

RESOURCE PACK

**Consulenti del lavoro/operatori del
mercato del lavoro dal settore pubblico
e privato coinvolti in programmi di
apprendistato**

**MODULO I- Programmi di
Apprendistato Europei e Nazionali
attuali**



MODULO I : PROGRAMMI DI APPRENDISTATO EUROPEI E NAZIONALI ATTUALI

Autore	FYG Consultores Guadalupe Greses Dominguez
Indirizzo e-mail	guadalupe.greses@fygconsultores.com info@fygconsultores.com

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MODULO I: Programmi di Apprendistato Europei e Nazionali attuali.

I. Scopo del modulo e descrizione

Lo scopo di questo modulo è quello di dare una panoramica generale dei diversi programmi di Apprendistato in Europa e il ruolo dei consulenti del lavoro in Europa in base alle politiche europee esistenti. È importante che i professionisti della consulenza del lavoro siano consapevoli dei programmi di Apprendistato attuali in Europa, per migliorare le loro prestazioni e dare una consulenza migliore ai futuri apprendisti. Avere una conoscenza approfondita dei programmi di Apprendistato attuali e delle diverse politiche europee relative all'orientamento permanente, potrebbe favorire la mobilità tra gli Stati membri e migliorare la qualità dei servizi di consulenza. Inoltre, i consulenti del lavoro potrebbero trarre ispirazione dalle buone prassi dei diversi Paesi e diventare consapevoli sia delle loro debolezze che dei loro punti di forza nazionali.



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Questo modulo è diviso in diverse sezioni. Innanzitutto, una **valutazione iniziale dei bisogni** sarà presentata per identificare, capire e indirizzare meglio le sfide sistematiche relative agli Apprendistati Europei e il ruolo dei consulenti del lavoro.

Questa valutazione iniziale dei bisogni aiuterà ad esaminare il divario esistente tra lo stato attuale e lo stato desiderato della situazione.

Il processo di valutazione iniziale dei bisogni è un primo passo importante per migliorare l'efficacia della consulenza del lavoro e dei programmi di Apprendistato.

In seguito, il modulo sarà correlato al **Quadro Europeo delle Qualifiche (EQF)** numero 5. Descriveremo e giustificheremo il motivo per il quale questo modulo si attiene alla descrizione e agli obiettivi dell'EQF 5.

Il contenuto dell'apprendimento è diviso in due unità. Nell'**Unità 1**, saranno presentati i principali programmi di Apprendistato dell'Unione Europea. Il contenuto di quest'unità si focalizzerà prevalentemente sui programmi di Apprendistato dei Paesi che conformano il consorzio, ma verranno analizzati anche i programmi di Apprendistato di quei Paesi europei con le migliori prassi riconosciute in termini di caratteristiche organizzative e scopi e funzioni dell'apprendistato.

L'**Unità 2** chiarirà le principali sfide e opportunità che i consulenti del lavoro affrontano oggi in un contesto Europeo, e le caratteristiche principali della politica dell'apprendimento permanente dell'Unione Europea, strettamente legata al profilo dei consulenti del lavoro. In entrambe le unità sarà proposta una serie di attività e una sessione di formazione dei formatori. Queste attività aiuteranno i partecipanti a fissare i concetti e i programmi Europei che hanno imparato, confrontarli, e favoriranno il dibattito sulla possibilità di migliorare le prassi correnti.

2. Valutazione iniziale dei bisogni



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Le principali sfide che i programmi di Apprendistato affrontano in Europa sono, prima di tutto, le loro immagini diversificate. Nell'Unione Europea ci sono programmi in cui gli Apprendistati non hanno un approccio unitario e condiviso tra gli stakeholders e un ruolo chiaro nell'offerta complessiva del VET. Le qualifiche negli Apprendistati sono riconosciute raramente e non specificate dal principio. Nel 2017 i

governi dell'Unione Europea si sono impegnati a migliorare la qualità, la quantità e l'offerta di Apprendistato ma, tuttavia, c'è ancora molto da fare e da migliorare. L'obiettivo principale è quello di creare una chiara possibilità di migliore istruzione e formazione per gli studenti e renderli accattivanti per le aziende. La posizione del discente nel sistema crea confusione, e noi non sappiamo se loro siano studenti o lavoratori VET. Il ruolo del mercato del lavoro non è abbastanza forte rispetto a quello dell'educazione. Inoltre, non c'è un curriculum specifico e non ci sono linee guida chiare su come organizzarli. Le aziende non presentano vantaggi specifici e chiari alle imprese e, nonostante gli incentivi finanziari, molte aziende non sono pronte ad offrire apprendistati.

(CEDEFOP, 2018).

Per quanto riguarda i consulenti del lavoro, in generale, i servizi di orientamento sono frammentati con servizi diretti a gruppi target molto specifici. Inoltre, nei paesi in cui questi servizi sono normalmente finanziati dallo Stato, c'è il rischio di subire continui cambiamenti di politica e di finanziamento. Solo pochi Stati membri contano su una politica completa di orientamento permanente e questo rende difficile ai consulenti del lavoro essere collegati ad altre strategie e settori nazionali. È necessario stabilire strategie di cooperazione e coordinamento per collegare l'apprendimento permanente e i servizi di orientamento permanente, assicurandosi che l'informazione nel mercato del lavoro sia effettivamente collegata e in perenne contatto con i professionisti dell'orientamento permanente. È altresì importante assicurarsi che la forza lavoro dell'orientamento permanente sia professionalizzata per assicurare la qualità del servizio, ed è necessario promuovere il dialogo con le parti interessate e stabilire percorsi di apprendimento basati sul lavoro per gli operatori.

(European Commission, 2020).

3. EQF level

In this module you will get a comprehensive, specialised, descriptive and theoretical **knowledge** about the apprenticeship schemes in Europe, particularly from the countries of the consortium, as well as a general overview of the challenges and opportunities that the lifelong guidance services and job counsellors professionals are currently facing and will face in the future. Regarding the different **skills** you will acquire, these will be intellectual and practical skills, for you to be able to provide solutions to complex problems, like the challenges and opportunities that this field of study presents. These skills will be achieved thank you to the practical activities present in this module. In relation to the level of **responsibility** and **autonomy** you will gain, the objective is that you are able to manage and supervise activities that can be unpredictable and need rapid adaptation and quick reactions from your part (Europass European Union, 2020).

4. Learning content

Unit I- Apprenticeship schemes in Europe.

Description of the unit

In this module you will learn about the different apprenticeship schemes in the European Union. Particularly, the apprenticeship schemes of the countries that participate in the project (Poland, Spain, Italy, and Romania) will be analysed more in depth, highlighting the strengths and weaknesses, their singularities, and resemblances. Moreover, the best practices from countries that are not part of the consortium, that are especially positive and count with a lot of quality in different aspects of their

organization and purpose will also be mentioned. These are countries such as Luxembourg, France, Denmark, Germany, or the UK.

