a whole. The final result is the introduction of new or significantly improved processes, products and services, designed to contribute to increasing the company's competitive advantages.

There are four major types of innovations that encompass a wide range of changes in firms' activities (OECD, Oslo Manual, 2005, p.48-51): product innovations, process innovations, organisational innovations and marketing innovations. **Product innovations** involve significant changes in the characteristics of goods or services that could be implemented either as new products or services, or as significantly improved features of existing products or services. **Process innovations** represent significant changes in production and de-

livery methods. **Organisational innovations** include the implementation of new organisational methods like changes in business practices, in the internal structure and workplace organisation or in the firm's external relations. **Marketing innovations** involve the implementation of new marketing methods like changes in the design and the packaging of the product, in the approaches for market promotion and placement of the product, and in methods for calculation of prices and discounts of the products and services.

Innovations have different degrees of novelty – they can be new characteristics to the organisation itself, but already known to other companies in the sector, or they may be novelty for the whole industry/society. Innovative companies can be classified into groups depending on such criteria as: number of implemented innovations, type of implemented innovations, reasons for implementing innovations, innovation potential.

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## TOPIC 3 Environment trends: major problems and opportunities

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### EXAMPLES FROM THE FIELDS OF AGRICULTURE, TOURISM, HANDCRAFT

#### 3.1. WHAT IS THE SUSTAINABLE DEVELOPMENT: DISCUSSION WITH CASE STUDY ANALYSES

The most renowned definition, suggested in 1987 from Brundtland Commission states: Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Some authors suggest that **sustainable business** is one that operates in the interest of all current and future stakeholders in such a way that will allow the long-term development and survival of the business and its associated economic, social, and environmental systems. So, the main feature of a sustainable business is its concern about the current and future social, environmental, and economic effects from its business activity. The best possible outcome would be if the business entity has a positive social impact, a reduced negative environmental impact, and positive economic results.

ation; Ozone Layer decrease; Urban Sprawl; Genetic Engineering.

A very useful teaching instrument for the counsellor that could be used in that sub-topic is the **well-known movie – “HOME”** (GoodPlanet foundation, 2009), director Yann Arthus-Bertrand's. According to its authors HOME is the first film that has been made using aerial-only footage. It was screened at the UN in 2009, seen by representatives from 90% of the member states. This film is used as an educational tool for students and adults worldwide, and can be projected from the official website and YouTube channel in several languages. Source: <http://www.homethemovie.org/en>

The trainer here may use the pedagogical tools available to organise a discussion, outlining the facts and figures, stated in the movie, to discuss some new changes in the last 6-7 years after 2009 and to figure out together with the counsellors some suggestions for proactive behaviour and changes in the socio-economic environment.

#### 3.3. ECO ENTREPRENEURSHIP: HOW TO MAKE BUSINESS AND TO PRESERVE THE NATURE

**Tool for the trainer: main aspects of sustainable business and innovations**

Sustainable business does not necessary focus only on altruism and doing what is right for its income flows and profits. The long-term success of those business initiatives comes from the in depth integration of product characteristics and its life cycle with appropriate supply chains in order to

#### 3.2. WHAT ARE THE MAJOR ENVIRONMENTAL PROBLEMS OF MODERN HUMAN SOCIETY: PRESENTATION

According to most of the relevant resources and publications on that topic the most important, general and cross-regional environmental problems of our planet are: Global warming; Pollution and waste disposal; Natural resources exploitation; Water Pollution and access to clean water; Overpopulation; Loss of Biodiversity; Deforest-

achieve resource conservation. As some authors argue, sustainable innovation is about defining economic development as the creation of private and social wealth to ultimately eliminate harmful impacts on ecological systems, human health, and communities (Larson, 2012).

The benefits for a business that strives to be eco ("green") and sustainable could be found in various aspects, but mainly the sustainable entrepreneurial activity may improve its image and reputation, reduce costs, and help boost the local economy, all of which lead to the improvement of business environment, better quality of life for local communities. Furthermore, those positive characteristics probably could become a source of competitive advantage for the entrepreneur and distinguish him from its competitors.

### 3.4. LET'S GO GREEN: SOME EXAMPLES FROM AGRICULTURE, TOURISM, HAND-CRAFT. COMMON PROBLEMS, STRATEGIES FOR GROWTH OF ECO BUSINESS

In this session the trainer should show some examples of entrepreneurial activity in agriculture, tourism, handcraft. It is a key point in the whole module, because of the FairGuidance project thematic focus. It will be good if the trainer selects cases from the region of the counsellors, because it will make the training easier, or if he uses examples from outside Europe to discuss with the group how specific good practices could be transferred from other regions and to apply them in the EU context.

Some relevant sources of cases, business stories and examples can be found in the following sources:

- **Sustainable Business Case Study: in Green Tourism website**, <http://www.green-tourism.com/go-green/sustainable-business-case-study/>
- **Green business**, <http://greenbusiness.ie/case-study-cat/greenbusiness/>
- **Startent project: Case Studies Book on Entrepreneurship and Innovation & Business creation and management (English and Spanish)**, (STARTENT, 2011)
- **Startent project: Success Stories of Young European Entrepreneurs**, (STARTENT, 2011)
- **Good practice guidance on the sustainable mobilisation of wood in Europe**: [http://www.foresteurope.org/documentos/Wood\\_Mobilisation\\_Guidance\\_Report.pdf](http://www.foresteurope.org/documentos/Wood_Mobilisation_Guidance_Report.pdf)
- **Promoting Best Practice in Agriculture. Examples from Burkina Faso, Ethiopia, India and Europe**. [http://www.welthungerhilfe.de/fileadmin/user\\_upload/Themen/POWA/Agriculture-Best-Practice\\_Welthungerhilfe\\_Burkina-Faso\\_Ethiopia\\_India\\_Europe\\_01.pdf](http://www.welthungerhilfe.de/fileadmin/user_upload/Themen/POWA/Agriculture-Best-Practice_Welthungerhilfe_Burkina-Faso_Ethiopia_India_Europe_01.pdf)
- **Good practices guide: social economy in Europe**, <http://www.karat.org/wp-content/uploads/2011/10/Good-practices-guide-social-economy-in-Europe.pdf>

In sub-topic 4.1 below a methodological approach for working with case studies is represented in order to support the counsellors to have a proper use of the case study method in this training course.

## TOPIC 4 Business modelling

### 4.1. WHAT IS A BUSINESS MODEL: PRESENTATION

According to Osterwalder (Osterwalder, 2004), the simple understanding of a business model is a representation of "how a company buys and sells goods and services and earns money". The more complex definition from the same author states that "a business model is a conceptual tool that contains a set of elements and their relationships and allows expressing a company's logic of earning money. It is a description of the value a company offers to one or several segments of customers and the architecture of the firm and its network of partners for creating, marketing and

*delivering this value and relationship capital, in order to generate profitable and sustainable revenue streams".*

A review of several other authors' opinions reveals some other aspects of the business model (Pavlov, 2010):

- Amit & Zott: "A business model depicts the content, structure, and governance of transactions designed so as to create value through the exploitation of business opportunities."
- Christensen: "The way a company captures value from its innovations. This includes the structure of its costs, how it prices its product or service, whom it attempts to sell that



product or service, how it sells it (one time sale, licensing agreement, and so on), what value proposition it purports to offer, how it delivers its product or service, how it offers post sales support and so on.”

- Tucker: “A business model is a description of how your company creates value for customers that in turn generated revenue and profits for your company.”

The presentation of the trainer in this topic may be visualised in several PowerPoint slides with

main questions, extracted from the definitions for the business model. For each item the trainer may give examples from existing companies and entrepreneurs in the region or around Europe. This presentation may also be distributed among learners as a handout and they could easily refer to it later in the case discussion or exercises.

Case study in 4.1: business model of a company in the fields of agriculture, tourism, handcraft. Group discussion.

**A tool for the trainer: How to use case studies in Entrepreneurship and Innovation Education**

The **case study** is a research text, or a short story, based on real life situations from the experience of a real organisation, entrepreneur, manager or even employee, composed to illustrate a specific problem of potential opportunity and allowing the reader (student) to propose alternative solutions to the stated problem/opportunity in order to achieve favourable results for the organisation or person in hand.

In general, when speaking of cases in the field of management, entrepreneurship and innovations, two interconnected criteria for defining the case type could be drawn up, irrespectively of the specific purpose of the case. These are thematic scope and volume of the case. Based on them, three main types of cases could be distinguished: micro case, mini case, full text case (see Figure 1) (Kunev, 2010).

**MICRO CASES** are texts with lengths of less than a standard typewritten page. They illustrate specific problems or situations, extracted from the experience of the organisation or of the entrepreneur.

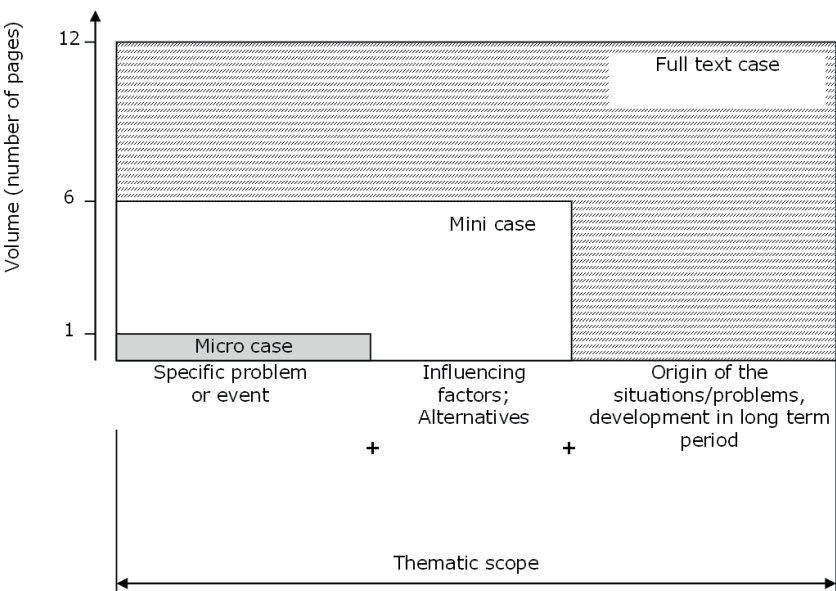
**MINI CASES** (case stories) describe in more details events and/or problems, which have a significant impact over the activities of the entrepreneur or the company. Here the orientation is on sharing experience with the help of a detailed picture of

all decisions and steps that lead to the analysed problem or situation. Usually this type of case is 3 to 6 pages long and the text has clear structure.

**FULL TEXT CASES** (case studies) are in fact in the category of the so called academic type cases. They contain considerably deeper analyses than those in the other two types and the main goal is to describe a specific situation or a stage from the development of the entrepreneurial activity from different viewpoints and in a longer time period. The case volume is usually about 8 to 12 pages, but often cases with volume up to 30 pages can be found.

**Sample questions for discussion, applicable to the case studies in Entrepreneurship might be:**

- What was the main reason for starting the business?
- What is their business idea and how they manage to create value for their customers?
- What are the strategy and marketing goals of the company?
- What future strategies could be suitable for the company?
- What else the company should change in its activities in order to have more successful results?
- What is their key to success to start up, develop, sustain growth and successfully run such businesses? What factors help them to be successful?





## 4.2. BUSINESS MODEL CANVAS: MAIN STRUCTURE AND SOME COMMONLY USED TEMPLATES

The Business Model Canvas is a strategic management and entrepreneurial tool. It helps an entrepreneur or manager to describe and design the main features of their business model. The canvas includes several key aspects of the business idea and its implementation:

- **Key partners:** who are our partners and suppliers, which resources we get from them, which key activities our partners perform for us;
- **Key activities:** what key activities form our value proposition, customer relations and revenue streams;
- **Key resources:** main assets of the company (human, financial, physical and intellectual) that are needed to create value for the customer;
- **Value propositions:** all the products and services that the company offers to meet the needs of its customers. According to the author of this concept, (Osterwalder, 2004), a company's value proposition is what distinguishes itself from its competitors. The value for the customer is usually based on such characteristics of the company and its products/services as newness, performance, customisation, design, brand/status, price, cost reduction, risk reduction, accessibility, and convenience/usability.
- **Customer relationships:** what type of relationships the company has with its customer groups, how we communicate and interact with the customers? Typical approaches are Personal Assistance, Dedicated Personal Assistance, Self Service, Automated Services, Communities, Co-creation;
- **Customer segments:** Who are the most important customers for the company, usually grouped by their major needs and attributes, which enables the company to adjust its corporate and marketing strategies according to the customer needs? The different types of customer segments include: Mass Market, Niche Market, Segmented Market, Diversified Market, Multi-Sided Platform/Market;
- **Channels:** what channels we use to reach our customer segments and which of them are better, according to speed, efficiency and cost effectiveness;
- **Cost structure:** what are the most important costs for the company, which are the most expensive resources and activities? Which are the fixed costs (unchanged across different applications) and the variable costs (depending on the amount of production of goods or services)?

- **Revenue streams:** what are the different ways for generating income for the company from each customer segment: Asset Sale, Usage Fee, Subscription Fees, Lending/Leasing/Renting, Licensing, Brokerage Fees, Advertising. How the customers pay now and how they would like to pay in the future?

An interesting resource (video) might be used in this topic: Alexander Osterwalder, Author – “*Tools for Business Model Generation*” – 53 minute video discussing the Business Model Canvas in detail. Stanford Entrepreneurship Corner, 26 January 2012. <http://ecorner.stanford.edu/videos/2875/Tools-for-Business-Model-Generation-Entire-Talk>

Another video resource that could be used in short sessions is: Alexander Osterwalder: The Business Model Canvas, a 3 minute video introduction to the Business Model Canvas, 6 February 2012. Stanford Entrepreneurship Corner, <https://www.youtube.com/watch?v=2FumwkBMhLo>

### Further readings:

- Alexander Osterwalder (2004). The Business Model Ontology - A Proposition in a Design Science Approach. PhD thesis University of Lausanne, [http://www.hec.unil.ch/aosterwalder/PhD/Osterwalder\\_PhD\\_BM\\_Ontology.pdf](http://www.hec.unil.ch/aosterwalder/PhD/Osterwalder_PhD_BM_Ontology.pdf)
- Leung, Chun Hoe. 2007. Evolution of the Business Model. Master Thesis Innovation Management. Technical University Eindhoven. Department Technology Management. 56p. Available at <http://alexandria.tue.nl/extra2/afstversl/tm/leung2007.pdf>

### EXERCISE FOR 4.2: Fill in the business model canvas of your entrepreneurial idea or of an existing example (from case study);

Here the trainer should use a template for a business model canvas. A useful one could be downloaded (freely, under a Creative Commons license) from Internet and looks like this (Strategyzer, 2016):

<b>Key partners</b> Describe your suppliers and the resources you buy from them. Describe other partners and their contribution to your activity.	<b>Key activities</b> What are your distribution channels? What are the relations with your customer? How do your acquire revenues?	<b>Value propositions</b> What is the value for the customer from our proposal? What problem the customer solves with our proposal? Define different customer segments and the products/ services, tailored for them.	<b>Customer relationships</b> How do you create contacts with the different customer segments? Different approaches to offer your products/services? What are the costs for each approach?	<b>Customer segments</b> Describe the profile of your main types of customers. Rank their importance for you.
	<b>Key resources</b> What types of resources you need to perform your activity? Quantity of resources?		<b>Channels</b> How do you reach your customer segments? What channels are most effective? What channels the customers prefer?	
<b>Cost structure</b> Which costs are very important for your activity? What are the costs for the key resources you use? Which are the most expensive activities from your proposal?			<b>Revenue streams</b> What is the reason your customers to pay you? What approaches of payment your customer prefer? How does each type of revenue contribute to total income?	

Note: this visualization is based on the Business model canvas from Alexander Osterwalder (2004). The Business Model Ontology - A Proposition in a Design Science Approach. PhD thesis University of Lausanne and Strategyzer, 2016, <http://www.businessmodelgeneration.com/canvas/bmc>

**HOW THE TRAINER MAY ORGANISE THE EXERCISE** in order to foster understanding, discussion, creativity, and analysis of the learners:

- Print the canvas on a large sheet of paper, preferably in A2, A1 paper format
- Give each person of the group one printed template, so that people can start to fill in their opinion in the blank space by writing. Another option (better) is to use post-it notes instead of writing, because the notes can be easily moved or replaced during the group discussion.
- After a specified period of time, announced in the beginning, each group must represent their analysis and to explain their reasons, opinion, facts and findings (from the case study).

This exercise may also be done individually if the course group is small or if it is given as a home assignment.

**4.3. GROUP DISCUSSION: CHECK LIST OF QUALITY CRITERIA FOR BUILDING A GOOD BUSINESS MODEL**

According to some researchers, a good business model should have the following features:

- It is aligned with the company goals
- Internally consistent
- Considers new potential customers
- Robust: able to sustain its effectiveness over time by fending off four threats, identified by Pankaj Ghemawat. They are imitation (can competitors replicate your business model?); holdup (can customers, suppliers, or other players capture the value you create by flexing their bargaining power?); slack (organisational complacency); and substitution (can new products decrease the value customers perceive in your products or services?) (Ramon Casades-us-Masanell, Joan E. Ricart, 2011);
- Reveals any additional value your company can provide now or in the future
- Includes more figures and statistics where possible;

A more comprehensive list of questions, designed to test the quality of each of the business model components is suggested by:

**Successmill.com – Finance and investment website:** <http://successmill.com/the-start-up-owner-s-manual/customer-validation-phase-four-the-toughest/1888-the-business-model-canvas-as-a-scorecard-2.html>

## TOPIC 5 Business planning

### 5.1. PRESENTATION OF THE TRAINER

**What is the difference between a business model canvas and a business plan and how they are interconnected?**

What should the trainer explain to the learners in his presentation or handout?

- First, the business model gives general information about the core idea of a business entity and how it makes profit, the business plan is more detailed and based on the business model describes how the model will be implemented in a specific period of time.
- Second, the business model is usually created to serve as internal document for the management of the company or for the entrepreneur himself, while in most of the cases the business plan is used in front of investors and external stakeholders.
- Third, while the business model defines the average flows of costs and revenues, the business plan contains detailed financial forecasts, estimations and expected financial results in order to ensure the return of the investments made.

### 5.2. PRESENTATION WITH EXAMPLES

**Business plan elements and some templates to be used**

In most of the cases, the major elements of a business plan, that are common to different types of templates, are the following:

- Introduction: do we offer interesting product or service? Why we should do this? What results do we expect to achieve?
- Marketing environment of the product/service: What do we offer or sell? What are our major competitive advantages? What is the current status and stage of development of our sector? Which and how many are our main competitors? Which are our potential customers? What are the most influencing factors for our market success?

- Marketing strategy: marketing mix – price, promotion, distribution channels, product characteristics; Estimation for future volume of sales; Budget and schedule for the main actions of the company;
- Production plan: Do we have the assets (buildings, machinery, equipment) needed for the production of the product or the providing of the service? What materials and resources do we need and how can we choose the suppliers? Personnel and subcontractors; Prototypes – patents and licensing;
- Organisational aspects: company status and type of registration? Ownership and shareholders; Organisational structure and human resources;
- Financial plan: Costs and revenues; taxes; Sources of financing; Return on investments;
- Risks: what are the major risks, which could influence our business; what is the probability for their occurrence? What could we do for reaction against those risks or even prevention?

Group discussion: How to avoid some of the most frequent mistakes in business planning?

A very useful tool for this discussion might be the Business Plan Checklist, developed by the FastTrac® GrowthVenture™ program of Ewing Marion Kauffman Foundation (FastTrac® GrowthVenture™, 2007)

#### EXERCISE:

define major business plan elements of an example of entrepreneurial activity (from case study). Give your comments and ideas what else could be added to the business description.

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendation for assessment
	Knowledge	Skills	Competences	
Entrepreneurship	LO 1.1: PROVIDE CLIENT ORIENTED DEFINITION FOR ENTREPRENEURSHIP			Group work: Brainstorming and survey  Discussion of examples  Self-assessment (final feedback form)
	Know relevant sources for Entrepreneurship definition.	To identify proper information and suggest understandable definitions appropriate for the clients.	To systematise and present the main characteristics of Entrepreneurship.	
	LO 1.2: ABILITY TO EXPLAIN PROS AND CONS OF THE ENTREPRENEURSHIP CAREER AND OPTIONS FOR SUPPORT AND MENTORING			
	Know what the most common obstacles and advantages of Entrepreneurship are. Know what kind of supporting and mentoring roles exists within the entrepreneurial environment.	To present and guide exercises and individual work on PROs and CONs. To explain the different supporting and mentoring roles, together with their influence on the entrepreneur.	To systematise and improve the main findings from group work on the topic.	
Opportunity identification	LO 2.1: APPLIED APPROACH TO BUILD CLIENT’S UNDERSTANDING ON INNOVATIONS			Discussion on the topic and the examples  Self-assessment (final feedback form)
	Know what innovative thinking is, define innovations and types of innovations.	To stimulate client’s innovative thinking through role games and discussions.	To use adapted approach for training the client’s opportunity identification skills.	
Environmental trends	LO 3.1: PROVIDE CLIENT ORIENTED DEFINITION FOR SUSTAINABLE DEVELOPMENT AND ENVIRONMENT PROBLEMS			Discussion on case studies  Individual work: Written analysis of a video example
	Know what sustainable development is and which the major environmental problems are.	To outline the differences of sustainable development and its influencing factors.	To support learners for proper understanding of sustainable development.	
	LO 3.2: ABILITY TO EXPLAIN ECO ENTREPRENEURSHIP			Discussion on the topic and the examples  Self-assessment (final feedback form)
	Know the specific characteristics of Eco entrepreneurship.	To suggest relevant sources for definitions of eco entrepreneurship.	To systematise and present the main characteristics and benefits of Eco entrepreneurship.	

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendation for assessment
	Knowledge	Skills	Competences	
Business modelling	<b>LO 4.1: ADVISE CLIENTS FOR ELABORATING AND PROVIDING A CONCISE DESCRIPTION OF A BUSINESS IDEA</b>			Discussion on the topic and the examples
	Knowledge about business models, their elements and tools for their elaboration.	How to use case studies for explaining business models to the clients; How to use business model canvases.	To provide clients with useful approaches for business model creation and criteria for high-quality models.	Self-assessment (final feedback form)
Business planning	<b>LO 5.1: PROVIDE CLIENT ORIENTED DEFINITION OF A BUSINESS PLAN</b>			Discussion on the topic and the examples
	Knowledge about business plans, their elements.	How to explain clearly to clients the difference between a business model and a business plan; to explain the content of the business plan elements.	To support clients in application of business planning; to be able to systematise quality criteria for business plans.	Self-assessment (final feedback form)

## CURRICULUM

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
Introduction	<ul style="list-style-type: none"> <li>Brief presentation of the module contents and learning aims, introduction of the participants</li> <li>Discussion: What are your expectations?</li> <li>Presentation: Why is this course offered?</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> <li>Flipchart</li> </ul>	5 min
			10 min
			10 min
1.1. What is Entrepreneurship? How would you define the profile of an entrepreneur?	<ul style="list-style-type: none"> <li>Warming up Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Flipchart</li> </ul>	5 min
1.2. Definition for Entrepreneurship	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> </ul>	15 min
1.3. Personal skills and attitudes needed for Entrepreneurship	<ul style="list-style-type: none"> <li>Self-test, feedback: Do I have personal skills and attitudes needed for Entrepreneurship?</li> </ul>	<ul style="list-style-type: none"> <li>Internet access</li> <li>Training Course Handbook, slides, projector</li> </ul>	30 min
1.4. PROs and CONs of the Entrepreneurship career	<ul style="list-style-type: none"> <li>Presentation</li> <li>Exercise: Brainstorming for PROs and CONs of the Entrepreneurship career</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook, slides, projector</li> <li>Flipchart</li> </ul>	10 min
			45 min
1.5. Support and mentoring for starting Entrepreneurial career	<ul style="list-style-type: none"> <li>Individual and group work</li> </ul>	<ul style="list-style-type: none"> <li>Internet access</li> </ul>	30 min
Total duration of Topic I. What is Entrepreneurship?			160 min

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
2.1. Innovative thinking	<ul style="list-style-type: none"> <li>• Role game exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart, office consumables</li> </ul>	30 min
2.2. Innovations	<ul style="list-style-type: none"> <li>• Structured presentation on different types of innovations and their application in Entrepreneurship</li> <li>• Discussion with the group of some examples</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> </ul>	15 min
<b>Total duration of Topic 2. Opportunity identification</b>			45 min
3.1. What is sustainable development	<ul style="list-style-type: none"> <li>• Brief presentation</li> <li>• Discussion on case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> <li>• Internet</li> </ul>	5 min 10 min
3.2. What are the major environmental problems of modern human society	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Demonstration of a video tool</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector, internet</li> <li>• Internet, projector and speakers</li> </ul>	10 min 15 min
3.3. Eco entrepreneurship	<ul style="list-style-type: none"> <li>• Presentation on how to make business and preserve the nature</li> <li>• Discussion on the benefits for a business that strives to be eco</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> <li>• Flipchart</li> </ul>	10 min 15 min
<b>Total duration of Topic 3. Environment trends: major problems and opportunities</b>			65 min
4.1. What is a business model	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• How to use case studies in Entrepreneurship and Innovation Education</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> </ul>	20 min
4.2. Business Model canvas	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Video resource</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector, internet</li> <li>• Internet, projector and speakers</li> </ul>	10 min 10 min
4.3. Building good business model	<ul style="list-style-type: none"> <li>• Discussion on checklist of quality criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector, Flipchart</li> </ul>	10 min
<b>Total duration of Topic 4. Business modelling</b>			50 min
5.1. Difference between business model canvas and business plan	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> </ul>	10 min
5.2. Business plan elements	<ul style="list-style-type: none"> <li>• Presentation on how to make business and preserve the nature</li> <li>• Discussion: How to avoid some of the most frequent mistakes in business planning?</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides, projector</li> <li>• Flipchart</li> </ul>	10 min 10 min
<b>Total duration of topic 5. Business planning</b>			30 min
Resume of the module	<ul style="list-style-type: none"> <li>• Final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart</li> </ul>	5 min
Entrepreneurship Feedback	<ul style="list-style-type: none"> <li>• Feedback form, filled in by the participants</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback form</li> </ul>	5 min



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## Outreach (Educational) Guidance

DEVELOPED BY TTG TEAM TRAINING GMBH

### INTRODUCTION

To date, in the context of adult education and training, the term of outreach guidance commonly refers to educational guidance. Outreach guidance aims to address and engage individuals from disadvantaged groups who, out of their own initiative, hardly ever participate in some kind of training event. Outreach guidance wants to give socially disadvantaged individuals easier access to training and contribute to their overcoming different kinds of barriers to engaging in more educational activities.

The purpose of encouraging these individuals to more frequently attend learning events is to promote equal opportunities and social integration, thus increasing their possibilities of social participation (cf. Bremer et al 2010, p 8).

As pointed out in the introduction to this training course handbook, the primary objective of the FairGuidance project is better integration of disadvantaged groups both in education and employment as well as in society in general. Therefore, in the present module, we would like to expand the principle of outreach guidance: the aim of guidance is to reach and individually advise disadvantaged groups on topics such as professional training, further education, vocational orientation, application strategies or even self-employment. However, when individuals try to reach these goals other factors of a completely different nature come into play as well. These will be presented in the further course of the module.

With reference to what was pointed out by Sylvana Dietel (cf. Dietel 2009, p. 10) and due to the holistic character of the project, in this module, too, we will use the term of educational guidance. For educational guidance is embedded in a general process, spanning from making the first contact to supporting individuals in finding a training position or job.

European policy provides that everyone in Europe should get the chance to receive education and access the labour market – the EU charter of fundamental rights lays down the right to education and access to professional training and further education for everyone (cf. [http://www.europarl.europa.eu/charter/pdf/text\\_de.pdf](http://www.europarl.europa.eu/charter/pdf/text_de.pdf), p. 8);

the political field of *"skills, education and lifelong learning"* addresses equal opportunities and access to the labour market, an important aspect of the European pillar of social rights (cf. also [http://ec.europa.eu/priorities/sites/beta-political/files/skills-education-life-long-learning\\_en.pdf](http://ec.europa.eu/priorities/sites/beta-political/files/skills-education-life-long-learning_en.pdf)). Outreach strategies can be a promising approach to reach disadvantaged groups which attracts more and more interest in Europe. In the Eurydice Report on Adult Education and Training in Europe: Widening Access to Learning Opportunities (2015) one chapter covers Outreach Activities and Guidance Services (cf. European Commission/EA-CEA/Eurydice, 2015, p. 97ff). The ET 2020 Working Group on Adult Learning with representatives from 33 European countries regards outreach work as a suitable way to reach individuals. *"More effective, targeted outreach strategies at national, regional and adult learning providers' level can raise awareness of the basic skills gap and increase individuals' motivation to improve their skills."*

([http://ec.europa.eu/dgs/education\\_culture/repository/education/library/reports/policy-provision-adult-learning\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/policy-provision-adult-learning_en.pdf), p. 6).

For guidance workers, outreach guidance poses special requirements a part of which go beyond the guidance skills commonly required from them. Moreover, the guidance setting is different from conventional ones embedded in an institution. In most cases, there is no *"come-structure"* where the consulter approaches a (specialised) guidance institution, but rather a *"go-structure"* (cf. e.g. Bremer et al 2015, p. 25) – guidance workers literally leave the conditions they are accustomed to and go out to meet the individuals.

### CONTENTS AND LEARNING OBJECTIVES

This module will introduce ideas and ways of how educational organisations and guidance workers can work in an outreach-oriented manner. First, we will explain some of the reasons why disadvantaged groups, who are regarded as being distant from education, normally do not consult guidance institutions or attend training courses out of their own initiative. Consequently, we will discuss possibilities of what kinds of approaches and mediators can be implemented to reach individuals distant

from education on the one hand, and on the other, address the competences outreach guidance workers are required to have – always keeping in mind the particular challenges of outreach work. Finally, we will present European best practice examples that can potentially be transferred to other regions in Europe.

## 1. BACKGROUND INFORMATION

To understand why the principle of outreach guidance has been introduced and is necessary in the first place, it is useful to bear in mind that the courses offered by educational organisations are mostly attended by individuals who have a positive attitude towards learning and education. In addition, these individuals bring with them an interest in their own (further) education and are convinced of the meaningfulness and personal added value that education can give them. As a consequence, these people actively search for offers and educational pathways suitable for them. Usually they look back on fairly long and successful school histories as well as (solid) professional training. Even their family backgrounds, of both their families of origin and their own families, suggest environments, in which engaging in education goes without saying and is held dear.

