



**FROM YOUTH
TO WORK**

NEEDS ANALYSIS REPORT



Erasmus+

FROM YOUTH TO WORK

CROATIA GREECE HUNGARY ITALY PORTUGAL ROMANIA

The project [From Youth to Work](#) | 2017-1-HR01-KA205-035273 has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT COORDINATOR:

Sirius - centar za psihološko savjetovanje, edukaciju i istraživanje (CROATIA)

Sirius*

Centar za psihološko savjetovanje,
edukaciju i istraživanje

PARTNER ORGANIZATIONS:

IATAP - Technology and Human Resource Institute (GREECE)

Conceitos do Mundo (PORTUGAL)

DGASPC Harghita (ROMANIA)

EMINA Palyaorientacios Alapitvany (HUNGARY)

Formazione Co&So Network (ITALY)



CONTENTS

PREFACE	01
PART I: MAIN FINDINGS OF THE NATIONAL DESK RESEARCH REPORTS	02
I.0. INTRODUCTION	03
I.1. CAREER GUIDANCE AND PUBLIC POLICY	04
I.2. PROFESSIONALISM AND COMPETENCIES OF VOCATIONAL GUIDANCE AND COUNSELING PRACTITIONERS	10
I.3. SPECIAL SUPPORT MEASURES FOR UNDERPRIVILEGED YOUTH	14
I.4. ANNEX: BEST PRACTICE COUNTRY EXAMPLE	17
PART II: REPORT ON SURVEY RESEARCH FINDINGS	29
II.0. INTRODUCTION	30
II.1. MAIN FINDINGS	31
II.2. DETAILED FINDINGS	32
II.3. ENCOUNTERED DIFFICULTIES AND RELATED TRAINING NEEDS	40
II.4. IMPORTANT SKILLS AND COMPETENCIES IN THE AREA OF VOCATIONAL GUIDANCE AND COUNSELLING	46
II.5. RECOMMENDATIONS FOR TRAINING DESIGN	50
PART III: ANNEX	52
III.1. SHORT RESULTS OVERVIEW: CROATIA	53
III.2. SHORT RESULTS OVERVIEW: GREECE	55
III.3. SHORT RESULTS OVERVIEW: HUNGARY	57
III.4. SHORT RESULTS OVERVIEW: ITALY	58
III.5. SHORT RESULTS OVERVIEW: PORTUGAL	60
III.6. SHORT RESULTS OVERVIEW: ROMANIA	62
III.7. INTERVIEW GUIDE	65

PREFACE

This report has been developed as part of the Intellectual Output 1 -Needs Analysis of “From Youth to Work” project co-founded by the European Commission, through the Erasmus +, Strategic partnership programme.

This report has been drafted by the Direcția Generală de Asistență Socială și Protecția Copilului Harghita [The General Directorate for Social Assistance and Child Protection Harghita] and it follows the aim to compile the national findings on the current situation and identify needs of youth workers working in the field of vocational guidance and counselling in participating countries, namely in Croatia, Greece, Hungary, Italy, Portugal and Romania.

The “From Youth to Work” project is aimed at improving practices in youth work in the fields of career and vocational guidance, supporting employability of youth, enhancing the job search process and supporting transition from educational activities to labour market. The implementation of this objective should ultimately contribute to the improvement of youth work, recognition of relevant skills and knowledge needed for the inclusion of young people with fewer opportunities (NEET e.g.). The project aims to develop relevant, both theory- and practice-based, working materials and to support development of transversal competencies, cross-national understanding and learning among partner organizations.

The objective of the activities of IO1 was to:

- Identify a career path for youth workers and vocational guidance
- Identify youth workers' needs
- Explore and compare national and European best practices, procedures, methodologies and tools in career and vocational guidance and support services in employment to inform stakeholders about different practice-approaches, policy design, action plans and programmes

In order to prepare a basis for the development of relevant and useful outcomes of the project (such as the training materials (IO2) addressed to youth workers in the field of career and vocational guidance) national studies were carried out in each partner country using two methods : i) the desk research aimed at describing the current legal and political framework for vocational guidance and counselling; ii) empirical research through semi-structured interviews aimed at collecting narratives and experiences of 15 youth workers/partners working in the area of vocational guidance and counselling provided to underprivileged youth, in terms of how they provide their services and in what way they think these could be improved.