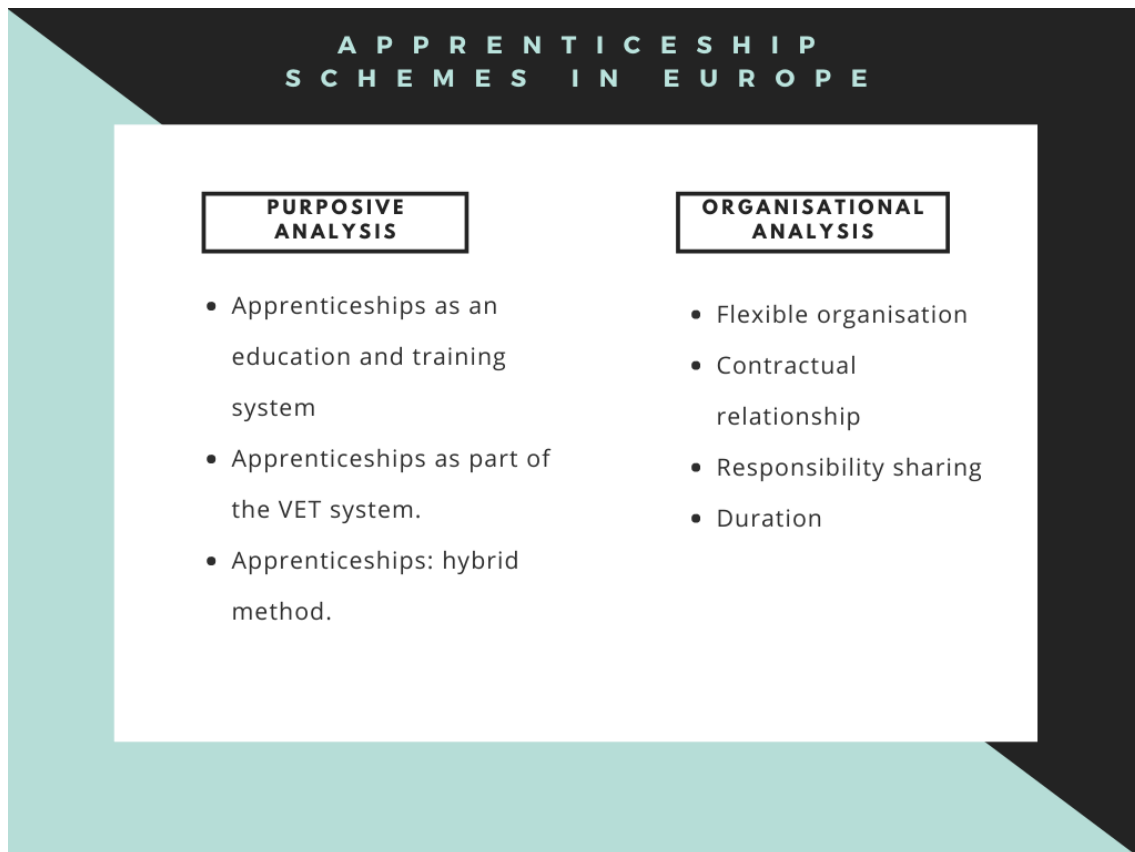
1.1 How countries define and organise apprenticeships.

Apprenticeship schemes in Europe have some **common elements** that can be found in every country: They include compulsory learning and working in a company. Sometimes this is combined with learning at a training provider, but this might not always be the case. Moreover, they all include a link in the form of a contract between the learner and the company. However, a lot of **differences** have been identified between the apprenticeship schemes in Europe. These are: the identification of the main mission of the apprenticeship; is it education? Is it accessing the labour market? Is it a combination of both? There are also different approaches, and the level of clarity when defining it varies (CEDEFOP, 2018).

Common elements	Differences
Compulsory learning and working in a company.	Differences in the identification of the main mission of the apprenticeship.
Sometimes combined with learning at a training provider.	<ul style="list-style-type: none"> • Is the main mission to provide education?
	<ul style="list-style-type: none"> • Is the main mission to access the labour market?
	<ul style="list-style-type: none"> • Is the main mission a combination of both?

Due to the differences between the European schemes, experts have developed two different analysis with different approaches to classify them.

- **The purposive analysis** → Centred in the different purposes and functions related to the apprenticeship schemes.
- **The organisational analysis** → Centred in the way in which apprenticeships are organised compared to other countries or even different stakeholders in the same country (CEDEFOP, 2018).



Own creation using Canva

The purposive analysis:

Following this type of approach, we can find three different types. The first approach has to do with designing apprenticeships **as an education and training system**. In this case, the apprenticeship system is not associated to the VET system. The main aim is to provide the learner with skills and competences for an occupation and provide a unique qualification.

In the second approach, the **apprenticeship is part of the VET system**. These types of apprenticeships are another step to achieve a VET qualification and present an opportunity for learners to access to the labour market.

In the third approach, the apprenticeship scheme follows a **hybrid method** where the two systems above are combined. Learners will gain a qualification and will have access to the labour market, but this approach cannot be completely defined as one or another.

In general, in the EU, most apprenticeship schemes follow the second approach, which is the apprenticeship as part of the VET system. This approach evolves from education and training towards access to the labour market and employment and sometimes the educational aim may blur and lead out to mainly an employment function. That is why

is necessary to properly define and organise the system, in order to give it a clear training and educative value (CEDEFOP, 2018).

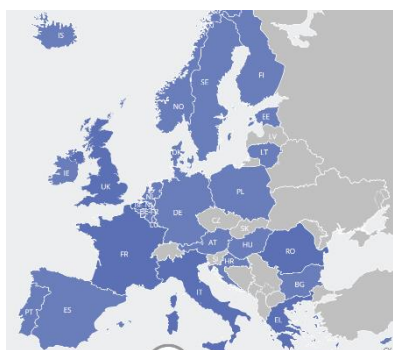
The organisational analysis:

In this type of analysis there are different factors that are taken into account and that differ from one country to another in Europe. These are: the duration of the training, the level of sharing responsibility between the training organisation and the labour market side, and the relationship between the learner and the training organisation. Usually, apprenticeships are organised with a lot of **flexibility**, and it is the school, the individual and the company who decides the type of relationship. This flexibility is possible thanks to the **contractual relationship** and/or paid employment. The contract is something that is present in almost every apprenticeship scheme in Europe.

With regards to the **responsibility sharing**, this is shared between education and training centres and the labour market. Companies are responsible for the in-company training in the case of the apprenticeship as an education and training system. The training centre is also responsible for the in-company training, but this is more common in the case of apprenticeships as part of the VET system.

The **duration** of the apprenticeship is more complex. There are no clear guidelines, and this varies from one organisation, centre, and company to another. This creates confusion, because the experience for the same qualification may deeply differ from one individual to another, depending on the decision of the company about the duration of the apprenticeship.

1.2 Apprenticeship schemes: Poland, Romania, Spain, and Italy.



(CEDEFOP, 2020)

These countries have apprenticeship schemes that have been identified as relevant by the European Union. All of them (except one of the schemes from Italy) are linked to the educational system. The apprenticeship schemes in these countries are understood in different ways in their national contexts. In this unit, a brief definition and explanation of how the apprenticeship is understood in each country will be given.

POLAND

In Poland, the apprenticeship is called “Vocational preparation for young persons”. It can be organised as an **occupational training** or as **part of a training process to do a specific job**. The apprenticeship as an occupational training can last between 24 and 36 months and includes practical training and theory. This theory is provided by sending the learner to a centre or it is the employer who organises this theoretical learning. The second type of apprenticeship (training process to do a specific job) can last between three or six months and includes practical learning and the premises of employers (CEDEFOP, 2018). In Poland, the regulatory framework for apprenticeships are present in the Labour Code, chapter 9. This framework establishes the place, the

duration, and the type of apprenticeship. There is not a lot of trade union involvement in the design and implementation of apprenticeships, although there is some participation of the mining sectors in education and training bodies due to the importance of this sector. In the craft sector, employers are involved in developing assessment standards and evaluating the apprenticeships. It is in this craft sector where it is necessary to sign a contract with a minimum of requirements, considerations and a minimum pay (ETUC, 2016).

