



ip4j



Toolkit - Career Orientation and Guidance



Co-funded by the
Erasmus+ Programme
of the European Union

Intellectual Output 1

TOOLKIT

**for career orientation
and guidance**



With the support of the
Erasmus+ Programme
of the European Union



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What is it?

A TOOLKIT for a more effective ORIENTATION AND GUIDANCE FOR LOW-SKILLED AND MIGRANTS able to support to identify the useful skills and select the best individual career pathways following the market and employment real needs.

The toolkit is a FREE Open Educational Resource integrated with videos, web links and tools.

It describes a brand-new approach dealing with the creativity used to support educators for better career orientation and guidance aimed at low-skilled and migrants.

First, it is necessary to facilitate and unlock the “open mind” trainers’ skills that will be used to help and support the low-skilled and migrants to identify and select a better personal career pathway.

The toolkit will be available in 6 different languages: English + all partners’ National languages.

It is going to be composed of 4 Chapters:

1. Career orientation and guidance practices across Europe
2. Career orientation with creativity, Creative Problem-Solving Methodology, and the LEGO® bricks
3. Career guidance methodology for migrants and low-skilled (approach, difficulties, and management)
4. HOW TO design and use the methodology with practical tips and implementation suggestions

The TOOLKIT is going to be available, as Open Educational Resource via:

- interactive PDF (it will contain some hyperlinks to relevant websites, other pages in the document and videos) in 6 different national languages (English + all partners' National ones)
- in digital format, published on the ISSUU platform (a worldwide online platform that enables anyone to share some digital content with 100 million unique visitors per month)
- in the APP for mobile devices.

About project

We are five partner organizations from all over Europe - Germany, Italy, Iceland, Romania and Spain.

Our goal is to give you, the trainers or educators, the right tools to create the right environment for your students to thrive in the classroom, but more importantly, on the labour market, after completing your classes.

The project's outcomes are going to be released as OER in 6 different European National languages with an evident benefit in terms of dissemination and exploitation of the project results.

How it's going to happen:

- A TOOLKIT for ORIENTATION AND GUIDANCE FOR LOW-SKILLED AND MIGRANTS to identify useful skills and select the best individual career pathways following the market and employment real needs.
- Interactive BOOKLETS conceived as Open Educational Resources about real market needs such as Kitchen Help, Gardening and landscape care, Cleaning Services Handicraft, and artistic products.
- VIDEO TUTORIALS containing clear and detailed Instructions on a YouTube project channel.
- An APP for ANDROID devices to permit access to the training materials and also for mobile learners.
- A NETWORK OF EXPERTS with a new Profile limited to project partners' staff as "European Innovative and Practical Trainer for low-skilled and migrants" recognized under the ECVET and EUROPASS systems.

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CHAPTER 1 - Career orientation and guidance practices across Europe

1.1. Guidance systems in project countries - source Euroguidance

Source: <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems>

1.1.1. Guidance System in GERMANY



OVERVIEW

The German Guidance system provides in principle access to educational and career guidance services for all citizens at any stage of their lives – whether they are in education or training, employed, unemployed or looking for continuing education.

The provision of career guidance is traditionally based on the distinction between educational guidance and vocational guidance in the vocational training and employment sector.

Educational guidance comprises:

- School Guidance and counselling,
- Guidance on educational paths,
- School Psychological Service,
- Vocational and Career Guidance by the Federal Employment Agency (FEA),
- Higher Education (HE) counselling services.

Vocational guidance includes:

- Placement and counselling in the local Employment Agencies (EA)/Job Centre,
- Career guidance in the FEA,
- Municipal educational guidance,
- Adult education centres,
- Career Guidance in the chambers (e.g., commerce or industry) and
- Guidance by providers of further training.

More details about policies, services and practices, training, research and development and ethics are available at:

<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-germany>

1.1.2. Guidance System in ROMANIA



OVERVIEW

The aim of guidance and counselling in Romania is to provide tailored personal development interventions and facilitate individuals' transitions between different stages of the educational system and working life. The current setup of the guidance and counselling services in Romania has been created in the 1990s, with successive updates afterwards. The main providers of these services are schools, universities and public employment offices.

Guidance services are regulated separately:

- **Guidance services in schools** are covered by the Law of education (1/2011) and by the Order of the Ministry of Education No. 5555/2011.
- Since 1997 the Ministry of Education has mandated that all **higher education institutions** should set up and provide guidance services for students.
- **Guidance in public employment offices** is regulated by the Law regarding unemployment and the promotion of employment (2002).

The national lifelong learning strategy has aimed to expand available guidance services, especially for adults, which currently only have the option of accessing public employment offices. Over 100 centres for lifelong learning have been envisaged to be open by 2020, with guidance among key services to be offered.

There is no national-level guidance forum, at the moment (2019). Each branch of counselling services tends to have its own development path. There are occasional meetings between representatives of different services.

There is one current legislative initiative which aims to offer an overarching framework for counselling services.

More details about services and practices, training, research and development work and ethics are available at:

<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-romania>

1.1.3. Guidance System in ITALY



OVERVIEW

The Italian guidance system is made up of a wide range of public and private guidance providers (VET providers, higher education institutions, regional school boards and the “newcomers “chambers of commerce) and activities are provided in different settings (education, training, employment, community), but mainly in the educational and the employment systems.

With reference to the former, which the Ministry of Education, University and Research (MIUR) is competent for, schools play a central role in guidance processes (from 3 to 19 years); they promote and implement, either independently or in cooperation with public and private actors, guidance activities aimed at building and strengthening specific guidance skills.

The employment system falls partly under the Ministry of Labour and Social Policies (MLPS), which defines the general guidelines for career guidance, and partly under the 21 Regional Authorities and Autonomous Provinces, which are sovereign in this policy area. As a result, regional and local authorities organise and manage autonomously career guidance activities, which are carried out by a variety of Public Employment Services (PES) - approximately 800 across the country- such as:

- employment centres
- local career guidance centres
- info youth points.

Many vocational training agencies provide also guidance services to help young people to choose their own educational pathway and integration into the labour market.

As for the private sector, according to the recent Chambers of Commerce Reform Act (25.11.2016), chambers of commerce are also entrusted with career guidance functions through cooperation with public and private competent bodies.

Career guidance services are also offered in work-based contexts both by employers and trade union organizations.

Finally, the recently established National Agency for Labour Market Policies (ANPAL) coordinates the national network of public and private services for employment policies and its task includes strengthening and modernizing PES also by focusing on improving the quality of services and guidance activities.

More details about policies, services and practices, training, research and development work and ethics are available at:

<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-italy>

1.1.4. Guidance System in SPAIN



OVERVIEW

The Spanish Guidance System provides in principle access to educational and career guidance services for all citizens at any stage of their lives – whether they are in education or training, employed, unemployed or in lifelong training. As Spain is a highly decentralised, guidance is provided by different institutions and organizations of the Central Government and of the Autonomous Communities (regions) as follows:

- Educational system
- Employment system
- Social Partners: Chambers of Commerce, Employers' Organizations and Trade Unions
- Private organizations

Euroguidance Spain provides detailed information in the official Portal on Guidance and VET “[TodoFP](#)”, which is part of the Ministry of Education and Vocational Training webpage.

- Vocational and Professional Guidance can be found [here](#).
- Guidance Webs of the Autonomous Communities are provided [here](#).

The Educational law “Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education” (LOMLOE, December 2020) establishes the national legislation and defines **Guidance as a student's right**, being an educational quality factor. “The educational and professional guidance as a mean to reach a personalized training which contributes to a comprehensive education in knowledge, skills and values” is one of the principles of this law.

All regional administrations are obliged to provide specific services and resources, including specialized professionals, to assure scholastic success.

More details about policies, services and practices, training, research and development work and ethics are available at:

<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-spain>

1.1.5. Guidance System in ICELAND



OVERVIEW

Guidance in Iceland was initiated within the school system and was for a long time seen primarily as a tool to assist students with making the right educational choices. The hope was that this would decrease the high dropout from both upper secondary schools and universities. Gradually, guidance for adults has been growing, especially guidance for the unemployed. In recent years, the demand for career development for employed adults has been the field that has grown the fastest as social partners feel the need for a more targeted approach. There has also been a demand for online guidance, especially for people with limited formal education.

Guidance has mostly been the responsibility of the Ministry of Education, Science and Culture, but the Ministry of Social Affairs has developed vocational guidance within the Public Employment Services. Other actors who have influenced the development of guidance are e.g., local authorities and experts in the field of guidance, trade unions, employers and various associations, with the Icelandic Educational and Vocational Guidance Association at the forefront.

The division of guidance affairs is based on different clients, different subjects, different settings, and different ways of funding. No formal channels exist in the cooperation between different actors but most innovations in the field of guidance have occurred when ministries, professionals and social partners have combined resources.

The Ministry of Education, Science and Culture is in charge of guidance in the education system. Guidance is integrated into Acts for each level and is therefore not seen as a separate unit.

The Directorate of Labour, which operates under the auspices of the Ministry of Industries and Innovation, has the responsibility for guidance for unemployed people.

No policy for lifelong guidance has been developed in Iceland.

More details about services and practices, training and ethics are available at:

<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-iceland>

1.2. Guidance cases in project partners' countries

Collected by the partners.

1.2.1 Cases from Germany



CASE 1

- where?

Germany, city: Magdeburg

- who?

SBH Suedost GmbH Magdeburg

It is the local training provider for career guidance.

It is a recognised and accredited organisation for the training of school staff by the German Ministry of Education, National Labour agency, it is in the list of the organisation registered by the certificate of quality of the services provided by the members. CertQua and DIN ISO9000.