### 1.1 DISTANT FROM EDUCATION – INTERNAL AND EXTERNAL BARRIERS TO EDUCATIONAL PROGRESSION

On the other hand, due to external or internal factors, a lot of individuals only have a small or no share in education at all. When trying to reach these individuals, it is crucial to know the reasons for this. *"Becoming aware of the barriers to participation in adult education is the first step towards the inclusion of marginalised groups."* (OED, 2014, p 11)

Usually, individuals distant from education cannot look back on successful learning careers. Learning and education do not play meaningful roles in their lives. On the contrary, for members of disadvantaged groups, especially learning at institutions – in the way it is normally organised at educational organisations – often has a rather negative connotation. If, however, learning has been associated with the experience of failure since childhood and the old school days, the reason why these individuals avoid educational events and learning situations become quite understandable. Often, it turns out that the self-imposed exclusion from education is a result of previous experiences (cf. Bremer et al, 2010, p.9). So one important reason why these individuals do

not attend educational offers is fear of failure (cf. e.g. Kanelutti-Chilas 2013, p. 3). They may dread being confronted with a returning feeling of underachievement, powerlessness and helplessness (cf. Bremer et al, 2015, p. 26). Non-participation in education may also be connected to belonging to a certain group, the attitude held by the family of origin, gender, migration background and poor language proficiency. Other – external – factors may include missing financial resources and insufficient mobility.

Whilst exploring potential reasons, we should always consider that it is not possible to draw a clear line between subjective and objective barriers, external factors and internal motivation, and that the limits between them are rather indistinct. Those who, time and time again, have been told that their access to education is not wished for or inappropriate will presumably adopt this view at some point (cf. Bremer et al 2011, p. 9).

Another relevant aspect is the question of benefit. If education does not make sense in the eyes of individuals who are distant to education and is of no significant avail for them, they will usually not participate in it. Previous research on the reasons for non-participation in further education has shown that when avoiding education offers individuals may do so in a well-motivated and (from the addressee's point of view) reasonable way, namely if they believe that further education does not contribute to improving their life situation and, therefore, deem participating in it useless (cf. Bremer et al 2011, p. 13).

### 1.2 OBSTACLES

In order for institutions offering further education and guidance and for guidance workers to be able to reduce consulters' access barriers it helps to get to know more about their individual and environment-related obstacles. Kanelutti-Chilas lists five types of obstacles that may cause individuals not to seek educational guidance:

1. **Fear of failure:** there are a great number of different reasons for individuals to be afraid of taking part in further education offers and guidance and not being up to potential challenges and expectations. Often these fears date back to their school days and result from negative learning experiences the individuals had at that time. However, other experiences of discrimination can play a role here, too.
2. **"Selfless" non-participants:** The members of group put their own needs and, as a consequence, questions relating to their own job and education on hold. The distinguishing feature

of some of these individuals is that they “only” show up to accompany other consultants or to request information for a friend.

3. **Low status mobility** means that these individuals are (apparently) quite happy with their current life and job situation or have settled for it due to the lack of alternatives or perspectives. From guidance, they expect either “all-inclusive solutions” or, on the contrary, have no expectations at all.
4. **Pronounced practical orientation:** individuals with a high level of practical orientation are often more distant from theoretical learning and, hence, from educational guidance, too. They only seek guidance when facing very difficult situations, for example in case of fundamental professional changes. Most of them have high expectations and look for quick solutions and concrete information rather than a guidance process.
5. **Reservations regarding support offers:** these individuals have similar expectations of guidance as the group mentioned under point four. Due to their generally great reservations with regard to any kind of support offer, these individuals first try to get along with their problems on their own. Among the members of this group is a particularly great number of men. Once they decide to use guidance they mostly hope to be given objective job-related information and concrete guidelines for how to proceed.

Of course, depending on the context, there are further reasons for why individuals refuse guidance and educational offers. We have only listed some typical ones.

#### GROUP WORK “OBSTACLES”

Now, get together in (if possible) five working groups and, per group, choose one of the target groups described above. Discuss the following questions:

- Can you think of further typical behaviours or problems displayed by the target group you have chosen?
- In your opinion, how can this group be best reached?
- In your opinion, what are important points to be considered, especially when making the first contact but also with respect to guidance in general?
- Can you think of concrete methods or topics you consider suitable and useful when working with the target group?

- What other target groups with further obstacles come to mind?

Please, note down your results on a flipchart and then present them to the plenum group.

#### POSSIBLE ADDITIONS TO BE CONSIDERED WHEN EVALUATING THE GROUP WORK

(according to Kanelutti- Chilas)

**TARGET GROUP 1)** In most cases, a gentle start will be required in order to build a trustful relationship and reduce fears. Showing appreciation, strengthening self-confidence and drawing on the consultant's own resources may make guidance more attractive. It is important to go by the pace set by the consultant; in most cases, it will be necessary to engage in a fairly long guidance process. Guidance should highlight the fun and benefit of learning; if possible, the aim should be to generate first experiences of success. Consultants may also find it useful to receive information on alternative forms of learning or on how they can acquire certain degrees or diplomas.

**TARGET GROUP 2)** Proceedings similar to those mentioned for the first target group will be promising here. An important factor will be the building of trust, appreciation and long-term support. Here too, in many cases, issues other than questions relating to education and professional career may have to be processed. Often, support for self-help may play an important role here, too.

**TARGET GROUP 3)** In most cases working with this group, too, will involve a fairly long guidance process. Throughout this process consultants and guidance workers can work out perspectives and options for action together while consultants will have to activate their own resources for finding solutions. Moreover, surveys have revealed that demonstrating economic advantages and professional progression through further education were rated positively. Other consultants' success stories seemed to go down especially well with this target group.

**TARGET GROUP 4)** As pointed out in the description of this group, these individuals may expect to receive information rather than to get involved in a lengthy guidance process. They may want to be given concrete options of how to progress in their careers, e.g. of how to achieve formal recognition of their acquired competences or of training suitable for them and their individual needs. They may very much see guidance as a service that is not supposed to oblige them in any way.

**TARGET GROUP 5)** At first, here too, guidance workers will primarily be asked to provide directly

usable, practical information and tools. Obviously, contact is best achieved through non-binding information offers. However, once a trustful relationship has been built and more complex questions emerge, a longer guidance process may ensue.

### 1.3 EDUCATIONAL GUIDANCE AND ORIENTATION IN SOCIAL SPACE

Apparently, not only education but also the educational spaces connected to it are out of the focus of individuals "*distant from education*", even if the locations where education takes place are situated nearby. Spatial/physical proximity is not tantamount to social proximity and, by itself, is not sufficient to engage individuals. If an educational organisation moves to a building situated in a social flashpoint, this will not automatically establish proximity to the individuals living there; the organisation might as well seem out of place (cf. Bremer et al 2015, p. 48). Even mobile guidance facilities such as vehicles making stops in predefined locations, alone, do not seem to be sufficient to motivate individuals to accept the offers they represent.

In order to understand the reasons for this it is helpful to consider the approach of orientation in social space coming from the field of social work which has been a subject of discussion in the area of adult education for quite some time (cf. e.g. Bremer et al 2014, p. 24). If we base ourselves on the ideas of social limits in physical space as presented Pierre Bourdieu, the assumption that certain individuals may fear not to be able to move and behave appropriately because they do not have the required habitus or the necessary cultural and social capital might be transferable to educational organisations as learning places, too (cf. Bremer et al 2015, p. 27). For these individuals seem to perceive learning facilities as being inappropriate for them and, as a consequence, tend to avoid them. Therefore, ways must be found to overcome this rift ultimately resulting from mental barriers (cf. Bremer et al 2014, p. 26).

### 1.4 DISTANCE FROM EDUCATION

Then, in many cases, common educational organisations and events address students who recognise or already know their educational needs and, thus, find their way to education anyway. By undertaking conventional advertising activities, such as distributing programme sheets and leaf-

lets and placing advertisements, organisations reach groups that consider education itself as a meaningful and desirable asset.

On the contrary, individuals who are "*distant from education*" belong to those groups of individuals who are insusceptible to the common ways of addressing and canvassing target groups, choosing topics and designing further education at institutions (cf. Bremer et al 2011, p. 14). Apparently they are not addressed. Bremer explains this by suggesting that educational distance is doubly anchored: not only are the individuals distant from institutional (further) education, but also, conversely, institutional further education is socially and culturally distant from the target group (cf. Bremer et al, 2010, p. 8).

On the other hand, individuals wishing to collect information autonomously may not know how to find suitable courses and what possibilities (of support) they are entitled to. The jungle of offers (cf. Dietel 2009, p. 15) can have a dissuasive effect and require employing guidance specialists able to pilot consultants through it.

## 2. METHODS USED IN OUTREACH EDUCATIONAL GUIDANCE

What can be done on the level of organisations and providers of (further) education to overcome the distance described above? What can be done to bring individuals distant from education closer to it and activate them? How can education guidance specialists work in a outreach-oriented way? "*Lack of interest in lifelong learning [...] and limited self-directed research of learning opportunities [...] indicate a need for efforts to reach out to adults and make them aware of the available learning on offer or enable them to cooperate in creating new provision tailored to their particular needs.*" (European Commission/EACEA/Eurydice, 2015, p. 103)

### 2.1 PRELIMINARY CONSIDERATIONS – HOW TO REACH INDIVIDUALS "DISTANT FROM EDUCATION"

As already discussed, the challenge is that the mentioned target groups do not become active by themselves. They do not attend "*high-threshold*" courses (i.e. courses that are expensive, rather difficult to reach and, as the case may be, require complex application procedures) and, in many cases, low-threshold offers either. And they do not search for any kind of guidance which could help them to find meaningful, easy-to-reach and free of charge or low-cost offers fitting their needs.



An appropriate approach is essential. "*The best educational programmes cannot be successful if the outreach strategy is not suitable to reach the potential participants.*" (OED, 2014, p. 11) It is not enough to create and display flyers. Experience shows that such advertising activities alone are not sufficient to attract groups of the population that are distant from education even if the information material is formulated in simple and easy-to-understand language etc. As opposed to that, word-of-mouth and mediation through trusted third parties as well as personal contact and advice have proven to be much more promising approaches (cf. Kanelutti-Chilas 2013, p. 6). What are possible proceedings in this context?

In order for educational offers to be accepted and (educational) guidance to become possible in the first place, it is important to **start by building trust and doing relationship work**. As a rule, this cannot be done if consultants are confronted with guidance workers they do not know in the framework of (one-time) information/advising events as they are usually organised in the context of common education guidance. In fact, in most cases, what is required is a process taking a certain amount of time offering continuity.

Guidance needs can be expressed "*en passant*" – in passing, or while talking to individuals whose primary function is not that of guidance specialists (e.g. social workers or language course teachers after a trustful relationship has developed). Consultants may hesitate to express their need for (educational) guidance. Or such a need might only develop after some time. Often, attempts to answer questions concerning one's own professional development and further development might only be the second step. First such interests have to be aroused and other problems identified and processed (Bremer et al 2014, p. 35) before disadvantaged individuals have a clear mind to engage in education.

## 2.2 MAKING THE FIRST CONTACT IN OUTREACH EDUCATIONAL GUIDANCE

### A) SUITABLE LOCATIONS

In outreach educational guidance settings aimed at advising individuals distant from education, external conditions may play a far more important role than they do when dealing with clients who have a positive attitude towards learning and are aware of their educational objectives. Members of disadvantaged groups are a lot more easily dissuaded by conditions they deem to be unfavourable. This means that outreach guidance must be

absolutely low-threshold and, of course, free-of-charge. Experience shows that it helps to **establish proximity to the target group's conditions of everyday life and, as it were, build bridges into their life environment** (cf. Bremer et al 2015, p. 25). It would be best to hold the (first) guidance session in a facility known to the consultant, in which the latter feels at ease. Places the consultant is accustomed to in his or her everyday life (e.g. Turkish workers association, get-togethers for the unemployed, rooms located in the day care centre his or her children attend) may be suitable locations (cf. Bremer et al 2011, p. 16.)

Likewise, an open café-like framework, possibly offering different extra activities, may facilitate making contact with e.g. mothers with (young) children and talking to them.

### B) SUPPORT THROUGH MEDIATORS IN OUTREACH GUIDANCE

Another advantage of using such facilities to make contact with the target group may be support coming from so-called mediators, i.e. individuals close to the target group who work **at the respective facility on a full-time or voluntary basis or come from the same milieu** as the target group, have their trust and, thus, may be able to convince them to take a leap of faith in the meaningfulness of the educational offers.

Cooperating with mediators coming from the same milieu as the target group has proven to be very helpful in outreach guidance settings. Ideally, these people should be open-minded and interested and have the necessary communication and interpersonal skills. Especially suitable are personalities who are respected in the target environment, have a good reputation and are trusted there. Thanks to their access to the group, they may be able to make (educational) offers without having to do too much preliminary work. Since they come from the same milieu, they literally speak the right language. They should also be reliable and become permanent contacts. If, in addition to piloting individuals towards education, such "*bridging people*" wish to work as advisers, they should also have knowledge about locally available educational offers and, ideally, some basic qualification in the field of (educational) guidance (cf. e.g. Bremer 2010, p. 21).



## GROUP WORK

### "MEDIATORS AND LOCATIONS"

In small groups of 3 to 4 participants, exchange what kinds of locations and mediators you can come up with for 15 minutes. Note down your ideas on cue cards. Then all groups should present their results and attach them to a display board. Think together about what classifications are possible.

Possible answers/additions to be considered when evaluating the group work:

#### a) Full-time and voluntary mediators

Assistance services offered by churches, employers, works councils, workers at welfare institutions and day care centres, family assistants, job centre officials, regulars at get-togethers for unemployed people, teachers of integration language courses, members of migrant organisations, social workers at youth centres and penal institutions

#### b) Mediators from the same milieu as the target group

Chairmen of associations and religious institutions, renowned personalities of the community, individuals with a similar experience/background (e.g. unemployment, prison, drug abuse)

#### c) Possible locations

migrant associations, get-togethers for the unemployed, rooms located in the day care centre for children, aid organisations like Caritas, food banks

In case an educational organisation/ a counsellor has already been in contact with the target group before and can look back at successful work, the peer-to-peer approach might be effective: former participants are asked to promote offers among their peers. *"Word-of-mouth recommendations are often the best way to attract participants."* (OED, 2014, p. 12) Former participants can support current clients by identifying possibilities and obstacles and help finding the next steps forward (cf. OED, 2014, p. 25).

## 3. DESIGNING OUTREACH GUIDANCE

We have demonstrated that outreach guidance has to do more than just inform the target group about educational opportunities, providers etc. and even more than support consultants in choosing suitable educational pathways. There are other crucial aspects that must be considered: in outreach educational guidance, the mission of

guidance practitioners is often to empower consultants for self-help and self-development (cf. Di-etel 2009, p. 19).

In their everyday work routine, outreach guidance workers should, time and time again, consider their own – possibly unconscious – attitudes, their own view of the world and the way they see their clients. It is also important for them to avoid developing a deficit perspective (cf. Bremer et al 2011, p. 21). Moreover, guidance workers should keep in mind that, along the lines of pedagogic professionalism, it is necessary to reflect on their belonging to a certain milieu and being bound to a certain type of habitus themselves (cf. Bremer et al 2011, p. 20) – given as well that most educational specialists come from a highly education-based background. Usually, the guidance workers have everything they want to present to their clients who are distant from education as good and positive assets and, hence, have to be careful not take a supercilious role their consultants might perceive as patronising.

To reach the target groups, the language used by guidance workers should be clear and easy to understand (see below).

Guidance specialists should try to understand the logic of action followed by the individuals they advise. Even if this logic appears to be illogical or counterproductive in the eyes of the guidance worker, it may make sense for the client.

## 3.1 SKILLS REQUIRED BY GUIDANCE WORKERS IN AN OUTREACH SETTING

### A) MILIEU-SPECIFIC COMPETENCE

Studying the milieu individuals that are distant from education or educationally disadvantaged people come from helps to understand them better; for they are not categorically uninterested in further education or guidance. It is rather socio-cultural mechanisms that play a role here.

When speaking of different milieus, we base ourselves on the assumption that society is divided into different subgroups, each of which has its own characteristic features. These features do not only differ depending on the origin, income, job or education of the respective groups, but are also determined by their life styles, language, clothing, social manners and moral concepts. In guidance contexts, the different approaches to milieu currently available can help us when building relationships and effectively controlling communication processes. The more guidance workers know about the basic attitudes and life styles as well as

values and convictions held by their consulters, the better they can respond to them and, together with their clients, work out coherent perspectives for solutions. For, on the one hand, the common concepts and attitudes shared in a given milieu provide the clients with something to hold on to. At the same time, however, their milieu has a limiting effect on their readiness to follow other convictions that are based on facts or appear strange to them held by groups from other milieus. Hence, rather than believing in what is "*right*" according to the standards held by others, individuals are convinced by that which corresponds to their own view of reality (cf. Böning 2015, p. 2f).

As a consequence, rather than merely considering the system a given consuler is part of, it has been stipulated that guidance workers should always consider their consulters' milieu of origin as well as current milieu as a central aspect of the latter's personal development.

In our project, we presuppose that we are dealing with a heterogeneous target group who, nevertheless, predominantly shows the social and cultural characteristics typical of underprivileged milieus, i.e. originate from families with low social status, has low educational and professional qualifications and is employed in the respective industries, in some cases, has precarious jobs and lives in difficult family circumstances and disadvantaged housing conditions. A further additional characteristic might be migration background.

With reference to Böning, four central aspects of guidance can be derived from the variety of milieu studies:

1. The two interacting individuals, the guidance worker and the consuler, do not necessarily have to come from the same milieu. However, it might be quite helpful for the guidance worker to have a certain affiliation to the milieu of his or her consuler. This way, he or she can assess targets and options for action more realistically.
2. Likewise, the form of communication and methods used by the guidance worker should account for the consuler's milieu. For example, guidance workers should ask themselves whether certain methods are appropriate for dealing with individuals coming from a given milieu and can be used effectively. For possible resistance may have milieu-specific reasons and be connected to the kind of language used or specific expectations regarding behaviour (e.g. in role plays) and lead to distance and a defensive attitude on the side of consulters.

3. The idea may sound appealing and absolutely desirable, but not everyone can achieve anything or be any person they want to, even if they make their best effort. The milieu we belong to also entails a certain *habitus*, i.e. a certain kind of behaviour, which, among other things, we cannot easily get rid of. Therefore, in guidance processes, we should not only consider the consuler's milieu of origin but always also the milieu targeted by him or her and the guidance needs and available options of action resulting from this.

4. On the way to achieving consulters' goals, guidance workers should always try to keep a good balance between the initial and the desired condition, especially if the latter involves a milieu new to the consuler. For especially such processes can lead to consulters' losing a great deal of confidence and self-esteem. Guidance workers can achieve this positive balance by taking a holistic approach to considering their clients' development of self as well as, related to this, working out their resources.

## B) INDIVIDUAL GUIDANCE COMPETENCE

The following aspects of competences required by outreach guidance practitioners are crucial:

### Engaging with the special guidance situation/ setting and acting appropriately

Guidance professionals working in outreach settings should be able to engage with this unusual setting of work, i.e. for example with locations that are normally situated outside the familiar structured environment provided by their institutions. One of the results of this is a shift of roles – in their own guidance facilities, guidance workers can feel like "*landlords*" or "*hosts*". In a different location, they are first of all "*foreigners*", "*visitors*" or "*guests*".

On the other hand, guidance workers should be ready and able to work with individuals who, at first, may be reserved, hesitating or even suspicious. In addition, they may face stagnation or "*reverse developments*" more often than in other guidance processes. A part of the outreach educational guidance process will, therefore, always be taken up by motivation and persuasion work, at least at the beginning. For this, sufficient time for building trust must be planned, requiring for guidance workers to exhaustively explore and identify the given concerns and mission.

### Resource-oriented approaching

At the beginning, educational guidance for disadvantaged individuals will usually involve very basic guidance activities. A great part of consultants will not be well aware of their ideas and needs when they first arrive. Identifying and exploring their own abilities, wishes and interests, alone, is a great challenge or even impossible for many and especially for those individuals who are distant from education (cf. Dietel 2009, p. 15). Here, the task of educational guidance workers will be to support their consultants at an appropriate pace and in a resource-oriented way, identify their skills and competences, find out about strategies that have worked in the past and together work out possible next steps (see as well module 1 and 2). Often, the focus of interaction may also be on generally building self-confidence (cf. Kanelutti-Chilas 2013, p. 6).

### Ability to convey meaningfulness

Contents relating to further education that are introduced by the guidance workers or worked out together with their consultants should be considered useful by the latter. Depending on the given consultant's situation and the objectives, addressing career progression and economic advantages resulting from attending educational events may be helpful (cf. Kanelutti-Chilas 2013, p. 4).

### Keeping the balance

Educational guidance workers should make sure good balance is kept between giving their consultants the freedom to make their own choices and act independently on the one hand, and assisting them on the other. Also in an outreach setting guidance practitioners should work "*without patronising*" and keep "*consultation and education principles such as voluntarism and responsibility*" (<https://ec.europa.eu/epale/en/blog/guidance-and-magic-formula-outreach>) in mind. Individuals from milieus that are distant from education will often have a hard time to explore and choose (education) offers suitable for them on their own and make the right decisions. In the worst case, consultants may feel they are being let down so that free choice may often lead to no decision at all being made due to the perceived complexity of the task and personal fears (cf. Bremer et al, 2015, p. 92).

On the other hand, planning, scheduling and carrying out necessary further steps such as collecting information and application material, applying for financial aid, arranging all necessary

documents for registration for a certain course in time etc. can certainly bring challenges, too. For all this, consultants may require/ hope to get support from the guidance worker (but may not express their needs/hopes). Therefore, there needs to be an appropriate level of sensitivity on the side of guidance workers. For if people manage to finally overcome certain adversities they face by using their own initiative and power – and possibly some starting help – this can contribute to self-satisfaction and increased self-confidence (cf. e.g. Dietel 2009, p. 84f).

### Use of appropriate language

In addition to accounting for the milieu their clients belong to, competent guidance workers will also consider the language and individual communication skills of their counterparts. They will adapt to the language their consultants use in order to understand and reach them. Also, experienced guidance professionals are aware of the significance and effects of non-verbal communication and body language. They will use a type of language appropriate for their clientele, which, in the outreach guidance setting, is simple language in most cases. This kind of language consists of easy-to-understand words and short sentences. Foreign words, abbreviations and figurative language should be avoided. It is often easier for consultants to comprehend verbs rather than nouns and nominalisations (cf. e.g. On the Move, p. 9). Asking again, repeating and summarising can be useful strategies to make sure everything has been understood – not only by consultants but also by the guidance worker him or herself.

## 3.2 FURTHER FACTORS CONTRIBUTING TO THE SUCCESS OF OUTREACH GUIDANCE

### CLOSE ACCOMPANIMENT

If, in the guidance process, it turns out that further support organisations are to be included, it may be useful to call the contact at the other organisation and schedule an appointment. Ideally, guidance workers should accompany their clients to these appointments (cf. Bremer et al, 2014, p. 87) if this is desired by the latter. This way, a person they trust is with them, encouraging them and, if necessary, supporting them e.g. when expressing their requests.

### NETWORKING

For guidance to be tailored to the client's needs and sustainable, it is essential to have a well-de-

veloped network including different organisations whose members consultants are familiar with. This way, different individuals and organisations specialised in different areas and with different know-how – for example regarding the recognition of foreign qualifications, parental guidance, debt counselling etc. – can be consulted. On the other hand, such a network will facilitate the transferral of clients to other guidance centres should this be necessary (also see Göllner/Scheffelt, 2014, p.8). Ideally, all members of the network cooperate closely and exchange information about their activities on a regular basis.

Networking can also help to make offers and activities better known – “*Network partners may refer potential participants*” and offer “*the opportunity to present [...] programmes in their institution - in an informal setting familiar to potential participants and therefore suitable to break down reservations and concerns regarding education programmes.*” (OED, 2014, p. 12)

#### GROUP WORK “DESIGNING OUTREACH GUIDANCE”:

Form small groups in which you discuss and assess the aforementioned points of Unit 3. Can you come up with further competences and necessary aspects? Present your collected results in the plenum.

#### 4. CHALLENGES OF OUTREACH WORK

As shown, outreach educational guidance should be set for the long-term and involves intense guidance work carried out by competent guidance professionals with particular personal characteristics. The initial phase of getting in contact and earning trust will be much longer than in other guidance settings. The actual face-to-face guidance activity can be followed by personalised accompaniment of the clients when consulting further support organisations in order to positively promote and push forward their development. The exchange and participation in a support network are likely to be time consuming, too. In short, to come to tangible results, an outreach guidance process may take quite some time.

Module 5 Outreach  
(Educational)  
Guidance

#### Other questions emerging relate to financing, for example:

- Can outreach education workers be employed by municipalities? Who are potential subsidisers?
- How are guidance workers connected to institutions?
- How can free of charge educational events be financed? Or staff suitable for dealing with the target group (e.g. in an IT introductory course for individuals who are not used to learning)?
- How can time and personnel resources for networking be financed?

#### Further challenges that should be considered:

- The work with individuals distant from education is sometimes not recognised – how can outreach guidance specialists obtain an appropriate amount of appreciation for their work?
- On the one hand, the aspect of impartiality on the side of providers should be considered; on the other hand, individuals distant from education may wish/require to receive recommendations for concrete courses offered by a given organisation (e.g. which provider offers the most suitable language course)
- Different target groups may require different outreach strategies, for different topics (e.g. health education, language or literacy courses), differentiated concepts may be necessary (cf. OED, 2014, p. 11f)
- What does the contact between the existing support organisations look like? Is it possible to receive fast and straightforward support? Are support organisations run by municipalities etc. willing to set up and maintain a new network?
- How can mediators who are close to the milieu of the target group – and who will generally be working as volunteers – be recruited?
- If bridging people (mediators from a given milieu) take over informing and even advisory tasks, they should be appropriately trained. Organisations that will work with mediators should offer suitable training courses or enable the participation in how to ensure that they are sufficiently qualified and professionally competent for this task.

### 5.1 EXERCISE "GET INTO ACTION"

When you start to work in the field of outreach guidance with target groups remote from education and counselling/ guidance in challenging situations, some preliminary considerations are necessary. Like said before, outreach strategies need to be prepared and should be embedded in a holistic concept. There are no standard solutions and one strategy that is successful with a specific target group, may fail with another one. This is the reason why you have now the opportunity of getting into action and starting to create your own strategy:

Take 30 minutes and take a close look at the questions below. Make notes of your answers/results. Please pay special attention to question No 4 and describe your "marketing strategy". Feel free to choose your favourite way of presenting (e.g. designing a draft flyer/leaflet, poster, event announcement...).

- 1) Which target group from your region/ your institution works with could profit from outreach guidance?
- 2) Gather ideas when, where and how to get in contact with the target group (locations, methods, etc.).
- 3) Think about possible mediators (full- time and voluntary mediators, and mediators from the same milieu as target group) who could support you.
- 4) Find most likely successful "marketing strategies" for the counselling offer
  - Possibilities for written information material
  - Creative approaches to get in contact (think about the interests of your target group and what could attract them)
  - If applicable, needed contact persons or cooperation partners
- 5) In case of a longer counselling process – will transition from the rather informal setting / location to a more formal setting (e.g. in a counselling centre) be possible/favourable later on? How could that be realised?
- 6) What risks and opportunities do you see?

#### Evaluation

After you have written down your ideas, come together in small groups (up to 5) or (depending on group size) in the plenum and present your ideas. Give each other feedback and discuss your ideas.

### 5.2 EUROPEAN EXAMPLES

There are a number of European good practise examples showing creative ways of how to actively make contact. One of these options is to go out into public space at times when potential customers are there, too. For instance, the "chillen- action- beraten" project targeting young adults is set in the public parks of Vienna, Austria. The young individuals are attracted by a "chill" and an "action" area – as well as by an area where they can get advice focusing on individual questions of professional orientation and training and education (cf. On the Move 2016, p.14). The professionals involved in this project are familiar with the everyday life environment of their target group and directly address the young people while using the language spoken by latter.

Another example comes from Ireland. An educational organisation became aware that community groups were predominantly comprised of women and that there was a significant lack of social outlets in which older men could engage, particularly those men living alone in rural areas. In 2006 the organisation looked to the Australian model of Men's Sheds. *According to Professor Barry Golding, a patron of Men's Sheds from Australia, men talk shoulder to shoulder rather than face to face, finding it easier to interact and disclose their experiences, issues and needs through a shared activity. This is a free programme to which local men can join at any time. It is a programme for sharing skills, ideas, and engaging in common activity. It is aimed at creating a support group for men who may find themselves isolated within their communities. Activities include things such as game playing - cards, chess, classes - computer skills, Pilates, activities – restoring old farm machinery, furniture making, and field trips.*

In a time of austerity sheds have given unemployed men a purpose and a support network they might not otherwise have. Sharing skills gives the men a sense of achievement and also makes them feel like they can contribute to something. Sheds also supply a place to go to socialise which doesn't cost as much as a pub visit would and the educational provider can offer guidance „along the way".