ROMANIA

In Romania, the apprenticeships programmes are organised combining training and giving access to learners to the labour market. Romania has been implementing dual VET elements since 2013 in secondary levels apart from the apprenticeships combined with the labour market (CEDEFOP, 2018). The Ministry of Education of Romania designs and organises the apprenticeship systems. The duration of apprenticeships is of minimum 1 year and no more than 3 years and 30% of the apprenticeship has to be school-based. Those who do an apprenticeship are considered as workers and need to receive a monthly salary that has to be equal to the minimum salary (ETUC, 2016).

SPAIN

In Spain, the apprenticeship scheme is called “**Dual VET**” and it combines employment and training. The education administration delivers the formal training, and this is combined with a working activity that the learner can also perform. This combination aims to provide a professional qualification. There is another type of apprenticeship which is the **contracts for training and apprenticeship**. There are two elements that are used in dual VET in Spain. The **apprenticeship contract**, where the learner has a similar status than a worker in the company and a **cooperation agreement**, between the company and training institutions (CEDEFOP, 2018). The involvement of employer’s organisations and trade unions is limited. The training activities can be developed with no formal recognition and no contact with the training centre or school, and the tutor is simply the supervisor at work. Moreover, in the case of the contracts for training and apprenticeship, the certificates that are obtained based on the contracts have no value for the Ministry of Education and are not integrated into the Spanish Qualification Framework.

Youngsters with contracts are recognised as workers and will join a trade union will receive a salary equivalent to the inter-professional minimum salary according to the number of hours that they do. In those apprenticeships that are part of the dual vocational training, there is no contract therefore the apprenticeship may not be paid. He can receive an amount of money that will cover expenses and maintenance. (ETUC, 2016).

ITALY

In Italy there are three different types of apprenticeship schemes. The first one is called “Apprenticeship for a vocational qualification and diploma”, the second type is called “Occupational oriented apprenticeship” and the third one is called “apprenticeship for higher education and research”. The first and third type of

apprenticeship in Italy are linked to the educational system and combine working activities and training, however, the second type has a different status. It is related to the standards of a job and it does not provide with a formal education qualification. When this apprenticeship period finishes, the employer may or may not recognise the apprenticeship as a qualified worker. The employer can make the decision to employ the apprentice or can decide to end the relationship (CEDEFOP, 2018). Job oriented apprenticeships normally have a duration of three years, with 40 hours per year outside the workplace to acquire different skills. In these job-oriented apprenticeships, 10% of the hours of training have to receive remuneration and the rest depends on the collective agreement.

1.3 Apprenticeship success: Best practices

The quality of apprenticeships in Europe is measured according to different standards. There are countries that have been recognised due to the quality of their apprenticeship systems, exceeding in one or more quality standards. In this part of unit I, some best practices from different countries will be analysed.



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First of all, we must know what the different quality standards are. According to the European Union, there are 20. These are: a proper definition, a good regulatory framework, assuring social partnership and governance, assuring equal opportunities for all, cost-sharing between employers and public authorities, taking into account the labour market needs, establishing formal contracts, assuring personal development and career opportunities for all, pay and social protection, assuring a safe working environment, providing enough guiding and counselling, assuring quality procedures, developing a solid learning base, assuring balance between traditional education and work-based learning, assuring good quality training in the workplace through teachers, trainers and mentors, enabling the proper duration of the apprenticeship, providing certification and recognition, recognising non-formal learning, and assuring mobility in the national and European levels (ETUC, 2016).

What is the **EUROPEAN UNION** doing?

The European Union promotes the apprenticeship system in different ways. The **European Alliance for Apprenticeships** is a platform that brings together governments and education stakeholders to establish a quality framework for apprenticeships in Europe and promote the mobility of apprenticeships.

The European Commission also created the **Youth Guarantee**. It is a system that promotes apprenticeships among youngsters under 25. Each country is responsible for organising and managing the system. The national governments have to make sure that this target group has received a quality offer related to employment, lifelong learning, apprenticeship or traineeship.

Another platform that promotes apprenticeships and mobility is **EURES**. The target group are people between 18 and 35 years old. They need to be a legal resident of a EU member state. The key aspect of this system is that it promotes mobility across Europe, offering a first official job or apprenticeships in other European countries. EURES has a specific platform called **Drop'pin**, where the main offers are apprenticeships and work-based learning opportunities (European Commission, 2020).

Best practices in Europe:

There are some countries that stand out because their apprenticeship schemes comply with more than one quality standard.

LUXEMBOURG

The overall quality of the apprenticeships in Luxembourg is very high. This is because of their **remarkable regulatory framework**. They have stable foundations regarding their national laws, regulations, and collective agreements. In Luxembourg, they have the Vocational, Education and Training Act (2008) that regulates the main responsibilities of stakeholders regarding remuneration, contracts, and conditions of in-company training. They also have partnership between employees, organisations, and social participants. Moreover, the salary (**pay and social protection**) is fixed by law, and it changes according to different factors such as the qualification, year of study and sector. There is a proper protection, healthcare, and dismissal in case of injury. Thanks to this regulatory framework the **contract** contains a lot of information and they assure the proper **certification and recognition**. The apprenticeship schemes are integrated into formal education. After the apprenticeship period finishes, the apprentice's ability is tested in a simulation that has a duration of less than 24 hours and evaluated by a team with a teacher, a representative of the Chamber of Employees, and directed by a representative of the Ministry of National Education (ETUC, 2016).

GERMANY

Germany's apprenticeships have a lot of quality in terms of **social partnership and governance**. This aspect is a central part of their apprenticeship schemes, and the level of participation in the design and implementation is shared among all levels (national, regional, and local). At a national level they have a Board of the Federal Institute for Vocational Education and Training, also called the "VET's Parliament", with different duties such conducting useful research and providing consultancy to vocational trainers. At a regional level, there are Regional Committees for Vocational training and at a local level, there are Vocational Training Committees, that provide counselling services as well. Germany also has the correct **quality assurance procedures**. They count with a complete quality framework, with different phases,

that are evaluated. The evaluation takes into account the design of the programme, the guidance, company requirements, if job counsellors are qualified, cooperation between schools and training centres, implementation and success of the traineeship. In-company mentors can also fill a quality checklist (ETUC, 2016).

FRANCE

France is another example of best practices related to their apprenticeship schemes. For example, they have a correct and **equitable cost-sharing between employers and public authorities**. Companies pay a tax called the “apprenticeship task” and part of the funds are used for apprenticeships. Another example is the importance they give to **teachers, trainers, and mentors** in the apprenticeship experience, thanks to the national inter-professional agreement (2011). They define a mentor as someone who has to conduct the apprenticeship, help the learner to acquire the specific skills, give instructions and monitor the whole process. In France, they also recognise the abilities acquired through **non-formal learning** (ETUC, 2016).

UK

In UK they have conducted investigations to address the issue of gender and race when accessing to apprenticeships. They have investigated about the barriers that different groups have to face when trying to access an apprenticeship. This follows the European Unions’ guiding principles, in particular, the principle of **equal opportunities for all**. In the UK they also give importance to the **guiding and counselling services**. They have carried out investigation to determine some recommendation about the elements that a good counselling service should have. According to this investigation, a good counselling service should have a stable career programme, labour market information, individual service for each pupil, meetings with employees and employers, experiences in workplaces, meetings with stakeholders from the education sector.