-approach, methodologies, activities, effectiveness, impact

SBH Südost promotes a new kind of career guidance, especially for low-skilled and migrants. The aim of vocational orientation for immigrants (BOF) is to further integrate as many young migrants as possible and to increase their chances of getting an apprenticeship!

Target group: The “Vocational Orientation for Immigrants” offer is aimed at migrants who are no longer required to attend school, refugees, and asylum seekers, but also tolerated people with access to the labour market.

The language qualification B1 should be present.

It includes:

Assessment of suitability in 5 professional areas

1. Metal professions
2. Green area
3. Building cleaning
4. Housekeeping, catering/service
5. Trade/sales, warehouse/logistics

Workshop days with language support, Subject teaching and Operating phase in companies in the region.

During the entire period, the participants receive support from project support, trained masters, trainers, and lecturers.

The workshop days last 9 weeks.

During the workshop days, the participants get to know different professions. In the workshops, they are familiarized with the typical job tasks and receive language training

integrated on a weekly or daily basis. Another component is technical instruction for better preparation for vocational school.

In the workshop phase, everyone who takes part in the course receives lunch free of charge.

The workshop days are followed by the company practice days, during which the participants get to know everyday life in companies in the region.

The operating phase lasts 4 weeks. Dealing with colleagues and customers serves as an extension of language skills.

Comprehensive support from project support and social workers is guaranteed.

Particular attention is paid to young women. It should be easier for them to start training. Co-Financed by the Ministry of Education and Science.



Bundesministerium
für Bildung
und Forschung



Bundesinstitut für
Berufsbildung

- links, videos

BOF career guidance for migrants,

[Berufsorientierung für Zugewanderte – BOF — SBH \(stiftung-bildung-handwerk.de\)](https://www.stiftung-bildung-handwerk.de/berufsorientierung-fuer-zugewanderte-bof-sbh)

copy 29/05/2021 – www.sbh-suedost.de Examples of Evaluation

3 participants got a job and fixed contract of work in 2020.

CASE 2

- where?

Germany, City: Bad Salzungen, Magdeburg

- who?

SBH Suedost/Nordost GmbH Bad Salzungen, Magdeburg

It is the local training provider for career guidance.

It is a recognised and accredited organisation for the training of school staff by the German Ministry of Education, National Labour agency. It is in the list of the organisation registered by the certificate of quality of the services provided by the members. CertQua and DIN ISO9000.

-approach, methodologies, activities, effectiveness,

The vocational training in an external facility (BaE) integrativ is a socio-pedagogically supported vocational training, which in addition to the practical and theoretical qualification also promotes general professional competence and personal development.

The goal is the transition to in-company training. We help to cope with personal and social problems and prepare the trainees as part of the individual support planning for the transition to in-company training or for taking up employment subject to social insurance after the end of the training.

The training takes place in our own workshops. As part of in-company training phases in our cooperation companies, the trainees deepen and consolidate the knowledge and skills they have acquired. In our support and remedial lessons, we repeat and deepen the theoretical and general content of vocational school lessons and prepare for class work. To ensure the success of the training, the trainees also receive comprehensive preparation for the exam.

The BaE integrativ is aimed at adolescents and young adults without initial vocational training, who have completed compulsory schooling and require special help in integrating into the training and labour market.

Seller

Retail merchant

Office management clerk

Warehouse clerk

Specialist for warehouse logistics (m / f)

- links, videos

<https://www.stiftung-bildung-handwerk.de/sbh-vor-ort/sbh-suedost/standorte-sbh-suedost/bad-salzburgen/berufsausbildung-in-ausserbetrieblichen-einrichtungen-bae-integrativ>

Interview social ped. Doreena Lorenz, how to join into vocational educational training/process. [1 Example in Magdeburg](#) (Click and follow the Link to video)

Precondition, goal, foregoing. Interview done by Ralf Sachsenmaier May 2021.

1.2.2 Case from Romania



- where?

Romania

- who?

ROGEPA SRL - provider of professional training and counselling services and guidance on the labour market.

-approach, methodologies, activities, effectiveness,

What services do they offer?

Supporting measures for finding a job through information services and professional advice, but also through the provision of training courses (qualification, requalification and/or improvement).

When?

Year after year, through the projects we implement, we provide both information and professional counselling services, as well as training courses for different categories of people: unemployed people, people who are inactive in the labour market, people who want to improve their status on the labour market, etc.

During 2017-2020, within a project implemented with the help of European funds, information, counselling and market orientation services were provided to a number of 308 adults, aged between 16 and 64.

Counselling and guidance on the labour market were done by 3 psychologists, specializing in vocational counselling and guidance, who were employed for a fixed period (during the project) by ROGEPA SRL.

How?

- Counselling was done immediately after the person was registered in the target group, based on the need identification form.
- Each person benefited from 20 hours of individual counselling and 20 group counselling sessions.
- Group counselling was carried out with groups of 10-12 people.
- During the individual meetings, the vocational counsellor helped the beneficiary to identify their personal skills and abilities, to be aware of what skills and professional

capacities they have, what are their professional values, and what exactly motivates them to be integrated into the labour market.

- Also, during the individual counselling sessions, the beneficiary is prepared to participate in a job interview, create their CV, and draw up a letter of motivation.
- During the group counselling sessions, issues such as: identifying and effectively managing their emotions, effective communication strategies, increasing motivation to access the labour market, collaboration with colleagues/bosses/subordinates with "strong personalities", developing self-esteem etc.
- At the end of the counselling sessions, the beneficiary received recommendations regarding the qualification they would need to apply for certain jobs that are fitted for them or regarding the opportunity to start their own business if the person advised has entrepreneurial skills.
- Depending on the result of these counselling sessions (accompanied by counselling sheets, set of tests, interpretations, and psychological profiles resulting from these tests), each beneficiary was redirected to certain activities of the project that were relevant to them: professional training courses in fields required on the labour market and following the psychological profile of the advised person.

Certain steps were followed to carry out this vocational counselling approach:

- Creating a profile for providing information on the labour market and the evolution of occupations.
- Completing personality assessment and self-assessment tools for professional orientation.
- Creating tools for evaluating the skills, abilities and professional competencies of people looking for a job, such as an interview guide, observation, and questionnaire.
- Creating tools for practising job-seeking methods and techniques used face-to-face and online.
- In addition, we worked with a variety of tests that are calibrated at the level of the Romanian population: the CAS ++ platform (Computerized Assessment Platform)

CAS++ is a psychological testing software - a computerized and/or offline psychological assessment product for adults, that can be used for individualized assessments, staff selection and recruitment or career counselling.

The CAS++ assessment system contains over 50 psychological tests adapted and calibrated to the Romanian population, grouped into five main categories: Cognitive skills, non-cognitive skills, Personality and attitudes, Emotions and behaviours (clinical scales), Interests and Values. Some tests can only be completed online, whilst others can also be completed in the pencil-paper version, with the psychologist entering the data afterwards to achieve the scoring automatically.

Each person who was part of the project's target group benefited from:

- receiving information regarding the labour market and the evolution of occupations (vacant jobs in the records of the employment agency; vacant jobs in the database of the Electronic Labour Mediation System - SEMM; occupations/trades/professions most requested on the labour market; the conditions imposed by employers; the range of services offered by the employment agency).
- a personality evaluation and self-evaluation for professional orientation.
- training in methods and techniques used in searching for a job.
- orientation towards a qualification/retraining/professional improvement course.

1.2.3 Case from ITALY



CASE 1

- where?

Italy

- who?

Associazione Nazionale Orientatori- ASNOR

It is the Italian National Association for career guidance.

It is a recognised and accredited organisation for the training of school staff by the Italian Ministry of Education, University and Research (MIUR). It is in the list of the organisation registered by the Ministry of Economic Development of Professional Associations that issue the certificate of quality of the services provided by the members. ASNOR is also registered in the Research Registry held by the Ministry of Education, University and Research.

-approach, methodologies, activities, effectiveness, impact

ASNOR promotes a new culture of career guidance, striving to ensure that the professional role of the career guide is recognised.

L'Orientamento is the online magazine promoted by ASNOR to spread the culture of career guidance in all sectors: school, university, work, social contexts, and well-being.

It contains information about training opportunities, data on the labour market, occupations, and career paths; guidance support, support to designing and planning focused training and/or professional project; guidance counselling, where the career guide, via the activation of a process of self-emancipation, offers the user also psychological support, allowing him to strengthen, develop and put his skills into practice.

L'Orientamento is useful both for young people and professional educators interested in career guidance and occupational support.

Every week several articles are published about updated topics also after the stimulus of an international body: the Technical-Scientific Committee made up of personalities of relevant cultural and social prestige, coming from the academic and educational sector as well as from the institutional and entrepreneurial contexts.

- links, videos

<https://asnor.it/it-schede-2-orientamento>

l'Orientamento

IL MAGAZINE PER LA SCUOLA, L'UNIVERSITÀ E IL LAVORO

SCUOLA UNIVERSITÀ LAVORO BENESSERE

ACCEDI ALLA PIATTAFORMA



Si parla di: Didattica a distanza Concorsi e graduatorie scuola Mutamenti sociali Covid-19 Professione orientatore



Scuola

Scuola: l'educazione alla cittadinanza non è solo educazione civica

Educare alla cittadinanza, al rispetto delle regole, all'accoglienza e all'inclusione è un argomento di cui si discute molto in questo periodo di ...

190 4 minuti



copy 26/05/2021 – www.asnor.it

CASE 2

- where?

Italy and other European countries

- who?

SAVE project partnership

-approach, methodologies, activities, effectiveness,

SAVE project is a project funded under Erasmus+ with partners coming from Italy, Spain, the Czech Republic, and the United Kingdom.

SAVE was aimed at designing and validating an innovative system (self-awareness, evaluation and customized learning models, approaches, and tools) to prevent and contrast Early school leaving and NEET issues.