**Further information can be found here:**

<http://menssheds.ie/>



Units of learning out-comes	LEARNING OUTCOMES (LO)			Recommen-dations for Assessment
	Knowledge	Skills	Competences	
Introduc-tion and Background Information (Topic 1)	<b>GENERAL INFORMATION, INTRODUCTION TO OUTREACH GUIDANCE, DIFFERENT INTERNAL AND EXTERNAL BARRIERS AND APPROACHES TO OVERCOME OBSTACLES</b>			Performing of group work "Obstacles"
	Knows about current European policy; knows the possibly negative attitude towards edu-cation of some disad-vantaged groups and the reasons for it Knows different barriers to ed-ucational progression; Knows the underlying theory of orientation in social space and the doubly anchored educa-tional distance	Recognises different obstacles and adequate ways to deal with (reluc-tant) individuals Judges whether meas-ures taken and methods applied by guidance centres are appropriate to attract	Is able to react appropri-ately and respond to the needs of the individu-al, can apply suitable strategies to overcome obstacles	Presentation, Evaluation (guided by trainer, if applicable)
Methods (Topic 2)	<b>HOW TO REACH TARGET GROUPS REMOTE FROM EDUCATION</b>			Performing of group work "Mediators"
	Familiar with suitable locations and the idea of different mediators, knows what a compe-tent mediator should be able to offer	Can look for fitting locations and adequate mediators in the own work environment/ town/ region Recognises relevant partners for a support-ing network	Can identify locations to get in contact with the target group. Is able to develop ideas/ strategies to address individuals. Assesses suitability of interested persons regarding the specific personality and tasks of a mediator	Presentation, Evaluation (guided by trainer, if applicable)
Designing Outreach Guidance, Challenges (Topic 3 + 4)	<b>PARTICULAR COMPETENCES AND EXTERNAL FACTORS CONTRIBUTING TO THE SUCCESS OF OUTREACH GUIDANCE, POSSIBLE CHALLENGES</b>			Group work "Designing Outreach Guidance"
	Know about milieu- spe-cific competence and four aspects of guidance derived from milieu studies Familiar with particular individual competences required for outreach guidance, close accom-paniment and network-ing Know about financial and other challenges	Check own suitability Be able to assess what elements of further education he/ she as guidance practitioner might require Recognise relevant part-ners for a supporting network and possible challenges in own work-ing environment	Assess own guidance setting and tackle ad-justments, if applicable Use/ apply own guid-ance skills in outreach activities (according to the level of knowledge) Can handle challenges	Presentation, Evaluation (guided by trainer, if applicable)
Implemen-tation of Outreach Guidance (Topic 5)	<b>RESULTS OF EXERCISE "GET INTO ACTION"</b>			Group Work "Get into Action"
	Know what has to be considered when start-ing to work as outreach guidance practitioner	Able to plan outreach guidance with particular target group(s) of own work environment, able to name mediators, if applicable, and to de-sign suitable "marketing strategies"	Design (outreach) strat-egies to address, attract and contact specific target groups of own work environment	Presentation, Evaluation (guided by trainer, if applicable)



Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
	EUROPEAN BEST PRACTICE EXAMPLES			
	Is familiar with selected examples of successful outreach (educational) guidance	Able to decide what aspects are transferable to own region/ work environment Able to plan modifications of the approaches, if applicable	Applies aspects or suitable modifications of the European examples, if applicable	Discussion of Examples

## CURRICULUM

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Presentation definition of outreach guidance and European policy</li> <li>• Query: Knowledge/ Experience of the participants regarding the topic, Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Introduction, slides if applicable</li> <li>• Flipchart</li> </ul>	20 min  10min
<b>1. Background Information</b> <b>1.1 Distant from education</b>	<ul style="list-style-type: none"> <li>• Lecture on the situation of disadvantaged persons remote from education, internal and external barriers to educational progression</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 1 and Flipchart or slides if applicable</li> </ul>	15 min
<b>1.2 Obstacles</b>	<ul style="list-style-type: none"> <li>• Presentation of the five types of individual barriers</li> <li>• Group work as described in the Handbook including presentation of results and discussion</li> <li>• Additional information presented by the trainer if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• One flipchart paper per group</li> <li>• Training Course Handbook</li> </ul>	15 min  Approx. 90 min (depending on group size) 5-10 min
<b>1.3 Orientation in Social Space</b> and <b>1.4 Distance from Education</b>	<ul style="list-style-type: none"> <li>• Input on Orientation in Social Space and "<i>Distance from Education</i>"</li> <li>• Exchange of experience: Ask the participants for examples of this phenomenon from their day-to-day work</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook</li> <li>• Making notes on a flipchart</li> </ul>	10 min  15 min
<b>2. Methods Used in Outreach Guidance</b>  <b>2.1 Preliminary Considerations</b>	<ul style="list-style-type: none"> <li>• Presentation on Preliminary Considerations</li> <li>• Discussion with participants – what do they consider as crucial</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 2, slides if applicable</li> </ul>	15 min  15 min

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>2.2 Making the First Contact</b>	<ul style="list-style-type: none"> <li>• Presentation of suitable locations</li> <li>• Brainstorming of Mediators in Outreach Guidance</li> <li>• Group Work as described in the Training Handbook Topic 2.2</li> <li>• Presentation and Discussion of Results, possible Classifications</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• Training Course Handbook and cue cards per group, pin board</li> </ul>	5-10 min  10 min Explanations  Approx. 30 min, depending on group size 30min
<b>3. Designing Outreach Guidance</b>	<ul style="list-style-type: none"> <li>• Presentation/ Discussion with participants: Milieu – attitudes - habitus – background - language</li> </ul>	Training Course Handbook Topic 3	15 min
<b>3.1 Skills Required</b>	<b>a) Milieu-specific Competence</b> <ul style="list-style-type: none"> <li>• Present the four central aspects (referring to Böning)</li> <li>• Ask for feedback from participants</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook and Flipchart or Slides if applicable</li> <li>• Flipchart for notes</li> </ul>	10 min  15 min
	<b>b) Individual Guidance Competence</b> present information given in the training handbook	<ul style="list-style-type: none"> <li>• Training Course Handbook</li> </ul>	10 min
<b>3.2 Further Factors</b>	<ul style="list-style-type: none"> <li>• Lecture on further factors</li> <li>• Group work as described in the Training Handbook</li> <li>• Present results in the plenum (verbally)</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook</li> </ul>	5min 15min  10min
<b>4. Challenges</b>	<ul style="list-style-type: none"> <li>• Present challenges stated in the handbook, discuss (also possible solutions) with participants</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 4</li> </ul>	15-20 min
<b>5. Implementation</b> <b>5.2 Exercise "Get into Action"</b> <b>5.1 European Examples</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Presentation of the outcomes in small groups or in the plenum</li> <li>• Presentation of European Best Practise Examples as a Conclusion:  <i>"Chill – Action – Guidance"</i>  <i>"Men's Shed"</i> – presentation of video               </li> <li>• Final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Topic 5</li> <li>• Pens/ marker and paper in different formats suitable for creating flyer and poster drafts</li> <li>• Training Course Handbook Topic 5 and Internet: onthemove-project.eu + projector and speakers</li> </ul>	30 min  30 min  10 min  10 min
	Feedback to Module		10 min

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## MODULE 6 Quality Standards – Competence Profile for Counsellors, Part I

DEVELOPED BY SILKE TAUBERT-VIKUK IN BEHALF OF THE MINISTRY OF EDUCATION,  
YOUTH AND SPORT BADEN-WURTEMBERG



New York Times, International Weekly, September 2, 2016:  
Roma Find A Way Up: Cooking / Gay Egyptians Are Forced Underground

### INTRODUCTION TO QUALITY STANDARDS

#### GOALS AND LEARNING OUTCOMES

A growing need for guidance counselling in the fields of education, career and employment has led to a situation in which a large number of different providers has emerged who offer guidance counselling services with various different perspectives/foci for different target groups. With this background, the issues of quality, quality control and quality management are becoming more important. What does quality mean in educational guidance counselling? How can one identify it, apply and secure it and even develop it further?

In this module you will get to know the Competence Profile for Guidance Practitioners as a part of the nfb (National Forum for Education, Career and Employment) quality concept. It is provided in two parts; each part can be carried out as a separate 8-hour training programme.

#### Part I: Transversal and societal guidelines

#### Part II: Process-related guidelines

You will learn what it means to act professionally as a guidance counsellor. (To be in line with the Competence Profile we will also use the term guidance practitioner when speaking of guidance counsellors). With the help of the Competence Profile, and the indicators that will be described,

you will be in a position to evaluate and to reflect on your own competence. This will give you an overview of your own individual competence profile and allow you to continue developing systematically and individually, according to your needs.

#### QUALITY IN GUIDANCE COUNSELLING

##### What does "quality" mean?

In everyday life "quality" indicates a judgment. If something is good, it often has quality. The exact level of quality is determined by previously established requirements or criteria which are defined or adopted for products, objects or processes based on certain expectations. The quality of an object or process is defined by the failure to fulfil these requirements. (source: F. Schröder, P. Schlögl, 2013)

#### QUALITY IN EDUCATIONAL GUIDANCE COUNSELLING

In the area of guidance counselling on further education and training, it is not so easy to define quality. The focus is on the counselling session as an **interaction process between the counsellor and the person seeking advice (client)**. The core process of the service performed consists of building a mutual relationship, making goals clear,

identifying the motives and resources of the person seeking advice (client/user), and in this manner strengthening and supporting the client/user. (Schiersmann/Petersen/Weber, Competence Profile, 2014, p.7)

#### Key points of a definition of professional guidance counselling:

- Guidance counselling requires professionalism and corresponding framework conditions, i.e. creating a proper counselling setting with institutional framing, contract task clarification and transparency.
- Guidance counselling is a voluntary, process-related, interest-based and open-outcome interaction.
- In the centre of the consultation is the client/user with her or his interests, resources and life circumstances.
- Guidance counselling is a subjectively relevant reflection process, but information and knowledge are necessary.
- Guidance counselling in education, career and employment is based on setting goals which are important for the individual in modern society.

In educational guidance counselling, and in the comprehensive counselling of disadvantaged persons, it is important to have a process which is self-reflective for both sides, involving an exchange of information and helping the person to help herself or himself; on the whole it is a complex social service and a challenging activity; the quality and professionalism of this service is the focus of a growing debate.

Since the 1980s, the term "*professionalism*" has become important in education and counselling discussion. Professional activity requires specific and broad competence in order to provide a good service – in our case, guidance counselling. This competence is based on knowledge and abilities which are proven and shared in the field of guidance counselling. Most of all, professionalism is related to the individual ability of the counsellor. The competence of the acting person represents the core and essence of professionalism (cf. Schiersmann, Weber, 2013, p.54) and is thus an important criterion for good counselling.

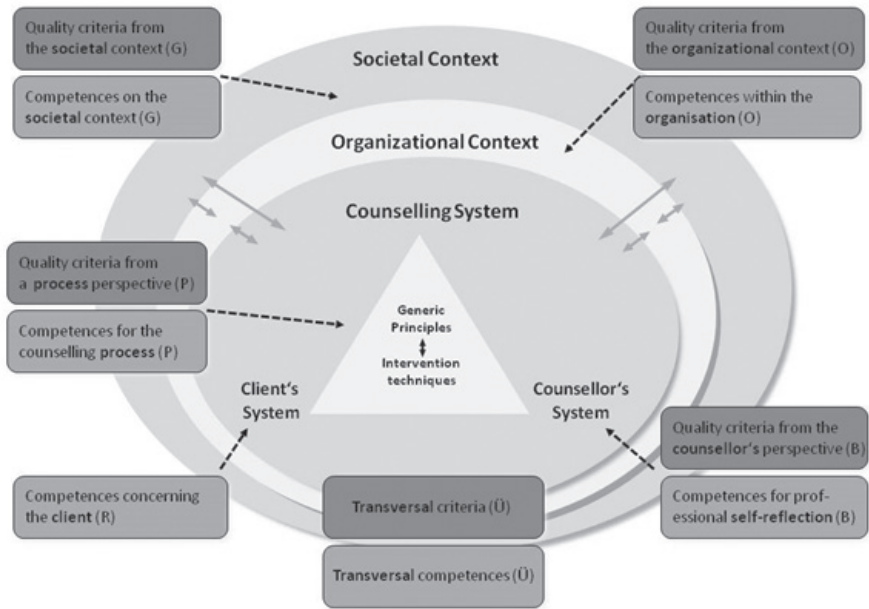
#### PROFESSIONAL GUIDANCE COUNSELLING WITH THE NFB'S BEQU CONCEPT

Quality and professionalism are the focus of nfb – the National Forum for Education, Career and Employment (German: Nationales Forum für Bildung, Beruf und Beschäftigung) – and for the Counselling Quality Research Group at the Institute for Educational Science of the University of Heidelberg which, together with experts in the field of counselling, developed a comprehensive quality concept for guidance counselling in education, career and employment. In an open coordination process, broad understanding and agreement was created among all of the participants. One Part of this BeQu Quality Concept is the Competence Profile for Guidance Counsellors. In the following material, we will introduce the profile criteria, with a view to the target group "*educationally disadvantaged persons*".

#### SYSTEMATIC UNDERSTANDING OF GUIDANCE COUNSELLING

The systematic understanding of guidance counselling – represented in the following as a systemic context model for guidance counselling – is the basis for the BeQu Quality Concept and for the Competence Profile. It represents – as mentioned above – the counselling activity as an interaction process with two different systems: **the Client System** with the biography, the attitudes and experience, and the everyday life and work context of the client/user, and **the Counsellor System**, which brings the counsellor's professional action competences and experiences from education, career and family into the process. Both systems must come together in the counselling process, and together they make up **the Counselling System**. It must be remembered that each of them is located in an organisational and social context, which influences the counselling process itself. (Schiersmann, Weber, Kompetenzprofil, 2014 p.7) The goal of this interaction process is to strengthen the competences of the advice seeker (or "*counselled person*").

Figure 1: Systemic Context Model of Career Guidance and Counselling - Quality standards and practitioner competences assigned to the five systemic levels of the model



Source: nfb/ Research Group Quality in Guidance (2016), adapted from: Schiersmann/Weber (Ed.) (2013, p. 30).

Structure of the Competence Profile

The structure of the Competence Profile is inspired by the dimensions of the context model:

- Competences related to society (S)
- Transversal competences of the counsellor (T)
- Transversal competences with specific focus on the client (T1)
- Process-related competences (P)
- Organisation-related competences (O)

The BeQu Competences for Guidance Practitioners (Overview)	
<b>T</b>	<b>Transversal Competences</b>
T1	Focusing on the client (Client Orientation)
T2	Making the guidance offer transparent
T3	Exhibiting a professional attitude and ethical behaviour
T4	Co-designing quality development process
<b>P</b>	<b>Process-Related Competences</b>
P1	Developing stable working conditions and a secure environment
P2	Building a sound working alliance and emotional security
P3	Clarifying the clients' concerns and coming to a guidance agreement
P4	Clarifying the situation and objectives
P5	Identifying and reinforcing clients' internal and external resources
P6	Developing perspectives for problem solution and action
<b>O</b>	<b>Organisation-related Competences</b>
O1	Developing and implementing the organisational Mission Statement
O2	Designing and optimising formal organisational structures and processes
O3	Co-creating and enacting the organisational culture
O4	Ensuring the sustainability and efficient use of resources
O5	Cooperating with the professional and interdisciplinary environment
<b>S</b>	<b>Competences related to society</b>
S1	Considering societal circumstances
S2	Considering societal objectives

The BeQu Competence Profile in Detail:

Regarding the target group "disadvantaged persons" and with a view to the extent of an 8-hour Training Session, the focus of Quality Standards Part I will start with the above-named societal competences and the transversal competences. Quality Standards Part II will feature the process-related competences as a separate training session. With regards to the institution/organisation guidance practitioners work at, organisation-related competences (O) are of course very important for the quality process too. However, regarding the limited time-frame and also according to the situation of many guidance practitioners being self-employed or not ultimately located in an institution (i.e. in Rumania or Bulgaria) organisational aspects are not covered in this module.



**COMPETENCES AS REFERENCE POINT IN COUNSELLING**

In the framework of the OECD project "Defining and Selecting Key Competences" (DeSeCo) (cf. OECD 2005), the following definition of "competence" was used: "Competence is the comprehensive ability of a person to recognise requirements and act in a goal-oriented manner, on their own responsibility in a way appropriate to the situation, in complex situations through the activation of specialised knowledge, experience, feelings, values, interests and motivation."

Schiersmann describes competence as the comprehensive ability to self-critically reflect on and evaluate one's own actions, and their results, as they relate to the aspects of the situation, in order to derive from this an improved orientation for future action (cf. Schiersmann 2007).

The term "competence" is differentiated here on three levels:

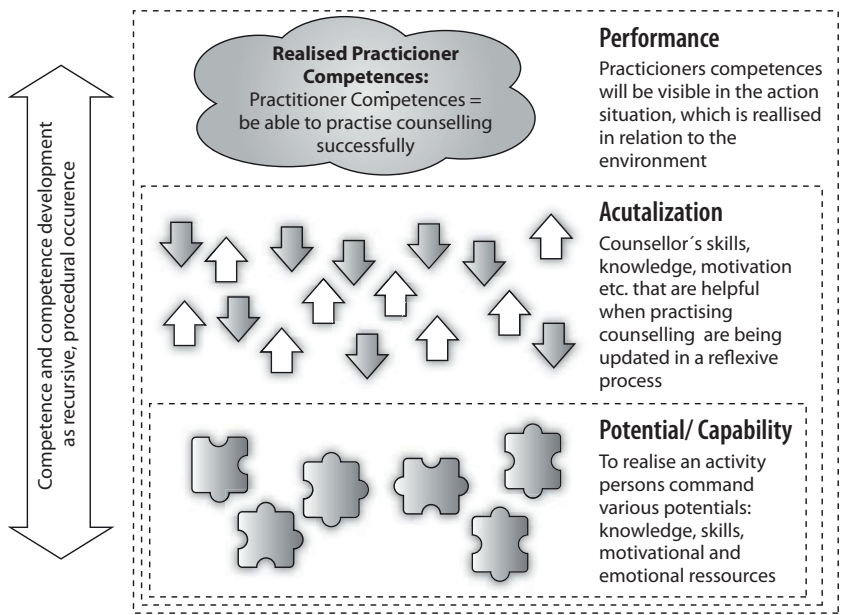
**Lower level:** resources which may be necessary for competent action (knowledge, abilities, motivational and emotional resources).

**Middle level:** process of actualisation of these resources in an occupational action situation and in the exercise of certain occupational action situations (i.e. training). This actualisation is always a reflective process: guidance counsellors must summon their resources in a creative manner which is appropriate to the situation, and must also be emotionally prepared und motivated to carry out the counselling activity.

**Upper level:** description or monitoring of the performance, i.e. of the professional execution of the activity.

The competences in the Competence Profile reflect the counselling action or "performance"

which must be visible in the counselling situation. They describe the knowledge, abilities and approaches that must be employed in the counselling process. Only in this way can this activity be carried out as an adequate solution to problems (cf. Schiersmann, Weber, 2013, p.197) Therefore these competences can serve as a reference point for one's own reflection and for the individual's own continued personal development.



# Competence Profile for Counsellors, Part 1

**INPUT: GOALS OF GUIDANCE COUNSELLING**

The experts agreed on the following goals for professional guidance counselling in education, career and employment;

- On the client's level: increasing educational- and career-biographical creative future-shaping competence, increasing participation in higher education and employability.
- Reduction of individual- and social bad investments and misallocation (e.g., dropout rates in the educational system).
- Encouragement of social participation and social inclusion tendencies in groups of disadvantaged persons (Schiersmann, Weber, 2013, p. 30).

**1. CONSIDERING SOCIETAL GOALS (S2)**

Guidance practitioners are willing and able to consider societal goals in their guidance practice – whether they are interacting with clients, engaged in organisational activities, or working at the societal level. Relevant societal goals comprise the transfer of knowledge and information, the promotion of clients' career management competences, increased participation in education, vocational training, and employment, the reduction of individual and societal misallocations, as well as the promotion of social participation inclusion of potentially disadvantaged groups.

Guidance practitioners....

11. reflect societal goals in view of career guidance and counselling;
12. reflect the impact (and limits) of guidance on the societal environment;
13. express the experiences and insights from guidance to inspire societal discourses (e.g. on the local level or in professional associations);
14. participate in determining the goals of their organisations' guidance offers (these may be used as output-criteria for the evaluation);
15. assist clients in linking their individual objectives with societal goals in a reasonable way (s. P1–P6).

### Cognitive Resources

Guidance practitioners know...

- R1 the societal goals related to educational and career guidance and counselling (e.g. promotion of self-organisation and career management competences, societal participation, social inclusion);
- R2 approaches of promoting abilities for self-organisation as well as societal participation and social inclusion;
- R3 problem areas in the educational, vocational and employment system (such as disadvantages, discrimination, opportunities for participation), as well as measures meet these challenges.

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### INPUT: PROMOTING CLIENTS' ABILITIES FOR SELF-ORGANISATION

Numerous studies have demonstrated the inequality in advanced education participation. Participation in (advanced) education or training, and thus the probability of better career opportunities in the job market and society, is still strongly dependent on social background.

Educationally disadvantaged groups are often, above all, **confronted with complex problems and sometimes with existential crises, which** make it impossible for them to participate in formal educational processes. One result of this is that they take part only to a limited extent in professional, social and political life (Brüning, Kuwan, quoted in Bremer, Kleeemann-Göhring 2011, p. 7).

Furthermore they are often also subject to discrimination in different areas of life: for example in daily encounters, in the job and housing mar-

kets, as regards access to training and education, in healthcare and also in the realm of political participation (Voglmayr, 2010, p.9).

Negative experiences in education and training, experiences involving being bullied, unstable work conditions, and perhaps the threat of job loss often lead to a weak self-image and a lack of self-confidence related to one's own educational competence.

It is therefore important in educational guidance counselling to "*balance out*" or compensate for disadvantages by offering support and avoiding discrimination – providing counselling offerings which open up to them individual, meaningful educational- and employment opportunities that can provide an adequate livelihood. (cf. Schröder, Schlögl, 2014, p. 41)

### Encouraging these developments involves:

- respecting individuality and personal diversity;
- orientation toward equal opportunity, equality and non-discrimination;
- making cooperation and working together a priority .

In order to increase the social participation of educationally disadvantaged persons, counselling should take place not only in the context of education and employment, but whenever possible should involve the life reality of the disadvantaged person and should aim for education in the broader sense. This should include not only the work environment of such persons, but also the (private) lifestyle, politics, culture and other aspects. This is based on the insight that, with adults, education and learning are always carried out "*in an integrated reality*" (Faulstich 1991:198).

In the centre of the counselling process for educationally disadvantaged persons is the strengthening of competences related to daily life. In order to keep pace with the social, economic and technological changes of the Information Age and to master the challenges such as possible transition phases, it is primarily the capacity for independent action which is needed. This central "*capacity to act*" combines the ability to reflect with corresponding action, based on the willingness to learn and achieve, the ability to make decisions, acceptance of responsibility, individual initiative, diligence, goal-orientedness and, not least, self-confidence and self-efficacy. (cf. Süßmuth, 2014, p.14)

With new self-confidence and the ability to organise his or her own life, the client will be in a position to open new perspectives, or make a new evaluation of existing situations, previous experiences, and recurring processes.

## 2. CONSIDERING SOCIETAL CIRCUMSTANCES (S1)

Guidance practitioners are willing and able to consider those societal circumstances, which are relevant in view of client's guidance concerns, within the guidance process, as well as for the further development of the guidance offers.

### Guidance practitioners...

11. reflect the relevance of societal circumstances/influence factors for the development of the guidance services;
12. actively participate in processing and preparing knowledge on societal circumstances for its use in guidance and for the clients (knowledge management);
13. consider how societal circumstances (e.g. labour market conditions, features of the educational system) may be relevant for their clients' concerns (s. P1 – P6).

### Cognitive Resources (R)

Guidance practitioners know...

- R1. relevant fields of knowledge concerning society (e.g. labour market, economics, the educational system, vocational systems, requirements in terms of competences and qualifications and funding opportunities);
- R2. societal developments (e.g. globalisation, growing complexity, demographic change, lifelong learning and diversity);
- R3. databases, knowledge resources methods, knowledge management.

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## EXERCISE: KNOWLEDGE MANAGEMENT

Get together in small groups and discuss existing information sources, which you use in your daily counselling i.e. databases including offers for further education classes, databases with up-to-date knowledge with regards to the regional labour market and national education system, newsletters, etc. Each group should present their top three results.

**TIPS FOR THE TRAINER:** Use screenshots incl. databases to structure or to present content i.e.

### German Websites (examples)

- **State portal for further education and training of Baden-Württemberg, Germany**  
[www.fortbildung-bw.de](http://www.fortbildung-bw.de)
- **Portal for education and vocational training by Federal Employment Agency/ Office**  
<http://kursnet-finden.arbeitsagentur.de/kurs/>
- **Detailed information about existing job profiles by Federal Employment Agency/ Office**  
<https://berufenet.arbeitsagentur.de/berufenet/faces/index>
- **Starting your own business by Federal Ministry for Economic Affairs and Energy**  
<http://www.existenzgruender.de/DE/Home/inhalt.html>
- **Institute for employment research by the Federal Employment Agency:** <http://iab.de/>
- **Background information regarding the German education system and its international context by the Federal government and Federal States:** <http://www.eduserver.de>
- **Information portal of the German government about the recognition of foreign professional qualifications (recognition counselling)**  
<https://www.anerkennung-in-deutschland.de/html/en/index.php> <http://www.netzwerk-iq-bw.de/en/recognition-counselling-2.html>
- **Chamber of Industry and Commerce :**  
[www.ihk.de](http://www.ihk.de)

# Quality Standards Part 1 – Transversal Competences

## INPUT: PROVIDING SUPPORT

Guidance practitioners should be capable, especially in transition phases, of providing support in the shaping of the professional and "life course related" development processes,

especially when, to some extent, missing qualifications have yet to be met, or other alternatives for the client's future life path must be considered. Here it is helpful when guidance practitioners command a corresponding grasp

of the relevant milieu, its subjects and goals in question, and have a sympathetic understanding of the current situation and of the new situation which is the goal. Counselling needs often involve issues regarding daily lifestyle and life management (self-organisation) as guidance counselling subjects in the narrower sense. (Bremer/ Kleemann-Göhring/Wagner, 2015:39). In the sense of outreach educational work, an "*educational practice*" is necessary which creates a connection to everyday life and provides space for the client's own perceptions and for a mutual exchange (Bremer/ Kleemann-Göhring/ Wagner 2015).

### 1. FOCUSING ON THE CLIENT (T1)

**Guidance practitioners are willing and able to focus their guidance activities on the particular needs of the clients – whether they are interacting with clients, engaged in organisational activities or working for the societal level. They recognise their clients as competent, autonomous individuals with their own rights and interests and make them the centre of career guidance and counselling.**

#### Guidance practitioners...

11. align their activities with the individual needs and the concerns of the clients;
12. **respect the diverse characteristics of clients relating to their ethnic and cultural affiliation, their socio-economic status, gender and age;**
13. address potential conflicts of interest whenever clients' interests may collide with the mandate of the guidance organisation or societal mission of career guidance and counselling;
14. consider the clients' biographical circumstances as well as the individual resources and restrictions which result from the client's social backgrounds in the guidance process;
15. **assist clients with the aim of strengthening their ability for self-organisation.**

#### Cognitive Resources (R)

Guidance practitioners know...

- R1. developmental processes along the course of life (e.g. personality theories, theories of career development, and vocational choice, lifeworld models);
- R2. biographical transitions and disruptions within the education and employment system (e.g. school, vocational education and

training, vocational changes, returning to work, termination, retirement);

**R3.** socio-economic and cultural differences (diversity);

**R4.** approaches to foster self-organisation and self-efficacy.

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### INPUT: TARGET-GROUP-SPECIFIC FEATURES

#### 1. Individual access to counselling

Based on experience, and this has been confirmed in expert interviews, many educationally disadvantaged persons do not come for counselling until they are under great psychological stress, i.e. in professional and/or private crises and the resulting financial emergencies, threatened with job loss, loss of their partners, due to chronic sickness or problems connected with discrimination they experience at work, with reentering the labour market or a lack of skills in the German language. (cf. Kanelutti-Chilas, E./Kral, A., 2012:46)

Low entry barriers and inhibition thresholds make access to guidance counselling easier. Guidance Counselling Practitioners should be prepared for these factors: (cf. Steiner, Schneeweiß, Stark, 2014, p.12)

- **time-related:** the less limitation placed on the counselling time, the higher the probability and the easier it is made for the client to get in contact. The more immediately and short-term the client can come to counselling, the simpler it often is for such persons.
- **space-related:** it's best if counselling takes place in the immediate living environment of the potential client.
- **content-related:** guidance counselling should be flexibly adapted to the needs and requirements of the target group, e.g., it should not take place in an educational context, but should rather consist of comprehensive counselling on all life circumstances if possible.
- **social:** clients should have the opportunity to make contact with the counselling agency in their own individual way. Since individual preferences are different and the target group is diverse, it helps when access and contact take place via a number of different channels: not only face-to-face, but also by telephone, by e-mail or as an online chat.
- **flexible in counselling format:** personal counselling or group counselling (see Fongecif, Bretagne/France and Aha- Mannheim, Baden-Württemberg/Germany)

**Some counselling topics arise automatically in group discussion, in which like-minded people discuss common situations and concerns.**

- **composition of counselling personnel:** guidance counselling institutions which advise clients regarding disadvantages or discrimination should make sure that different counsellors from the respective diversity categories are available: for example, counsellors from different age groups, genders, ethnic and religious backgrounds.

Counselling institutions which, for example, counsel migrants in various languages should have an intercultural counselling team.

## **2. Multiple disadvantaging factors**

Counsellors can provide valuable impulses to educationally disadvantaged persons by avoiding anything which encourages performance anxiety and pressure. This also supports independent action and so-called self-organisation ability. Educationally disadvantaged persons are a heterogeneous target group with various disadvantaging factors, attitudes, and behaviour as regards education and guidance counselling.

Among the diverse group of educationally disadvantaged persons, the current situations for the following groups and their possible counselling needs are described:

### **2.1 Semi-skilled and unskilled (low-skilled workers)**

Some of these persons may wish to participate in guidance counselling offerings, but they do not have the time resources and/or the financial means. This group often includes low-skilled individuals who, as semi- or unskilled workers, are employed in precarious work situations and who receive almost no encouragement or support from their employers. They would like to change their situation and would be generally open to advanced career training and guidance counselling which can identify for them career perspectives and new life opportunities. Due to their employment conditions, however (e.g., shift work, part-time work) they are prevented from doing so. (Barz, Tippelt, 2004)

### **2.2 Persons with various cultural backgrounds**

Persons with a migration background represent a diverse group. Only limited judgments can be made based on nationality or native culture regarding behaviour patterns and values of the individual persons. Thus it is important for guidance

practitioners to expand their perception of the diversity of migrant groups and to concentrate on the individuality of the person and her or his resources.

Furthermore guidance practitioners should take into account, in dealing with persons with a migration background, that in the course of their migration many have had very painful, sometimes even traumatic experiences. During the migration process they have suffered material and personal loss. They have struggled against the abasement and devaluation of their knowledge and experience. When these experiences are not dealt with, these people must – in some cases – be advised on the availability of therapeutic institutions.

On the other hand, difficult life situations – just the same as positive experiences – can become new "*learning opportunities*" (Beate Seusing in cooperation with Helga G. Gundlach, quoted in Praxisbuch Profilpass, 2010, p.141).

According to a German wideband study\*, which focused on migration-specific subjects and the needs of employment-oriented guidance counselling in Germany, the following challenges are faced by counsellors in working with those seeking help in connection with migration:

- **learning disadvantages:** migrants are not familiar with the German educational system and the job market
- **second language:** German must be learned as a new, foreign language
- **recognition:** for a work permit, the residency status and recognition of the foreign degree must be cleared up
- **discrimination:** they are often subjected to discrimination in, for example, the search for decent living space or a good job
- **support:** how can access to education and work be obtained, what means of support are possible toward getting a good education or training and employment?