DENMARK

The EU wants to make sure that the content of VET programmes meet the needs of the skills required by companies and society. Denmark makes sure that this is the case through the National Advisory Council for Basic Vocational Training, where trade unions count with the same representation as employer’s organisations. They have the task to identify and anticipate the changes in the labour market to change and adapt the apprenticeship schemes as the market requires. This follows the quality standard related to **responsiveness to labour market needs**.

1.4 Final summative assessment of the unit:

These activities will help participants to gain a deep understanding of the different apprenticeship schemes that exist in Europe and how they are analysed by the European Union and will help them identify the weaknesses and strengths of their apprenticeship system, as well as to identify stakeholders that can participate in the design of the apprenticeship and the relations among them (United Nations Educational, Scientific and Cultural Organization & International Bureau of Education, 2013).



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I. Individual assignment- Assess the current situation

Before changing and trying to improve the current apprenticeship system and the role of job counsellors in the process, it is important to understand the current educational environment, and the current structure and relations between stakeholders that participate in the apprenticeship schemes in Europe. Governments promote them, but there are other participants that need to be involved such as trade unions, social partners, employee's associations, and entrepreneurs. This Unit has provided you with the main features of the apprenticeship system in different countries of the EU, according to the EU standards and definitions. After having read this unit, reflect more in depth about the apprenticeship system in your country answering to the following questions:

- Does the legal basis in your country define the minimum and maximum age limit of enrolment of apprenticeship?
- Are there organisations at a national level to coordinate the apprenticeship scheme in your country?
- Do you know when was the apprenticeship scheme introduced?
- Are there financial incentives for companies that offer apprenticeships in your country?
- Which is the type of qualification obtained after finishing the apprenticeship?
- Is the qualification included in the NQF?
- What is the role of chambers, employee's associations and other stakeholders in the regulation and definition of apprenticeships?
- Do you think that the apprenticeship scheme in your country is properly designed?
- Do you know how the scheme originated?
- Can the learner have direct access to higher education thanks to the apprenticeship scheme?
- Personal reflection: What do you think that needs improvement?

Did you know how to answer most of the questions in this chart? If this is the case, congratulations! You have a thorough understanding of the apprenticeship system in

your country. If you want to have more information about the apprenticeship system in the rest of the countries, or in your own country, check this **link** to the **CEDEFOP European database on apprenticeship schemes**:

- **European Centre for the Development of Vocational Training:** Scheme fiches. <https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches/apprenticeships-dual-vet> (CEDEFOP, 2020)

2. Working in small groups- Preparing a presentation for the Minister of Education.

Now you will work in small groups. This activity may also be prepared individually, but it will be more enriching if it is done in small groups. Imagine you and your group have been invited to make a presentation to the Minister of Education on how to improve the apprenticeship system in your country. Use the information you have gained in this Unit about the best practices of other European countries and the information you have gained thanks to the previous activity (the individual reflection activity) and thanks to the link to the CEDEFOP website.

In this presentation you should consider:

- What are the goals you want to achieve and what are the strategies that you will implement to achieve these goals?
- Where to find the information to prepare this presentation.
- Possible ways the Minister can respond to these proposals.
- Possible questions that the Minister could ask your group.
- Possible problems and contingencies that may appear in the process.
- Strategies to persuade the Minister.

It is important know how to work in a group. You should consider and agree on different aspects such as:

- How long the presentation is going to be.
- The main topics in each slide.
- The main structure of the presentation.
- Who is going to take responsibility in each part of the presentation?

After preparing the presentation, you may share your feedback with the rest of the groups and listen to other ideas (ETUC, 2016).

3. Working in small groups- Debate: finding differences and similarities.

Choose a country from the consortium and a country which is among the countries with best practices and compare their apprenticeship systems. The different possibilities are:

Poland	Luxembourg
Italy	UK
Spain	Denmark
Romania	Germany
	France

Start a debate with the rest of the group taking into account the following considerations:

- What do you think that is missing in the apprenticeship scheme of your country that is present in other countries explained in this Unit?
- What do you think that are positive aspects of the apprenticeship scheme in your country?
- Do you know if the apprenticeship scheme of your country is based on apprenticeship schemes from other countries?

4. Individual assignment- Looking for mobility in apprenticeships.



(FRA, 2018)

As a job counsellor, you may have to search for different apprenticeships for youngsters. The European Union is a place where freedom of movement is a fundamental right and youngsters have the right to move freely from country to country. Imagine that a student asks for your help. He would like to start an apprenticeship in another country of the European Union, but he does not know where to start or how to find one. Use the tools that

the European Commission has created and search for the perfect apprenticeship for him/her, taking into account the specific profile of the learner. The learner's profile is the following:

- Has a basic knowledge of French.
- Is currently studying a degree in Business and Marketing.
- Has no job experience in this field.
- Has participated in communication projects for university as a volunteer in his/her home country.

Remember that you can use Drop'pin@EURES to search for an apprenticeship opportunity that suits the profile of the learner. Use this link <https://ec.europa.eu/eures/public/en/opportunities?lang=en&app=1.7.1-build-1> and learn by doing! Check the webpage, find information about the service and look for a potential apprenticeship opportunity in another country for the hipotetical learner that is asking for your help.

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Unit 2- Job counsellors/professionals: Challenges and opportunities.

1.1 The importance of career guidance and lifelong learning.



Source: Own creation with Canva

Career guidance are services that help individuals make the right decisions in terms of their education, training, and their professional careers. These services are essential to help people think about their interest, their skills, ambitions, and objectives in life. There are different activities that comprehend the career guidance services. For example, information about educational studies, personalised guidance and counselling, engaging with the labour market and finding adequate job opportunities. These services help people reach their full potential and help them face challenges related to their professional path, and if the services are well organised and coordinated, they can boost talent and increase the professional development of a society.

Moreover, nowadays, a proper career guidance is more than necessary due to the rapid changes that occur in terms of the evolution of the labour market, the quick development of technology and the increased educational offer. Youngsters face different challenges nowadays and normally they are not aware of their own potential and capabilities. Having access to the correct information about funding possibilities, internships and apprenticeships is essential for them to be able to make the right choices. Adults also need the counselling services due to the rapid evolution of the digital and technological advancements. The way they work has become sometimes obsolete and they need to learn new techniques, reskill, and upskill their methods to remain competent in their job posts. European studies based on surveys have shown that adults identify the career guidance services as useful and

necessary to find job courses and in-company training for employees, and to continue with their lifelong training. There are adults in long situations of unemployment that, although they are less likely to ask for counselling services, they are those that need it the most in order to find job opportunities (European Commission, 2019).

There are a lot of benefits that the European Commission has identified for an effective career guidance and counselling. There are some aspects that need to be addressed as priorities to deliver quality services:

- It is important to analyse the individual needs of each person that requires the service. To do so, flexible, and diverse channels should be guaranteed. For example: face-to-face meetings, online and phone services.
- It is very important to work together with teachers and trainers to include the changes in the labour market into the curriculum. Job counsellors should act as bridges between the labour market and education.
- Encouraging learners is also an important task that job counsellors have. It is difficult to be completely confident at an early age and youngsters are usually full of doubts. Job counsellors should inform them about the labour market and the challenges they might face and inform them about the common assumptions and stereotypes of traditional occupations.
- Moreover, it is essential to remember that guidance should be offered and made accessible to disadvantaged groups of learners, who are those that need it the most. Good counselling services should compensate realities with less access to information and offer social support.
- Effective guidance enables people to develop skills related to career management and the world of work.