To achieve this goal the project addressed the following aspects:

- students' engagement and motivation, by implementing effective self-awareness and evaluation tools and inclusive Learning 2.0 solutions.
- trainers' guidance and learning role empowerment, by adopting new pedagogical models based on: self-evaluation, customized learning models, digital portfolios and technology-enhanced environments.
- school and IVET responsiveness, by implementing a stronger link between education and the job market and leveraging on the competencies' recognition within the digital portfolio frame.

Project goals were achieved by:

- carrying out a transnational need analysis on models, practices and experiences.
- adapting existing tools and developing innovative ones, as well as strategies and resources based on the main scenario findings.
- defining the overall SAVE model in terms of web-enhanced solutions supporting customized learning models and guidance strategies based on self-awarded, motivated, and active processes.
- developing ad hoc resources and tools for both youngsters (self-evaluation tool, digital portfolio, etc.) and trainers (trainers' guidelines and handbook, learning resources).
- validating and fine-tuning the SAVE system and its resources within 11 Italian centres and in each partner country (Piloting action).

Around 300 youngsters and 133 trainers were involved in the piloting actions, whose evaluation represented the basis for the Recommendations addressing contemporarily three levels: education and training system, professionals, and youngsters.

Results achieved are the setup and implementation of an integrated web system, targeted both at learners and trainers offering a set of learning and (self)evaluation resources supporting the learning and development process; strategic recommendations, an enhanced SAVE partners' network and regular communication and dissemination actions.

- links, videos

<http://save.ciofs-fp.org/>



1.2.4 Case from SPAIN



[Inercia Digital](#) has contacted Andalusia Orientation and had a face-to-face meeting with two social workers. The Andalusian Employment Service makes available to job seekers in Andalusia a complete network of units for career guidance, job search advice, job placement and support, distributed throughout the territory.

Preferably, the services of the Andalusia Orienta Network are aimed at those people who are registered as unemployed job seekers and, especially, at those groups that have greater difficulties in inserting themselves into the labour market, as is the case of the long-term unemployed people, people with disabilities, young people, women, and groups at risk of exclusion.

Within the framework of the Andalusia Orienta Network, they offer you a wide number of services that are carried out individually or in groups and take into account the profile of the user and their needs. Thus, in the Andalusia Orienta Network you will find:

- Development of your Personalized Insertion Itinerary
- Information on the labour market
- Advice on job search techniques
- Job orientation
- Advice for self-knowledge and positioning for the job market
- Accompaniment in the job search
- Detection of entrepreneurial profiles and self-employment
- Self-orientation
- Management of individualized action plans for young people

As they do not have specific programmes related to our topic, they referred us to different institutions which work with them very closely. In other words, when migrant people or low-skilled people are attended by them but need more help, they send to the right organisation according to their needs after having a personal interview with the person.

Those organisations are Accem and Andalucía Acoge

CASE 1

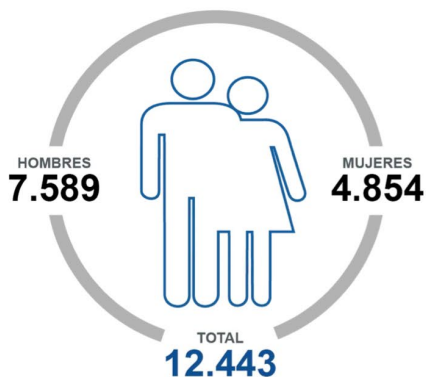
- **Where?:** Spain
- **Who?** [Accem](#)

Accem is a non-profit organisation which works to improve the living conditions of people in vulnerable situations. They defend equal rights, duties and opportunities for all people, regardless of their origin, gender, national or ethnic origin, sexual orientation and identity, religion, opinion or social group.

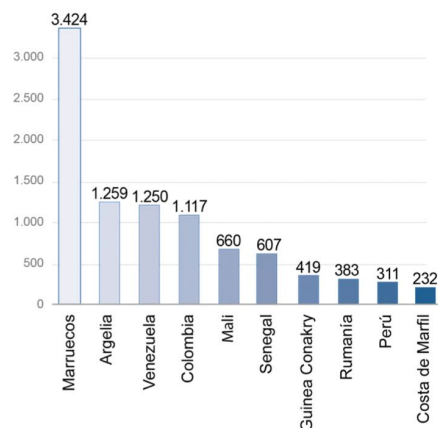
- **Approach, methodologies, activities, effectiveness, impact**

In 2020, Accem helped 12443 migrant people from different countries.

Personas inmigrantes atendidas por Accem en 2020



Personas inmigrantes atendidas por Accem en 2020 por nacionalidades



They have got a project called “Siempre hay tiempo”. At Accem they work from the beginning for the social integration of immigrants. And that path always begins by making communication possible: by knowing the language.

Through the project "There is always time", Accem offers linguistic and sociocultural training courses that bring students closer to the knowledge of the Spanish language, society, and culture.

Three types of training are offered: face-to-face, blended or distance, where they also work with training modules related to legislation, health, housing, education, community resources, social participation, employment, and the environment. in the host society.

Likewise, this project is conceived and designed to facilitate the reconciliation between the work, personal and family life of immigrants, through the adaptation of schedules and the use of information and communication technologies.

Since 2016, a course on constitutional and sociocultural knowledge of Spain has also been offered, based on the contents presented by the Cervantes Institute as basic and necessary for obtaining Spanish nationality. Throughout the year, the courses will have five editions of eight weeks each.

This program is funded by the Ministry of Employment and Social Security (MEYSS), and the Asylum Migration and Integration Fund (FAMI).

Lamentably, the project ended in 2020 but we could get some information related to the impact, effectiveness, etc. This is a summary of the project implementation and impact:

We present a summary of the quantitative milestones of the project throughout these five years.

“Siempre Hay Tiempo” began in 2015 with a single online pilot course for Spanish as a second language. In the online course, of which four editions were held, 137 people enrolled

and 59 finally participated. In the entire project, there were 150 students (66 men and 84 women).

The following year the online offer was expanded: a Spanish language and culture course and a constitutional and sociocultural knowledge of Spain were added.

In 2017 there were 91 men and 122 participants in the project (a total of 213 people). The novelty of this call was an online elementary-level Spanish course, with a duration of 150 hours over 15 weeks.

The 2017 and 2018 courses are those for the consolidation of the project: 255 participated in 2018. As a novelty, in 2018 an online course was launched to help prepare for the driving license theoretical exam.

The year 2019 was the year of consolidation of the program. 284 people participated in it and more than 600 people enrolled in the online courses.

In 2020, the year of the pandemic, it maintained the training offer, expanding the activity to online courses through Meet. In addition to face-to-face training, 60 online courses have been organized in 2020:

Through the Moodle platform 20 courses:

- 3 online Spanish courses of initial A1 level.
- 4 online Spanish courses at pre-intermediate level A2.
- 5 online courses in Spanish language and culture of level B1.
- 4 online courses on constitutional and sociocultural knowledge of Spain.
- 4 online courses for the theoretical driving license test.
- Through the Google ® Hangouts Meet application:
 - 4 courses by videoconference of Spanish level A1
 - 3 courses by videoconference of Spanish level A1 +
 - 2 courses by videoconference of Spanish level A2.
 - 18 courses, videoconference tutorials and online activities to prepare for the DELE A2.
 - 7 courses by videoconference to prepare for the CCSE exam.
 - 3 courses by videoconference of level B1.
 - 3 B2 level videoconference courses.

104 digital literacy tutorials have been carried out.

178 people, 114 women and 64 men have participated in the online courses of the Moodle platform, in the videoconference courses and the digital literacy workshops and tutorials.

<https://siemprehaytiempo.accem.es>

<https://www.accem.es/formacion/una-experiencia-de-formacion-proyecto-siempre-hay-tiempo/>



Página Principal

Menú principal

 [Anuncios de la página](#)

Siempre hay tiempo.
Programa de conciliación de la vida formativa y personal. Herramientas para la residencia legal y la ciudadanía activa.

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Portada



Siempre hay tiempo
Formación flexible, presencial, semipresencial y online

El proyecto Siempre Hay Tiempo ha llegado a su fin. Lamentamos comunicar que no tendrá continuidad en el año 2021.

Presentamos un resumen de los hitos cuantitativos del proyecto a lo largo de este lustro de andadura.

- Siempre Hay Tiempo comenzó en el año 2015 con un único curso piloto online de español como segunda lengua. En el curso online, del que se celebraron cuatro ediciones, se inscribieron 137 personas y finalmente llegaron a participar 59. En todo el proyecto fueron 150 los alumnos (66 hombres y 84 mujeres).
- Al año siguiente se amplió la oferta online: se sumaron un curso de lengua y cultura españolas y uno de conocimiento constitucional y sociocultural de España.

E-platform (online courses)

CASE 2

- **Where?:** Spain and other European countries
- **Who?** [Andalucía Acoge](#)

The Andalusia Acoge Federation was born in 1991 to provide a more effective and comprehensive response to the then-incipient phenomenon of immigration, and the construction of a plural and inclusive society.

It is currently made up of 9 associations that carry out their work in 21 centres throughout the Andalusian and Melilla geography. Thanks to the efforts of around 400 people - mostly volunteers - the Federation serves thousands of people each year, working in a coordinated way to address the main needs of immigrants who come to our associations. Through multidisciplinary teams, they carry out comprehensive social care, intervene from intercultural mediation and carry out actions aimed at promoting the construction of a more open, active and participatory citizenship.

- **Approach, methodologies, activities, effectiveness, impact**

The project “Support me- Supporting practitioners to train migrants in UE” is co-financed by the European Erasmus + program of the European Union Project code: 2019-1-FR 204-062901.