(vgl. IQ Fachstelle Interkulturelle Kompetenzentwicklung und Antidiskriminierung, p.16)

\*Delphi-Breitband-Erhebung: Migrationsspezifische beschäftigungsorientierte Beratung, Karl-Heinz P. Kohn, im Rahmen des Netzwerk Integration durch Qualifizierung/ Kumulus Plus, Berlin 2011. Die Erhebung wurde von dem Politologen Karl-Heinz P. Kohn von der Hochschule der Bundesagentur für Arbeit (HdBA) in Kooperation mit dem IQ Fachkreis „Beratung“ durchgeführt.

### **2.3 Unemployed persons in problem situations and with difficulties in the transition from school to work**

This applies particularly to many disadvantaged



persons in underprivileged social environments and with low education levels. Here one would assume that there would be an acute need for educational and career counselling among these persons. However, this group must often struggle with a number of different disadvantaging factors: ingrained barriers and resistance, such as fear of failure because of learning problems, financial worries and hardships, problems within the family and/or the social surroundings, health problems, etc. result in their general avoidance of

the subject education. For them the first priority is securing their financial situation through stable employment.

For these persons it is a challenge to develop education and guidance counselling services which correspond to their individual needs, and which at the same time allow them to recognise their usefulness and perspectives. (Barz, Tippelt, 2004)

### GROUP EXERCISE: FOSTER SELF-ORGANISATION AND SELF-EFFICACY

The participants are requested to read the following cases. In groups of four, they are assigned to collect possible proposals. Then, the participants are asked to make notes about the following impressions on presentation cards:

- What is your spontaneous evaluation of these cases?
- How far along is the advice-seeker (in your opinion) in her or his own decision process?
- What are the concerns and hardships of the target group? What are the major challenges? Which problems must be solved?
- Develop some questions which might inspire the client to acquire a new perspective regarding her or his personal situation. The questions should motivate the person to think about their own ideas and wishes.

#### CASE 1

##### MR. KUNZ IS A FORMER FOOTBALL PLAYER....

**Situation description:** In his interview Mr. Kunz presents himself in a demotivated state with no perspective for his future. After leaving school he did odd jobs most of the time and was otherwise unemployed. He has little hope that his situation will improve soon or that he will ever find employment again. He would be glad to take on an unskilled job in a metal processing company, an area in which he has prior experience from an internship he once did.

**Background information:** Mr. Kunz is 26 years old and has no school or job qualifications. He is not in particularly good physical shape, having smoked and drunken alcohol as a means of compensation during his spells of unemployment. He has overcome this dependence but in view of his labile emotional state and his lack of perspective and motivation there is a danger that he could relapse into addiction again. Besides this Mr. Kunz has incurred some debts from mobile phone contracts, but is unable to say in what amount exactly. He needs support in this matter as well.

**Interests:** As a teenager he played as a forward for a football club for many years. When he turned eighteen he initially wanted to train to become a sports instructor at the club, but he backed out of

this again because his alcohol consumption was increasing and he did not feel as fit any more.

Sports are his great passion, and he regrets that he has been unable to keep his Sky TV subscription.

**Skills:** Mr. Kunz knows his way around the YouTube scene and has already posted one or the other video there together with his friends. ...

#### CASE 2

##### MS. ANTON ENJOYS SEWING AND TAKES AN INTEREST IN POLITICAL ISSUES...

**Situation description:** Ms. Anton has a rather reserved manner. When asked she reports experiences of violence within her family. At school she had to endure being mobbed by fellow-pupils.

**Background information:** Ms. Anton, a 23-year-old client with primary school education but no job qualifications, still lives with her parents and her four younger siblings. After leaving school she was employed in various low-skilled jobs in the catering and hotel business as well as in a warehouse, but always gave these up after a short while and at short notice. She suffers from serious emotional problems that can be attributed to her experiences of family violence and mobbing at school. She has difficulty being part of a group. She has often had conflicts with fellow-employees of her age, but also with her superiors.



**Skills:** She knows how to use search engines on the Internet and has performed searches and informed herself about various topics in the past.

**Interests:** She enjoys sewing and takes an interest in political issues.

### CASE 3

#### MR. ABBAS EMPLOYED AS A WAREHOUSE WORKER....

**Situation description:** Mr. Abbas, currently employed in the logistics industry as a warehouse worker, would like to develop further professionally, and wants to get professional qualifications as a commercial trader in the area of warehousing and shipping logistics. However, he lacks information about possible training options. Therefore he asks the guidance practitioner about professional qualification as a commercial trader in warehousing and logistics. Unfortunately, the time he has available to take part in training is limited due to the shift work he is assigned at two-week alternating intervals.

**Background information:** 26 years old, of Algerian descent. He obtained his school equivalency degree after a difficult period in school and various transition measures. During a juvenile sentence he began working toward his secondary school certificate, which he unfortunately did not finish, since he had to be available to work immediately after leaving detention. A temporary employment agency got him work one and a half year ago with a company in the chemical industry. While he held this position he gained employment with his current company, with which he is still employed and where he has chances to remain permanently.

**Skills:** Arabic

**Interests:** Football, Basketball

### CASE 4

#### MS. LIMA FROM KENYA

**Situation description:** Ms. Lima makes a disoriented impression, showing little motivation toward developing new ideas or perspectives with a view to her professional development. She is regularly in touch with her contact persons at the Job Center; but due to the necessity of taking care of her children she has often passed up or avoided support offers, advanced training courses or labour market policy offers.

**Background information:** Ms. Lima is 27 years old, a single mother and, since the birth of her daughter two years ago, receives ALG-II-level social benefits. She came to Germany eight years ago with her parents. She comes from Kenya,

where she went to school and was awarded a high school diploma. After graduating, she worked in chemical and biological laboratories. She learned her good German at an integration course and in various activities and temporary jobs in the restaurant industry.

Relations with her parents and with the father of her child are not good. This is related to, among other things, the debts which Ms. L. accumulated to the account of her former partner.

As a single mother she sees no way to organise child care so that she might be able to begin a training programme. She does not want to have her child cared for by strangers.

**Knowledge:** Swahili, English, natural sciences, specialised knowledge in chemistry and biology (unfortunately only school certificates from Kenya are available)

**Interests:** all subjects related to children (toddlers' groups, singing and dance therapy, early musical education, children's gymnastics etc...)

Assisting the coach in the local sports association with mother-and-child gymnastics, as a volunteer.

## 2. MAKING THE GUIDANCE OFFER TRANSPARENT (T2)

**Guidance practitioners are willing and able make the guidance offer transparent to all stakeholders.**

### Guidance practitioners...

- I1. communicate the objectives, contents and structures of the guidance offer and make this information easily accessible for all target groups;
- I2. present their guidance offers in a comprehensible way, pointing out all relevant criteria (e.g. guidance formats, availability, standards, quality assurance) for all relevant stakeholders (e.g. clients, co-operation and network partners, policy makers).

### Cognitive Resources (R)

Guidance practitioners know...

- R1. marketing strategies as well as public relations concepts;
- R2. formats and media for the public advertisement of guidance offers (e.g. leaflets, brochures, posters).

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**INPUT: TRANSPARENCY IN THE PRESENTATION OF GUIDANCE OFFERS IN PUBLIC RELATIONS**

The guidance counselling service should be presented transparently, i.e. it should be clear, complete, easily comprehensible and designed for specific target groups. For the design and execution of communications measures it is important to be oriented to the wishes, interests and needs of the target group.

The objectives of the counselling institution result from the Guidance Counselling Concept, which serves as the basis of the present quality concept (see above), e.g., support for adolescents and persons up to 25 years of age in the transition phases, school/college, in their employment, support in their decisions about education and work.

In the communications about the guidance counselling service, the initial focus is on the target group (existing and future clients/advice-seekers), their wishes and needs, and the benefits or value that the guidance counselling holds for them. This benefit, the unique buying proposition (UBP), should be formulated from the perspective of the client/advice-seeker.

In connection with the diversity of the target group we have already established that not all target groups have the same need for guidance counselling.

**GROUP EXERCISE: WRITE GUIDANCE OFFER FOR CLIENTS WITH REGARDS TO THE BENEFIT OF YOUR GUIDANCE COUNSELLING**

The participants are asked to build small groups and discuss offers for the above mentioned target groups (socially disadvantaged, low skilled, various cultural backgrounds)

→ What should a guidance offer include in order to attract above target groups resp. so that they pay attention to it?

Questions on the following working sheet serve as inspiration and support. Please use also your experiences in guidance counselling. Presentation of results on flipchart: Timeframe around 45 minutes

1. Current situation of the target group (e.g., low-skilled workers): Concerns and hardships of the target group? What are their major challenges? Which problems must be solved?
2. What do you want to achieve? What is the communication goal?
3. Guidance counselling as a service: what does this service "*guidance counselling*" involve? What content must be communicated?
4. What do you want the target group to think and feel about guidance counselling? How can counselling help the target group overcome their challenges and hardships?
5. What is your most important message in one sentence? What can you say so that the target group will think: "*That's exactly what I need!*"? (Important: this message must be realistic and demonstrable!)

## TIPS FOR THE TRAINER

The services being offered should be oriented to the wishes and needs of the individual target groups.

### **Semi- and unskilled persons (low-skilled workers)**

This target group is generally open to education- and guidance counselling, but often lacks the time resources or the financial means to participate in a training programme.

**The benefit of the guidance counselling service and thus the focus for communication with this group could be:**

- Guidance counselling as an aid in orientation and decision-making with respect to advanced qualification, personal counselling, information and research on appropriate support options
- They should think: "I can drop by here without making any commitment." "I feel respected here." "Here I can find reliable support". "Here I can learn how to progress professionally."

### **Unemployed persons in problem situations and with difficulties in the transition from school to work**

Because of their habitus, their educational barriers and their social environment, the promotion and development prospects of this group are rather small. That is why there is less of an effort – as mentioned early in this piece – by this target group to recognise and take advantage of guidance counselling services.

- The focus of the guidance counselling service should signal proximity to daily life, help and support in managing life and problems, individual support, and help with orientation and decision-making about further education and qualification.

- They should think: "Guidance counselling helps me and supports me in answering the question: where do I go from here?", "These people care about my problems", "Here I get help, I can be myself", "I don't have to be afraid of being laughed at because I don't know something", "Maybe there really is a chance things will get better for me?"

### **Focus when counselling young people (teenagers)**

- Support in stabilising school performance or entering the job market, support in career orientation and with application procedures, practicing job interviews

### **Persons with various cultural backgrounds**

- Focus of the counselling: intercultural guidance, consultation and support in application procedures for dual education professions, information about all secondary school qualification- and advanced training opportunities, certification counselling, qualification counselling, support with integration into society and into the job market, matters relating to advanced training (such as improving language skills, beginning a training or educational programme, reentering the job market, issues involving securing one's livelihood with a view to professional options, recognition of certifications)
- Additional services: child care, counselling in other languages (e.g., English, French, Arabic...)

## INPUT: TRANSPARENCY WITH REGARDS TO THE STRUCTURE OF THE GUIDANCE COUNSELLING SETTING

The structure of the setting resp. the dialogue between the practitioner and the client should be presented and communicated clearly before guidance counselling starts – either upfront during the first telephone call or – at the latest – before the actual setting starts.

The information that the counselling process is a standardised one contributes to the fact that the client is better prepared. In addition it provides security (Process, see module 1)

### 1. INTRODUCTION PHASE

#### a. Welcome

Use „door opener“, start relationship and ease situation between counsellor and client

#### b. Introduction and explanation about the guidance practitioner's person, role and function as well as framework conditions and the key definition points of professional guidance counselling (see chapter 1)

Who am I (the guidance counsellor), duty of confidentiality, guidance counselling as a voluntary action, neutrality of independent guidance counselling, open-ended structure of guidance counselling

#### c. Clarify client's concern

Where does the client come from? Has he/she been sent or did he come of his own accord? What's his/her concern? Are there approaches visible that show motivation of change?

#### d. Clarify the situation (collective analysis)

difficult situations, different behavioural levels: thoughts, feelings, physical awareness, acting – non-acting, possible consequences

#### e. Collective analysis of objectives

Working on and determining objectives, define concrete objectives, check feasibility/practicality by client

### 2. DEVELOPMENT PHASE

#### a. Developing perspectives for problem solution and action

How can the objective be achieved? What can the client do by himself? Has she/he been successful yet? When? At which point does she/he need support? What are the client's internal and external resources?

### 3. INTEGRATION PHASE

#### a. Decision for possible action alternative

What does the client want to do next time? How realistic is the probability that it will be successful?

#### b. Agreement on future guidance counsellings frequency, commitment

### 4. CONCLUSION PHASE

#### a. Is everything clear? Encouragement for taking the next step

#### b. Farewell

### 3. EXHIBITING A PROFESSIONAL ATTITUDE AND ETHICAL BEHAVIOUR (T3)

Guidance practitioners are willing and able to show a professional attitude with regard to their tasks and responsibilities and to observe a guidance/counselling related code of ethics and professionalism with regard to their organisation- and guidance-related social behaviour.

#### Guidance practitioners...

- I1. follow ethical principles in their action and behaviour and make these ethical principles transparent and perceivable;
- I2. are aware of their roles and functions and can represent and justify their professional identity (mandate, role, and guidance concept) in a convincing manner;
- I3. plan measures for their competence development and define their needs for further training;

ing;

- I4. engage in reflection as an immanent part of their professional conduct and demonstrate an awareness of their own abilities and limitations;
- I5. deal with criticism, resistance and conflicts in their professional context in a constructive manner;
- I6. develop professional self-regulation abilities in handling professional requirements.

#### Cognitive Resources

Guidance practitioners know...

- R1. ethical standards for career guidance and counselling as well as concepts of professionalism and professionalisation;
- R2. the professional mission / guidance-concept of their guidance organisation;
- R3. conflict management strategies;

- R4. reflective techniques to deliberate about their role, profession and guidance activities on a meta-level;
- R5. options for further education and methods of collegial counselling (peer learning, intervention) and professional supervision;
- R6. current research findings and profession-related developments in the field of career guidance and counselling;
- R7. strategies to cope with stress and to foster self-efficacy and self-motivation.

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**GROUP WORK:**

**“DEVELOP YOUR OWN VALUES PYRAMID”**

Develop a values pyramid, in which you consciously recognise and categorise ethical standards and behaviour which you consider necessary for a good, successful guidance counselling session.

**NOTE TO THE TRAINER:** i.e. honesty, freedom, respect, pleasure, challenge, support, mutual understanding, development, peace, human rights, democracy, tolerance, solidarity, equality, respect for other cultures, self-realisation, independence, autonomy, personal growth)

**INPUT: PROFESSIONAL ATTITUDE/ BEHAVIOUR**

*“A positive assessment and emotional warmth dictate that the therapist does not show the client that her/his opinion of the client is attached to conditions (...), and that the client encounters emotional warmth, e.g., the client is (...) accepted and respected regardless of what she/he says, regardless of how he/she behaves.” (Weinberger 1980, S.31f.).*

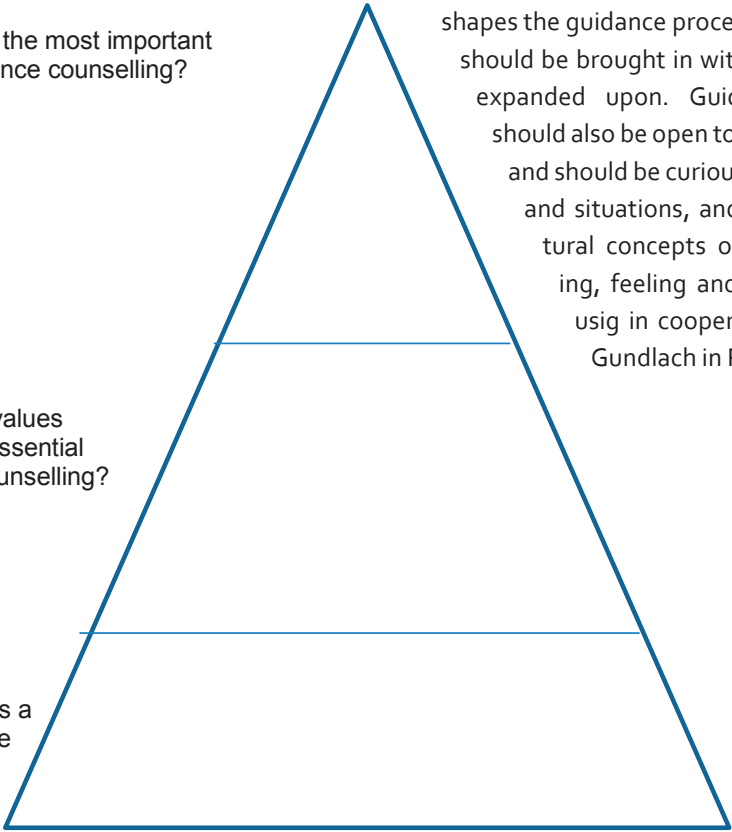
For successful work with educationally disadvantaged persons it is particularly important and even necessary to have a basic attitude of respect, empathy and acceptance. This means accepting and respecting the whole person including their feelings. Particularly for persons who have experienced crises and turmoil in their professional and educational biography (e.g., interrupted school or training, long job searches when entering professional life, long periods of unemployment, self-debasement and shame) counselling can be a space in which they perhaps experience acceptance for the first time and have a chance to draw on their own resources (J. Knoll, 2008, p.29).

Successful work with persons from various cultures requires being prepared to deal with differences, perceiving the person with whom one is dealing in their personal cultural context, and treating that person with respect. To be in a position to do this it is necessary for the guidance practitioner to regularly look at her or his own experiences, values and attitudes and to consciously reflect about the appreciation and cultural self-understanding with which the counsellor shapes the guidance process. Past experiences should be brought in with no judgment, and expanded upon. Guidance practitioners should also be open to learning new things and should be curious about life contexts and situations, and about specific cultural concepts of perception, thinking, feeling and acting. (Beate Seusig in cooperation with Helga B. Gundlach in Profipass 2010)

Level 1:  
Which value is the most important  
for me in guidance counselling?

Level 2:  
Which further values  
do I consider essential  
in guidance counselling?

Level 3:  
What else plays a  
role in guidance  
counselling?



Acceptance, empathy and the authenticity (congruence) of the guidance practitioner play large roles in the counselling of educationally disadvantaged persons. Only someone who is conscious of her/his own capacities, feelings and reactions, who lives in accordance with them and is open about them with the discussion partner, to the extent that this seems appropriate, will be perceived as authentic and can offer the advice-seeking client space to air his thoughts, feelings and stressful experiences. (Beate Seusig in cooperation with Helga B. Gundlach in Profipass 2010)

At the same time it is important to be conscious of one's own role as a supporter, guidance practitioner or employee of an educational or training institution. The recognition of one's own limits, weaknesses and possible sensitive areas is also important in the orientation and continued development of the counselling process. If the content or personal nature of the guidance consultation goes beyond the guidance practitioner's own competences, then the counselling wishes of the client should be passed on to counselling colleagues or to other educational/training institutions.

#### 4. CO-DESIGNING QUALITY DEVELOPMENT PROCESSES (T4)

**Guidance practitioners are willing and able to align their practice with a quality concept – whether they are interacting with clients, engaged in organisational activities, or working at the societal level. They participate in developing and implementing the quality concept and realise it in actual practice.**

##### Guidance practitioners...

- I1.** observe acknowledged quality standards for career guidance and counselling (educational guidance) in their practice;
- I2.** translate these quality standards into concrete actions, in accordance with their tasks;
- I3.** regularly participate in planning, implementing and documenting activities of quality assurance and enhancement;
- I4.** regularly work with the quality standards and contribute to their continuous improvement;
- I5.** make the results of the quality assurance and enhancement activities transparent;
- I6.** engage in the evaluation of guidance processes and consider the results of such evaluations for the enhancement of their guidance offers.

##### Cognitive Resources (R)

Guidance practitioners know...

- R1.** concepts of quality assurance and enhancement;
- R2.** evaluation methods as well as further scientific methods of measuring and assessing the quality of guidance processes.

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#### QUERY: QUALITY STANDARDS IN YOUR INSTITUTION

Please ask for final Feedback of participants about the status quo of quality standards in their institution and about possibilities to further develop them:

- Which issues will you take home and use in your daily counselling work?
- Are there points that confirm the counselling work you do at the moment?
- Where do you see possibilities for yourself for further education in guidance counselling?



Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
1. INTRODUCTION TO QUALITY STANDARDS				
1.1 / 1.2 Quality in Guidance Counselling & Competences as Reference Point in Counselling	Know the definition of professional guidance counselling, the systemic context model, the structure of the competence profile, competences as reference points in counselling	Is able to recognise societal goals, to reflect professional guidance counselling in settings	Is able to apply the competence profile as part of the quality standards in guidance counselling settings	Query: Knowledge/ Experience of the participants regarding the topic, Expectations and evaluation by trainer
2.1 COMPETENCES RELATED TO SOCIETY				
2.1.1 Considering Societal Goals (self-management skills as important goal for many disadvantaged persons)	Societal goals: Familiar with the competence’s indicators and appropriate resources i.e. societal goals related to educational guidance counselling (e.g. promotion of self-organisation, societal participation, social inclusion); approaches of promoting abilities for self-organisation as well as societal participation and social inclusion; problem areas in the educational, vocational and employment system (such as disadvantages, discrimination, opportunities for participation)	Societal goals: Is able to .... reflect societal goals in view of guidance counselling; reflect the impact (and limits) of guidance on the societal environment, express the experiences and insights from guidance to inspire societal discourses, etc. (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/ her own actions and results, in order to derive from this an improved orientation for future action.	Group Work: Knowledge Management Utilise your knowledge and collect existing platforms/ information (knowledge management)  Presentation and evaluation by trainer
2.1.2 Considering Societal Circumstances	Societal circumstances: Familiar with the competence’s indicators and appropriate resources, i.e. relevant fields of knowledge concerning society (e.g. labour market, economics, the educational system, vocational systems, requirements in terms of competences and qualifications and funding opportunities); societal developments (e.g. globalization, growing complexity, demographic change, lifelong learning and diversity); databases, knowledge resources and methods of knowledge management	Societal Circumstances: Is able to ... i.e. actively participate in processing and preparing knowledge on societal circumstances... for the clients (knowledge management), .....Consider how societal circumstances (e.g. labour market conditions, features of the educational system) may be relevant for their clients’ concerns (s. P1 – P6). (Please refer to each competence in the competence profile.)		

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
2.2 TRANSVERSAL COMPETENCES				
2.2.1 Focussing On The Client (T1)	Familiar with the competences’ indicators and appropriate resources, i.e. developmental processes along the course of life, biographical transitions and disruptions within the education and employment system, socio-economic and cultural differences (diversity); approaches to foster self-organisation and self-efficacy	Is able to respect the diverse characteristics of clients relating to their ethnic and cultural affiliation, their socio-economic status, gender and age..... consider the clients’ biographical circumstances as well as the individual resources and restrictions, assist clients with the aim of strengthening their ability for self-organisation (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/ her own actions and results, in order to derive from this an improved orientation for future action	Group Exercise: Foster self-organisation and self-efficacy
2.2.2 Making The Guidance Offer Transparent (T2)	Familiar with the competences’ indicators and appropriate resources, i.e. marketing strategies as well as public relations concepts; R2. formats and media for the public advertisement of guidance offers	Is able to communicate the objectives, contents and structures of the guidance offer and make this information easily accessible for all target groups; present their guidance offers in a comprehensible way, pointing out all relevant (e.g. guidance formats, availability, standards, quality assurance) for all relevant stakeholders (e.g. clients, co-operation and network partners, policy makers).	Is able to reflect on and evaluate his/ her own actions and results, in order to derive from this an improved orientation for future action	Exercise: Write guidance counselling offer and benefit for disadvantaged persons (Worksheet: Make your guidance offer transparent)
2.2.3 Exhibiting A Professional Attitude And Ethical Behaviour (T3)	Familiar with the competences’ indicators and appropriate resources i.e. ethical standards for guidance counselling; conflict management strategies; reflective techniques to deliberate about their role, profession and guidance activities on a meta-level; options for further education and methods of collegial counselling, current research findings and profession-related development; strategies to cope with stress and to foster self-efficacy and self-motivation	s able to follow ethical principles in their action and behaviour and make these ethical principles transparent and perceivable, are aware of their roles and functions and can represent and justify their professional identity (mandate, role, and guidance concept), ..., develop professional self-regulation abilities in handling professional requirements.  (Please refer to each competence in the competence profile.)	Is able to reflect on and evaluate his/ her own actions and results, in order to derive from this an improved orientation for future action	Group Work: Develop your own values pyramid

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
2.2.4 Co-Designing Quality Development Process (T4)	Familiar with the competences' indicators and its resources (, i.e. concepts of quality assurance and enhancement.etc.)	Is able to observe acknowledged quality standards for educational guidance, translate these quality standards into concrete actions, regularly participate in planning, implementing and documenting activities, regularly work with the quality standards, engage in the evaluation of guidance processes (please refer to each competence in the competence profile	Is able to reflect on and evaluate his/ her own actions and results, in order to derive from this an improved orientation for future action.	

## CURRICULUM

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
1. Introduction to Quality Standards	<ul style="list-style-type: none"> <li>Presentation definition of quality in guidance counselling and competences as reference points</li> <li>Query: Knowledge/ Experience of the participants regarding the topic, Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook Introduction, slides if applicable</li> <li>Flipchart</li> </ul>	30 min
			15 min
2. 1 Considering Societal Goals and Circumstances	<ul style="list-style-type: none"> <li>Lecture on competences and cognitive resources including a client's objective <i>"improvement of self-management skills"</i></li> <li>Group Work: Knowledge Management as described in the Handbook including presentation of results and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook Topic 2 and Flipchart or slides if applicable</li> <li>One flipchart paper per group</li> </ul>	30 min
			30 min
2.2.1 Focusing On The Client (client orientation)	<ul style="list-style-type: none"> <li>Input on specific features of disadvantaged persons</li> <li>Lecture on the competence and cognitive resources</li> <li>Group work: Foster self-organisation and self-efficacy according to case studies described in the Handbook including presentation of results and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook and slides if applicable</li> <li>Training Course Handbook and slides if applicable</li> <li>One flipchart paper per group</li> </ul>	15 min
			15 min
2.2.2 Making the Guidance Offer Transparent	<ul style="list-style-type: none"> <li>Lecture on the competence and cognitive resources</li> <li>Input on transparent guidance counselling</li> <li>Group Work: Write guidance counselling offers for disadvantaged persons (participants should take examples from their day-to-day work) incl. results and presentation</li> <li>Additional information presented by the trainer if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Training Course Handbook</li> <li>Making notes on a flipchart</li> <li>Working sheets</li> <li>Training Course Handbook</li> </ul>	Approx. 90 min (depending on group size)
			15 min
			15 min
			45 min
			10 min

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
2.2.3 Exhibiting a Professional Attitude and Ethical Behaviour	<ul style="list-style-type: none"><li>• Input on professional attitude and behaviour</li><li>• Lecture on the competence and cognitive resources (also include ethical principles of basic module 1, and reflection)</li><li>• Individual work for each participant: Your own values pyramid for a good counselling session incl.</li></ul>	<ul style="list-style-type: none"><li>• Training Course Handbook and slides if applicable</li><li>• Training Course Handbook and slides if applicable</li><li>• Flipchart</li></ul>	20 min
			20min
			15 min
2.2.4 Co-Designing Quality Development Processes	<ul style="list-style-type: none"><li>• Lecture on the competence and cognitive resources</li><li>• Discussion with participants about the status quo of quality standards in their institution and possibility to further develop them</li></ul>	<ul style="list-style-type: none"><li>• Training Course Handbook and slides if applicable</li><li>• Set of moderation cards</li></ul>	20 min
			20 min
Feedback to Module			10 min

# Quality Standards – Competence Profile for Counsellors, Part II

## INTRODUCTION TO QUALITY STANDARDS

For further information please refer to **Quality Standards – Competence Profile for Counsellors, Part I**

**The BeQu Competence Profile In Detail:**  
Regarding the target group “*disadvantaged persons*” and with a view to the extent of an 8-hour

Training Session, Quality Standards Part II will focus on the Process-Related Competences. The Societal and Transversal Competences are covered in Quality Standards Part I and are featured as a separate Training Session. Organisation-related Competences are not covered in this module.

The BeQu Competences for Guidance Practitioners (Overview)	
<b>T</b>	<b>Transversal Competences</b>
T1	Focusing on the client (Client Orientation)
T2	Making the guidance offer transparent
T3	Exhibiting a professional attitude and ethical behaviour
T4	Co-designing quality development process
<b>P</b>	<b>Process-Related Competences</b>
P1	Developing stable working conditions and a secure environment
P2	Building a sound working alliance and emotional security
P3	Clarifying the clients' concerns and coming to a guidance agreement
P4	Clarifying the situation and objectives
P5	Identifying and reinforcing clients' internal and external resources
P6	Developing perspectives for problem solution and action
<b>O</b>	<b>Organisation-related Competences</b>
O1	Developing and implementing the organisational Mission Statement
O2	Designing and optimising formal organisational structures and processes
O3	Co-creating and enacting the organisational culture
O4	Ensuring the sustainability and efficient use of resources
O5	Cooperating with the professional and interdisciplinary environment
<b>S</b>	<b>Competences related to society</b>
S1	Considering societal circumstances
S2	Considering societal objectives

## Process-Related Competences

The process-related competences describe the professional requirements of how guidance practitioners can shape and mould the individual guidance process in a narrower sense. Such professional management/organisation of guidance processes includes Such professional management/organisation of guidance processes includes

- the development of stable working conditions, a secure environment, and a sound working alliance for the collaborative process of career guidance and counselling,

- the clarification of the client’s guidance concerns,
  - the collaborative analysis of the client’s situation and objective clarification,
  - the identification and reinforcement of the client’s competences and resources, as well as the development of perspectives for problem-resolution and action.
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## 1. DEVELOPING STABLE WORKING CONDITIONS AND A SECURE ENVIRONMENT (P1)

**INPUT:** For many advice seekers the start of a counselling process is a new and unfamiliar situation. They will be scheduled to see a counsellor whom they do not know, nor will they have an idea how their concern will be dealt with or processed. The premises where the counselling is to take place will also be strange to them at first. This can cause feelings of insecurity and anxiety in the advice seeker, as a result of which they may only give short answers or be reluctant to talk at all.

For this reason, the starting situation should be set up in a way that the person seeking advice can build confidence in the counselling practitioner, let go of his/her anxiety and get involved in the interview and the ongoing process. A stable environment, along with transparency in terms of the time format and organisation of the counselling process, can help clarify the situation and allay the client's initial feeling of insecurity.