In Europe, each year, one in four adults' searches for information about careers and the professional world. According to several European surveys, **careers related to vocational education are not considered important and suffer from negative clichés**. According to international surveys, **30% of youngsters are usually interested in just around 10 careers**. The choices that youngsters make, and their aspirations are based on their economic status, their gender and their social or geographical background. Those who have access to more and better information related to career opportunities, usually obtain better results and have access to more chances and offers. When teenagers participate in career guidance activities, the results are positive. They show positive attitudes regarding school performance and maths. Nowadays, governments try to engage students with the labour market during their studies and this is possible thanks to the work of job counsellors.

There is also evidence that shows that when employers are engaged in career guidance, these services are enriched and more interesting. It is very interesting when people that have access to the labour market participate with school and education centres. They help jobseekers understand and have a general picture about the working world and the labour market, it helps them have access to more information and enlarge their aspirations and gain knowledge about the different types of work. These collaboration activities between job counsellors and employers can be delivered

as talks and meetings in schools and universities, job fairs, interviews, mentoring, competitions, volunteering etc. (European Commission, 2019).

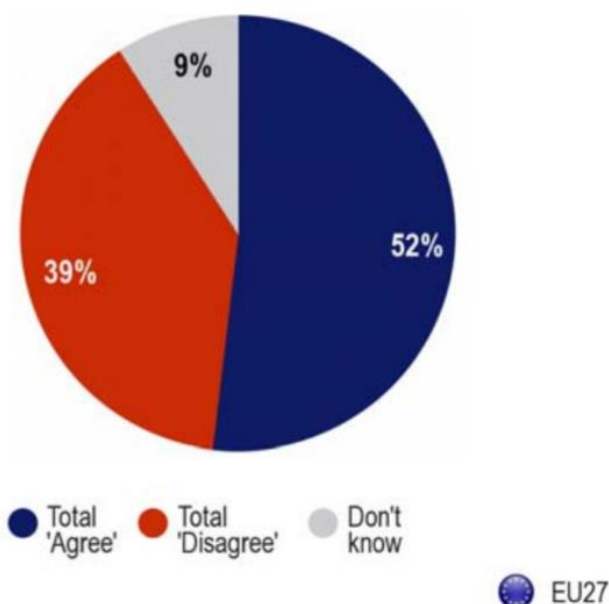
Impact of career guidance and the work of job counsellors: latest data

According to the latest publication of the European Commission about lifelong guidance,

1.2 Job counsellors in Europe: challenges

There are several challenges that job counsellors face in Europe. In a Eurobarometer survey entitled Attitudes towards Vocational Education and Training, **40% of the surveyed claimed that young people did not receive proper advice related to their education, learning path and career opportunities.** Moreover, just 14% of youngsters aged 15-24 had actually received advice from a job counsellor (ETUC, 2016). This data seems counterproductive after having numbered the benefits of lifelong guidance and the services that job counsellors offer.

QA6. Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY) young people receive enough advice concerning their learning and career opportunities from schools and employment services.



Eurobarometre 2011 "Attitudes Towards Vocational Educational and Training" (European Commission, 2011)

As we have already mentioned, lifelong learning and career guidance are important processes and activities that help individuals achieve their objectives and make the right

decisions regarding education, training and professional work and development. These activities are provided thank you to the work that job counsellors and practitioners develop. Job counsellors or employment practitioners consider themselves **professionals**, which means that they follow responsibilities and important implications related to their practice. However, according to the most recent study in Europe that analyses the situation and development of the lifelong learning policies, there are concerns regarding the professional qualification of job counsellors.

The truth is that the labour market and the educational offer is constantly evolving and updating. This means that professionals in the field also need to be constantly updating their knowledge. They need to make efforts to include policy learning as part of their work because many of them come from different fields and backgrounds. We could say that there is a **gap with regards to the professionalisation of job counsellors** and their tasks and functions in Europe. They should have special skills and knowledge related to education and research and they need to be prepared to derive this knowledge and apply it in the benefit of others (European Commission, 2020).

In general terms, the quality of the guidance services provided by job counsellors is **not very consistent and it is not harmonized across the EU**. Usually, in the countries of the EU, the main form of ensuring the quality of the services is to establish the professional profiles and training requisites. However, there are a lot of countries that lack these types of requirements. Moreover, experts claim that there is a lack of employer representation in the training of job counsellors, and, also, there is a lack of international exchange for job counsellors. In the context of the European Union, international exchange is very important because it gives job counsellors information about how the counselling services are organised in different countries and it can give them motivation and the possibility to exchange good practices. The participation of employers is also important to link the counselling services with the labour market (European Commission, 2020).

Another challenge has to do with **lifelong guidance legislation**. Usually in Europe, lifelong guidance responsibilities and coordination are shared by education, training, employment, and social affairs stakeholders. There are a lot of Member States that have lifelong learning legislation included in legislation about education and employment, and only a few member states have specific lifelong learning legislation.

Status of legislation	Member States
Lifelong guidance legislation	Cyprus, Denmark, France, Croatia, Italy, Netherlands,
Legislation about rights of citizens for career guidance	Bulgaria, Cyprus, Germany, Estonia, Spain, Finland, France, Ireland, Italy, Lithuania, Luxembourg, Latvia, Malta, Poland, Portugal, Romania, Sweden, UK
Lifelong guidance legislation included in legislation about education and employment.	AT, BE-Fr, Belgium, CH, Cyprus, CZ, DE, Denmark, Estonia EL, Spain, Finland, France, Hungary, Ireland, Iceland Italy, Luxembourg, Latvia, Malta, Netherlands, Portugal, Romania, Slovenia, Slovakia, TR, UK

Legislation about qualifications of career counsellors.

Austria, Bulgaria, CH, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Iceland, Latvia, Malta, Poland, Portugal, Romania, Sweden,

Based on the table present in: (European Commission, 2020)

Usually, those countries that include legislation in other policies include requirements related to counselling in schools, however, these requirements are often lost when it comes to higher education and adult learning. In countries that lack legislation about guidance and counselling, it is the institution the one that decides how to deliver the services. Some countries count with properly defined certifications which are legally defined, although experts have declared that there is a need to check and follow up if it is well implemented.



Photo by OpenClipart-Vectors in Pixabay

About the strategies and policies adopted in Europe regarding lifelong learning, policy development done with the involvement of stakeholders can solve the problem of fragmentation. A proper and **strategic leadership** is essential to find solutions related to policy fragmentation and apply the guidance services efficiently in national and regional levels of

action. Strategic leadership refers to the way in which the

lifelong learning policies and services are managed and organised in the country or at a local and regional level. To sum up, it has to do with cooperation and coordination techniques placed in practice. This coordination and cooperation have to be efficient and active in different fields such as: administrative, sharing good practices between ministries, the involvement of stakeholders related to employability and lifelong training etc. In many countries there is a lack of strategic leadership to coordinate these services. Many times, the policies have been created and are present in the legislation, but they cannot be applied due to a lack of national leadership. Governments change fast nowadays, and this moves the national priorities to different fields.

The conclusion is that coordination and cooperation, and stakeholder leadership is also a challenge that job counsellors face.