‘Support Me’ will offer tools and guidance manuals to professionals and volunteers who work in the social sphere with international migrants and asylum seekers.

The project aims to offer information and key tools that help to strengthen and improve the actions that are currently being developed, and especially to reinforce and support the work of the work teams that need more information, training or basic guides to guarantee better opportunities for migrants in a context of social and community development.

In this way, it is expected to contribute, on the one hand, to a better reception of international migrants, better support, and the reduction of discrimination, and on the other hand, to the strengthening of a cohesive and united society.

The demands that the Support Me project covers were identified from the needs expressed by trainers and volunteers during the development of the European DIME project (2015-2018): «Develop a reference framework and training modules to promote the inclusion of migrants».

Partnerships:

- France: Insup Formacion and AIFRISSS
- Greece: Edra–Social Cooperative Activities for Vulnerable Groups and IASIS
- Germany: Bupnet GmbH
- Italy: Programma Integra
- Spain: Universidad de Huelva and Federación Andalucía Acoge

Main results (available soon)

- Structured Knowledge and Good Practice Gathering Guide:

It will support professionals, volunteers, and trainers in the development of their functions and the training processes for newly incorporated work teams.

The guide will include information and tools on:

- International migration processes
- Migratory projects and personal psycho-emotional processes
- Cultural diversity
- Development of processes that improve the actions and well-being of migrants
- Agile work didactic methodologies to work individually or in groups:
- The recognition and enhancement of diversity
 - Psycho-emotional care and support related to the migration process and project
 - Group development of collective projects
 - A pedagogical method that allows professionals, trainers and volunteer personnel to facilitate processes of identification of significant transversal skills acquired by migrants in origin, transit and destination.

http://www.supportme.insup.org/?page_id=205

<https://acoge.org/proyectos/>

1.2.5 Case from ICELAND



CASE 1

Title	Study and career counselling for adults in education and work.
Place	Iceland
Organization/Institution	Miðstöð símenntunar á Suðurnesjum
Description	Support in education and work from being low skills migrant with language barrier to successful carrier in study and work.
Benefits (what has changed thanks to this project and for whom)	Empowering low skills migrant in study and work
Link to www	https://www.mss.is/
Tools, materials, videos	https://www.youtube.com/watch?v=bjj8dEe6G3k&t=190s (subtitle)

Study and career counselling is one of the main pillars of work MSS does for their customers, supporting them in finding their path, for work or studies. This service is free of charge.

The main goal of the study and career counselling is to strengthen individuals' awareness about their talents, attitudes, and interests, for that to be able to enjoy a successful career or study.

Study and career counsellors offer advice on work habits and selecting career and study paths.

Services offered:

Interest surveys.

Examines which workplace is suitable based on interest and skills. The person either receives a confirmation of what he/ she suspected or gets an idea for a new career path. Interest surveys revolve around the work environment, and how the environment suits the person in question. Then jobs are examined based on that.

Information about studies and jobs.

Information on how to evaluate studies. Both domestic and foreign.

Curriculum vitae and cover letter.

Individuals are advised on how to proceed before applying for a job.

Validation of informal learning.

Individuals get their competency from previous work, hobbies, and family situations assessed and credited by the government.

Learning techniques and learning habits.

Individuals are taught how to maintain a study portfolio and improve their learning habits.

Goal setting:

Individuals are supported in setting realistic and timely goals that will help them move forward towards a destiny of their own making.

Individuals receive support from study and career counsellors at any time during their studies at MSS. They will receive support while reassessing their opportunities for career and study paths.

Many people who are currently working come to MSS to study or strengthen themselves for the labour market. Job seekers also join MSS for the same reason and receive additional support from counsellors to find their way in the job market. Many job seekers are immigrants. They receive support with writing their CV, educational assessment about the Icelandic job market, support in learning Icelandic, and finding internships in the service, travel and fishing industries.

Algirdas Kasuliz came to Iceland in 2007 from Lithuania as a construction worker. He was studying at a police academy in Lithuania but took a break from school to earn extra money abroad. Algirdas liked to be in Iceland and he and his wife choose to live there and have two children today.

When the banks collapsed in 2008, Algirdas was unemployed and struggling with language difficulties. He sought help from a counsellor in MSS to strengthen his Icelandic and got help to explore the possibility of further studies. He learned Icelandic and was helped to make a CV and apply for studies he was interested in. Algirdas went to the Icelandic college of fisheries and went on to a two-year course which was very helpful due to his language difficulties. He had never worked in fish processing, but his enthusiasm and diligence were certainly there. During these two years, he studied Fish technology, which included mechanical engineering, captaincy of small ships and taking care of the machines in small boats and quality control. He sought work with help from school and received paid internships. He did well and learned more Icelandic and English in addition to his studies and work.

After training in work and study, he went on to a one-year additional course in quality management in the food industry and was hired as a quality manager at one of the largest fisheries companies in Iceland. He has human resources and a great responsibility for production where a lot of money is at stake. He has also learned Polish, which he uses extensively in communications with the staff.

Algirdas is a great role model where you can achieve great results with diligence, hard work and the right support. He says he has not stopped studying at all and aims to increase his studies in management.



CASE 2

Functionality and well-being

Title	Functionality and well-being
Place	Reykjanesbær
Organization/Institution	Miðstöð símenntunar á Suðurnesjum
Description	Support in education and work from being low skills migrant with language barrier to successful carrier in study and work.
Benefits (what has changed thanks to this project and for whom)	Empowering low skills migrant in study and work.
Link to www	https://www.mss.is/
Tools, materials, videos	https://www.ruv.is/sjonvarp/spila/landinn/29058/95h05p https://www.visir.is/k/96e45693-3e4a-4228-ba7e-3b9813939e83-1612120788001?fbclid=IwAR16PW6eQnOZVNC2AdH3d5nEbzOSj-6Ef07zdJ9Hph7wF96Q1rd7Hb4AezE

In the town of Reykjanesbær is a collaborative project between the Center for Lifelong Learning in Suðurnes (MSS) and the welfare department of Reykjanesbær. The project is called functionality and well-being. This is a three-month-long project that includes activities that are intended to further strengthen individuals who have been with the social services for a long time or are in long-term unemployment and encourage these individuals to be more active and to care for their well-being.

The Salvation Army's housing was used, and it has proven successful to have this marginal group on its own and not in a traditional school institution where there are a lot of students all day, every day.

MSS manages studies and work components takes care of the quality of teaching, provides teachers based on their skills and knowledge, takes care of all organization related to studies and emphasizes meeting the needs and requirements of everyone that is participating in this project.

Reykjanesbær has a social worker located at the Salvation Army's premises every working day and the participants have easy access to the social worker. According to the social worker she has been interviewing all the participants and assessing their skills with assessment scales to estimate where the emphases need to be for each of the participants.

She is also there to guide each individual and help with whatever they need her for. By having such easy access to the social worker, we can see that they are beginning to trust her for the most unlikely things and are more open and ready for difficult discussions because they have gotten familiar with the social worker, have started to rely on her and are grateful for her assistance.

The participants attend the course four days a week, for two hours at a time. Before noon the first group arrives, it is a group of about 15 women, in the afternoon we have another group, and then we have around 15 men attending the course. All the participants are individuals that came to Iceland as asylum seekers and have been living in Iceland for a year or more. The women's group consists largely of individuals of Arab or African origin. Many of these women have been isolated at home or with little or no activity over the years. The male group has mostly been a bit shorter in this country and they are mainly of Arabic or African origin.

The collaboration with the Salvation Army is in such a way that students can come early in the morning before the class starts, stay until the next group arrives in the house, and have coffee and tea, the Salvation Army offers lunch for the groups, the women get lunch after their lessons and the men can show up earlier to the course to be able to get lunch before the class starts.

The subjects of the project:

The main subjects that the project managers and teachers emphasized are for example:

Icelandic is used in everyday language, they practice Icelandic in different scenarios, and train themselves in speaking, writing, listening, and talking. They do also get a basic knowledge of Icelandic grammar to be able to form sentences correctly.

Sociology examines how the system of government works in Iceland, the rights and obligations of individuals, and examines what is going on in society now – for example, Icelandic holidays, the weather, earthquakes and volcanic eruption.

Technical teaching with an emphasis on their own smart devices.

Coaching where the goal is self-examination and self-empowerment.

Crafts where the emphasis is on working with Icelandic wool, learning to knit and crochet, working on projects in carving, jewellery making and going to art museums.

Health education where the purpose is to alleviate information about the services that can be obtained from health care institutions, for example, to review the importance of infant protection, mental health, and medical care.

Study and career counsellors assist participants with a CV and portfolio, they also guide students on the way to the next step, which is hopefully a job or study.

Field trips where you can see the Reykjanesbær regional museum, and music museum, visit companies in the area and more.

The project's goals:

- The goal of the project is to get the participants into more activity.
- Getting them to think more about their well-being.
- To encourage them to participate in society.
- Get them out of this social isolation that many people are in.
- To encourage them to have a good and healthy relationship with each other.
- Increase knowledge of customs and traditions in Iceland and introduce them to written and unwritten customs and rules in the Icelandic society.
- Increasing their interest and knowledge of the area they live in
- encourage students to continue their education and, hopefully, to find work.
- Get participants to attend, have fun and enjoy themselves, learn new things, open their minds to new knowledge and make friends.

The benefits of the project:

- They get educated about the culture and society in Iceland, so they hopefully have a better understanding of Icelandic society.
- They become more aware of the customs and unwritten rules of society and in the process, they will become an even greater part of it.
- They are strengthening their friendship with each other; they are meeting each other outside of school and enjoying the now-founded friendship.
- That they will be more receptive to attending more courses and applying for employment.