Only when this is accomplished will it be possible to talk about the terms of counselling and ultimately come to a contractual agreement.

**Guidance practitioners are willing and able to develop stable working conditions for the guidance process, which promote the client's feeling of structural security and a positive communicate atmosphere.**

### Guidance Practitioners...

11. ensure a comfortable, undisturbed atmosphere and adequate premises for guidance;
12. plan in the minimum amount of time, which will be necessary for the guidance session;
13. make their mandates, roles and functions transparent where these are relevant for the guidance process;
14. provide information about the conditions of the guidance offer (e.g. voluntariness, outcome-neutrality, scope of offer, legal aspects);
15. find an agreement with clients about how to proceed in the guidance process;
16. ensure that the guidance process is structured and transparent for clients regarding its form and content;
17. find an agreement with clients how their personal data and information will be handled (data protection/ confidentiality);
18. explain to the clients how their personal data and information will be handled (data protection/ privacy protection).

### Cognitive Resources (R)

Guidance Practitioners know...

- R1. requirements for the confidentiality of a guidance setting
- R2. methods of structuring and managing / organising guidance discussions and processes
- R3. methods for time management
- R4. data protection guidelines and privacy/ confidentiality agreements.

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### INPUT: CHECK LIST STABLE SURROUNDINGS AND SECURE ENVIRONMENT

- **"Door-opener": Initial greeting** with the objective of creating an atmosphere of trust. "Linking up", in other words, taking in the perspective of the client/user, putting yourself in their world, understanding and grasping their motives, adjust to their language  
→ Conveying appreciation and recognition to the client/user
- **Transparency regarding one's own person, role, function**  
Who is the guidance practitioner? What role does the client/user have?
- **Notice regarding professional secrecy obligation and data protection**  
In Germany personal data protection guidelines and information about the obligation of professional confidentiality can be found in the "basic right to informational self-determination". (How are these issues managed in Bulgaria and Romania?)  
Since guidance counselling involves highly personal data and information, guidance practitioners must take measures to protect the personal data of the client/user. This means that such data must be handled absolutely confidentially and may not be passed on to unauthorised persons.
- **Notice regarding ethical principles** in particular, notice regarding the equal rights of all advice-seeking clients/users regardless of gender, educational status, ethnic background, religion, political convictions, sexual orientation or disability
- **Notice regarding the situation of the client:**  
A fundamental condition and an important success factor for the guidance/counselling discussion is the voluntary participation and motivation of the person seeking advice (client/user), who must act on their own initiative.



- **Notice of indeterminate outcome:**  
Even if the matter in question and a desired objective are established in agreement, this serves mainly for clarification and further pursuit of the objective(s). The guidance practitioner is obliged to make no specifications regarding choices within the process or about the counselling results. These decisions are the responsibility of the person seeking advice (client/user). Thus the outcome of the process cannot be predicted.
- **Information about discussion duration, procedure, and structure** of the counselling discussion (see Counselling Process Procedure in Chapter 6 "Transparent Counselling Services")
- **Information about completing necessary forms/transcripts** before or after the discussion and about the documentation of discussion results. This should be formulated as discreetly as possible and if necessary agreed upon with the client/user. Only absolutely crucial data and facts should be recorded.

#### GROUP EXERCISE – OUTREACH GUIDANCE

Form small groups and compare the situation of the institutional counselling using a "*come structure*" with the situation in a "*go structure*", such as we find with mobile or visiting educational guidance counselling. To what extent, and how, are the framework conditions different? Which conditions offer disadvantaged persons trust and security in the go-structure? Make notes on presentation cards and present your results in the group.

#### NOTES/ TIPS FOR THE TRAINER:

- **How do low barriers of entry look? What appropriate counselling situations can you think of for the persons in question?**  
Access to a counselling situation can also come about incidentally, by chance; in a non-binding and casual setting it can become clear which issues in daily life the client/user has, and what can be accomplished en passant through ad-hoc guidance counselling in a manner and in settings close to their everyday reality.
- **Location:** Where does counselling take place? How do I get there? Do I need an appointment? Can I come by spontaneously? Creation of geographical closeness and compatibility with the client's setting as important indicators of community orientation, as a starting

point for counselling settings, working in familiar spaces

#### → Setting duration/-times

The timeframe often cannot be set in advance. An open attitude regarding different / individual approaches and processes for articulation of further training wants and needs, are important. People need different amounts of time for the next step in their education/ training and life paths (BF p.91)

#### → Transparency regarding oneself, one's role, function

How narrow is the counselling assignment? What are the limits?

Open, low-threshold service offers are an "open door" > create a space in which initial guidance counselling wants and needs can be articulated (BF, p.91) – what low-threshold offers can you think of? > initiate the first steps, accompany people in their assignments, arrange contact persons, call them. p.92

#### → Guidance practitioners: Trusted contact persons and multipliers who are not necessarily guidance practitioners, but have relevant knowledge about institutions and contact persons in the region. Local target-group-specific networking with trusted persons as door-openers, bridge-builders, who can provide educational outreach contacts. Professional, structured, coordinated accompaniment is important, since the "bridge persons" or trusted persons also need information which they can pass on to the client/user (BF p.91)

#### → Financial

> regarding continuity in the project

## 2. BUILDING A SOUND WORKING ALLIANCE AND EMOTIONAL SECURITY (P2)

**Guidance practitioners are willing and able to build a working alliance, which is adequate in consideration of the client's concern, and to foster the client's emotional security.**

#### Guidance practitioners...

1. demonstrate respect and appreciation for the client;
2. generally encounter clients with an empathetic attitude;
3. behave in a congruent and genuine way at all levels of communication (verbal and non-verbal) in the sense of authenticity and openness;

14. professionally balance between closeness and distance in contact with the client;
15. foster and stimulate the motivation and initiative of clients regarding the guidance process.

### Cognitive Resources (R)

Guidance practitioners know...

- R1. approaches of building up relations and trust (e.g. person-centered approach, three stage model of building trust);
- R2. theories in communication psychology (e.g. communication square, meta-communication);
- R3. discussion techniques (e.g. enquiring, active listening, reframing);
- R4. psychological theories and approaches referring to motivation and emotion (e.g. incentive theories)
- R5. moderation techniques (e.g. brainstorming, mindmapping).

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The purpose of guidance counselling is to set free the thoughts, feelings, experiences of stress and hardship, but also wishes and visions which exist in connection with the individual's problems (cf. Rogers 1972, p.123).

### Very helpful in this process are:

- listening in an attentive, understanding manner
- the encouragement of self-articulation
- an accepting attitude about the things that are said, including negative feelings
- the verbalisation of the things which the person in question formulates, including the "feelings dimension" ("mirroring")

### INPUT: RELATIONSHIP WORK AS KEY SUCCESS FACTOR

**Module 6**  
Quality Standards –  
Competence Profile  
for Counsellors

The issues, requirements and needs of low-skilled/educationally disadvantaged persons provide indications of the preparatory work which must be done before counselling in order to create interest in further training. The guidance counselling process and the articulation of (further training) wants and needs can take various lengths of time.

Crucial in the guidance counselling of this group of persons is that the counsellor perceives her/his discussion partner as an independent, responsible, confident person who is capable of development, and encounters that person with an open

attitude, regardless of how the person behaves in individual instances. This open approach can be described in terms of three basic attitudes: open interest and appreciation, empathy, and congruence.

The prerequisite for "*a climate which encourages change*" is acceptance, caring or appreciation – that which I have referred to as "*unconditional positive attentiveness*". When the therapist experiences a positive, accepting attitude toward that which the client feels in that instant, then there is a greater probability that therapeutic progress or change will take place." (Rogers 1981 quoted from Greulich et al, chapter IV, 2014)

This appreciation can be seen as a caring attitude which is accepting and unconditional. With educationally disadvantaged persons this also includes openness regarding various processes and periods of time within which their educational issues wants and needs are articulated to guidance practitioners or trusted persons. Different persons require different lengths of time for the next step in their educational/training and life paths (Bremer et al, 2015, p.91).

Particularly significant: a personal contact which may also develop into a trusting relationship. For the success of learning processes and the articulation and development of educational needs, direct interaction and personal communication with the client is of major importance.

Schwing/ Fryszer (2008, quoted in Harp et al, 2010, p.141) name two prerequisites which continue to be significant in the guidance counselling of persons with different cultural backgrounds:

- The counselling process should be oriented to the wishes and objectives of the client, in order to expand the person's possibilities for action because they are the experts on themselves and the shaping of their own lives.
- People move within their own realities and construct their own truth. This view is based on the assumption that guidance practitioners are respectful of, and curious about, persons and their various cultures, their worldviews, experiences and conclusions. The guidance counselling process can thus also be seen as a discovery process. The ultimate responsibility for decisions and conclusions, however, always remains with the advice-seeking client, and thus the process remains "open-outcome".

**DISCUSSION: DEFINING INDICATORS**

Split up into small groups. Using cases from your own practice and discuss which factors contributed to your success in developing a working alliance and a sense of emotional security in the client? Record whatever factors you find on moderation cards.

**EXERCISE: CREATE A STABLE RELATIONSHIP (SOUND ALLIANCE AND EMOTIONAL SECURITY)**

After a brief greeting, Ms. R. takes a seat. The young woman, 24 years old, single mother with a three-year-old son, has a guidance counselling appointment again today; this is her third. She has hardly taken a seat when she begins to cry. The guidance practitioner hands her a handkerchief. The young woman shakes her head: "I'm okay...", gropes nervously in her purse looking for her tissues, and begins hesitantly to tell her story. She has now discontinued the planned programme for further training, for the third time, because she had so many worries and problems that she could not continue. At the same time she is very unhappy about this, because she wants to finally achieve more in her life and be independent. Every time she is prevented from doing so by her family. During the first seminar her husband, who was supposed to take care of their son during the seminar period, moved out with no warning. The second time, her mother was so sick that she had to take care of her and do everything for her. And now the boy was giving her so much trouble and didn't want to remain in kindergarten anymore, so that at 11 a.m. she had to leave the educational institution (the facility is 1 hour travel time away from the daycare center). She feels that she cannot manage it all anymore, and thus she has interrupted the current seminar as well. Just thinking about it all keeps her awake at night. Ms. R. begins to sob again, wiping away the tears. Then she leans back and takes a deep breath: "Oh, it's all so awful..." The guidance practitioner looks at the young woman.

**Question to the group:**

→ What is important and relevant in this situation? Put yourself in the guidance counsellor's position. How does it make you feel? What occurs to you? What thoughts do you have? What would you do now? What would be your first action?

**TIP FOR THE TRAINER:**

Possible intervention i.e. "Active listening": listen without interrupting, avoid any spontaneous reaction of your own, monitor your own receptiveness, signal your own intent listening through gestures, facial expressions and short verbal interjections, be patient during speaker's pauses, but very attentive, concentrate thoroughly on the content, hold back with your own evaluation and opinions, paraphrase, briefly summarise the content, do not discuss problems and conflicts, be aware of and monitor your own involvement, be aware of your own discussion behaviour, behave in an appropriate manner to reflect what has been said, pay attention to nonverbal signals, recognise contradictions, show absolute appreciation and recognition

**3. CLARIFYING THE CLIENTS' CONCERNS AND COMING TO A GUIDANCE AGREEMENT (P3)**

**INPUT** In the opening phase the client's concern is named, developed and clarified. Some concerns can be clearly named, such as when a pupil on the threshold to vocational training seeks guidance in choosing a suitable profession; or when a saleswoman wishing to change her career path seeks information on suitable further training opportunities. In these cases it will be clear what issues need to be discussed, and the objectives can therefore be named.

In many cases, however, it will not be so easy to clearly define the issue at hand. On probing the matter the guidance practitioner will learn that there are further questions, problems and constraints and perhaps even an emergency situation behind the client's request for information and that the client is not yet quite sure about his or her wishes and possibilities. In this case the guidance practitioner will engage with the client to find out what the most pressing issue is and what they want to achieve together. In regard to the counselling agency's counselling portfolio it can then be determined how the issue is to be addressed and how the client should be scheduled. The next step will then be to jointly clarify the objectives of counselling (source: Mainz University).

In the case of educationally disadvantaged or socially underprivileged persons the counselling will mainly focus on the client's needs and everyday life. Guidance practitioners should therefore be open to the concerns of clients with this kind of background and refrain from immediately

referring them to other counselling agencies. The approach of mobile or visiting counselling is to address counselling concerns in settings close to the target group's everyday reality. This allows needs to emerge coincidentally in the course of an informal conversation at the visiting location or of sharing or providing information as indicated above. (Bremer et al, 2015, p. 90) If it is found, however, that the required scope of counselling goes beyond the tasks the agency has set itself to deal with, the guidance practitioner can seek cooperation with other counselling agencies or refer or accompany the client to the appropriate agencies (e.g. substance abuse counselling, debt counselling, psychotherapy, etc.)

**Guidance practitioners are willing and able to make the client's concerns and expectations in view of the guidance process sufficiently explicit in dialogue with them. They come to an agreement regarding the goals of the guidance process/ focus of the guidance offer.**

#### Guidance practitioners...

11. ...systematically record the clients' guidance needs and come to a mutual understanding of the clients' general concerns;
12. ...work out a first idea of the key issues behind these concerns in collaboration with clients and clarify, whether the guidance offer is the adequate format to address their concerns;
13. ...clarify with clients, which expectations they have regarding the guidance offer, and explain the limitations of the service (e.g., which concerns go beyond the guidance offer);
14. ...pay attention to possible changes in the clients' concerns and objectives during the guidance process, and react in an appropriate way, e.g. by coming to a new agreement;
15. ...provide information about specific institutions and services, where required by the situation of the client (e.g., case management, addiction counselling);
16. ...pay attention to legal requirements and institutional guidelines (where applicable) when making guidance agreements/ contracts.

#### Cognitive Resources (R)

Guidance practitioners know...

- R1. ...different theoretical approaches and methods of guidance;

- R2. ...alternative, supplementary offers for guidance and counselling;
- R3. ...legal requirements and institutional guidelines (where applicable) for contractual agreements.

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#### ROLE PLAY:

##### Clarifying concerns in a case of involuntary counselling for employment

Clarify a situation in which an unemployed person has been involuntarily scheduled for a counselling session. How can this individual nevertheless be motivated to get involved in the interview process and cooperate?

*Has the group acted out the situation in a role play? Has one participant played the counselling practitioner and another the client? The other participants are all silent observers and will give their feedback after the role play.*

#### 4. CLARIFYING THE SITUATION AND OBJECTIVES (P4)

**INPUT:** Objectives sum up the desired results, and are an important tool for motivation and the shaping of one's life. In the guidance counselling process they represent a fundamental component: as a starting point for the discussion, and as a unifying theme over the course of the guidance counselling.

Objectives help in making the assignment clear and describing the situation of the advice-seeking client/user. The definition of objectives influences further content as well as the methods and techniques which the guidance counselling practitioner uses during the counselling process. Thus objectives support the client/user in reaching solutions independently, and they contribute to a clear definition of the assignment and description of the situation; they determine content, methods and techniques in the counselling process and support the independent identification of solutions by the advice-seeking client/user.

Sometimes the client's objectives are primarily related to their current situation and how to manage it. For the guidance practitioner, on the other hand, it is about broader objective perspectives, e.g., looking at the given situation comprehensively and with a view to all factors involved, so that assumptions about contexts and related issues are developed and described, and possible ways of seeing the problem are worked on.

After this reflection, the objective for the work together can be determined. (Knoll J. 2008, S. 36)

### INPUT: DETERMINATION OF OBJECTIVES DURING COUNSELLING DISCUSSIONS

(cf. Knoll, 2008, p.37)

In order to help the client/user in defining objectives, the guidance practitioner offers a structure based on, among other things, objective criteria:

1. The guidance counsellor urges **the formulation of an objective**: "What is important to you?" "What do you want to achieve?", "What needs to change?"
2. The guidance practitioner steers the discussion toward the **target situation or desired target behaviour**  
"How would that look exactly?", "How would it feel?", "What exactly will you do?",  
"How will you know that the counselling was successful?...."  
"How will other people see that the counselling was successful?"
3. The objective definition should not contain any negation or any comparison...  
instead of "I want to stop....", it should be  
"What do you want to achieve instead....?"
4. The target situation or target behaviour should be related to situations, persons, circumstances and **should meet the following criteria**:  
**SMART "How will you behave in various situations?"**

### INPUT: OBJECTIVE CRITERIA – SMART

- **Specific and concrete**: clearly defined and restricted. What objectives, in respect to managing their everyday life (e.g., social networking, their health, financial situation, integration into the job market) does the client/user hope to achieve?
- **Measurable**: How is the objective to be reached? Is it a qualitative objective (e.g., listing competences) or a quantitative objective (e.g., making 10 phone calls to possible employers)? Is the objective so well defined that results are produced which can be evaluated and the client can provide his own feedback?
- **Acceptable** or so desirable that the objective motivates the client/user  
Is the client/user motivated to act? Is the objective formulated in a positive way?
- **Realistic**: Especially with educationally disadvantaged persons, it is important to check whether the client has thought about all of the possible (social, family-related, financial,

professional) conditions, when it comes to putting the objective into practice. Can the client achieve a practical attainment of the objective independently? find the resources? Does he or she need accompaniment/ support/ help? Does he or she have access to the necessary resources?

- **Timed**: Does the objective, or do certain steps toward the objective, have to be reached by a certain date?(see Drucker quoted in Greulich et al 2014, chapter II, p. 15)

**Guidance practitioners are willing and able to support clients' in assessing their situations in view of their concerns, and to assist them in re-evaluating their situation and forming realistic objectives through deliberation.**

### Guidance practitioners...

11. ...work out clients' perceptions of their concerns with them, and identify factors, which may influence or cause the troublesome situation;
12. ...clarify, whether other attempts had been made to deal with the concern;
13. ...support clients in exploring their objectives and motives, where these relate to their concern;
14. ...assist clients in forming an autonomous description of their situation, and in (re-) evaluating their situation (e.g. in view of their individual attitudes, values, abilities, and goals);
15. ...collaborate with clients in prioritising their objectives;
16. ...inform clients about chances and risks in the achievement of their goals, concerning the institutional and societal circumstances, and raise their awareness for potential conflicts and contradictions.

### Cognitive Resources (R)

Guidance practitioners know...

- R1. ...methods of systematic situational analysis;
- R2. ...methods for the identification, definition, and operationalisation of objectives/objectives;
- R3. ...the influence of diversity on education, vocational choice, and employment (e.g. educational participation and opportunities, diversity as a resource);
- R4. ...institutional and societal systems, structures, offers, and developments (e.g. education and employment system, vocational



structures, options for education and training, funding opportunities, regional and supra-regional labour market developments);

- R5.** ...relevant legal regulations concerning education, vocational options, and employment (e.g. labour law, regulations for vocational education and training).

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### EXERCISE: WRITE DOWN SMART OBJECTIVES

Name some examples for SMART objectives in institutional educational and career counselling, and in outreach- or mobile counselling, based on the above objective criteria:

(The participants are requested to list as many practical objectives as possible and collect them based on the above criteria, to be put on the bulletin board.)

Note to the Trainer

possible issues and subjects for determination of objectives: clarification of personal and professional situation of the advice-seeking person (till xx.xx.xx date), compilation and balancing of existing competences potential, determination of wants and needs for further training; creation, structuring, and rating in importance of information on the education- and job markets, working out strategies for further development of competences, development of strategies for overcoming and/or managing individual learning problems, reflection on the learning process, listing activities which are important in planning the educational- or training process, choice of a career, studies programme, education, managing life and problems, defining career perspectives, working on self-presentation, optimisation of health-related behaviour, dealing with the issue of debts.

## 5. IDENTIFYING AND REINFORCING CLIENTS' INTERNAL AND EXTERNAL RESOURCES (P5)

### INPUT: Rogers' humanistic view of mankind:

The person is seen as a holistic being, a unified combination of body, soul, and spirit, who strives to define her/his own life, and to give it meaning and purpose.

→ As an independent personality, a person is fundamentally capable of changing and solving problems

→ They can use their own resources to develop further

But what happens when one lacks their own resources?

People seek support because they want to expand their own resources and use them in a targeted manner (> e.g., existing language- or presentation skills, relaxation techniques through offers of further training), because they are uncertain about their resources, (> e.g., because of breaks or pauses, because of immigration, because of personal or professional mishaps), because their resources may be threatened and they want to preserve them (> e.g., loss of a job, keeping a family together. ...) or because they have just lost their resources (> e.g., loss of a job, their partner, their homeland, loss of self-confidence, in order to get control of their lives once again).

**Guidance practitioners must develop resource sensitivity** and acquire the capacity to recognise and activate resources. Especially in the educationally disadvantaged group it is important to list personal strengths, develop support potential with the client/user employing a systematic perspective with a differentiated view of interaction, life circumstances, institutional factors, environmental conditions, and emotional representations.

With these persons it is all about a targeted building up and development of resources and breaking out of the "*resource loss spiral*", with the objective of improving the chances for education, career and employment, and the chances for social participation and thus improving the quality of life (see Greulich et al, 2014, p. 5). The resource orientation thus serves not only to facilitate adaptation to the professional world: it also aims at the development of the advice-seeking client's whole personality through expanding their competences so that they can assume responsibility for themselves and others (self-organisational capacity).



**Guidance practitioners are willing and able to assist clients in identifying their competences and resources, and to consider these resources and their further development in view of their concerns and objectives (P5)**

#### **Guidance practitioners...**

- I1.** ...collaboratively identify clients' attitudes, emotions, motivations and behaviours, where these are relevant for dealing with their concerns;
- I2.** ...collaboratively explore clients' biographies, competences, and resources, and relate them to their guidance concerns and objectives;
- I3.** ...collaboratively identify clients' potential resources (and constraints), which result from their social background and wider societal environment, in consideration of their relevance for the achievement of the clients' objectives and their decision making (e.g. aspects of the family background, the educational, vocational, or occupational environment);
- I4.** ...use scientifically validated and appropriate diagnostic approaches for competence assessment and/or self-assessment, where required, if clients consent;
- I5.** ...jointly interpret the results of the diagnostic approaches with clients (where applicable), so that clients understand the results, and they can be used to enrich the guidance process;
- I6.** ...support clients in developing their self-perception regarding their potentials, competences and, resources;

- I7.** ...inform clients about possibilities to develop their potentials, competences, and resources.

#### **Cognitive Resources (R)**

Guidance practitioners know...

- R1.** ...methods to identify and mobilise individual resources;
- R2.** ...behavioural theories and approaches of pedagogical psychology
- R3.** ...approaches of (psycho-) diagnostics, competence assessment and recognition, as well as tools for self-assessment; **R4.** the career management skills- approach and the lifelong-learning-approach;
- R4.** ...the concepts of career management competences and the lifelong learning;
- R5.** ...living environments and states of neediness of diverse target groups.

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#### **SELF-ASSESSMENT:**

##### **Competence Synopsis: Get to know your strengths – use your strengths**

Every participant receives a copy of the above document with request to fill it out – everybody on his own

Ask the participants after 15 minutes to provide feedback to this tool. What did strike them?

[http://www.hs-gesundheit.de/fileadmin/user\\_upload/Redakteure/pdfs/Rebecca\\_Fischer/Career\\_Service/kompetenzbilanz\\_nrw.pdf](http://www.hs-gesundheit.de/fileadmin/user_upload/Redakteure/pdfs/Rebecca_Fischer/Career_Service/kompetenzbilanz_nrw.pdf)

## **6. DEVELOPING PERSPECTIVES FOR PROBLEM-RESOLUTION AND ACTION (P6)**

**INPUT:** Guidance counselling means helping a person help him/herself by supporting him/herself in the way he or she directs and organises him/herself. This presupposes that the person seeking advice is capable of making his/her own decisions. In working out possible solutions and avenues of action the counselling practitioner's part will be to offer perspectives, while the advice seeker's is to take the necessary decisions.

In the course of sharing in the counselling practitioner's knowledge the client can obtain new information, such as on course offerings, opening up for them new avenues and perspectives.

However, educationally disadvantaged persons can easily feel overwhelmed in this kind of situation. If the options are only presented in an abstract manner and the client is left to take the necessary decisions by him/herself he/she may feel incapable of doing so. As a result, he/she may not make use of or realise any of the options presented to him/her. Contrary to the conception of guidance counselling presented further above, providing concrete advice by sharing one's knowledge can be crucially important in counselling individuals from this group (Bremer et al., 2015, p.41). It will widen their horizon, promoting their ability to act.

**Guidance practitioners are willing and able to support clients in developing possible solutions and action plans for reaching their goals.**

#### **Guidance practitioners...**

- I1. ...jointly work out realistic ideas of how to solve problems and act with clients, in view of their competences, qualifications and resources;
- I2. ...jointly develop decision criteria with clients, and assist them in their decision-making processes;
- I3. ... inform clients about options and strategies to increase their chances to achieve their objectives and to overcome possible obstacles;
- I4. ...provide clients with information and/or refer them to sources of information, which they can consult themselves, when these resources suit the target groups and needs of the clients;
- I5. ...raise opportunities to promote social inclusion and equality in view of age, gender, handicaps, cultural and ethnic origins, where appropriate to the particular case and situation;
- I6. ...assess whether further and/or external counselling should be sought by clients to address their guidance concerns, also in consideration of the guidance process' development;
- I7. ...collaboratively summarise the progression and results of the guidance process with clients when the process is progressing towards the end, and discuss the clients' next steps, where relevant.

Cognitive Resources

Guidance practitioners know...

- R1. ...decision-making theories and models;
- R2. ...methods of information search and analysis;
- R3. ...context-sensitive sources of information and databases.

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#### **INPUT : THE EQUAL TREATMENT DIRECTIVES OF THE EUROPEAN UNION**

(source: *German Federal Anti-Discrimination Agency*)

In the years from 2000 to 2004 the Council of the European Union adopted four equal treatment directives. These have been transposed into German national law through the General Equal

Treatment Law (AGG).

These directives define the various types of discrimination that may occur in their respective domains. Amongst other provisions, they oblige the member states to impose sanctions which are effective, reasonable and sufficiently deterrent to prevent violations of the non-discrimination principle and which ease the burden of proof for victims. Their purpose is to change social reality in the EU member states; that is they are not only to prohibit, but also to effectively eliminate discriminative practices.

#### **These are the following directives:**

- the Racial Equality Directive (2000/43/EC)
- the Framework Directive on Equal Treatment in Employment and Occupation (2000/78/EC)
- the "Gender Directive" (2002/73/EC).  
This directive has in the meantime been revised together with other directives on the equal treatment of males and females and recast in Directive 2006/54/EC on the Implementation of the Principle of Equal Opportunities and Equal Treatment of Men and Women in Matters of Employment and Occupation (Official Journal of the European Union L 204/23)
- and a directive on gender equality also outside the employment sphere (2004/113/EC).

The purpose of the Racial Equality Directive is to create a framework for combating discrimination on grounds of race or ethnic origin.

Through the Framework Directive on Equal Treatment in Employment and Occupation the EU pursues the objective of creating a general framework for combating discrimination in employment and occupation based on grounds of religion, belief, disability, age or sexual orientation.

The Gender Directive, as it has come to be named, is dedicated to implementing the principle of equal treatment of men and women as regards access to employment, vocational training and promotion and working conditions.

The Directive Implementing the Principle of Equal Treatment Between Men and Women in the Access to and Supply of Goods and Services, finally, serves the cause of gender equality outside the employment sphere.

**EXERCISE: RAISE OPPORTUNITIES**

*"Raise opportunities to promote social inclusion and equality in view of age, gender, handicaps, cultural and ethnic origins, where appropriate to the particular case and situation"*

Come together in small groups. Think of possible opportunities that are meant in the above context  
Tip for the trainer:

Guidance practitioners can

- refer to existing networks to exchange experiences on a local level (i.e. meeting rounds or cafés or musical happenings for mothers, migrants/refugees, get together for and with locals),
- indicate voluntary work in nursing or retirement homes, also at youth institutions (see also the internet for possible portals),
- recommend to engage on a local/regional level,
- support client to apply for a job anonymously

**7. CO-DESIGNING QUALITY DEVELOPMENT PROCESSES (T4)**

Guidance practitioners are willing and able to align their practice with a quality concept – whether they are interacting with clients, engaged in organisational activities, or working at the societal level. They participate in developing and implementing the quality concept and realise it in actual practice.

**Guidance practitioners...**

- I1. ...observe acknowledged quality standards for career guidance and counselling in their practice;
- I2. ...translate these quality standards into concrete actions, in accordance with their tasks;
- I3. ...regularly participate in planning, implementing and documenting activities of quality assurance and enhancement;
- I4. ...regularly work with the quality standards and contribute to their continuous improvement;
- I5. ...make the results of the quality assurance and enhancement activities transparent;
- I6. ...engage in the evaluation of guidance processes and consider the results of such evaluations for the enhancement of their guidance offers.

**Cognitive Resources (R)**

Guidance practitioners know...

- R1. ...concepts of quality assurance and enhancement;
- R2. ...evaluation methods, as well as further scientific methods of measuring and assessing the quality of guidance processes.

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**QUERY: QUALITY STANDARDS IN YOUR INSTITUTION**

Please ask for final Feedback of participants about the status quo of quality standards in their institution and about possibilities to further develop them:

- Which issues will you take home and use in your daily counselling work?
- Are there points that confirm the counselling work you do at the moment?
- Where do you see possibilities for yourself for further education in guidance counselling?