The **delivery of the guidance services** faces the same challenges than above, and the main problem has to do with the fragmentation of the sector. If there is not a clear leadership to apply the guiding policies, regions tend to organise their own activities which are not consistent in the whole country and are often addressed to a very specific target group. This situation has caused the emergence of new models where

support and guiding services are offered thanks to funded projects and, although it is positive, it highlights the fragmentation of the delivery and its inconsistency.

We can summarize the main challenges that job counsellors and the lifelong guidance services of the EU as follows:

- Professionalization → Upgrades needed. Job counsellors need to be constantly informed about the changes of the labour market and education policies to provide a proper guidance.
- Lifelong guidance legislation: not exclusive in most countries. They are usually placed inside other legislations such as the employment and the educational legislation and this diminishes its efficiency.
- Strategic leadership, coordination and cooperation is not enough in this field.
- The lack of strategic leadership, coordination and cooperation makes guidance delivery fragmented and patchy.

The importance and the utility of the job that counsellors develop has already been described both by experts and by the EU Commission. They can have a huge impact on society and the talent development of a country. However, as you can see, there are major challenges in terms of legislation, leadership, professionalisation and the proper delivery of the services. The European Union, in the last publication from 2020 that has to do with job counselling services, concludes with several recommendations that both the European Commission and Member States should work on to accomplish better guiding and counselling at a European level. The recommendations are the following:

- Make sure that quality standards and professionalism is met by Member States.
- Improve coordination and cooperation between national, regional and local stakeholders. This has to be achieved improving the communication channels and counting with experts to consult them at a European level.
- Lifelong guidance services should be designed in a coherent way, making them available for everyone in a society.
- At a national level, Member States should make sure that they analyse the situation of their guiding services, conducting research and publishing transparent and updated data about the strategies that are organised and their results.
- Support e-guidance services through funding from the European Union (CEDEFOP, 2020).

1.3 Job counsellors in Europe: opportunities

The European Union has recognised the importance of career guidance and it is aware of the fragility and lack of attention that is generally placed in this subject. That is why it counts with different entities that are specialized in addressing this issue. These resources can be seen as opportunities for job counsellors to enrich their knowledge

and learn about the European atmosphere of career guidance. We present here the opportunities that the European Union offers to improve the services and the knowledge in this field of study.

1. **CareersNet: Cedefop's expert network for lifelong guidance and career development**

CareersNet

Cedefop's expert network for lifelong guidance and career development

CareersNet- from (Cedefop, 2020)

This entity has the objective of conducting research about lifelong guidance and has been created by Cedefop. It is formed by experts from the field, that need to pass an evaluation process and are finally selected by the Cedefop's team to conduct the different researches. The main aim of the entity is to monitor the implementation of policies related to lifelong guidance, investigate about the latest trends both from European policies and the development in each Member State. This information is transparent and available for everyone that wants to consult it, and it can be very useful for job counsellors.

The European Union acts as a place of common understanding and exchange, fostering collaboration and research. Job counsellors can stay updated about the latest trends and policies from the European Union related to the field thanks to this entity. The main aims of CareersNet are:

- Promote adaptation and transfer of different policies related to lifelong learning.
- Facilitate the interchange of good practices at a European level.
- Support different Member States to apply their national strategies related to lifelong guidance.

2. **Cedefop**



At this point you probably know about Cedefop. This centre also publishes information about lifelong guidance which is very useful for job counsellors. The most interesting resource that has been published lately is a toolkit for job counsellors that work with guidance related to the labour market. It contains information about digital services and counts with training modules with activities and exercises. You can access this resource using this link:

- CEDEFOP- Resources for guidance. Developing Information Technologies and Labour Market Information in Lifelong Learning.
<https://www.cedefop.europa.eu/en/toolkits/resources-guidance>

3. Euroguidance network



Euroguidance Network logo- obtained from (Euroguidance, 2020)

The Euroguidance network is another entity that counts with the support of the European Union, more specifically, with the support of the European Commission. This entity is focused on innovation, new ways of working and approaching the field of guidance and counselling. The main objective is to inspire job counsellors and policy makers of the sector, and to create a network of practitioners that can exchange good practices and valuable information. In its website, there is a special section dedicated to information about international opportunities to work and study abroad about guiding services. This can help job counsellors to gain new skills and competencies and is consistent with the objectives of the European Union, which is to foster mutual understanding and learn from the rest of the countries. You can access to the Euroguidance network using this link: <https://www.euroguidance.eu/international-mobility>

4. The International Centre for Career Development and Public Policy



ICCDPP logo, obtained from (ICCDPP, 2020)

The International Centre for Career Development and Public Policy (ICCDPP) was created in 2004 and has the support of different organisations such as the Organisation for Economic Co-operation and Development (OECD), International Association for Educational and Vocational Guidance, the World Bank, the European Commission (institution). It also counts with the support of a lot of national governments. It was created with a very clear objective: to improve the measures and services related to career guidance, taking into account factors such as education, the labour market in different social, economic and cultural areas to integrate them following an international approach and making them available for policy makers, researchers and job counsellors working in professional guidance. The latest research has to do with the impact that COVID-19 is having in the delivery of professional and lifelong guidance. You can access the research using this link:

<https://www.iccdpp.org/international-survey-of-the-impact-of-covid-19-on-policies-systems-and-practices-for-career-guidance/>

5. The International Association for Educational and Vocational Guidance (IAEVG)



IAEVG logo, obtained from (International Association for Educational and Vocational Guidance , 2020)

This international association was created in 1951. Its main objective is to offer a global leadership and promotes good practices in the field of career guidance and orientation, fostering ethical and socially inclusive services. It wants to make sure that everyone has access to these services. It is available to both the general public and professional job counsellors. There is a journal you can subscribe to, to receive the latest news, articles, regional and international surveys about the subject of guidance and counselling. This association also organises conferences and international encounters to discuss about the global situation of job counsellors. These conferences can be a great opportunity for job counsellors to increase their professional network and learn about international practices. You can access its webpage using this link: <https://iaevg.com/>

1.4 Best practices from some countries of the EU.



Image de by Hassan on Pixabay
<https://pixabay.com/es/illustrations/bombilla-empresario-dibujo-idea-2846032/>

We have already explained the main challenges that the European Union and its Member States face when it comes to the policies and measures related to lifelong guidance and job counsellors. There are documents and reports that have, however, highlighted some good practices and projects from different countries.

There are some countries that have a more structured coordination in their country related to guidance services and professional entities.

For example, **Finland** supports Centres called “One-Stop-Guidance” that give information, guidance, and counselling services to youngsters in a very easy and approachable way. People can just enter and explain their situation to experts from their field (learning and training). That is why, a personalised service is provided, as the services are adapted depending on their needs and personal circumstances and can be offered via phone, e-mail or face-to-face meetings. The services can be designed to help youngsters in the short or in the long run. Moreover, they have developed an online platform to coordinate all the services between job counsellors and clients. These centres were funded and declared permanent in 2018, and they now receive funding from the government (EuroGuidance, 2020).

In **Norway**, the guidance system has several strengths and the government dedicates efforts and attention to the services. Career guidance is mandatory in educational centres. A very interesting aspect is the importance they give to the professionalisation of job counsellors. In 2014, they released two Master’s degrees related to professional and career guidance. In 2002, a report about the situation of lifelong guidance in Norway done by the OCDE, highlighted the strengths of the system which are mainly, the tradition of innovation and evaluation in the educational system (OECD, 2002).