CHAPTER 2 - Career orientation with creativity, Creative Problem-Solving Methodology, and the LEGO® bricks.

2.1. Introduction

Many students, often smart ones, are not able to imagine themselves in a future job.

According to research carried out by the European Commission:

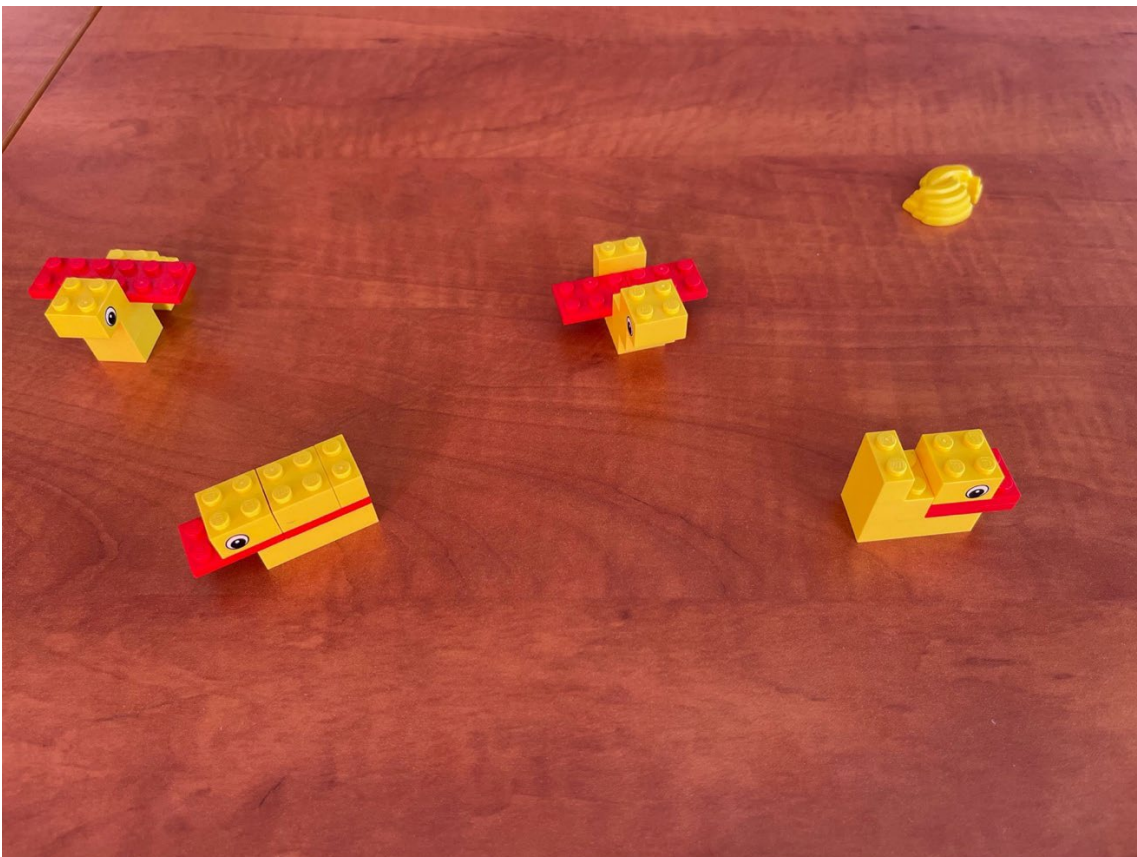
- Many people in Europe are unable to find work because they do not have the right skills or are holding positions that do not match their talent. 30% of graduates occupy positions that do not require a university qualification.
- 40% of European employers find it difficult to find people with the skills they need to grow and innovate.

The formal educational system is not supporting students to better focus their career visions. In effect, the educators (any person who teaches, guides, or facilitates the transition from education and training to work) should help the student, the adult, and the unemployed person to find a vision of a personal career.

It is important to take care because the career vision must be personal and must be helped and not imposed or directed towards the educator's point of view.

There are hundreds of creative methodologies to be used in this context even if the most promising one is based on the use of creativity, Creative Problem-Solving Methodology and the LEGO® bricks.

The methodology the approach is based on is named LEGO® SERIOUS PLAY®.



2.2. The LEGO® SERIOUS PLAY® method

The origins: The method stems from a practical need: to define one's identity and develop a coherent strategy.

The LEGO® SERIOUS PLAY® Method is a facilitated meeting, communication and problem-solving process in which participants are led through a series of questions, probing deeper and deeper into the subject. Each participant builds his or her own 3D LEGO® model in response to the facilitator's questions using specially selected LEGO® elements. These 3D models serve as a basis for group discussion, knowledge sharing, problem-solving and decision-making¹.

The hands are the organ of intelligence.

Imagination requires accuracy (M. Montessori)

Learning happens particularly well when we actively create something external to us.

(S. Papert)

People have a natural attitude to 'get involved': in a participatory and engaging context, thoughts and ideas can be freely expressed, generating new awareness, and developing shared strategies and solutions.

The LSP method favours individual and team development processes by consolidating problem-solving skills through negotiation, communication, and cooperative learning processes.

During a traditional meeting, there is 20% participation from the participants, while during an LSP meeting, there is 100% participation.

What are the benefits of the LSP method?

- Greater participation
- Better reflections
- More ideas
- More security, involvement and passion
- Better results

The CORE PROCESS of the LSP method?

- CHALLENGE
- CONSTRUCTION
- SHARING
- REFLECTION
- METAPHOR: the LSP method makes use of the incredible power of metaphors

¹ <https://www.lego.com/it-it/seriousplay>

The LSP method is the ideal tool when:

- you want to increase the ROI of training activities
- you want to explore different solutions for a complex problem
- you want to plan ad hoc activities in which it is important that the group quickly find answers and/or solutions to which to commit immediately
- we want to use an engaging and impacting methodology, neutralizing scepticism, and preventive abandonment
- you want to overcome the frontal approach that sees the computer and slides as the main learning tool
- you want to consolidate personal and group skills by stimulating the natural ability to learn to the maximum
- you want to create a "protected" context in which everyone can feel free to express their ideas constructively, turning them into stimuli and opportunities for others
- we want to encourage and obtain the natural participation also of those who are less inclined to active involvement
- you want to generate a real individual and team 'taking of responsibility, capable of guaranteeing concrete alignment

Etiquette and LEGO® SERIOUS PLAY® process

LSP OPEN SOURCE: In 2010, the LEGO Group decided to move from a private-type community to open-source management, publishing the LSP methodology under an open Creative Commons license.

To correctly apply the LSP method and respect its basic values, it is necessary to respect the rules of conduct during its application, collected in the "Etiquette LSP" and contained in the Open-Source document: "Introduction to LEGO® SERIOUS PLAY®"

It consists of 7 rules:

1. The facilitator launches a construction challenge, sets the time frame to build, and guides the process.
2. The model built by the participant is YOUR own personal answer to the challenge.
3. There are no wrong answers: there is no correct answer, and everyone has different points of view, all correct. What matters is not what the model 'looks like, but its story told and shared.
4. 'Think with your hands': if you don't know what you want to build, it is often better to simply start building. Facilitating can encourage you and confirm that your hands will guide the process.
5. What matters is the meaning given by those who built the model - therefore the questions from the other participants will always be about the model, the history and the meaning given to the model and never about the person who built it.

6. "Listen with your eyes": observe the patterns being shared - use the visual breasts to collect and understand even more of what the participants are sharing.
7. Everyone participates throughout the process.

2.3. An innovative method for career guidance and professional development

Could LEGO® SERIOUS PLAY® methodology be applied in contexts other than the business for which it was conceived?

The methodology is very flexible but not outside the contexts for which it was conceived: business and the development of products and services.

Furthermore, a community has developed around the methodology that is very active in disseminating but also in preserving the value and concepts of the methodology.

So, the countless advantages of the LSP methodology should be used, in the Open-Source version as a basis for a brand-new approach.

The new methodology uses Lego® bricks and the benefits of the LEGO® SERIOUS PLAY® method but with a completely different approach and purpose.

The methodology has been tested in several pilot projects at professional vocational and training venues and in post-university masters with excellent results, accordingly to the feedback received from students and also from the staff of the VET institution.

Now, however, let's analyse in detail the method aimed at facilitating career orientation and a clearer vision of possible personal and professional development.

What is needed to facilitate career orientation and a clearer vision of possible personal and professional development?

The necessary material is of course Lego® bricks and these sets are recommended:

- the standard LEGO® SERIOUS PLAY® Starter Kit - 2000414 Starter Kit set
- lots of various bricks, perhaps those contained in the Lego® Classic sets



The methodological approach

The method, as anticipated, takes its cue from the LEGO® SERIOUS PLAY® method following 4 phases or core steps:

- Phase 1 - the challenge: in this case, it is a question of creating a clear vision and self-awareness of the individual professional path of each participant thanks to an integrated process of learning, interaction, and competent growth also thanks to the synergy and collaboration with others
- Phase 2 - construction: it makes use of several steps starting from getting familiar with the use of bricks, understanding, and learning to use metaphors, building personal models and finally connecting with the models of others
- Phase 3 - sharing: it is divided into all phases of the workshop in which the participants learn to communicate on their model and to listen to the contribution of the other participants.
- Phase 4 - reflection: Through questions and feedback regarding the constructed model or models, the participants re-immense themselves as constructed to emerge with new meanings and contents.

Through the role of a trained facilitator, the counsellor guides participants, with powerful and challenging questions, through a path of awareness of their professional development path.

The process is the following:

- Build a model that represents your LEGO® AVATAR.
- Build a model representing you while doing something you like, you love, when you feel good e.g., in your free time.
- Build a model representing you while doing something you are good at.
- Build a model representing you while doing something you are paid, for or you would be paid for.
- Build a model representing NOT you but a future worker in your field that is successful or will be successful in the next coming years.