Units of learning out-comes	LEARNING OUTCOMES (LO)			Recommendations for Assess-ment
	Knowledge	Skills	Competences	
1.2 INTRODUCTION TO QUALITY STANDARDS				
1.1 / 1.2 Quality in Guidance Counselling & Competences as Reference Point in Counselling	Know the defi-nition of profes-sional guidance counselling, the systemic context model, the struc-ture of the com-petence profile, competences as reference points in counselling	Is able to recognise societal goals, to reflect professional guidance counselling in settings	Is able to apply the competence profile as part of the quality stand-ards in guidance counselling settings	Query: Knowl-edge/ Experience of the partici-pants regard-ing the topic, expectations and evaluation by trainer
3.1.1 Stable working conditions and a secure environment (P1)	Familiar with the competence’s indicators and its resources (i.e. requirements for the confidential-ity of a guidance setting, etc)	Is able to ensure a comfortable, undisturbed atmosphere,make their mandates, roles and func-tions transparent, find an agree-ment with clients, ensure that the guidance process is structured and transparent,...(please refer to each competence in the competence profile)	Is able to reflect on and evalu-ate his/her own actions and results, in order to derive from this an improved orientation for future action”	Group Work: Stable working conditions and a secure environ-ment in Outreach Guidance  Presentation, Evaluation (guid-ed by the trainer)
3.1.2 Build-ing a sound working alliance and emotional security (P2)	Familiar with the competence’s indicators and its resources (i.e. approaches of building up rela-tions and trust, etc.)	Is able demonstrate respect and appreciation for client, encoun-ter clients with an empathetic attitude, behave in a congruent and genuine way (verbally and non-verbally), foster and stimulate the motivation and initiative of clients,... (please refer to each competence in the competence profile)	Is able to reflect on and evalu-ate his/her own actions and results, in order to derive from this an improved orientation for future action”	Exercise: Defining indica-tors for a sound working alliance and emotional security  Exercise: Create a stable relationship, Presentation, Evaluation (guid-ed by the trainer)
Units of learning out-comes	LEARNING OUTCOMES (LO)			Recommendations for Assess-ment
	Knowledge	Skills	Competences	
3.1.3 Clar-ifying the clients concerns and coming to a guidance agreement (P3)	Familiar with the competence’s indicators and its resources (, i.e. alternative, supplementary offers for guid-ance and coun-selling.) I	Is able to come to a mutual un-derstanding of the clients’ general concerns; work out a first idea of the key issues behind these con-cerns, clarify with clients, which expectations they have provide information about specific institu-tions and services,... (please refer to each competence in the competence profile)	Is able to reflect on and evalu-ate his/her own actions and results, in order to derive from this an improved orientation for future action”	Exercise: Clarifying the cli-ent’s concerns in a case of involun-tary counselling for employment  Presentation, Evaluation (guid-ed by the trainer)

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
<b>3.1.4 Clarifying the situation and objectives (P4)</b>	Familiar with the competence's indicators and its resources (, i.e. the influence of diversity on education, vocational choice, and employment)	Is able to work out clients' perceptions of their concerns with them, support clients in exploring their objectives and motives, collaborate with clients in prioritising their objectives; inform clients about chances and risks in the achievement of their objectives (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/her own actions and results, in order to derive from this an improved orientation for future action"	Exercise: Write down SMART objectives  Presentation, Evaluation (guided by the trainer)
<b>3.1.5 Identifying and reinforcing clients internal and external resources (P5)</b>	Familiar with the competence's indicators and its resources methods to identify and mobilise individual resources; etc)	Is able to collaboratively identify clients' attitudes, emotions, motivations and behaviours, explore clients' biographies, competences, and resources, identify clients' potential resources (and constraints), appropriate diagnostic approaches for competence assessment, support clients in developing their self-perception regarding their potentials (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/her own actions and results, in order to derive from this an improved orientation for future action"	Self-Assessment: Competence Synopsis  Feedback from the participants, evaluation of the trainer
<b>3.1.6 Developing perspectives for problem-resolution and action (P6)</b>	Familiar with the competence's indicators and its resources (, i.e. decision-making theories and models; methods of information search and analysis; context-sensitive sources of information and databases)	Is able to jointly work out realistic ideas of how to solve problems, jointly develop decision criteria with clients, ... inform clients about options and strategies to overcome their obstacles, raise opportunities to promote social inclusion, assess whether further and/or external counselling should be sought, summarise the progression and results of the guidance process (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/her own actions and results, in order to derive from this an improved orientation for future action"	Exercise: Raise opportunities  Presentation, Evaluation (guided by the trainer)
<b>3.1.7 Co-designing quality development processes (T4)</b>	Familiar with the competences' indicators and its resources (, i.e. concepts of quality assurance and enhancement. etc.)	Is able to observe acknowledged quality standards for educational guidance, translate these quality standards into concrete actions, regularly participate in planning, implementing and documenting activities, regularly work with the quality standards, engage in the evaluation of guidance processes (please refer to each competence in the competence profile)	Is able to reflect on and evaluate his/her own actions and results, in order to derive from this an improved orientation for future action.	Discussion with participants about the status quo of quality standards in their institution and possibilities to further develop them

Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>1. Introduction to Quality Standards</b>	<ul style="list-style-type: none"> <li>• Presentation definition of quality in guidance counselling and competences as reference points</li> <li>• Query: Knowledge/ Experience of the participants regarding the topic, Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook Introduction, slides if applicable</li> <li>• Flipchart</li> </ul>	30 min  15 min
<b>3.1 Process-related competences</b>	<ul style="list-style-type: none"> <li>• Introduction to the structure of the competence profile and on process-related competences (focus in Part II)</li> <li>• Brainstorming: How can guidance practitioners shape the individual guidance process?</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook and Flipchart or slides if applicable</li> <li>• One flipchart paper per group</li> </ul>	20 min  15 min
<b>3.1.1 Developing stable working conditions and a secure environment</b>	<ul style="list-style-type: none"> <li>• Lecture on competence and cognitive resources</li> <li>• Query: Knowledge/ Experience of the participants regarding the topic</li> <li>• Input: Checklist stable surroundings and secure environment</li> <li>• Group work: Which conditions offer trust and security in the go structure?</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook and slides if applicable</li> <li>• Training Course Handbook and slides if applicable</li> <li>• One flipchart paper per group</li> </ul>	15 min  15 min  Approx. 45 min (depending on group size)
<b>3.1.2 Building a sound working alliance and emotional security (</b>	<ul style="list-style-type: none"> <li>• Lecture on the competence and cognitive resources incl. Input on building a sound working alliance-</li> <li>• Discussion: Defining indicators</li> <li>• Exercise: Guidance Counselling Case - Create a stable relationship</li> <li>• Additional information presented by the trainer if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook</li> <li>• Set of moderation cards</li> <li>• One flipchart paper per group</li> <li>• Training Course Handbook</li> </ul>	20 min  15 min 40 min  10 min
<b>3.1.3 Clarifying the clients' concerns and coming to a guidance agreement (P3)</b>	<ul style="list-style-type: none"> <li>• Input on clients' concerns incl. lecture on the competence and cognitive resources</li> <li>• Role Play: Clarifying concerns in a case of involuntary counselling for employment incl. feedback of the group</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• Two participants acting</li> </ul>	30 min  30 min
Subtopics	TEACHING AND LEARNING METHODS	MATERIALS	DURATION
<b>3.1.4 Clarifying the situation and the objectives (P4)</b>	<ul style="list-style-type: none"> <li>• Input on the determination of objectives during counselling sessions, Input on SMART objectives</li> <li>• Exercise: Write down SMART objectives</li> <li>• Lecture on the competence and cognitive resources</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• Bulletin board, moderation cards</li> <li>• Training Course Handbook, slides if applicable</li> </ul>	45 min  15 min  15 min
<b>3.1.5 Identifying and reinforcing clients internal and external resources (P5)</b>	<ul style="list-style-type: none"> <li>• Input on Rogers' humanistic view of mankind incl. lecture on the competence and cognitive resources</li> <li>• Brainstorming about the topic "Resources" (resources of the guidance practitioner and resources of the client)</li> <li>• Self-Assessment: Competence Synopsis</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• One flipchart on which ideas can be collected</li> <li>• Copy of competence synopsis for each participant</li> </ul>	15 min  15 min  15 min
<b>3.1.6 Developing perspectives for problem-resolution and action (P6)</b>	<ul style="list-style-type: none"> <li>• Lecture on the competence and cognitive resources</li> <li>• Input on the equal treatment directives of the European Union</li> <li>• Discussion about local directives in the participants' countries</li> </ul>	<ul style="list-style-type: none"> <li>• Training Course Handbook, slides if applicable</li> <li>• Training Course Handbook, slides if applicable</li> <li>• Flipchart</li> </ul>	20 min  20 min  10 min





# MODULE 7 Guidance on Volunteering and Practical Training for Disadvantaged Groups

DEVELOPED BY TTG TEAM TRAINING GMBH AND DIAKONISCHES WERK WÜRTTEMBERG

## INTRODUCTION

### AND LEARNING OBJECTIVES

The present module tackles possibilities of how disadvantaged individuals can work as volunteers and interns/trainees. Its purpose is to introduce different types of voluntary commitments and the benefits of practical training to guidance workers in further education in a way to enable them to provide high quality guidance in this area. For this, first, the benefits and different types of voluntary commitments will be presented and compared. Then, forms of voluntary commitments and practical training suitable for the target group as well as promising ways of motivating individuals to engage in a volunteering activity will be presented. The second section includes working materials to be used by guidance professionals when giving advice to individuals on voluntary commitments and practical training.

Having completed the module, the guidance workers should be able to assess which type of voluntary work or practical training might be suitable for the client in question. This presupposes that they know different types of voluntary commitments and are able to choose and present suitable ones to their clients. Moreover, they should know the benefits and challenges of voluntary commitments/practical training and be able to motivate their clients to engage in such activities. The guidance workers should be able to prepare their clients for a given voluntary commitment in the best possible way because they have acquired detailed knowledge of the relevant regulatory frameworks and can make them transparent. The checklists introduced in the present module are helpful tools in this context.

The guidance workers should also be able to give tailored support to their clients during the time the voluntary activities are running in order to ensure that reflection takes place to a sufficient extent. The clients should be supported to be able to overcome difficult situations and critical phases. Some of the information given in this module reflects German reality and might not be

applicable to all European regions on a one-to-one basis. Since no common European standards exist for this field, often Germany-specific examples will be given to describe the situation. A too general presentation of facts would not be universally meaningful, i.e. the trainers in each country might have to do some research themselves on individual aspects and options of voluntary work available in their specific region and context.

## TRAINING DAY STRUCTURE

At the beginning of the training day, the trainer introduces him/herself and welcomes the participating guidance specialists. Then he/she gives a brief overview of what to expect and what contents will be dealt with. The introduction round is already part of the first task. Every participant introduces him/herself and relates his/her previous experiences in guidance contexts involving voluntary commitments/practical training to the others. This way, the group can identify which of the participants have already provided guidance in this area. The advantage for the instructor or trainer is that he/she can gain an overview of the diversity of experiences and previous knowledge held by the group members. Sufficient time should be allotted for this, as the greater the amount and the more detailed the information collected here, the better the workshop can be built on it.

The next step is that the trainer presents the benefits of volunteering or practical training to the group. This is followed by a brief discussion in which the participants get yet another opportunity to contribute to further ideas or make suggestions.

Next, an exercise called "*the group puzzle*" is conducted. Its aim is for the participants to acquire knowledge on different forms of voluntary work. After, the focus shifts to the topic of how to find a matching voluntary assignment for a given interested individual. Finally, a role play exercise is carried out, in which guidance scenarios involving interested individuals are practiced.

## 1. TOPICAL INTRODUCTION: THE BENEFITS OF VOLUNTARY COMMITMENTS/PRACTICAL TRAINING

Voluntary commitments bring with them a great many of benefits for volunteers and their environment.

Individuals engaging in voluntary work take over tasks in a great number of areas of society. These are activities that are done voluntarily, serve the common good, are of public or collective nature, do not aim to generate material profit and unfold in organisations of the non-profit sector. Hence, volunteers take over meaningful tasks, they themselves usually also perceive as such. While performing their activities, they constantly participate in social networks and necessarily interact with other individuals. Through this combination, an identity and status relationship is established. Other common effects are a strengthening of the volunteers' *personalities and informal learning processes*. *Individuals facing social problems who, due to impairments or to the socio-economic background they come from, were previously not given sufficient opportunity to obtain a school or professional diploma or long-term employment are thus empowered to recognise their own strengths and advocate and indeed pursue their own personal paths.*

The result is an increase in (new) abilities and personal competences. Ideally, the competences acquired are certified by the centre in which the activity is carried out. Information on certification possibilities can be found in the section on certificates of qualification.

Another great benefit for disadvantaged individuals doing voluntary work is that they experience a structured daily routine. This is especially true for regular or long-term activities, e.g. voluntary services involving service to be performed at specific times of the week or regular voluntary activities. A voluntary commitment may also serve as a bridge to paid employment and can create the conditions for an individual to find a job in the regular labour market. Apart from that, several allowances are available to committed individuals, giving them material advantages, such as the so-called "*Übungsleiterpauschale*" (*lump sum remuneration for trainers*) in Germany or the opportunity to receive financial recompense in general.

However, it is especially immaterial benefits for individuals with disadvantages in the labour market that arise from volunteering. At a Canadian school, it was found that individuals with migration experience drew particular benefit from in-

formal forms of learning in the context of voluntary activities and, as a consequence, familiarised themselves to a great extent with the country's culture and language (c.f. Schugurensky et al. 2005). There is overall evidence that voluntary commitments hold great integrative potential for the group of individuals with disadvantages with respect to the labour market. To point out the different kinds of such activities, first, different types of voluntary commitments will be presented and compared. Generally put, what is true for volunteering, also applies to voluntary practical training assignments completed by disadvantaged individuals. Usually, practical training is even more geared towards the labour market and part of these activities require stronger basic competences interns/trainees already have to bring with them.

## 2. DIFFERENT FORMS OF VOLUNTARY COMMITMENTS

There are various types of voluntary commitments guidance workers and trainers should be familiar with in order to deliver effective guidance. These differ from one another in terms of timeframe and regulatory frameworks. In many cases, the differences in legal regulations are very great. Detailed knowledge about these issues is essential, since guidance workers usually work with a very heterogeneous group of clients and since it is important for them to identify and recommend the right form of voluntary commitment to a given client. In the following section, the most prominent types of voluntary commitments and relevant regulatory frameworks are introduced and explained.

### VOLUNTEER SERVICES

Volunteer services are generally designed to be full time and completed within a defined period of time. However, this varies in different areas. Often, young adults use volunteer services as periods of orientation after graduating from school, or as a transitional step between careers. While some volunteer services include age restrictions, all of them are intended to be practice-oriented learning and orientation offers. Volunteers are entitled to benefits and recompense. Most voluntary assignments are completed in 12 months. However, by arrangement, assignments lasting between 6 and 18 months are possible as well. Different volunteer services have different focus and the voluntary activities can be carried out in social or non-profit organisations, e.g. ones which inte-

grate ecological considerations into their work. In addition to national ones, there are a couple of volunteer services that are carried out abroad. These include programmes in the framework of the ERASMUS+ programme, such as the European Voluntary Service (EVS), designed to be completed within 2 to 12 months. Funded by ERASMUS+ Youth in Action, the EVS provides for interested individuals to travel to other European countries almost free of charge in order to take part in social, ecological or cultural projects. Here, the advantage is that participation in the programme neither depends on volunteers' school report grades nor presupposes knowledge of the language used in a specific country. The only prerequisite is tied to age, as only individuals between 17 and 30 years can take part. While participating in the EVS programme, volunteers receive financial support and have the opportunity to take language classes. They are prepared for the EVS and are taken care of during their term. A short presentation of the most important relevant information can be viewed in the following video: <https://www.youtube.com/watch?v=d8KjNMO07Hg>; English transcript of the text at: <https://www.salto-youth.net/rc/participation/mooc-erasmusplus/>.

Another possibility is to participate in the "EU Aid Volunteers" programme, where interested individuals can support humanitarian aid programmes across the world (cf. [http://ec.europa.eu/echo/what/humanitarian-aid/eu-aid-volunteers\\_en](http://ec.europa.eu/echo/what/humanitarian-aid/eu-aid-volunteers_en)).

## VOLUNTEERING

The term volunteering denotes activities that are done voluntarily and do not aim to generate any material profit. Volunteering is directed towards non-family members and performed in the framework of organisations or persistent groups. Apart from that, it is not limited to only a few situations but extends over a certain period of time (cf. Ehrhardt 2011, p. 15). In many cases, it unfolds in organisations of the non-profit sector.

Volunteers can be found in a great deal of areas of society and play an important part. E.g. in 2014 in Germany, almost half of the population over 14 was committing itself to volunteering activities, i.e. 30 million people, the majority of which worked in the areas of sport followed by schools and kindergartens as well as culture and music. Further areas in which volunteers are active are: social projects, old-age care, politics, environmental activities and integration.

## PRACTICAL TRAINING

The term practical training can refer to a temporary activity aimed to deepen existing or acquire new knowledge by applying it in practice or to a work experience placement at a company designed to acquire new knowledge and skills. The German term "*Praktikant*" refers to someone who, after the respective contract has been designed and implemented, carries out a temporary professional activity in order to acquire practical knowledge and experiences of a given operating activity in order to prepare for a professional activity. However, according to the Vocational Education and Training Act, this activity is not equivalent to a professional training or any comparable practical education programme. In general, in Germany, interns/trainees are not employees. One of the benefits of practical training for individuals with a low affinity to the labour market is that they can gain insight into fields of work that might suit them. Through these insights potential future orientations can be confirmed or discarded.

By working in a specific company division, the individuals can experience everyday working life. This is useful for young people before, during and after completing their professional training period, but it may also be beneficial for individuals who have not taken part in working life for a longer time.

A further benefit is that social competences can be acquired. This is possible as individuals collaborate with existing teams and thus exchange information; they are in contact with colleagues and supervisors. This way, new social contacts are made. There is also a psychological element: the feeling of being needed, and hence, a strengthening of personality.

The clearly defined work structures interns/trainees follow during the practical training period reflect everyday work routine more realistically than other measures, such as volunteering or volunteer service activities. A clearly structured work day in the context of a practical training or voluntary service programme is useful for individuals to get used to the regular daily rhythm of work. Often, by completing a practical training period, interns/trainees have the opportunity to gain insight into various company divisions and get to know a great many of potentially suitable jobs. During this period, it is important to provide good instruction to them in order to identify any frustration caused by excessive work demands or other difficulties and guarantee effective cooperation.

In general, it appears that individuals tend to take on voluntary tasks in those areas and environments which they are familiar with. This can be observed not only in the target group but as a general trend for all groups who engage in volunteering activities. This explains why, in organisations whose work is related to the group of disadvantaged individuals, a great number of volunteers from that same group can be found. One example of this are the so-called Tafeln (food banks) in Germany, where food which would normally be thrown away is distributed to needy individuals (cf. Martens 2012). Here, a lot of individuals voluntarily contribute to services they themselves benefit from. It is easier for these individuals to integrate in such organisations because they already know what to expect and what their voluntary activity will look like. Another important aspect is that they can be personally approached by other voluntary workers.

## EXERCISE

The method used to **familiarise the participants with commonly used terms in the field of voluntary commitments** is called "*group puzzle*". The focus of this exercise is on the already introduced terms in the context of volunteer services, volunteering and practical training. The participants get to know their similarities and differences as well as legal regulations and restrictions applying to certain individuals. First, so-called "*home groups*" of three participants each are formed. Every member of a home group is given one type of voluntary commitment (volunteer service, volunteering, practical training) to familiarise with and become an expert on. For this, all experts on a certain topic, e.g. practical training, are asked to gather around the respective expert table where they find information (see below) and materials triggering discussion and concrete discussion questions centring around this topic in order to familiarise themselves with it and discuss it. When they finish, the experts return to their home groups and every expert presents his/her special knowledge to the other group members so that, in the end, everyone knows everything.

### Evaluation of the Group Puzzle Activity

In order to **compare, assemble and document the acquired knowledge** the participants return to the plenary group and the instructor collects the most relevant information on all three topics on a flipchart. In this setting, the participants can ask previously unanswered questions as well. To sum up, all the results that have been worked out should be made available to all participants. The following chart, using Germany as an example, can be used as a template.

	VOLUNTEER SERVICE	VOLUNTEERING	PRACTICAL TRAINING
Age	Voluntary Social Year and Voluntary Ecological Year programmes: 16-27 years European Voluntary Service: 17 - 30 years EU Aid Volunteers: from 18 years Federal Volunteer Service: from 16 years	Mostly no age restriction	Mostly no age restriction
Duration	Usually 12 months, minimum 6 to maximum 24 months	Flexible, depending on individuals' wishes, capacities and tasks	Flexible, depending on individuals' wishes, capacities and tasks
Working Hours	Usually full time; part-time schemes possible for individuals over 27	Flexible, depending on individuals' wishes, capacities and tasks	Flexible, depending on individuals' wishes, capacities and tasks
Financial Recompense/ Payments	<p>Volunteer cards, instruction, certificate and allowances:</p> <ul style="list-style-type: none"> <li>• The centre at which the activity is performed determines the amount of the allowance. The maximum is fixed at 381.00 Euros.</li> <li>• In the framework of the European Voluntary Service, financial recompense is granted. Its amount varies in different countries.</li> <li>• Workwear, accommodation and food may be provided or refunded.</li> <li>• Regarding social insurance, the Federal Voluntary Service is equivalent to a training relationship.</li> <li>• Contributions to the Pension Fund, accident insurance, health and nursing care insurance and unemployment insurance are paid by the centre at which the activity is performed.</li> </ul>	<p>Depending on the activity, volunteers can earn an additional 2400 Euros, the so-called "Übungsleiterpauschale" (lump sum remuneration for trainers), which is exempt from tax and social security contributions. Another option is the "Ehrenamtspauschale" (lump sum remuneration for volunteers) of up to 720 Euros. Depending on the organisation, further financial recompense can be billed.</p>	<p>The legal minimum wage of 8.84 Euros per hour applies to adult interns/trainees, too, if the training period lasts 3 months or longer. Exceptions:</p> <ul style="list-style-type: none"> <li>• Compulsory traineeship in the framework of professional or academic training programmes</li> <li>• Volunteers or self-employed professionals</li> <li>• Participation in job placement measures</li> </ul>
Observations Example Germany	Recipients of German Unemployment Benefit I and II can take part in the Voluntary Social Year, Voluntary Ecological Year or Federal Voluntary Service programmes and receive monthly allowances of 200 Euros without having to pay tax. Volunteers can bill another 30 Euros of travel expenses per month if they submit their receipts.	Recipients of German Unemployment Benefit I must not hide any employment relationship – the priority is employability in the labour market. Working hours of more than 15 per week require consent. Otherwise benefits may be cut. In the German Unemployment Benefit II programme no working hour restriction is laid down. Earnings of up to 200 Euros per month are not subject to set-off in the German Unemployment Benefit I and II programmes. If recipients provide concrete proof of higher expenditures, even greater amounts can be excluded from set-off.	Recipients of German Unemployment Benefit I are entitled to a set-off exemption limit of up to 165 Euros per month but must not work for more than 15 hours per week. German Unemployment Benefit II only provides for an exemption limit. There is no working hour limitation.



### 3. SEARCH EXAMPLES FOR FINDING VOLUNTARY ACTIVITIES

Apart from knowing the different forms of volunteering activities, guidance workers should be able to support their clients with the search for such an activity. For this, they need to be familiar with different search tools. Not only do these tools differ from one country to the other, but their structure also varies in different regions.

In the workshop, it is advisable to first ask the participants which databases or websites for searching for voluntary activities or practical training placements they already know while collecting the results on a flipchart. **On a European level, instructors should mention the database for searching activities in the framework of the European Voluntary Service:**

[https://europa.eu/youth/EU/voluntary-activities/european-voluntary-service\\_en](https://europa.eu/youth/EU/voluntary-activities/european-voluntary-service_en)

For the search in their own countries or, ideally, for the direct search in their specific region, instructors might want to get informed when preparing the workshop in order to be able to add relevant examples.

**Some of the available search tools are:**

#### Germany

<http://www.ehrenamtsportal.de/>

<https://www.aktion-mensch.de/projekte-engagieren-und-foerdern/freiwilliges-engagement>

<https://govolunteer.com/>

<https://www.caritas.de/spendeundengagement/engagieren/ehrenamt/ehrenamt>

<http://www.ran-ans-leben-diakonie.de/freiwilligenprojekte/angebot-finden/angebote-ehrenamt-freiwillige-mitarbeit-suchen>

#### Romania

<http://www.fdsc.ro/voluntariat>

<http://www.provobis.ro/>

#### Bulgaria

<http://cvs-bg.org/category/volunteering-en/?lang=en>

<http://navabg.com/en/about-us/>

<http://www.ipacbc-bgrs.eu/projects-funded/moving-borders-volunteering>

<http://stepforbulgaria.org/?lang=en>

<http://www.zaedno.net/en>

<http://www.fscibulgaria.org/en/>

<http://www.reachout.bg/en>

<http://www.blagotvoritel.com/indexen.php>

There are a great number of further websites and databases guidance workers can familiarise themselves with. It is important to see whether the respective search tools include offers for the given target group.

When searching for a work experience placement, it is advisable to look for local companies or organisations the client is interested in and to enter in direct contact with them. Various job search portals also offer a search option directly linking to work experience placements. Whether or not the placements advertised there are suitable for the target group of disadvantaged individuals, they must be checked on a case-to-case basis.

### GROUP WORK

Having collected the different search options together with the participants, the instructor forms groups of three to four participants. He/she then asks each group to choose at least one database to analyse for about 15 minutes. The task is to become familiar with the ads and search options the database provides and to identify its potential advantages and disadvantages.

Additionally, the participants can look for search option directed at specific groups of disadvantaged individuals (young job searchers, migrants, individuals with health barriers etc.). The options may be defined more narrowly to apply to one specific area and voluntary commitments available within these spatial limits only. Another possibility might be to look for search options that include specific nationwide organisations which are particularly suitable for the target group.

The group work session should be designed in a way as to best meet the needs of the participants present on that particular training day. Finally, the participants are asked to discuss their results in a plenary session.

### 4. FINDING MATCHING VOLUNTARY COMMITMENTS FOR INTERESTED INDIVIDUALS

The type of voluntary activity to be performed and the field of work chosen should closely match the interested individual's needs. This is essential for a successful outcome of the guidance process and may be crucial for whether or not an interested individual starts a voluntary activity, is happy with it and enriched by it. Hence, guidance professionals should know which form of voluntary commitment may be suitable for a given consultant and how to motivate him/her.

First, the aspects described below are presented to the participants of the training day. This can be done by giving a brief presentation or, depending on the participants' *previous knowledge, by holding a discussion.*

#### 4.1 ASPECTS TO BE CONSIDERED WHEN CHOOSING VOLUNTARY COMMITMENTS FOR DISADVANTAGED INDIVIDUALS

When providing guidance to individuals whose reinsertion into the labour market is complicated due to, in particular, longer periods of unemployment and who nevertheless are willing and ready to re-enter the working world, a good option for guidance workers may be to suggest volunteering or practical training to them, since these forms of activities do not prevent them from entering socially insured employment. This is necessary, since volunteering and practical training must not interfere with the search for regular employment. Voluntary activities which do not exceed a certain timeframe do not require consent by the labour authorities. In Germany, this limit is at 15 hours a week for recipients of German Unemployment Benefit I. If the volunteering activity exceeds this limit, volunteers need to get consent from the labour agency/job centre even if the activity in question is unpaid practical training. If they fail to do so, unemployment benefits may be cut. Apart from that, the voluntary activity must not be a "*hidden employment*", i.e. it must be possible to interrupt or terminate it at any time. Volunteering during unemployment is possible if it does not interfere with the insertion of the respective unemployed person into the labour market (§119 (2) SGB III – German Code of Social Law).

For disadvantaged individuals with even lower affinity to the labour market, volunteering activities may be long-term strategies to employment. However, at first, the focus should be on other

important aspects crucial for successful integration into the labour market, such as enhancing self-esteem, promoting the exchange with others and increasing social contacts, facilitating the experience of a structured day programme, and enhancing competences. It is advisable to suggest, above all, activities with rather low-threshold entry requirements in organisations that are experienced in working with the target group. Initially, employment should be seen as of secondary importance, thus making time for e.g. voluntary activities. The type of voluntary commitment should be chosen in a way to best guarantee that

the objectives worked out with the consuler during the guidance sessions can be achieved. If, for example, the focus is on enhancing a given consuler's self-esteem, it is advisable to search for commitments in areas where he/she can bring in his/her strengths and receive immediate positive feedback. If the objective defined is that of experiencing a fixed day structure, an activity taking place on a daily basis or several times a week might make more sense than one that only takes up a couple of hours on one evening weekly.

Requiring travelling and living abroad, the European Voluntary Service is a yet more special framework to be explained in depth and considered by guidance workers. Generally, this form of voluntary commitment should not be ruled out for our target group of disadvantaged individuals. There are a great many of examples of practical training and voluntary service periods abroad that were successfully completed by individuals who were disadvantaged for a number of different reasons. However, such cases definitely require considerably longer preparation time and often make necessary close supervision to guarantee successful outcomes. We would like to explicitly encourage guidance workers to consider suggesting European Voluntary Services to their consulers but do not underestimate the amount of preparation and organisation needed.

#### 4.2 ASPECTS TO BE CONSIDERED IN GUIDANCE TO BEST PREPARE INDIVIDUALS FOR THEIR VOLUNTARY COMMITMENTS

When searching for matching voluntary commitments for disadvantaged individuals, guidance workers should consider that, usually, this target group has no experience in volunteering. For example, the greatest share of low-education achievers is among the group of (long-term) unemployed individuals; it is the same group that has particularly rarely or never engaged in voluntary activities. This even strengthens the effect that unemployed individuals especially rarely do voluntary work (cf. Simonson 2014). In international comparison, too, studies have confirmed that the participation in voluntary activities strongly depends on an individual's level of education and that individuals with low levels of education are less active in the fields of voluntary work than individuals with higher levels (cf. Gesthuizen & Scheepers 2012). This shows that the target group needs to be addressed in special ways and requires in-depth guidance. In no way must Individuals wishing to contribute to society by en-

gaging in voluntary activities face disadvantages resulting from their commitments. Sanctions imposed on them due to their volunteering, voluntary service or practical training activity must be avoided. For example, in several projects aiming to (re-)integrate disadvantaged individuals into the labour market by means of voluntary commitments, sanctions proved to have a negative impact on the respective commitment. As a result the activity was no longer considered to be voluntary work and lost its character of someone's willing to make a contribution out of his/her intrinsic motivation. The benefits described above, as e.g. perceiving the meaningfulness of an activity or the integration into social networks, are considerably complicated if a given commitment is linked to sanctions. Therefore, on the whole, it can be said that individuals must not be disadvantaged in any way due to their voluntary commitment.

It is quite an effort and takes a lot of initiative on an individual's part to start a voluntary activity without getting appropriate instruction by another person. Especially individuals facing increased barriers to self-management, as is often the case with disadvantaged groups, have a hard time here. Therefore, it is strongly advisable that contact persons or instructors pick up exactly on the needs of their clients. Previously, this has only been done in a few areas. Exceptions are publicly supported projects which aim to integrate disadvantaged groups and receive special funding.

For a proper introduction to their workplace, it is crucial that volunteers are informed who their contact person is and who they can turn to for introductions, advice, or solving problems. The contact person should be able to competently answer questions about the voluntary activity itself as well as insurance cover, qualification opportunities, certificates, and recompense. Ideally, this person should also be familiar with the particularities and complexity of working with disadvantaged individuals. The contact person does not only play an important part for the individual working on a voluntary basis but also for the supervising guidance worker. The guidance worker can get information from him/her, consult him/her on the progress of the voluntary activity, contact him/her in case of difficulties and, if necessary, intervene.