The case of **Scotland** is also interesting because it is committed to diversify and improve job counsellor skills with work-based learning experiences. This approach focuses on professionalisation, supporting individuals with personalised learning programmes organised by the national Skills Academy, together with higher education institutions.

Professionalisation is also an important aspect in **Estonia**. They count with an Association for Career Counsellors which is responsible for making sure that the qualifications standards are respected. Job counselling professionals need to continue their training based on those quality standards from the Association of Career Counsellors, based also in client feedback and the evolution of the labour market. (Cedefop CareersNet research, 2019).

In **Malta**, they give a lot of importance to the changes that happen in the labour market. Job counsellors need to be aware of this to respond. This is accomplished thanks to the training centres and courses. In short, Malta dedicates its efforts to investigate about the new skills that are needed in the labour market, to guide career paths taking these changes into account.

In the **UK**, a foundation called The Gatsby Charitable Foundation conducted a study about the quality of career guidance and came up with eight objectives and different indicators to measure the guiding services. The recommendations they proposed are:

- Stable career degrees and training paths.
- Links between the labour market and the learning path,
- Personalised career guidance.
- linking curriculum learning to careers,
- Connection between employers and future employees,
- Strong work-based learning programmes.

1.5 Guidance services in the countries of the consortium

As we did before with the work-based learning programmes, we think that it is important to know roughly the different job counselling programmes and policies from the countries of the consortium: Spain, Poland, Italy, and Romania. We will offer a general overview of the main policies and regulation present in the countries of the consortium.

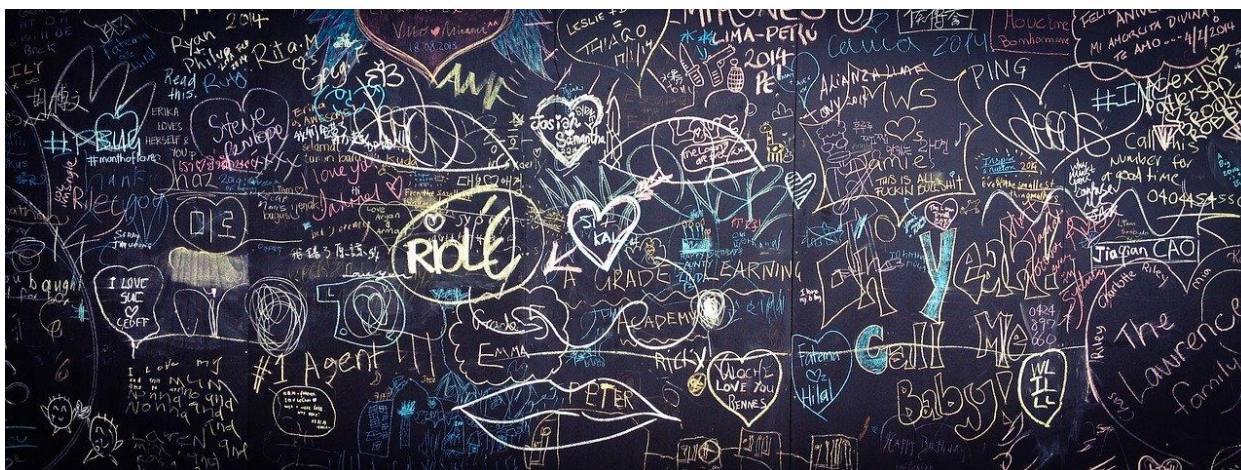


Image by [Si vonSasson](https://pixabay.com/es/photos/graffiti-pizarra-el-amor-mano-2227941/) on [Pixabay](https://pixabay.com/es/photos/graffiti-pizarra-el-amor-mano-2227941/) <https://pixabay.com/es/photos/graffiti-pizarra-el-amor-mano-2227941/>

Spain

In Spain, there is a law called “Organic law on Educational Quality” (2013) that defines counselling and guidance as a student’s right, and acknowledges the quality and importance of these services to improve the educational offer and skill training. It is compulsory for the administration of every region to provide these services. There is a common programme that tries to coordinate the activities of the different regions in Spain, but each region has its own administrative educative bodies for educational and professional guidance. The same happens with the educational centres, they count each with their own services, therefore the service depends on the university, school, or training centre. Moreover, the employment authorities and stakeholders count with their own services, to guide unemployed people into finding another job.

Moreover, there are also guidance services for employment stakeholders, and developed by social services such as trade unions and employer’s organizations, who count with their own legislation (Euroguidance, 2020).

Poland:

In Poland, the legislation changed in 2018, when a new law on guidance and counselling was published. This new legislation stated that guidance and counselling should be developed in a systematic way and taking into account every school, except from art schools.

Before the publication of this new law, guidance was compulsory in public schools, pre schools and other institution but it was not compulsory for every type. This new law

has the objective of changing the way that vocational training is perceived, addressing these services as a continuum that has to be implemented in every stage of education. The main goal of the services is to make sure that students receive support and have all the tools and information available to make choices about their professional life and their own skills.

This regulation also contains guidelines to produce programme content, that has to be different depending on the level. Guidance activity has to include:

- In pre-schools: making sure that children are familiar with different professions and making sure that they are aware of their capabilities and skills and ways to continue developing them.
- In primary school: Giving students information about the labour market, the different paths to achieve professional objectives through education, and making sure that students are aware of the importance of finding professional purpose and have positive and proactive attitudes to achieve it.
- In secondary schools: Making sure that students have their next step of their education clear, taking into account their talents and skills.

The legal regulation stipulates that schools should develop the programme on their own including their content, the method they used, the way that they are going to implement it, in how much time they are going to do it and the main people in charge of the implementation. (CEDEFOP, 2020)

Romania:

In Romania, there are two important channels that organise the counselling services. One the one hand, the educational services and on the other hand the employment services. The Ministry of Education and the Ministry of Labour and Social Protection establishes the methodology and the general framework for the counselling and guidance.

Moreover, in 2015 a national strategy for lifelong learning was established and planned from 2015 to 2020. This aimed to increase the guidance services specifically for older clients as their only option is to access the public services. Romania plans to open up to 100 centres dedicated to counselling services by 2021. These two branches related to counselling services have their own method although some meetings take place between representatives of different services (Euroguidance, 2019).

Italy:

Italy did not have a formal lifelong guidance framework to establish links between education, training and guidance until 2012. This happened because of difficulties in the distribution of competences between the region and the central government. However, in 2012 regional and local authorities reached an agreement to include guidance and counselling services. The main objectives of this agreement was to accomplish a national strategy to incorporate the guiding services into the educational system, employment services and training activities.

In 2013, the main guidance framework was published at a national level, agreed between the Ministry of Education and the Ministry of Employment and the regions. The Italian regions are responsible for the implementation of these guidance guidelines. According to this reform, every citizen has the right to access to counselling and guidance and makes several compulsory services which are:

- Activities to learn about career management and related skills.
- Information and tools to make the right choices and contact guidance stakeholders.
- Special importance in the changes that occur between educational transition such as passing from secondary school to a university degree or from secondary school into the labour market.
- Counselling to face different situation such as interviews or facing entrepreneurship.
- Development of quality standards and making sure that job counsellors achieve professionalization.

1.6 Final summative assessment of unit: to evaluate student learning, skill acquisition, and academic achievement. Train the trainers sessions, activities, workshops.