The models are presented to the peers and will help to identify relevant elements in the career pathways for the participants. Click on right photo to see [video-example!](#)



CHAPTER 3 - Career guidance methodology for migrants and low-skilled (approach, difficulties, and management).

3.1 Why is a career counselling session important?

Effective career guidance gives you personalized, unbiased information and support to make informed decisions. It helps you develop your talent and creativity, understand the importance of continuous learning, and have an active approach to the labour market. As the job market becomes more complex and changes more often, career guidance becomes more and more important to you.

Career counselling is the solution for...

Technological evolution. The labour market is constantly changing, some jobs (which can be automated) are disappearing or radically changing, and new jobs and the need for new skills are emerging. Retraining and upskilling, well planned in career counselling sessions, are seen as integral parts of working life.

Unemployment. After losing a job, the period of inactivity can be demotivating. Career counselling sessions open your perspective on learning and actively searching for new career options, by always being a source of motivation.

Mobility. You may want to travel and find jobs in the destination where you settle. Career counselling will help you set your expectations correctly, following the labour market in your chosen area and apply to the jobs that suit you.

Career management. You've probably changed your working style in the last couple of years, maybe you're working remotely or hybrid, and you've become much more responsible for your education and training. Effective career guidance gives you useful information about the job market and allows you to learn how to manage your career, what courses are available to you, how to identify the right jobs and how to make yourself worth it.

European surveys, cited in the "Investing Career Guidance" report (by the European Commission, OECD, UNESCO) show that most adults recognize career guidance as useful for finding and choosing the right courses and jobs, but only one in three people seek career counselling services.

Did you know that...?

Every year, one in four European adults look for career information, according to the "Investing Career Guidance" report - carried out by the European Commission, European

Training Foundation, European Center for the Development of Vocational Training, OECD (Organisation for Economic Cooperation and Development) and UNESCO. The same report shows that career guidance activities have positive economic, educational, and social outcomes for adults.

3.2 Process for vocational counselling and integration on the labour market in Romania

The vocational counselling process begins with a meeting between the beneficiary and the counsellor. This is the moment when the relationship between the two is established, the practical details of the vocational counselling process are discussed, the current situation of the beneficiary is explored and how the two will collaborate to achieve the mutually agreed objectives is determined.

Evaluation of the beneficiary and collection of information

At the first meeting or even earlier, the vocational counsellor must obtain information regarding the contact details of the beneficiary: name and surname, address, telephone number, email address, age, marital status, health history, professional history, and, if the beneficiary is employed, information can also be requested regarding their employer's name and address, telephone number, web page.

To fulfil this action, it is advisable to have a form specially designed for taking in this information, a form that will be completed after the first discussion with the beneficiary.

Establishing the goals and the duration of the counselling process

Immediately after we have a minimum of information about the beneficiary, we must, very clearly, establish the aspects related to the beneficiary's expectations, the way this process will take place, and the form in which the counselling service will be provided.

For this meeting, the counsellor must know:

- what led the beneficiary to use such a service?
- what do they expect to obtain as a result of the counselling service?
- how will they know that this service will give results?
- how motivated are they to follow through this process?
- what are their fears regarding the vocational counselling process?

Also, the beneficiary must know:

- how long is a counselling session?
- how many counselling sessions will be needed to achieve the proposed objectives?
- what will be the frequency of these sessions during a week or a month?
- how much does a counselling session cost (when the service is not provided free of charge) and how payment will be done?
- what will be the type of counselling sessions (individual counselling, group counselling or both, in a beneficial combination for achieving the proposed objectives)?
- what will be the information that will be kept confidential?

For greater efficiency of the counselling process, a contract can be drawn up that will include all these previously stated aspects. This contract must be signed by both the beneficiary and the vocational counsellor.

Self-knowledge of the person

After establishing the relationship that will exist between the vocational counsellor and the beneficiary, as well as the aspects related to the structure and way of organizing the meetings, the counselling process will continue, in the following meetings, with the identification of the ideas, thoughts and feelings that the beneficiary has about himself to know his personality.

In the first stage of the self-knowledge process, the beneficiary must identify what *they know* and what *they can do well*.

Through various tests that are applied (CAS ++, PsihoProfile), exercises, but also through challenging questions, the beneficiary will be able to structure the information they have about their personality and their objectives such as:

- understanding one's abilities, capacities, skills, and knowledge.
- knowing their weak points and ways to improve them.
- developing positive attitudes towards one's self.

The second stage of the self-knowledge process will consist of identifying one's wishes and aspirations, that is, the beneficiary will learn to answer the question: What do I like, what would I like to do?

The objectives pursued at this stage are:

- knowing one's wishes and aspirations.
- identifying the fields of activity in which personal interests are manifested.
- projecting, in the short, medium, and long term, one's aspirations.
- the correlation of aspirations and desires with the internal and external possibilities of achieving them.

The next step that the beneficiary must take in the process of self-knowledge refers to the identification of the values that underlie how they interact at a relational level or acts in different contexts. Finding out the answer to the question *What is important to me?* will help the beneficiary to:

- know their attitudes and their value system.
- know their way of adhering to an authentic system of values.
- develop positive attitudes.

When the beneficiary can identify, with the help of the vocational counsellor, what are their abilities, skills they have, what are their wishes and aspirations related to a job, what are the values that underlie their actions, we will be able to talk about an image that the person has formed about themselves. At this stage, the counsellor will help the beneficiary to unify all these features that they discovered about the person and their personality into a whole and give an answer to the question: *Who am I?*

The answer to this question will give the beneficiary the opportunity to:

- know their personality traits.
- identify positive personality traits, as well as ways to cultivate them.
- strengthen their self-image.
- identify their temperamental traits and discover new ways of cultivating positive traits.

The complex process of self-knowledge can be completed with exercises meant to develop motivation - a component of the human psyche that is necessary for following a vocational path, formulating and achieving professional goals, and finding and keeping a job.

Therefore, the vocational counsellor has the responsibility to follow:

- the development of internal motivation through the stimulation of cognitive curiosity.
- the correlation of personal needs with the desire to satisfy them.
- the correct attribution of the determining factors for the success achieved or for a situation resulting in failure.

After the process of self-knowledge has been completed and the beneficiary has a correct self-image, by identifying the positive aspects, but also the negative aspects of their personality, the next stage of vocational counselling will consist in identifying the world of professions and occupations required by today's society.

Identifying the world of professions and occupations

At the moment, the labour market is constantly changing, occupations that were highly sought after 40-50 years ago no longer have their place today, and the demand for labour is moving towards other professions or new occupations, which have developed in recent years.

Romanian secondary education draws general frameworks for orientation on the labour market, and higher education specializes graduates in very few occupations compared to the large number of occupations that can be found grouped in the COR nomenclature (Classification of Romanian Occupations). When you don't know that a certain qualification or occupation exists or when you don't know what the requirements of a certain job are, even if you have skills specific to a field of activity, that job will remain inaccessible.

At this stage, the vocational counsellor will help the beneficiary to understand the advantages and disadvantages offered by various professions, as well as to identify and be aware of the demands and risks that the professions for which the counselling and guidance are given.

The main objectives that will be pursued in the vocational counselling sessions at this stage are:

- identifying the trades/professions that the beneficiary could practice by their skills.

- identifying the difficulties, one may encounter in wanting to practice in a certain field.
- correlating one's desires with the abilities and skills one possess.
- identifying the employer's expectations from the employee, but also the employee's expectations towards the employer.

After drawing the vocational profile and after identifying the specific requirements of a job, the role of the vocational counsellor is to ensure that the beneficiary is prepared to access a specific job.

The route that must be taken from the desire to work in a certain professional field to the occupation of a job also requires training that sometimes needs to be assisted by a specialist.

Preparation for accessing a job.

The purpose of this stage of the vocational counselling process is to teach the beneficiary to develop their plan to access a vacant position, by assimilating the necessary information to prepare the documents that must be developed.

The first step in accessing a job is knowing *how to identify vacancies*. The vocational counsellor will teach the beneficiary where and how to identify sources that can provide information about job vacancies, but also how to prepare job advertisements.

The second step in accessing a job consists in preparing the necessary documents to apply for a vacant position: a letter of introduction, a letter of intent (motivation), CV. The vocational counsellor can support the beneficiary to prepare these documents following their personality traits, their level of education and training, or their professional experience.

The last step in preparing for the desired job is to develop a presentation strategy for an interview. Aspects regarding verbal and non-verbal communication, information about the workplace, but also about the institution/company that offers that workplace, anticipating the possible questions during the interview and the possible topics of discussion are just a few of the elements that must be prepared before of the meeting with the possible employer.

Most of the time, the vocational counselling process is completed at this stage, when the beneficiary is ready to integrate into the labour market and has all the necessary tools for this endeavour.

In some cases, the beneficiary wishes to continue the counselling relationship with the aim of support in the short period following employment.

Post-employment counselling

The role of the vocational counsellor is also that of mediating the relationship between the beneficiary and the employer, and, after the moment of employment, they can offer counselling to both parties and mediate conflicts that may arise at the workplace.

The beneficiary may find it difficult to adapt to the new professional and social status, and, in this case, the vocational counsellor must motivate him to keep his job.


Completion of the vocational counselling process


The vocational counselling process is completed when the proposed objectives have been achieved or when one of the people involved in this process (the vocational counsellor or the beneficiary) considers that the proposed objectives can no longer be achieved.

Completing the counselling process can be done by analysing this process, trying to find the answer to questions such as:

- What worked best for you in this vocational counselling process?
- What is the achievement you are most satisfied with?
- What change in your life do you appreciate the most?
- What are the most important changes that have occurred in your life?
- What are your current expectations?