### 4.3 MATERIALS TO HELP GUIDANCE WORKERS TO FIND A MATCHING VOLUNTARY COMMITMENT FOR AN INTERESTED INDIVIDUAL AND MAKE IT SUCCESSFUL

Especially when an individual is interested in starting a voluntary activity and wishes to gain new insights, it is highly important to find a suitable form of voluntary commitment as well as an appropriate organisation for him/her. There is a danger that, after a negative experience, it will no longer be possible to motivate that individual to engage in other voluntary activities and that he/she retains a reserved attitude towards the whole area of voluntary work. Both questionnaires below can be useful guidance tools to deal with possible voluntary commitments.

#### Questionnaire for Guidance Workers

The questionnaire for guidance workers serves as a checklist to assess what kind of voluntary commitment is possible in a given organisation or company, e.g. whether it is suitable for individuals who need a great deal of instruction and supervision and what the requirements are (e.g. language proficiency etc.). On the basis of the questions listed, such an assessment can be made to avoid choosing or recommending inappropriate assignments. Special attention should be paid to the way the question about the kind of contact person is answered, since this indicates the quality of a given organisation's work with volunteers.

#### Reflection Sheet "My Voluntary Commitment/ Practical Training Placement"

Using the reflection sheet, consultants can approach a potentially interesting voluntary commitment and make themselves aware of what they wish to achieve and what their true motivation is. The sheet encourages active reflection on the question of which activity is suitable for this individual and what he/she expects from it and the respective organisation. This way, the reflection sheet can help to avoid frustrating experiences.

#### QUALIFICATION CERTIFICATES

A certificate received upon completing the voluntary activity can be beneficial in many ways. When applying for future assignments, individuals can include certificates to give a content-related and technical description of work they have performed and show areas in which they excelled, thus pointing out their personal achievements. Also, certificates document the timeframe within which the activity took place. It is useful but not mandatory

to enclose certificates in the application package. Since a lot of employers attach increasing importance to social and personal competences, it is beneficial for applicants to show that they have done voluntary work. In addition, for the volunteer, certificates are valuable acknowledgement of the work he/she has done and manifestations of the competences he/she has acquired. This acknowledgment can lead to a strengthening of self-esteem and, thus, generate new motivation to keep up the voluntary commitment and apply for further voluntary activities. Also, some authorities require proof that a specific activity was actually carried out to be able to reimburse costs and settle benefits granted, for example, with the tax office or the labour agency. Voluntary service employers are obliged to make out certificates for volunteers. The certificates can then be submitted to the responsible federal authorities as proof. There are various kinds of certificates. One variant is a certificate of practical training or certificate of volunteering that is made out and signed by the employer. The format of this kind of certificate can vary in different organisations but it generally includes:

- Name and address of the organisation,
- Volunteer's name including contact data and date of birth,
- Timeframe within which the practical training period takes/took place,
- Weekly working hours and days of absence,
- Area(s) of the activity,
- Activities and completed tasks.

A section of the certificate may also be dedicated to evaluating performance and competences. If both parties were satisfied with the outcome of the voluntary activity, this additional section including positive feedback might be welcome. The certificate then becomes more meaningful and resembles a qualified reference. Hence,

it may be useful for individuals whose last employment reference is of older date or who have received little meaningful or no job references at all. Employers are required to make out a certificate acknowledging the performance at work if an employee requests it even if this employee is a volunteer or intern/trainee. However, usually the initiative must be taken by the trainee. Special drafts are available for certifying voluntary commitments, both on the national and the international level. For example, the European Voluntary Service (EVS) provides a draft agreement which prede-

fines the contents, recompense, insurance cover and timeframe of the activity.

**The document can be accessed at:**

[http://erasmusplus.org.pl/wp-content/uploads/2014/07/GfNA-II-B-Annex-IV-Erasmus+-EVS-Volunteering-agreement\\_Version-04-06-2014.pdf](http://erasmusplus.org.pl/wp-content/uploads/2014/07/GfNA-II-B-Annex-IV-Erasmus+-EVS-Volunteering-agreement_Version-04-06-2014.pdf)

Such agreements do not only make sense legally, but they provide orientation and protection for the upcoming voluntary activity. Individuals who have participated in the Erasmus+ co-funded project can document this in the "Youth Pass" (<https://www.youthpass.eu/downloads/13-62-214/web-site%20example%20certificate%20EVS.pdf>) thereby showing what they have learnt. Different variants of the Youth Pass are available for different kinds of voluntary activities; general information can be found at:

<https://www.youthpass.eu/en/>.

Each certificate is subdivided in three sections: the first section gives rough information about the project in question and confirms that the person has participated in it. The second section provides a detailed overview of the project including objectives, activities and outcomes. In the third section, participants reflect on what they have learnt and what objectives they managed to achieve. They are instructed to do this according to the eight core competences of lifelong learning.

Another example for a qualification certificate is the so called "*Ehrenamtsnachweis*" (Certificate of Volunteering) by the Federal State of Baden-Württemberg, Germany. The German Federal State of Baden-Württemberg has designed a draft, associations and institutions can use to certify voluntary commitments in a simple way. The certificate can be downloaded and filled in according to the instructions available:

[http://www.qualipass.de/fileadmin/Dokumente/Zertifikate\\_Vorlagen\\_f%C3%BCr\\_Erwachsene/qp\\_10\\_bawue\\_bildungspass\\_ehrenamt\\_01.pdf](http://www.qualipass.de/fileadmin/Dokumente/Zertifikate_Vorlagen_f%C3%BCr_Erwachsene/qp_10_bawue_bildungspass_ehrenamt_01.pdf)

This certificate is part of the so-called Qualipass, an education card provided by the German Federal State of Baden-Württemberg serving to collect all acquired certificates in a well-arranged folder. The Qualipass certificates are drafts that can be filled in by employers. Thus, they can be used to continuously complement the education card. Training courses can be certified in this way, too.

### GROUP WORK

After a brief presentation by the trainer, the group is divided into four subgroups. Each group is given one of the materials introduced above – questionnaire, reflection sheet, Youth Pass and Qualipass. The task is to discuss the following questions and present them to the plenary group after the group work session:

- Why is the tool in question suitable for the work with the target group of disadvantage individuals?
- What aspects should guidance workers consider when using these tools?
- Would you, as a guidance worker, add any points relating to your own work environment?

For the concluding presentation, the participants are asked to write down their results on cards in note form.

### 5. ROLE PLAY EXERCISE: GUIDANCE SCENARIOS CENTRING AROUND VOLUNTEERING

To practice how to act in a possible guidance situation that focuses on finding a matching volunteering activity/work experience placement for a given client, two role play sessions are conducted. For this, the instructor provides two case examples of guidance scenarios which are then acted out one after another. Four voluntary participants of the group are needed, two of which simulate one guidance situation at a time – one participant taking the part of the guidance professional and the other that of an interested member of the target group. The role players have ten minutes for preparation and familiarising themselves with their parts before they start.

The other participants' task is to attentively observe the guidance situation and note down anything that strikes them in a positive or negative way. The guidance scenario should be about giving advice to the fictitious individuals represented in the two case examples below on the topic of volunteering/practical training. The role play is over when the choice for a specific volunteering activity or work experience placement has been made and first steps in this direction have been outlined. As soon as the role play is over, the other participants start a discussion and exchange their observations in a plenary session. The fictitious guidance worker is then asked to substantiate the solution he/she has worked out together with the client from his/her point of view, while the instructor guides the discussion. After, the second

case example is acted out, again followed by a discussion. By dealing with these fictitious and still potentially real guidance situations, both the participants taking part in the role play and those observing them learn what is important in these kinds of guidance situations and what potential challenges are.

### CASE EXAMPLES

#### CASE 1 MS ANTON

##### Pre-information for both participants in the role play exercise

Ms Anton, 23 years, has consulted the guidance professional because she has been unemployed for a longer time and now wishes to professionally reorient herself and focus on (geriatric) care. Ms Anton has not had any previous experiences in nursing. The guidance worker has not yet got to know her personally. When they arranged the date on the phone she spoke in a rather low voice and made a friendly but rather reserved and a little insecure impression on the guidance worker.

When acting out the guidance scenario, both the questionnaire for choosing a volunteering activity/practical training placement and the sheet with questions for reflection "*My Voluntary Commitment/Work Experience Placement*" (see appendix) may be used.

##### Additional information for the participant acting out the client, Ms Anton:

**Description of the situation:** Ms Anton is looking for a possibility to learn more about her new desired profession of geriatric nursing. On the long run, she wants to start professional training as a nurse, to be able to move out of her parents' flat, among other reasons. She has previously had bad experiences with jobs and is reluctant to enter a new work environment she is not familiar with.

**Background information:** Certificate of Secondary Education, no professional diploma, still lives with her parents and her four younger brothers and sisters. Since her graduation from school Ms Anton has done ancillary jobs in catering, hotels and in a warehouse which she terminated after relatively short periods of time. Due to bullying experiences, she suffers from slight psychological problems and has difficulties in integrating herself into new groups. Nevertheless, she is not discouraged from starting professional training in the area of (geriatric) nursing.



Her wish is to work with people. However, she is aware of her difficulties in interacting with bigger groups.

**Knowledge:** knows how to use various internet search engines; has done some research on various topics and informed herself

**Interests:** likes to sew and do handicraft work; is interested in the history of her home town.

ADDITIONAL INFORMATION FOR THE PARTICIPANT ACTING OUT THE GUIDANCE WORKER:

Advertisement: volunteering activity and work experience placements at House Sunshine in Woodbury

Organisation	House Sunshine 12 sunshine alley, Woodbury, Exeter, Devon EX5 1NZ
Activities	Work experience placements, visiting service at the nursing home
Category	Social services
Contact	Ms Sunshine telephone: 123 email: 123@sounshine.co.uk
Description	We are currently looking for volunteers eager to visit residents, converse and take walks with them, read to them, do handicraft work etc. We attach great importance to finding a good match between the resident and the volunteer. Moreover, from time to time, we offer work experience placements upon request (4 weeks, full time). Requirements: readiness to work flexibly and in two shifts, high resilience
Place of assignment	Woodbury
Requirements for voluntary work	Good communication skills, flexibility, empathy with residents, creativity, and last but not least a good sense of humour
Timeframe	To be arranged, individual time schemes possible, at least one afternoon a week
Period	As of now
Orientation	Contact: Ms Sunshine
Direction & Guidance	Training courses as necessary, at least one course a year, direction and guidance at any time
Insurance cover	yes
Other	Regular meetings with other volunteers to exchange experiences, undertake trips and have mutual encounters

Suggested solution:

Module 7 Guidance on Volunteering and Practical Training for Disadvantaged Groups

It might be beneficial for Ms Anton to gradually and slowly approach the new field of work of nursing elderly patients. This area, in particular, provides a great many of opportunities to engage in volunteering activities including e.g. doing handicraft work with or reading to residents of a nursing home, even working only for a few hours. Here, Ms Anton might be given the opportunity to purposefully use her creative talent. Also, to begin by working as a volunteer might make sense for her because, here, she could take small steps to gradually build up confidence and self-esteem, even when working with groups.

She could approach working in bigger groups by first working with one individual only as an intermediary step, while, at the same time, seeking contact with her colleagues. This might help her to counterbalance her negative experiences and she might collect positive experiences working in a team setting. As soon as she feels more self-assured, has become more familiar with this field of work and gathered first experiences of daily work, she might be able to enter a full-time practical training programme or apply for a professional training placement. The foundations for standing the challenges of the training period will have been laid.



## CASE 2 MR ABBAS

Mr Abbas, 32 years old, consults a guidance centre because he has been unemployed for roughly four months and needs some support with professional orientation. He does not have a professional diploma.

When acting out the guidance scenario, both the questionnaire for choosing a volunteering activity/work experience placement and the sheet with questions for reflection "*My Voluntary Commitment/Work Experience Placement*" (see appendix) may be used.

**Description of the situation:** For the past two years, Mr Abbas worked as an unskilled worker in the warehouse of a medium size furniture retailer which did not use IT. Before, he had worked by the hour as a temporary waiter. Now, he has no idea of how to go on professionally. On the one hand, he is eager to do a professional qualification in the area of warehousing and logistics in order to be able to apply for more demanding jobs in that area. However, he lacks information about which training or qualification opportunities might be open to him. On the other hand, he is interested in a catering job as well, as he is communicative and likes being with other people. He is, however, not sure whether he is flexible and resilient enough to do a full-time catering job, e.g. in service.

**Background information:** Mr Abbas is 32 years old and of Algerian descent. After facing many difficulties at school and completing different transitional support programmes, he managed to obtain a Certificate of Secondary Education. While carrying out a custodial sentence he started taking classes to obtain a General Certificate of Secondary Education which, unfortunately, he could not complete because, after his release, he was obliged to be available to the labour market. Two years ago, a time company placed him at the furniture retailer's where they were satisfied with his work but could not employ him further. On the long run, Mr Abbas wishes to be employed directly and to have a more responsible job.

**Knowledge:** good German language skills, fluent Arabic, basic knowledge in warehousing and logistics, forklift truck permit, open-minded, likes working with people

## Suggested solution:

It might most certainly make sense for Mr Abbas to complete one or two practical training periods in order to gain more insight in the aforementioned fields of work and the daily work routine related to them. A further option might be doing practical training in a big, modern warehouse where he could learn how to cope with more demanding tasks and find out whether he likes this kind of activity or whether he should go on to do a professional qualification in this area (e.g. at the CCI). Already at talking stage, it might make sense to deal with the option of professional qualification as a long term goal. Here, the general requirements, such as training contents, timetable as well as the training site and costs should be considered.

On the other hand, Mr Abbas could get more familiar with the requirements in catering services, for instance by completing a full-time practical training period in this field. A four-week full-time work experience placement could help him, for example, to find out whether or not he prefers to work in this field of work in the future. With the appropriate qualifications and after proper orientation and instruction, it might surely be possible for him to find a job in the catering business. Moreover, to open a long-term professional perspective, guidance could tackle options for qualification in this professional area as well.

The guidance sessions should identify whether, and if yes, what kind of support Mr Abbas might need when looking for practical training opportunities (application papers, company search etc.). When choosing a suitable company for practical training, attention should be paid to such issues as the frame conditions, timeframe, insurance cover and recompense. Ideally, the practical training placement would be located at a company that is currently interested in recruiting new employees and might even offer internal opportunities for acquiring professional qualifications.

Units of learning outcomes	LEARNING OUTCOMES (LO)			Recommendations for Assessment
	Knowledge	Skills	Competences	
<b>The benefits of volunteering (1.)</b>	The participant knows different benefits of volunteering or practical training.	He/she is able to explain the general benefits of volunteering/practical training to consultants.	He/she is able to convey the benefits of volunteering/practical training to consultants in an individually tailored way.	Group puzzle including presentation and evaluation (guided by the trainer)
<b>Different forms of voluntary commitments (2.)</b>	The participant knows the differences between volunteering, volunteer services and practical training.	He/she is able to explain the general differences between volunteering, volunteer services and practical training to consultants.	He/she is able to assess which form of voluntary commitment best suits his/her client and deliver motivating guidance.	
<b>Search options (3.)</b>	The participant knows regional databases and the database of the European Voluntary Service.	He/she is able to assist interested individuals with the search for suitable voluntary work assignments.	He/she is able to explain different search options to consultants so as to empower them to search for a suitable commitment themselves.	Group work on search examples including presentation and evaluation (guided by the trainer)
<b>Matching – Aspects to be considered when choosing a suitable commitment for disadvantaged individuals (4., 4.1)</b>	He/she knows that a voluntary activity/practical training period is challenging and is aware of the difficulties members of the target group have when approaching voluntary commitments. He/she knows different motivational strategies and the benefits of volunteering/practical training in order to be able to reduce barriers.	He/she is able to explain why engaging in voluntary activities or practical training is a rewarding personal commitment.	He/she is able to respond to questions asked by an interested individual in an appropriate way and demonstrate the individual benefits of volunteering/practical training to him/her.	Group work under Topic 4 including presentation and evaluation (guided by the trainer)
<b>Aspects to be considered in guidance work to best prepare individuals for their voluntary activity (4.2)</b>	He/she knows about the significance of competent guidance. He/she knows about the negative consequences of sanctions.	He/she is able to convey the importance of instruction provided at the company or in the organisation and to explain what aspects of the frame conditions require special attention.	He/she is able to help consultants to choose a voluntary activity which, on the one hand, includes an appropriate level of instruction and whose frame conditions will not entail any sanctions, on the other.	Role play exercise like described under Topic 5 including evaluation guided by the trainer with active participation of all participants
<b>Materials for finding a matching and successful voluntary commitment (4.3)</b>	He/she knows tools, e.g. the questionnaires, to check whether an assignment matches a client's needs as well as possibilities of certifying voluntary commitments.	He/she is able to work out clients' strengths and weaknesses with respect to a given voluntary activity on the basis of assessment sheets and to critically discuss the frame conditions of different activities.	He/she draws clients' attention to the frame conditions, challenges and risks of a given voluntary commitment and is able to give concrete advice on a suitable activity as well as motivation if necessary.	Group work under Topic 4 including presentation and evaluation (guided by the trainer)

[illegible]

QUESTIONNAIRE FOR CHOOSING A VOLUNTARY COMMITMENT/WORK EXPERIENCE PLACEMENT	
Name of the organisation:	
Who is the <b>contact person</b> ?	name: tel./mobile: email:
Who is in charge of <b>instruction</b> ? Timeframe?	
Description of activities	
Timeframe of the voluntary activity?  or  Duration and weekly working hours of the practical work experience:	<input type="checkbox"/> daily <input type="checkbox"/> weekly <input type="checkbox"/> monthly <input type="checkbox"/> depends on project  _____ weeks à _____ hours
Are the <b>requirements</b> known (e.g. language/computer skills, driving licence)?	<input type="checkbox"/> no <input type="checkbox"/> yes; which:
Are the volunteers required to submit their <b>criminal record</b> ?	<input type="checkbox"/> yes <input type="checkbox"/> no
Do the volunteers receive <b>recompense</b> for their volunteering/practical training activity?	<input type="checkbox"/> no <input type="checkbox"/> yes: <input type="checkbox"/> travel expenses <input type="checkbox"/> materials <input type="checkbox"/> recompense <input type="checkbox"/> other:
Is the voluntary activity <b>limited in time</b> ?	
How and how frequently are the volunteers given <b>feed-back</b> on their performance? Are there regular talks/team meetings?	
What forms of <b>acknowledgement</b> are there?	
Do the volunteers get information about <b>training opportunities</b> ?	<input type="checkbox"/> no <input type="checkbox"/> yes; how
Further agreements:	

QUESTIONS FOR REFLECTION: MY VOLUNTARY COMMITMENT/PRACTICAL TRAINING PERIOD	
<b>Contact data:</b>	name: tel./mobile: email: age:
<b>Professional training</b> and previous experiences:	
What is my <b>motivation</b> to do this kind of voluntary work/practical training?	
What <b>added value</b> do I contribute to the organisation and what benefits do I expect to gain from my voluntary commitment/practical training?	
<b>What are my possibilities; what time commitment do I wish to make; for what period of time?</b>	
What is the intended <b>timeframe</b> of my volunteering/practical training activity?  (observation concerning practical training: the number of working hours should generally be a minimum of 20 hours a week)	<input type="checkbox"/> daily <input type="checkbox"/> weekly <input type="checkbox"/> monthly number of hours:
What do I have to offer to the organisation? What <b>competences/abilities/strengths</b> do I wish to contribute?	
Am I willing to submit my <b>criminal record</b> ?	<input type="checkbox"/> yes <input type="checkbox"/> no
Am I ready to reflect on my actions during my volunteering/practical training activity and, if necessary, learn something new?	
Do I have the time and capacity to participate in	<input type="checkbox"/> yes <input type="checkbox"/> no
Can I easily reach the site where the activity takes place?	<input type="checkbox"/> yes <input type="checkbox"/> no
Do I need refunding of my <b>travel expenses</b> ?	<input type="checkbox"/> yes <input type="checkbox"/> no
Do I know my personal contact in the organisation? What do I expect from him/her?	

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## 1. OVERVIEW OF THE NATIONAL FURTHER EDUCATION SYSTEM

In Germany, further education includes three types of education: general and political further education, continuing vocational training and further training at universities. The general education programme includes courses that are not directly related to a profession, such as language courses, media competence or teamwork. Often one speaks also of "key competences". The key competences are particularly important for the profession and the world of work. Continuing vocational training comprises vocational preparation courses, vocational retraining, "Meisterkurse"-master-courses, language teaching and the option to catch up on school leaving qualifications. Besides, there is an abundance of extracurricular education. [1]

The overall aim of further education can be oriented towards general education and personal development with focus on the vocational world. Also, overlapping can occur, for example when attending language courses, media competence, or "soft skills" training such as communication skills.

## COMMON AND PRIVATE PROVIDERS OF FURTHER EDUCATION IN GERMANY

Examples of common providers: technical schools, senior technical colleges, chambers, trade unions, professional associations, adult education centres. The offerings are wide-ranging, for example: "Trade and technical schools offer courses in agronomy, design, engineering, business and social affairs, with over 160 subjects. Like master's schools, they end with a final state examination under law of the federal state." [2]

Commercial operators make up a third; the largest of group of providers of further vocational education is private, 15% are non-profit organisations. "Community adult education centres account for 14%. Business and industry establishments as well as establishments run by other major societal groupings (churches, parties, trade unions, associations, clubs, and foundations) represent 12% each. [3] Moreover, private providers take on governmental instructions, for example from the Arbeitsagentur (employment agency), the Jobcenter (Job Centre) or in the context of funding programmes of the European Social Fund.

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## LEGAL REQUIREMENTS

In Germany, there is little state and statutory regulation concerning further education. "The field of CVET in Germany is characterised by: a pluralism of providers, a largely market character, and a comparatively minimal degree of regulation by the state." [4] But national standardised further vocational training and retraining is based on statutory regulations which specify content, objective, examination requirements and conduct, conditions for authorisation and designation of the qualification. Normally, private providers need to accredit themselves, if they decide to take on governmental instructions. [5].

## COURSE OFFERS, DATABASES AND OTHER SOURCES OF INFORMATION ABOUT FURTHER EDUCATION

In Germany you can find a huge number of databases and websites to search for further education offers. Below we listed some of them as an example:

### 1) Web based databases and information:

- **Webpage of the national employment agency** - a great number of information regarding further education, career fairs and congresses and course offers (nationwide, search function for local offers) [www.arbeitsagentur.de](http://www.arbeitsagentur.de)
  - Kursnet, web portal regarding vocational (further) education [www.kursnet.arbeitsagentur.de](http://www.kursnet.arbeitsagentur.de)
  - BEN (Berufsentwicklungsnavigator)-navigator for career development <https://ben.arbeitsagentur.de/>
- **Websites of the Federal Ministry of Education and Research BMBF** (<https://www.bmbf.de/>) and the Federal Ministry of Economic Affairs BMWi (<http://www.bmwi.de/>) both also available in English (partly)
- **Website of the BMBF regarding occupation trainings and further education, including information to the dual system, most information also available in English:** <http://www.praktisch-unschlagbar.de> (i.e. Vocational training – practically unbeatable)



- **Website of the European Social Fund in Germany – information to funding, funding priorities and framework conditions in all federal states**

<http://www.esf.de/portal/DE/Foerderperiode-2014-2020/Foerderschwerpunkte/inhalt.html>

- **Web portal of the federal states regarding (vocational) further education**  
<http://www.bildungsserver.de/Weiterbildung-in-den-Laendern-1201.html>

**Example for Baden- Wuerttemberg: [www.fortbildung-bw.de](http://www.fortbildung-bw.de) - regional database and course offers**

**Federal Network further education guidance: [www.inwbb.de](http://www.inwbb.de) – offers information about local, personal guidance (for free)**

- **Websites of the trade unions and chambers**

## 2) Other sources of information:

- **Since 2015 there is – at initiative of the BMBF – a free service telephone for career guidance, also counselling about the diverse (federal) support offers like education advancement grants or training credits etc. by telephone see <https://www.bmbf.de/de/servicetelefon-zur-weiterbildung-1369.html> [6]**

## 3) Personal advice and guidance about course offers

- At the employment agencies and Job Centres, at the job information centres (BIZ – Berufsinformationszentrum), affiliated at the employment agencies (for free)
- Example Baden- Wuerttemberg: Federal network further education guidance (for free)
- Coaching and counselling of a (private) career coach/ vocational guidance practitioner (for a fee)

## FINANCIAL SUPPORT OF FURTHER EDUCATION IN GERMANY

There are a great number of different options regarding financial support for further education. These options can be rendered by the federal government and the federal states.

As a general rule the employment agency is the first choice for financial support. This applies to unemployed people, employed threatened with dismissal but also job starters with low-income background, early school leavers and college drop-outs. When looking for vocational further education and financial support offers they shall contact their competent local employment agen-

cy for (personal) initial counselling. Most support for unemployed persons is for free. The agencies pay e.g. for required retraining and support further education with an education voucher (e.g. ICT).

The German Federal Training Assistance Act (BaFöG - Bundesausbildungsförderungsgesetz) offers financial support for students at secondary schools and colleges/ universities.

## EXAMPLES FOR FEDERAL AND EUROPEAN FINANCIAL SUPPORT FOR EMPLOYEES IN GERMANY:

- **Advanced Further Training Assistance Act (MeisterBaföG) for employees, persons returning to the labour market, self-employed and unemployed people (if applicable); completed (recognised) vocational training required**  
The act establishes an individual right to promote professional further training, i.e. master courses or the like. The "Meister-BAföG" supports the development of professional qualification. Employees get a grant (e.g. 30 % of the costs, depending on income), the rest is provided as a loan. [7].
- **Education grant (Bildungsprämie) of the BMBF for people keen for further education but lacking financial resources**  
Maximum grant 500,- €, not more than 50% of the course costs [8]
- **ESF funding of further education, as grant (up to 100% of the costs), for eligibility conditions see e.g. ESF website or funding database of the BMWi:**  
<http://www.foerderdatenbank.de/Foerder-DB/Navigation/foerderrecherche.html>

## 2. VOCATIONAL EDUCATION SYSTEM IN GERMANY

There are 330 officially recognised training occupations (Ausbildungsberufe) with a required training regulation. The respective training regulations determine essential components of the training process and ensure a nationwide uniform level of apprenticeships. "The German term "Ausbildungsberuf" (training occupation) describes a key element of the training and education system which comprises a vocational education and training standard, occupational characteristics, a training plan of two or three years and a qualification frame." [9] More than 80 percent of all apprentices learn and work in small and medium-sized enterprises. [10]

## DUAL SYSTEM AS SUCCESS STORY

The dual training system in Germany combines theory and practice, the training takes place in a company and a vocational school, for example company-based training three to four days weekly, vocational school one or two days a week. In some training occupations, school is carried out in block instruction. The trainees acquire practical knowledge which they can implement in practice and deepen in their training company. The vocational school is a useful and necessary supplement. *"Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements"* [11] Furthermore the apprentices get to know new techniques, procedures, machines etc. in the professional practice. The main feature of the German VET system is the close partnership between employers, trade unions and the government. Responsible action of all participants, over and above each group's particular interests, is a precondition for the efficiency of the dual system.

Additionally there are different types of full-time vocational schools (Berufsfachschulen) and vocational colleges. The federal states are responsible for the implementation [12].

There are many possibilities for vocational education in the tertiary sector which may differ from federal state to federal state. You can study at public and private universities, universities of applied sciences and colleges. „The higher education sector comprises various types of institutions of higher education and, to a limited extent, some Länder have vocational academies or universities (Berufsakademien, Duale Hochschulen) offering courses leading to vocational qualifications for those who have completed upper secondary education with at least a qualification entitling them to attend a university of applied science (Fachhochschule).“ [13]. Admission requirement

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is the Abitur - diploma from German secondary school qualifying for university admission or matriculation or the Fachabitur (vocational diploma), e.g. for universities of applied sciences.

## DURATION OF VOCATIONAL EDUCATION IN GERMANY

Vocational education training (mostly in-company): mostly three years

Full-time vocational school: one to three years

Senior technical school: one, mostly two years

Vocational Education at tertiary level: three or up to five years

## TRAINING COSTS

School attendance at vocational schools is usually free of charge. *"Funding for vocational schools – and in particular the public vocational schools – comes primarily from the public budget."* [14]. Apprentices receive a monthly allowance from their training company (depending on the training occupation, up to around 1,000 € per month) which increases every year.

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German have different possibilities for free pre-vocational training (Berufsausbildungsvorbereitung). This shall help these adolescents to find a suitable training occupation and enter the world of work.

## LABOUR MARKET DEMANDS

Vocational training must meet the demands of industry. If there is a need for changes, e.g. in the qualification requirements, the German Federal Government, the federal states, the industry and the trade unions agree on the basic principles for adaptation. As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (i.e. competent bodies). These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise companies and trainees. [15]

## STRENGTHS

- Public full-time vocational schools and studying at universities is free of charge, apprentices in companies get an allowance
- Financial support (BaföG) for young people from low-income families visiting secondary school
- Several Government Programmes for increased vocational training (e.g. programme *"Perspektive Berufsabschluss"* - Perspective vocational qualification) and to avoid early drop-out) [16]
- Pre-vocational training for young people with e.g. learning difficulties or poor language skills/

migrant background (Berufsausbildungsvorbereitung)

- The practical relevance of the dual system of training education entails a close link of the training system and the labour market and facilitates the entry into the world of work
- Under specific conditions a vocational qualification (degree) is possible also without a regular training - external examination by the chambers
- In 2014 the BMBF has started an initiative for the validation of non-formal and informal acquired professional competences, these shall be better attested and certified [17]

### WEAKNESSES

- Still not the same opportunities for all young people regarding professional qualification and career - in almost no other industrial nation the socio-economic background is as decisive for success at school and regarding (vocational) education opportunities as in Germany [18]

## 3. GUIDANCE AND COACHING SERVICES

### PROVIDERS IN GERMANY

The employment agency in Germany is legally obliged to offer (free) career guidance (§ 29 SGB III - Social Insurance Code). There are agencies in all major cities and towns (more than 150 employment agencies, with 600 branch offices) which are in charge for persons getting unemployment benefit and looking for a new job. Additionally there are so-called Job Centres which secure basic income and also offer guidance and coaching for jobseekers, partly by case management. At the employment agencies and Job Centres work many guidance practitioners for (initial) individual in-house guidance.