1. Working in small groups: Debate about the benefits of job counselling.



Image by Gerd Altmann on Pixabay <https://pixabay.com/es/illustrations/grupo-equipo-retroalimentaci%C3%B3n-3014157/>

In this module, the benefits of organising and investing in lifelong guidance and job counselling have been highlighted. In this activity we are going to talk about these benefits:

- It helps people decide about their professional future and forces them to reflect on their tastes and preferences.
- It allows people to know the different careers and professions, job roles and characteristics of the labour market.
- It allows students to reflect about their skills, their interests and potential and this can increase their opportunities.
- Thanks to the guiding services and processes, students choose their path with stronger determination.
- Job counsellors also provide people with motivation, as youngsters and adults that do not know how to proceed with their next steps of their lives need motivation to achieve their goals.

Now that these statements have been made, you can introduce yourself and talk about your daily activities. Do you think that in your daily work you develop these types of activities? Do you think that you have the necessary means to develop them? Do you feel motivated to motivate others? What do you think it can be improved?

After the debate, fill in the following table with the summary to your group answers. If the debate has not been possible and you are on your own, you can reflect about these issues individually and fill in the table.

Do you think that in your daily work you develop these types of activities?	
Do you think that you have the necessary means to develop them?	

Do you feel motivated to motivate others?	
What do you think it can be improved in your daily work?	

2. Individual self-reflection and group discussion.



Image by Mohamed Hassan on Pixabay

As you have learnt during this chapter, one of the problems that job counselling and guiding services face in many countries of the EU is the lack of clear legislative guidelines for professionals. In this exercise you will have to, first, reflect about your professional competencies.

According to the European reference competence profile for PES and EURES counsellors, there are different competencies that job counsellors should have. Look at the table below and reflect about your daily work and current skills:

Basic professional competencies	Ethical practice
	Continuous training
	Discretion
	Communication skills
	Diverse needs response
	Teamwork

- Have you received training about ethical practices in your professions?
- Are you confident about your current knowledge of the labour market and do you continue your learning to improve in your job?
- Do you think that you have the proper communication skills and the ability to motivate students and adults?

Client interaction competencies:	Ability to provide individual and personalised advice based on everyone's potential.
	Patience and the ability to listen and not judging
	Problem-solving skills.
	Teamwork

- Do you investigate about each client individually, addressing their needs and

being aware of their potential?

- Do you consider yourself as someone with the required patience that some situations require, especially when people that ask for your services are lost and do not know how to proceed?
- Do you collaborate with your colleagues?

Management and monitoring

Proper combination of monitoring and administrative tasks together with job counselling and treating clients.

Management plans and personalised counselling paths.

Ability to monitor those counselling paths.

Matching the individual's skills with a future job

- How do you cope with the combination of monitoring and administrative activities and the practice of giving advice and offering guiding services?
- How do you develop the personalised counselling paths?
- Are you in contact with places where students can continue with a practical training? How is your relationship with those places and their stakeholders?

DEBATE:

Now that you have individually reflected about your personal skills, talk about this experience in your team. What are your weak points and your strengths? Do you usually develop the above skills in your daily routine? What do you think that you can improve in your professionalization and what is it out of reach to develop?

3. Individual assignment: case study- Finland.

In **Finland**, there is an official webpage from the Finnish National Agency for Education, that offers information about the guiding services and resources available for each stage of education and career development. Everything is compiled in the same site with different tags and sections. This is the official webpage, you can have a look at it: <https://www.oph.fi/en/services/information-guidance-and-counselling-services>

Information and guidance services in Finland are offered by different operators:

- Public services
- Third sector
- Private sector
- International organisations.



A very interesting resource is the **One-Stop Guidance Centres**. It is aimed for people under 30, to give them support in fields related to education, employment and hobbies. The main objective is to promote a healthy and active lifestyle and encourage education.

They also count with an Association of Finnish guidance counsellors to foster and increase the professional opportunities of these professionals.

The Keha centre is the administrations that organises the economic, transport and environment sectors. There are specific offices that organise the training and guidance services and the professionalisation of job counsellors. They collaborate with the Ministry of Economic Affairs and Employment and with the Ministry of Education and Culture at regional levels. It is a way of centralising the services. Now that you know more about the guiding services of Finland, compare this organisation to your country.

- Do you think that your country could take Finland as a good example?
- Do you have similar services or a similar organisation in your country?
- Identify both, the similarities, and differences with the guiding services in your country or with another country of the EU that you have studied thanks to this module.

4. Using the resource of the European Union



As we have mentioned in this module, the European Union through CEDEFOP offers resources for job counsellors to improve their access to information and be able to guide youngsters and adults in their personal and professional career. In this activity you can work in groups or individually. Information about the labour market in a specific country or in Europe in

Imagen de Karolina Grabowska en Pixabay

general is essential to assure a quality service from job counsellor professionals.

The first part of this activity will check your current knowledge of the labour market. Get a post-it and write the main professionals

You can start a research using the European Union's tool. Use this link <https://skillspanorama.cedefop.europa.eu/en/skills-themes/future-jobs>

This platform is called *Skills panorama* and it contains information about the demand that there is to work in different types of jobs plus additional information about the competencies that are required to access that job. Employment data changes with time and here you can find updated information about how it can evolve until 2030. It also contains information about the qualifications that are needed to follow a specific path.

Analyse the data provided by this resource. Reflect about and develop your own conclusions:

- What do you think that are the main conclusions of this information?

- What recommendations would you give someone who does not know which path to follow?

- Would you recommend this tool to other job counsellors?

Final assessment of the module:

QUESTIONNAIRE (10 questions in total)- multiple choice, true or false,

1. What are the common elements of apprenticeship schemes that can be found in every country?
 - a. The main mission, which is education.
 - b. Compulsory learning and working in a company.**
 - c. The main mission which is access to the labour market.

2. In general, in the EU, most apprenticeships follow the approach according to which apprenticeship is part of the VET system.
 - a. True**
 - b. False

3. The European Union promotes the apprenticeship system using different platforms such as:
 - a. Youth Guarantee**
 - b. EURES**
 - c. Euroguidance
 - d. Careers.Net
 - e. The European Alliance for Apprenticeships.**

4. Due to the different European schemes, experts have developed different analysis to classify them which are:
 - a. The purposive analysis**
 - b. The organisational analysis**
 - c. The responsibility analysis
 - d. All of the above.

5. The organisational analysis is centred in the way in which apprenticeships are organised compared to other countries or even different stakeholders in the same country.
 - a. True**
 - b. False

6. Career guidance...
 - a. Is necessary only for youngsters.
 - b. It is beneficial but there is no evidence that proves that it contributes to foster talent in a society.
 - c. Is more necessary than ever because of the rapid changes that technology is provoking in the labour market.**

7. The main challenges that guiding services and job counsellors face are:
 - a. Professionalisation
 - b. Lack of strategic leadership
 - c. Not enough coordination and cooperation
 - d. Not exclusive legislation in some countries
 - e. All of the above**

8. The European Union supports different platforms to interchange research and ideas about training services. The platform that offers international exchange programmes is...
 - a. **Euroguidance**
 - b. Careers.net
 - c. European Alliance for Apprenticeship

9. Most of the countries of the European Union have an exclusive legislation dedicated to job counselling and lifelong guidance services.
 - a. True
 - b. **False- Most of the countries of the European Union have counselling legislation included in the legislation about education and employment.**

10. Finland is an example of good practices related to job counselling services, with the organisation of “One-Stop-Guidance” places.
 - a. **True**
 - b. False

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