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CAREER ORIENTATION AND GUIDANCE


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CAREER ORIENTATION AND GUIDANCE

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- Inventarul Credințelor Primare (PI - Primul Bolsh's Inventories)
- Chestionarul Percepțiilor și Atitudinilor despre Sine (PAS)
- Inventarul de personalitate pentru DSM-5 (PID-5_A Full)

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THE REPORT

The results of the test are divided into multiple categories, depending on the type of test you chose.

For the psychological profile, the categories are:

- synthetic profile
- dominant traits
- facts analysis

2. Profil sintetic

Adaptabilitate	1 2 3 4 5 6 7 8 9 10
Planificabilitate	1 2 3 4 5 6 7 8 9 10
Independenta	1 2 3 4 5 6 7 8 9 10
Caracteristici dominante	1 2 3 4 5 6 7 8 9 10
Analiza faptelor	1 2 3 4 5 6 7 8 9 10
Intelectualitate	1 2 3 4 5 6 7 8 9 10
Emotivitate	1 2 3 4 5 6 7 8 9 10
Sensibilitate	1 2 3 4 5 6 7 8 9 10
Imaginatie	1 2 3 4 5 6 7 8 9 10
Concreta	1 2 3 4 5 6 7 8 9 10
Abstracta	1 2 3 4 5 6 7 8 9 10
Intuitie	1 2 3 4 5 6 7 8 9 10
Rationalitate	1 2 3 4 5 6 7 8 9 10
Emotivitate	1 2 3 4 5 6 7 8 9 10
Sensibilitate	1 2 3 4 5 6 7 8 9 10
Imaginatie	1 2 3 4 5 6 7 8 9 10
Concreta	1 2 3 4 5 6 7 8 9 10
Abstracta	1 2 3 4 5 6 7 8 9 10
Intuitie	1 2 3 4 5 6 7 8 9 10
Rationalitate	1 2 3 4 5 6 7 8 9 10

the synthetic profile

dominant traits

3. Caracteristici dominante

facts analysis

4. Analiză pe factori

ADAPTABILITATE - INOVATIVITATE	1 2 3 4 5 6 7 8 9 10
PLANIFICABILITATE - SPONTANITATE	1 2 3 4 5 6 7 8 9 10
DEPENDENTA - INDEPENDENTA	1 2 3 4 5 6 7 8 9 10

3.3 Job description for study and career counsellors in Iceland

Study and career counsellors work in various parts of society, such as with children and adolescents in primary and secondary schools. They also work with adults at the university level and in connection with continuing their education, job search and rehabilitation in the labour market. Study and career counsellors also work in educational work and management in private companies. It is becoming increasingly common for study and career counsellors to work independently.

The main goal of study and career counselling is to increase individuals' awareness of their talents, attitudes, and interests so that they can enjoy and better themselves in their studies and work. Counselling is intended to make it easier for people, at any age and in any situation, to realize their strengths, skills, and interest to help them decide on a direction for their studies and work.

Study and career counsellors can, among other things, assist people with:

- Realize their interest and connect with studies and jobs, e.g., with interest tests.
- Knowing their strengths and weaknesses and learning how to improve and strengthen their skills.
- Goal setting.

- Preparing for job search, CV, letter of introduction and assisting with job applications.
- Looking for interesting study opportunities or other leisure activities.
- Improving work methods and learning techniques, e.g., in terms of being organized, time management, reading and note-taking techniques etc.
- Real skills validation.
- Strengthen and empower the individuals, strengthen their self-confidence, communication skills, teamwork, and other personal skills.
- Help individuals regarding the personal matter that are in the field of what study and career counsellors work in.
- Find information about study and employment opportunities in Iceland and abroad.

Study and career counselling is a legally protected profession in Iceland. An individual who wants to work as a study and career counsellor must follow a two-year master's program at the University of Iceland, which ends with a master's degree (120ETC). Upon completion of the studies, students can apply for a license to work as a study and career counsellor.

3.4 Service for low skills and migrants in Iceland at MSS

MSS is a Lifelong Learning Center in Suðurnes (Iceland) where you can access a wide range of services. The centre employs 9 project managers, four employees in the rehabilitation department, two study and career counsellors, and employees in support services.

We serve diverse groups and individuals can come to us at MSS and receive help of various kinds. The functions of the multicultural department are multi-faceted and varied, but people of foreign origin come because they want to study, prepare a CV and/or cover letter, and need guidance on where to look for a specific service and other things they want to believe and trust us for. The multicultural department also organizes Icelandic courses for immigrants and organizes basic courses to improve basic skills such as reading and writing in Icelandic.

The group of people of foreign origin served by MSS has changed a lot over the years, two years ago most students in Icelandic studies were Polish, today most students are refugees/asylum-seekers, who are mainly Spanish, Arabic and Russian speaking. Our goal

is always to provide excellent service, and if we can provide it in their native language, that is a great advantage.

At MSS, we have staff who speak Russian and Spanish, so it's easy to understand when it comes to these people. When we have individuals who do not speak a language that the MSS staff speaks, we use interpreters and interpreting services. It is best done with those individuals who do not understand English and have little language skills.

Reykjanesbær is a receiving municipality for applicants for international protection, when a person has received an approved application and social security number, the municipality sends information about the person to the Unemployment office. They work a lot alongside MSS and they refer immigrants to MSS for studies, and community education and refer them to a study and career adviser that can help them to prepare a CV and cover letter.

There are therefore different services that take place at MSS, depending on what the need is for everyone, but the individuals who come to us have extremely different backgrounds, from being illiterate to being highly educated with enormous experience and skills.

For example, there is a rather large family in the municipality and part of them is studying at MSS, but they only speak Arabic, they are all over twenty years old, but have little or no schooling behind them and lack all the skills when it comes to settling down in school class. They have little work history or experience, so it is difficult to find a job for them. In addition, they understand little or nothing in English, and when they are getting e-mails or text messages on the phone, they are lacking in reading and spelling skills and therefore are not able to understand. The family in question has a consultant in the municipality they live in, and that consultant speaks Arabic, which is a great advantage for the individuals to understand the information correctly.

What we have done for the family in question is to get an Arabic-speaking teacher to teach them basic Icelandic, to get them to attend, we sent an email, got an interpreter to call them, and the councillor of the town called them to remind them about the course. Despite having everyone helping, it was difficult to get the people to come to school. Next, it was decided to start with a course called Reading and writing in Icelandic, it is a course to improve basic skills in letters and numbers, increase basic knowledge of simple Icelandic expressions, learn about society as much as possible, teach them to attend school and to enter society.

By responding with different learning methods, different projects, and diverse opportunities, we hope to get them to know about the society, strengthen their position in Iceland, that they learn about the country and the nation, and this will strengthen them as active members of society who will hopefully in the future enter the Icelandic labour market.

CHAPTER 4 - HOW TO design and use the methodology with practical tips and implementation suggestions.

4.1 Career Guidance Methodology – ROGEPA (Romania)

GENERAL FRAME OF WORK:

This program is intended for people belonging to vulnerable groups (migrants, people with a low level of education), the purpose of the program is to support these people in their efforts to develop the main skills that are required to get a new job and to help them integrate more easily into a work team.

With the support of interdisciplinary teams, made up of psychologists, social workers, translators, etc. we aim to improve their professional development.

RUNNING PERIOD: the work skills development program will run over a period of 12 meetings, with one meeting each week, a maximum of two/weeks, with a duration of approximately 1-2 hours; each competence will be developed through exercises and by transmitting some theoretical information during the meetings.

THE THEME OF THE PROGRAM: the theme addressed at each meeting can be based on the activities described in this program; other activities can be built, if they respect the purpose and theme of the program aimed at developing work skills.

GROUP OF PARTICIPANTS: the participants will be vulnerable people, looking for a job, the group is made up of a maximum of 8-10 people; the activities can be carried out with the whole group or, where appropriate, individually.

LEADER: the group leader will be a social worker or a psychologist with skills in vocational counselling and orientation on the labour market; where needed, this group leader will be accompanied by a translator/interpreter who knows the language of the migrant people integrated into the group.

The leader will have the role of formulating the requirements for each individual activity and ensuring the smooth running of the activities carried out; also, the group leader has the task of informing the participants about the purpose of that day's activities as well as the day and purpose of the next meeting.

WORK MATERIALS: for each activity, the necessary materials will be prepared to ensure the smooth running of the exercises; these materials can be found in the task requirements expressed by the group leader.

This program aims to develop the following skills, by achieving the related objectives:

1. COMMUNICATION AT THE WORKPLACE

Communication at the workplace involves the correct use of forms of communication, both in vertically established relationships with bosses or subordinates and in horizontally established relationships with teammates. Also, this competence refers to the use of specialized language and making sure that the information transmitted is correct, concise and operative.

GENERAL OBJECTIVES:

- correctly use forms of verbal, non-verbal and para-verbal language.
- to transmit correct, concise, and clear information.
- correctly decode a message addressed to them.
- to respect the right of others' opinions.
- to argue the presented ideas.
- to use specialized terminology.

2. TEAMWORK

The social competence to work in a team involves acquiring and practising a set of attitudes, skills, abilities, and knowledge that can be used in different social contexts, to assume prosocial roles and improve group/team relations.

GENERAL OBJECTIVES:

- to understand the notions of group/team.
- to respect the group/team rules.
- to recognize the role, one has in the group/team.
- to understand the connection between the choice of roles and individual responsibility.

3. PLANNING

Planning and organizing one's activity include knowing their tasks, their degree of difficulty and the time required to complete them. This competence involves acquiring and practising the skills of planning activities over short and long intervals of time, depending on the specific characteristics of each activity, considering the particularities of the resources needed to carry out the tasks.