There is no nationwide uniform coaching and guidance programme, offers may differ in the different federal states and also in the regions of a state. Unemployed can also benefit from programmes of the European Social Fund (ESF) in Germany which support different coaching and guidance offers, often at regional level.

The employment agencies in all states offer (short-term) free guidance for school graduates, also high school graduates, unemployed persons and employed threatened of dismissal, and for persons returning to employment etc. If required the guidance practitioners from the public institution send the guidance seekers to contracted private guidance providers in order to allow longer coaching/counselling support (up to six month or longer).

Topics of the guidance/counselling can be inter alia career orientation and guidance regarding (re-)entering the world of work after a time-out, skills and competences, application training and coaching for job interviews. Moreover many private/ for profit institutions and many self-employed coaches, guidance practitioners etc. offer career guidance (fee-required).

### LEGAL REQUIREMENTS FOR COACHING AND GUIDANCE

Counsellor, guidance worker or coach is not a protected term in Germany, and formally no legal minimum standard or consistent access requirements for this professional field exists [19]. Independently from his or her profession, education or study everybody can call him- or herself coach, counsellor or career adviser, and there are more than 300 trainings from different providers in Germany. Associations in the field of career guidance like the DVB (Deutscher Verband für Bildungs- und Berufsberatung e.V. – German Association for Education and Vocational Guidance) or the International Coach Federation ICF in Germany have defined quality standards and seek to establish ethical guidelines and core competencies for coaching [20], but they are not legally binding. Guidance practitioners of private providers in public mission must meet the requirements of the public body, e.g. the employment agency. These requirements can be e.g. a tertiary degree in pedagogic or social work and a relevant working experience in the field of coaching and guidance.

### FINANCIAL SUPPORT

If necessary the employment agency or Job Centre bears the costs for counselling for jobseekers. There's also financial support by the ESF and its national and regional support programmes.

### STRENGTHS

- Free guidance and coaching services for unemployed provided by the employment agency and Job Centre, and assigned institutions
- Many guidance workers offer career guidance, different coaching approaches you can choose from

### WEAKNESSES

- Insufficient state control regarding professional training and qualification of a counsellor/ guidance practitioner
- Non-uniform, confusing market for qualification and graduation

- 1 cf. <https://www.bmbf.de/de/weiterbildung-71.html>
- 2 Hensen, Kristina Alice, Hippach-Schneider, Ute: CEDEFOP ReferNet Germany VET in Europe Country report, 2012, p. 20, hereinafter Cedefop
- 3 cf. *ibid.* p. 21
- 4 *ibid.* p. 19
- 5 cf. *ibid.* p. 21
- 6 also see <https://www.bmbf.de/de/haben-sie-fragen-zu-bildung-oder-weiterbildung-dann-rufen-sie-uns-einfach-an-264.html>
- 7 cf. <http://www.meister-bafoeg.info/de/36.php>
- 8 cf. <https://www.bmbf.de/de/bundesprogramm-bildungspraemie-880.html>
- 9 Cedefop, p. 26
- 10 [http://www.frankfurt-main.ihk.de/berufsbildung/marktplatz/projekte/schule/berufsvorbereitung/duale\\_system/](http://www.frankfurt-main.ihk.de/berufsbildung/marktplatz/projekte/schule/berufsvorbereitung/duale_system/)
- 11 Cedefop, p. 12
- 12 cf. *ibid.* p.12
- 13 *ibid.* p. 18
- 14 Cedefop, p. 32
- 15 cf. *ibid.* p. 12
- 16 cf. <https://www.bmbf.de/de/berufliche-bildung-69.html>
- 17 cf. Berufsbildungsbericht des Bundesministeriums für Bildung und Forschung 2015, p. 6
- 18 cf. <https://www.bmbf.de/de/internationale-vergleichsstudien-1229.html>
- 19 cf. <http://www.dvb-fachverband.de/102.html>
- 20 cf. <http://www.coachfederation.de/>

# Country Report Bulgaria

## SUMMARY

The Summary of the Country report for Bulgaria includes brief information about the national education system, institutions and regulations in the further and vocational education systems, career guidance system, which could be useful for career guidance practitioners and counsellors, providing services for people from disadvantaged groups on the labour market.

**National Qualifications Framework of the Republic of Bulgaria (NQF)** [1] was implemented, ECTS for the higher education were adopted, and ECVET to vocational education and training, including continuing training and informal learning are to be introduced. NQF covers the entire educational system and all its qualifications. It includes nine levels, incl. zero (preparatory) level. Levels 1st to 4th match for the stages of training and qualification in the system of school education (general and vocational). Level 5 covers training at a vocational college after post-secondary education for the acquisition of the fourth level of professional qualification. Levels from 6th to 8th include qualifications obtained in the higher education system – educational-qualification degrees "Professional Bachelor", "Bachelor" and "Master" and the educational and scientific degree "Doctor".

## LEGAL REQUIREMENTS REGARDING EDUCATION, TRAINING AND CAREER GUIDANCE

**Constitution of the Republic of Bulgaria** [2] which regulates the right to education and State's obligations to promote education.

**Labour Code** [3] – This Code governs labour relations between employee and employer, and other relations directly related to them.

**Pre-school and school education act** [4] serves as foundation for the education reform. The law introduces several new issues which will come into force in the coming years: permission of state aid for private schools, creation of a new state control institution for the schools, change in the duration of educational degrees, etc.

**Law on Vocational Education and Training** [5] regulates the social relations associated with: ensuring the right to vocational education and training (VET) of citizens; meeting the needs of skilled and competitive workforce; providing conditions for functioning and development of the VET system.

**Higher Education Act** [6] regulates the establishment, functions, management and financing of higher education. The higher schools shall ensure system for accumulation and transfer of credits (ECTS) for assessment of the acquired knowledge and skills by the students during the education.

**Promotion of Employment Act** [7] regulates the public relations associated with increasing employment and employability through programs and measures for adult vocational training and lifelong learning as well as the promotion of professional information and counselling, motivational training and training for acquiring professional qualification of employed and unemployed persons. The act provides opportunities for applying active measures for supporting the access to employment of "Disadvantaged groups on the labour market", which include groups of unemployed people with lower competitiveness on the labour market: unemployed young people; unemployed young people with disabilities; unemployed young people from social institutions; long-term unemployed; unemployed persons with disabilities; unemployed persons - single parents (adoptive parents) and/or mothers (adopters) with children up to age 5; unemployed persons who have served a term of imprisonment; unemployed over the age of 50; unemployed persons with primary or lower education and without qualification; other groups of unemployed people.

**Law on Crafts** [8] regulates relations connected with the practice of crafts, organisation of crafts and related training.

**Law for Legal Non-Profit Organisations** [9] According to the Bulgarian legislation a large group of legal non-profit entities such as NGOs can also provide adult vocational training.

**Other strategic documents:**

**National Strategy for Lifelong Learning for the period 2014-2020** [10]

**Strategy for development of higher education in the republic of Bulgaria for the 2014 - 2020 period** [11]

**Strategy for development of vocational education and training in Bulgaria for the period 2015-2020** [12]

**Roadmap for career guidance in Bulgaria 2009 - 2013** [13]

**National Action Plan for Employment** [14]

INSTITUTIONAL FRAMEWORK FOR THE MANAGEMENT OF THE NATIONAL SYSTEM FOR EDUCATION, FURTHER EDUCATION, VOCATIONAL EDUCATION AND TRAINING AND CAREER GUIDANCE

Institutions at a national level:

The **Council of Ministers** determines state policy in the field of education, including vocational education and training, employment and the labour market.

The **Ministry of Education and Science** manages, coordinates and implements the state policy in the field of VET; regulates and methodically conduct the continuing vocational training.

The **Ministry of Labour and Social Policy** develops, coordinates and implements the state policy to promote employment and training for acquiring professional qualification of unemployed and employed. It is responsible for preparing the annual National Action Plan on Employment for determining the needs for vocational training through the analysis of trends in the labour market, and the organisation of professional counselling for adults. It organises the development and maintenance of the National Classification of Occupations and Positions in Bulgaria.

The **Human Resources Development Centre** [15] organises, advises, coordinates and carries out projects and research in the field of education, VET, labour market and human resources in Bulgaria. The **Employment Agency** to the Ministry of Labour and Social Policy implements the state policy on employment promotion, protection of the labour market, professional information and counselling, vocational and motivational training of unemployed and employed, as well as mediation services in employment.

The **National Agency for Vocational Education and Training** (NAVET) [16] contributes to the development and quality assurance of VET as well as to the establishment and operation of an integrated system for enhancing the employability of

different target groups at all stages of their lives – students, young people, adults (unemployed and employed).

The **Ministry of Culture** implements the state policy in art schools; participate in the development, coordination and updating of SER acquisition of professional qualification; participate in the development, coordination and updating the list of professions for VET.

The **Ministry of Health** is involved in the coordination of the List of professions for VET; defines chronic diseases, physical and sensory disabilities and professions and specialities contra-indicated for VET.

The **sectoral ministries** participate in: the development, coordination and updating of State educational requirements for acquiring vocational qualification; development, coordination and updating of the List of professions for VET; coordination of the state admission plan in the schools financed by allocating their budget funds for VET and monitor their use; activities of the board and expert committees in NAVET.

The **representative organisations of employers and organisations of employees** at national level are involved in: the development, coordination and updating of State educational requirements for acquiring vocational qualification; development, coordination and updating of the List of professions for VET; the activities of the board and the expert commissions in the NAVET; organisation and carrying out of examinations for acquiring professional qualification.

Institutions at a regional level:

The **Regional Employment Services Directorates** coordinate implementation of the state policy for acquisition of professional qualification; propose measures and training projects; coordinate and support the activities of the local "Labour Office" directorates, including services for vocational guidance and counselling in the region. The **Regional Inspectorates of Education** implement the state policy in the field of VET by developing projects, programs and strategies for the development, operation and improvement of VET in the region.

The **Regional Administration** participates in the implementation of state policy for employment and vocational training in the region.

Institutions at a local level:

The **municipalities** implement the state policy in the field of VET on their territory. They participate in financing of VET by funds from the municipal budget, mainly for activities related to the determination of the necessary personnel and improvement of the equipment of the schools.

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The "**Labour Office**" directorates carry out brokerage for finding a job; provide professional information, advice and guidance for inclusion in the most appropriate program/measure for employment and training; organise vocational and motivational training of employed and unemployed persons.

#### **Providers of further and vocational education and training:**

Continuing vocational training in the country is carried out by institutions operating in the system of formal education and training, and institutions carrying out informal learning. Training for acquiring professional qualification may accomplish ministries, municipalities, universities, hospitals (university and general), employers' organisations and individual employers, organisations of employees, trade organisations, labour unions, civil society organisations, vocational training centres, licensed by NAVET.

#### **SOURCES OF INFORMATION FOR CONTINUING EDUCATION AND VOCATIONAL TRAINING:**

The leading institution in the national information structure is the **National Centre for Information and Documentation** [17]. It compiles, stores, processes and disseminates information and records about management models, structure, control and resources ensuring the popular education, higher education, youth and science systems. The Centre maintains information arrays by creating and developing specialised databases in the field of education, science, technology and innovation. The **public register of the Ministry of Education** [18] includes lists of all state, municipal and private vocational schools, as well as the private vocational colleges in the secondary education. NAVET, Employment Agency, Universities provide information about the opportunities for training and retraining in accordance with the needs of the labour market.

#### **FINANCIAL SUPPORT:**

Pre-school and school education in Bulgaria is free and is funded by the State. Higher education is funded from the **state budget** and collecting fees for education in state universities. The main source of funding for the career counselling services in education and employment is provided by the state budget. The Employment Agency finances professional training and motivational training of unemployed persons as well as schol-

arships for unemployed persons included in vocational training. Private educational institutions are not financed by the state. The education and training can also be financed by the **employer** and **self-financed** by the trainees.

The **Operational Programme "Human Resources Development"** (OPHRD) [19] has several broad priorities, including education and training. Lifelong learning opportunities are offered to all groups and age levels, as specific projects are financed, which are aimed at improving the access to employment, active inclusion and social integration of target groups, which are disadvantaged on the labour market – inactive persons, persons from marginalised communities, low-educated and low-qualified persons, etc.

The Operational Programme "Science and Education for Smart Growth" [19] outlines the priorities and objectives to invest in order to help strengthen research and innovation, general and higher education, and vocational training. Investment in education will aim at improving key competences of students and children, including through innovative teaching methods.

#### **LABOUR MARKET DEMANDS:**

The institutions, which are responsible for formulating and implementing policy in VET are responsible also for providing the link between VET and trends in the labour market. In general, closer connections between the VET and the economic priorities of municipalities and regions are sought for. However, in some schools training in traditional professions remains despite the decreasing or the closure of certain industries. The discrepancy between the qualification acquired and the possibility of realisation leads to an outflow from VET of a significant part of young people and lack of suitable manpower. That is the reason why employers and job seekers and employed persons are directed towards continuing vocational training, which completes the training of specialists, adapts their preparation to the needs of the labour market and enables the acquisition of practical knowledge and skills in a real working environment.

VOCATIONAL AND CAREER GUIDANCE AND COACHING SERVICES

At present, the main providers of career orientation and guidance come from the **public sector**. In school education, the responsibility for professional orientation and career counselling is fulfilled by the career counsellors at the Regional career centres with the Ministry of education and science. In the sphere of higher education consultation, it is carried out by the career counsellors at the career centres with the universities. In the system of employment this role is assumed by the labour mediators and psychologists at the Labour Directorates, as well as the career counsellors at the Regional Career Centres with the Employment Agency.

In the **private sector** services in professional orientation and counselling are offered by centres for information and vocational guidance, licensed by NAVET; companies providing mediation activities in employment; other companies and organisations providing various consulting and training services. Career counselling and guidance in the private sector is not yet sufficiently developed and popular and the providers of such services have little impact on the situation of the labour market in Bulgaria.

Specialists who are engaged in the field of career counselling and development are mainly persons with higher education in humanities (psychology, pedagogy, sociology, social work), but also specialists from other professional fields - economics, human resource management, management, labour organisation, etc., since there are no specific legal requirements for the position.

The opportunities for specialised continuing education for career consultants in Bulgarian higher institutions and institutions for continuing education are so far limited. This is due mainly to the fact that by now the career counselling is regarded

as a part of pedagogy, and not as an independent subject area and the professional orientation is offered to pupils and students as part of the common curriculum.

Nevertheless, various options for further education and training are provided at present.

In 2006 in Bulgaria the international program **Global Career Development Facilitator** (GCDF) for training and certification of counsellors, which is used in more than 40 countries worldwide, was presented for the first time. GCDF offers standardisation and certification of specialists in career counselling conformed to the specific characteristics of different countries. In Bulgaria the program

is managed by **Business Foundation for Education**, a representative of the **National Board for Certified Counsellors in Bulgaria** [20].

After the "Career consultant" position was included in the **National Classification of Occupations** [21], in some Bulgarian universities various master and postgraduate programs in Career Guidance field were developed. The specialised programs for career counsellor training currently offered in the universities are:

**"Career Development Counselling"** – master degree programme at the University of Ruse "Angel Kanchev" [22];

**"Career education at institutions and networks for informal education"** - distance learning Master program at Sofia University "St. Kliment Ohridski" [23];

**"Human resources management"** – a qualification program at "St. Cyril and St. Methodius" University of Veliko Turnovo [24].

Most universities have **Career development centres**. The services offered by them include career counselling, organisation of seminars on career development, organisation of information days on internships career, organisation of internship programs and support development of practical skills and experience among young people. The centres also interact between universities and business.

FURTHER COMMENTS:

Important changes in the Law on Vocational Education and Training are made to regulate the validation of knowledge, skills and competences acquired through informal and individual learning; to ensure the quality of VET; accumulation and transfer of credits in vocational education and vocational training; dual training.

GOOD PRACTICES

Under the project **"System of career guidance in school education"** regional centres for career guidance with the Regional Inspectorates of Education are created, career counsellors, who provide services in career guidance to students and parents, are hired and trained, and a **National portal for career guidance to students** is created [25].

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In the frame of the scheme **"Services for the development of a flexible labour market"**, implemented by the Employment Agency, Regional career centres in some cities are created where services of professional information and guidance for adults are provided and plans for career development are developed.

Under the Euroguidance Bulgaria project [26], managed by the Human resources development centre career counsellors have been trained and various information campaigns are being held. Euroguidance Bulgaria is part of a European network of centres in 33 countries that supports the development of quality career guidance services in Europe and provides information on opportunities for educational mobility in Europe.

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This short overview of the educational system in our country creates the basic resource of information in counseling processes, enhancing the strengths and weaknesses of the educational background reflecting into the personality of the client. Also, this report captures the main trend regarding current demands on the labor market, on the financial support their clients can expect or look for.

1) OVERVIEW OF THE NATIONAL FURTHER EDUCATION SYSTEM

In Romania, the education system includes public and private education units and institutions, has an open character and assures the possibility of transfer from one system to another under the conditions stipulated by law. [1]

The obligation of attending school is established by the Constitution (article 32) and by the Education act. Education in Romania is compulsory until the age of 16 -17. Romanian education system is mainly organized on two levels: pre-university (compulsory until the tenth grade) and higher education. At the age of 16 the second phase of secondary education starts and this lasts two or three academic years. This second phase is not compulsory but continues to be free of charge and is offered by high schools, vocational schools, School of Crafts and Trades or specialized centers for two or three years and then integrate in active life. [2] Beginning with the kindergarten and continuing with primary and secondary school, the general education offers courses focusing mainly on building a general and theoretical knowledge, e.g. on communication in the mother tongue, communication in foreign languages; mathematical competence and basic competences in science and technology, but without being oriented towards the labour market. High school curricula are generally focused in three areas, but this may vary by the type of upper secondary school. These orientations are 1) theoretical training (e.g., hard sciences and humanities); 2) technological training (e.g., technical, services, and natural resources and environment); and 3) aptitude based (e.g., sports, artistic, military, and theological). [3]

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COMMON AND PRIVATE PROVIDERS OF FURTHER EDUCATION IN ROMANIA

Common education providers are, for example: post-high schools, foreman schools, chambers, professional associations, non-profit organizations for adult education. Post-high schools (available for students who have attended the upper secondary school) offer qualifications in technical domains like electronic, mechanics, engineering, tourism, healthcare etc. Foreman schools offer qualifications for people in employment in fields like mines, metallurgy, industrial chemistry, agriculture etc. In 2011-2012 there were 88 public and four private foreman schools. [4]

The market for language and IT courses is dominated by private providers. Cultural activities are mostly provided by semi-public institutions; popular universities and cultural houses. The first movers adopting new methodology and practices are often the NGOs who benefits from a more flexible structure and fewer constraints in terms of budgetary and administrative obligations. [5] However, in Romania, vocational training is often provided by state or regional authorities.

There are no statistics available regarding all the kinds of ALE (adult and learning education) providers in order to affirm what are the proportions between common, state only and private providers. All of the institutions offering education in Romania take on governmental instructions, for example from NAE (national and local agency for employment) or from the European Union, if there are running programmes funded by the European Social Fund.

LEGAL REQUIREMENTS

According to the Ordinance no 129/2000 on adult training, any public or private institution with a training role in their legal status can offer continues training programs on the free market, but only those who are authorized are allowed to offer national recognized certificates. Employers may also organize continuous training for their employees, but they can't offer national recognized certificates unless they are not legally authorized for each specific program. [6]

To be authorized a training providers must demonstrate that the training programs are conducted by trainers who have appropriate specialization in the field of the training program but also a specific pedagogical background in adult learning methodologies.

Concerning the legislative framework, there is a special part within the Law of Education 1/2011, dedicated to "*permanent education*". [7]

**Lifelong learning** is seen to represent all educational activities realized by each person within formal, non-formal and informal backgrounds for training purpose and for developing competences including personal, civic, social, or labor competences. Lifelong learning therefore includes early education and compulsory education, superior education (high school), university, and continuing adult vocational training.

#### **Course offers, databases and other sources of information about further education:**

The key ministries responsible for the organization and accreditation of adult education are the Ministry of Education Research and Innovation (Previously the Ministry of Education, Research and Youth), the Ministry of Labor Social Solidarity and Elderly, and the Minister of Culture and Cults - depending on the type of the program provided.

### **SOURCES OF INFORMATION ABOUT FURTHER EDUCATION**

#### **1) Web based databases and information:**

- Webpage of the national employment agency - information regarding further education, career fairs and congresses and course offers (nationwide, search function for local offers) - [www.anofm.ro](http://www.anofm.ro)
- Webpage of the National Ministry of Education and Scientific Research - <http://www.edu.ro> available in multiple languages
- Website of the National Authority for Qualifications, National Register of authorized providers: <http://www.anc.edu.ro> – free access.
- Website of the Institute for Educational Sciences – information about course offers, reports and articles about events related to education of young and adult people - <http://www.ise.ro>
- Website of the European Social Fund in Romania – information to funding, current projects, legal framework for applying to projects, useful links - <http://www.fse-romania.ro/>
- Websites of the trade unions and chambers

#### **2) Other sources of information**

- Career4U is a software for career guidance and counselling developed through the European project Digi Guidance, Leonardo Da Vinci programme. It helps users to find their own career path according to their interests, skills and individual education level.

#### **3) Personal advice and guidance about course offers**

- At the employment agencies (for free)
- Coaching and counselling of a (private) career coach/vocational guidance practitioner (for a fee)

#### **Financial support of further education in Romania**

The Romanian state ensures and sustains (including financially) access to education and continuing professional training. Most individuals choose the employment agencies financial support and this support applies to: young people and adults who have not completed compulsory education or who dropped out of school, people with special educational needs, young people and adults who return to the country after a period of working abroad, young people and adults who are residents in economically and socially disadvantaged communities, employed people over 40 years old with a low educational background with low qualification levels, students with a high risk of school failure, any citizen who wants to benefit from permanent education.

### **2) VOCATIONAL EDUCATION SYSTEM IN ROMANIA**

Career counseling services are provided through government agencies, such as the NAE, and private practitioners. These services are generally oriented toward workforce entry. In addition to skills-based interventions (e.g., résumé writing consultation, job search skills development), counsellors sometimes conduct personality assessments and encourage client self-exploration to identify possible career paths.

There are 4279 occupations according to ANC statistics, from which more than 116 with a required training programme.

### Most common vocation education/ career paths (e.g. school- based, company- based training, college/ university)

In Romania, there are two types of vocational education and training:

- vocational **fields** within general education high schools that start in the ninth grade and end in the twelfth with a baccalaureate; individuals can choose to access higher education in the same fields or to start working as they receive a qualification (e.g. pedagogy, art, sports, military, food industry, tourism etc.)
- vocational a) Schools of Crafts and Trade (școli profesionale) - a two-year school providing a low qualification such as salesman or welder or builder. In case the student wants to continue to high school he or she must attend a special year between the 2nd year in the School of Crafts and Trades, and the 11th year in high school or b) Apprentice School — a two-year school, almost integrally based on apprenticeship with a company, that usually also hires the graduates. Once highly popular, nowadays only a handful remains and will be almost completely phased out by 2009. There is no access to high school from this type of school. Romania does not have a recent tradition of apprenticeships. Legislation has recently been adopted to provide a framework for apprenticeship contracts, but they are rare: only 100 apprenticeship contracts were signed in 2012. [8]

The non-university tertiary education includes the post-secondary education. There are few possibilities for vocational education in the tertiary sector. Public universities offer, in general, access to higher education in technical fields: mechanics, robotics, agronomy, applied sciences, food and environment engineering, etc. Still, these are offered as specializations within the respective fields of interest.

to five years

### Training costs:

The state also provides basic finance for the accredited vocational and high school state, private and religious education, as well as for state post high-school education. They shall be financed on the basis and within the limits of the standard cost per pupil or per preschool child, according to the methodology set by the Ministry of National Education.

Public education is free of charge, in compliance with the law. For certain educational activities, levels and curricula, taxes may be charged. Education may be financed directly by business entities, as well as by other natural or legal persons, in compliance with the law. Education may be supported through scholarships, study loans, taxes, donations, sponsorships, own sources, and other legal sources. [9]

The State provides the free access to career counselling and orientation services to all the pupils, students and persons searching for a job.

Funding of lifelong learning is provided through public and private funds based on the public-private partnership, through funding and co-funding from employers, non-governmental organizations, through non-reimbursable European funds, through lifelong learning accounts and contributions from beneficiaries.

### Labour market demands:

Vocational training must meet the demands of the economy. Therefore, vocational and technological upper secondary education can be organized for the qualifications included in the national register of qualifications which is periodically updated according to the labour market needs identified through strategic documents planning training supply at regional level. These routes of upper secondary education can be organized according to the requests of the employers or from the National Agency of Employment (ANOFM). The National Centre for the Development of Vocational and Technical Education (CNDIPT) in partnership with the General Union of Industrialists in Romania, is implementing a strategic project named 'School-company active partnership to improve initial professional training – IVET Steps' (2010-2013), co-financed by European Social Fund through SOP HRD 2007 – 2013. Within this project, the 'Choose your path' programme was initiated in the school year 2012- 2013, as a programme for the development of professional

#### Country Reports

Romania

#### Duration of vocational education in Romania:

Vocational education training (mostly in companies) or apprenticeships: mostly two years  
Full-time vocational school or post-secondary or upper secondary school: two to five years  
Foreman technical school: they operate similarly to the industrial master schools (Werkmeister-schulen) in Austria that offer part-time foreman programmes (Werkmeisterprüfung) for people in employment in industry to deepen their technical skills and attain middle-management positions.  
Vocational Education at tertiary level – three or up



and technical education supported by the Ministry of Education. [10]

In 2012, more than two-thirds of all employed persons in Romania worked in the service sector: 23 % were involved in market-oriented services such as trade, transportation, accommodation and food services, information and financial activities and real estate. 19.4 % were employed in public administration, education, human health, arts, entertainment and recreation and other services. 28.6 % of employed persons worked in industry and construction, while agriculture accounted for 29%. Skilled non-manual workers (i.e. legislators, senior officials, managers, professionals, technicians and associate professionals) made up the largest occupational group in Romania in 2012, accounting for 39.4 % of all employed persons. In 2012, Romania (49.5 %) recorded the highest proportion of skilled manual workers. [11]

In Romania, owing to high replacement demand, most job opportunities, around 47% will be, until 2025, for skilled agricultural, forestry and fisheries workers, nearly eight times higher than the 6% forecast for this occupation for the EU as a whole. In contrast, the proportion of job opportunities for craft and related trades workers, in Romania, around 0%, is significantly below the 5% forecast for the EU as a whole. [12]

### Strengths

- Public full-time vocational schools and studying at universities (under certain conditions) is free of charge
- Choose your path! is a vocational training programme. The programme is open to all students in the ninth grade enrolled in high school who want to benefit from the opportunities offered by a specialized programme. Students enrolled in this professional education programme will receive a monthly scholarship of 200 RON.
- Adult education benefits from a more diverse offer of providers: formal, non-formal, informal, public, private or mixed under the form of apprenticeships, internships, specialization etc.

### Weaknesses

- Even though a special law for apprenticeship has been mandated by the Labour Code, it's application is rather slow and not yet cleared;
- The reputation of technical/manual qualifications is still low; therefore individuals are not so keen on attending vocational schools;

## 3) GUIDANCE AND COACHING SERVICES

**There were identified two main strands:**

- a. in the education system (university and pre-university levels)
- b. embedded into the administrative structures of the labor market (basically the public employment services but also services offered by other providers including continuing vocational training providers)

### Providers in Romania

The National Agency for Employment's services aim to apply their strategies and measures in order to increase the employment level and implicitly, decrease the unemployment rate. The agency for employment is actually legally obliged to legally cover for free career counselling people who are entitled to receive this right due to the Law 76/2002, Chapter V, art. 57-62. The national agency for employment (ANOFM) manages: 41 county employment agencies (AJOFM), 88 local agencies and 156 working points.

Through the National Plan of Lifelong Learning, the National Agency for Labor Employment grants free access to guidance and counselling for unemployed, those in detention, those who return to work after the parental leave, persons from rural areas, persons who benefit of free services of evaluation of the competencies acquired in other forms than those formal, persons who benefit of apprenticeship.

### Private entities providing training and guidance

Counselling / orientation services are also offered by other public or private institutions (either in the Human Resources department, or by means of independent departments). The number of those who require their services is still quite low, which may indicate a low level of awareness of the role these services have and especially of the benefits obtained by means of these services.

In the **private area** there are NGO's, foundations and even SME's who provide trainings, guidance and counseling based on a fee or free of charge, for those financed from EU funded programs.

**There are some characteristics:**

- the offer is still low as the demand outside the already known institutions
- there is no statistics or data base concerning the private offer of self-employed career and guidance counselors

## Legal requirements for coaching and guidance

Regulation in counseling and orientation services in Romania At the time being, in Romania there is not a specific legislative framework, which should regulate the school and professional counseling/orientation activity. But there are normative acts a counselor can rely on in his activity are: The Constitution of Romania: Law no. 705/2001: Law no. 213/27.05.2004: Law of Education 84/1995 and revised Law no. 354/2004: Law no. 100/1998.

## Financial support

Public bodies/institutions with responsibilities in the field of school and professional counselling/orientation at national level, school and professional counseling/orientation services are supplied, free of charge, especially by means of two public institutions: National Agency for Employment and County centers of Psycho-pedagogical assistance – CJAP.

NGO's, foundations can provide training classes either free of charge (if they are supported through a EU funded program such as POSDRU or POCU), or through a fee supported by the client.

## Strengths

- Free access to career guidance and counseling through the employment agencies

## Weaknesses

- Insufficient and lack of tools to assess the work of career guidance practitioners
- Non- uniform market for training

## GOOD PRACTICE EXAMPLES

### "Second Chance" pathways

The question of second chance pathways for adults who had not achieved the basic level of school education was high on the agenda during the early 2000s. A project was started by the Ministry of Education with 'Center Education 2000+' which offered a second chance for young adults between 14-25 years who did not complete compulsory education, where they were offered a 'basic education recovery' program in parallel with an apprenticeship type of training. These apprenticeships deliberately combined traditional Roma professions with other, more "modern" professions to motivate student participation. [13]

Ministry of Education, Research, Youth and Sports supports both young people and adults who left school early or, who do not have any professional qualifications, through the educational program "The second chance". This program is organized in partnership with Local Public Administration through school inspectorates.

## LIST OF ABBREVIATIONS

- SOP HRD - Sectorial Operational Plan Human Resources Development
- CPTC - Centre of Professional Training Culture
- ALE - Adult Learning and Education
- CVT - continuing vocational training
- NAE - National Agency for Employment
- VET - Vocational and technical education and training
- CJAP - County centers of Psycho-pedagogical assistance
- CJRAE - County Centers of Educational Resources and Assistance

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# Imprint

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