GENERAL OBJECTIVES:

- to identify work objectives.
- to establish the sequence of the activities and the appropriate schedule for completing them.
- to plan work activities, but also personal time.
- to identify the resources, one needs to carry out a task.

4. PROFESSIONAL DEVELOPMENT

The social competence of professional development implies permanent self-evaluation to ensure adequate training, and to improve one's professional performance against the changes that continuously appear in the labour market or the social field.

GENERAL OBJECTIVES:

- to determine the areas of one's own life on which one must direct their attention.
- create a continuous professional development plan.
- set long-term career development goals and establish the steps that need to be taken to achieve these goals.

5. ORGANIZING THE WORKPLACE

The competence to organize one's workplace involves setting up and equipping the workplace depending on the work being performed and the daily activity, with the aim of increasing efficiency.

GENERAL OBJECTIVES:

- to organize one's workplace efficiently for carrying out the activity.
- to know their role in setting up the workplace and placing the tools.
- to maintain cleanliness and order at the workplace.
- to improve the workspace, from an ergonomic point of view.

6. STRESS MANAGEMENT

The ability to control your stress level consists in developing the appropriate attitudes and behaviours to promote your own physical and mental health. this competence is based on the recognition of one's own emotional, cognitive, and physiological states and the exercise of control over these states.

GENERAL OBJECTIVES:

- to recognize the emotional, cognitive, and physiological reactions determined by stress.
- to recognize the role of thoughts and emotions as indicators of stress or a problem that needs to be solved.
- to develop a plan to adapt to the stress of a new situation.

EXAMPLES OF ACTIVITIES THAT CAN BE CARRIED OUT IN THE GROUP COUNSELING PROCESS:

A. COMMUNICATION AT THE WORKPLACE

The participants must note in the table below the person who must perform the following tasks:

TASKS	RESPONSIBLE
CLEAN THE OFFICE SPACE	
WATER THE PLANTS IN THE OFFICE	
PLAN THE TASKS FOR EVERY TEAM MEMBER	
CLEAN AND STORE TOOLS PROPERLY	
LISTEN WHEN THERE IS A PROBLEM IN MAKING A PRODUCT	
INTERVENE WHEN THERE IS CONFLICT AT THE GROUP LEVEL	

B. TEAMWORK

The participants will say what their expectations are from a future job, referring to:

- expectations from the boss (verbal and non-verbal behaviour, rewards, way of reporting to the collaboration relationship, etc.).
- expectations regarding the location of the activity: furniture, colours, equipment, machinery, etc.
- expectations from colleagues: the position within the group, the help received to comply with tasks, etc.
- expectations regarding work tasks: difficulty, compliance with work deadlines, support received from teammates, etc.

C. PLANNING

Think about the activities you must do in the next period (tomorrow, this week) and assign a number, depending on the degree of urgency, as follows:

- **urgent**, must be done as soon as possible – 1.
- **important**, it cannot be postponed for more than one day – 2.
- **moderate**, it can be postponed for a few days – 3.
- **low**, can be postponed for next week – 4.
- **time killer**, it should not be done, but it is still scheduled – 5.

4.2 Career Guidance Methodology in from MSS (Iceland)

Methodology of study and career counsellors at MSS

Miðstöð símenntunar á Suðurnesjum (MSS) is a lifelong learning centre for individuals aged 18 and over, with little to nonformal education. We strive to serve all those individuals who come to us in search of education, counselling or for some other reasons. If we are unable to provide the assistance that individuals need, we help them to find the right person or organization to be in contact with and speak to. A growing part of the MSS target group is individuals of foreign origin. We offer a wide range of counselling and study selections especially designed for that group.

We have two full-time study and career counsellors working at MSS. They take care of individuals who are studying as well as every other person that seeks their guidance. The counsellors enter courses and study paths to introduce themselves and provide opportunities for questions. Interpreters are often included to assist with communication when needed and when it is appropriate.

To get in touch with study and career counsellors at MSS, you can book an appointment, or simply show up. If the counsellor is unable to assist you at that time, another and more suitable time will be found that fits both the guidance counsellors and the person that needs to speak with the counsellor. The counsellors assist all individuals free of charge and whether the individuals are studying with us at MSS or not.

When individuals come for the first time to a counsellor, a short interview is conducted related to the expectations and interests of individuals to identify the need for counselling. If an individual is an immigrant and does not have the language skills needed to live in Iceland. Then the person in question is encouraged to study Icelandic or another course we offer, for example in English or Polish. In the case where a person who has good language skills and can participate in general education but has low skills, an interview is conducted to explore their strengths, previous education, and experience, as well as the field of interest so that can be matched together and a proper study path will be found, whether it is in MSS or somewhere else.

To facilitate the work process associated with receiving immigrants, there are various options available. In the case of an individual who is unable to make himself understood in the language spoken by MSS employees, interpretation is offered for the first time. Employees make an effort to communicate and often use “google translate” or other similar tools to help when appropriate.

The study and career counsellors at MSS created a “toolbox” in Padlet format where they can put as much information as possible in one place to facilitate the counselling. There is a variety of information that is useful to immigrants and experience has taught counsellors that this information is most often sought after.

The Padlet is a working platform that is still being formatted and should be updated regularly. There you can easily search for specialized material to point out study and employment opportunities.

In the first interview with a counsellor, the person in question is asked about their expectations for the counselling and the purpose. It soon becomes clear whether assistance is being sought in finding new job opportunities and/or education. At the same time, the background of each person in question, both in studies and work is examined.

Many people want to strengthen their language skills in Icelandic and English. A considerable number of individuals in counselling also choose to strengthen themselves in

information technology, among other things to be able to take advantage of the various available information sources. The Icelandic Department of MSS offers a position assessment so that the prospective students can be ranked according to their ability in their studies, and this has been well successful.

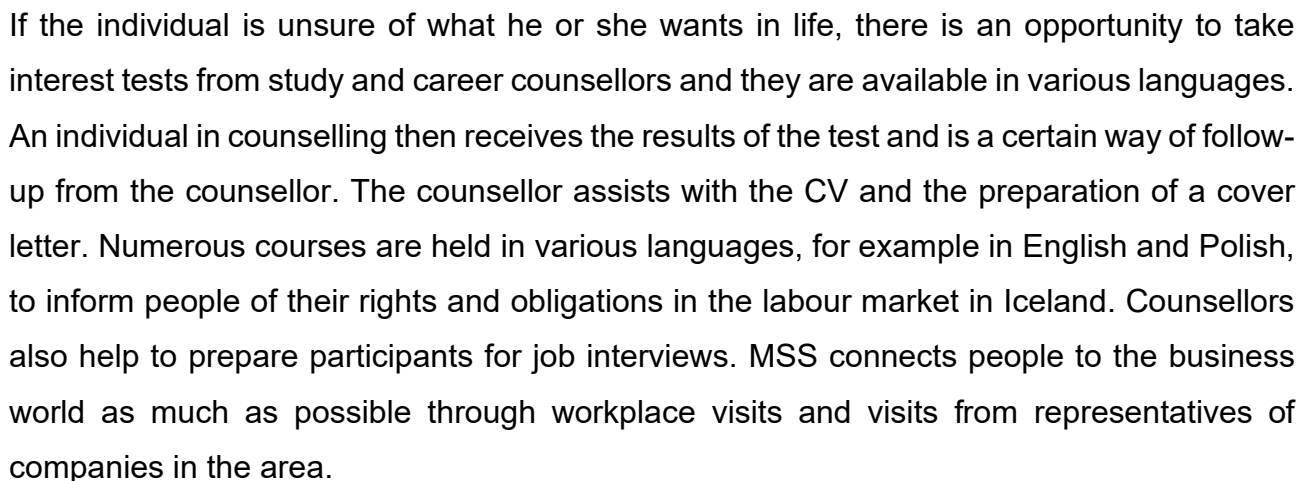
Examples of immigrants that have sought counselling:

A twenty-five-year-old woman came to Iceland as a 10-year-old child, she is part of a family that was fleeing her war-torn homeland. She has struggled with the aftermath of a difficult childhood. She came to the counsellors at MSS and received support and advice. After an interview, she underwent an assessment of general competence and was given an analysis of her strengths and the factors she needed to strengthen herself. She had a dream of getting an education here in Iceland. With follow-up and assistance, she has completed upper secondary school and is studying at the university. While studying at the university she studied social interpreting at MSS. She is very proficient in several languages, which is one of her many strengths and she has managed to create extra work in interpretation, in addition to studying at the university in engineering. This young woman is thriving today.

A young Polish man dreamed of becoming an ambulance driver and an emergency worker in Iceland. He had a background in the Polish army as a paramedic. He set himself the goal of learning Icelandic and chose a workplace where he had the opportunity to learn Icelandic. After starting with the language lessons, he got a job in a nursing home for the elderly, where he worked as well in the study of the Icelandic language. After acquiring good language skills, he went to the Icelandic Medical Transport School and studied at the Icelandic Red Cross. Today he is the warden of Fire Protection and Ambulance in one of the largest municipalities in Iceland, in addition to teaching first aid. There he is a powerful and sought-after teacher. He used counselling at MSS both for education and employment.

The asylum seeker was supported by the social services of the municipality in which he lives, to attend a course that was specially designed for a group of asylum seekers. He received targeted counselling and education in the community. It was emphasized that a counsellor was always available for students during their studies and that connections to the community were activated. During his studies he volunteered for The Red Cross, to get to know the community even better. During the course, students received help with a CV and cover letter as well as instruction on how and where people can apply for a job. He made an effort to learn the language and to get to know the community, and it went well for him. He

<https://padlet.com/sbjork77/96vkfse2m1r3x0n9>





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