This report is divided into two parts. In the first part we will present information about the similarities and differences of the national contexts of vocational guidance and counselling in the partner countries based on the national desk research reports. The second part will present the results of the field surveys addressed to youth workers carrying out vocational guidance and counselling activities.



PART I

MAIN FINDINGS OF THE NATIONAL
DESK RESEARCH REPORTS

I.0. INTRODUCTION

In the framework of the project, desk research was used as a data collection process from existing printed or online resources (national papers, literature, studies and results from other researches, blogs) to explain the national systems and to identify European Networks, services in the partner countries and best practices (incl. procedures, methodologies and tools) in the area of vocational guidance and counselling.

To assess relevant information on the vocational guidance and counselling system and practice in the partner countries a three-level approach describing aspects was proposed:

- 1) Level of national vocational guidance and counselling system
- 2) Level of youth workers
- 3) Level of target group – young people with fewer opportunities

Each partner conducted a research on the specific issues raised and submitted the results to be compared to the situation of other countries.

The aim of the following report is to present similarities and differences of the national vocational guidance and counselling system and is divided into 3 sections: In the first part we will present the national system and main policies. In the second part we will summarize the different approaches towards the professionalization of the service and practitioners. In the last part we will present the special programmes already developed for youth at risk in the partner countries.

The best practice examples gathered during the research are presented separately. These include examples from the employment, educational, vocational guidance sector and can be found in the annex of the report.

I.1. CAREER GUIDANCE AND PUBLIC POLICY

As in many European countries career guidance and counselling in almost all partner countries dates back to the beginning of the 20th century, when governments promoted this service as part of the industrialization process. In the present, the more “professionally” organized institutional framework of career guidance is strongly linked to the education system (school setting) and the network of employment services (public employment services) fragmented across a number of ministries and governmental entities. Most important ministries responsible for career guidance are: the ministry of education and labour or as in the case of Hungary the Ministry for National Economy (responsible for labour market policy, vocational education and adult training) and the Ministries for Human Capacities (responsible for youth policy, social inclusion, family policy and education). Few countries (Greece, Romania and Romania) have included some level of professional approach into the development of the vocational guidance system. These institutions aimed to link education and employment needs/labour. Unfortunately, they have less significant influence over the development of career network or the provision of the support service offered to youth. Other countries, like Croatia, Hungary and Italy have created special institutions with well-defined services and target groups. The Croatian Employment Service provides individual career guidance consultation for pupils in their last year of primary school, learners in their last year of secondary school, as well as university students including professional information and professional counselling. In Hungary, the National Office of Vocational Education and Training and Adult Learning (NOVETAL) develops and supervises lifelong learning activities within the field of VET. Furthermore, in Italy Youth Information Centres, located at municipal or provincial level, are offering free information service to young people about educational or professional choices.

Partner countries’ policies influencing career and vocational guidance are in accordance with most EU strategies and the recommendations established at EU level, especially the Education and Training 2020 - strategy and the Youth Guarantee Scheme. Partner countries developed special national programmes (like the Human Capital Operational Programs, “Giovanisì” project for the region of Tuscany, Social Renewal Operational Programme etc.) financed by the European Social Fund offering opportunities to facilitate access to the labour market through development of training opportunities and of employment support services. The level of efficient implementation of these strategies would certainly provide interesting data on the political attitudes toward vocational guidance and lifelong learning. However, it is not the purpose of the present study to appreciate the different governmental choices, but to provide information for the development of support possibilities offered to youth as well as career guidance and counselling.

Career guidance and counselling services are publicly established and free. In the educational framework students may come in contact with career guidance within the national curriculum, through organised special classes focusing on career choice (Hungary, Romania, Portugal) or through the involvement of more or less professionally trained specialists (psychologists or career counsellors) providing support in the process of career planning. The employment system in most countries (Croatia, Greece, Portugal, Romania) is mostly limited to information provision to the registered unemployed, while in Italy the public employment service is extended to include more attention to career planning and to provide support on different stages of the employment of special target groups (people with disabilities).

Private sector in all partner countries has a complementary role to the public sector services providing vocational training, information and counselling. However, the level of importance and influence these represent may differ in the partner countries based on the public-private relationship.

The private sector may contribute to the development of new approaches in career guidance and counselling by participating in European collaboration projects but it also contributes to the implementation of national strategies by developing programs under the national operational programs funded by the European Social Funds. Private “headhunting” companies are also present in the field of career guidance providing services to the for-profit sector. Private sector may also have an important role in supporting vocational guidance and counselling programmes, like the Audi Company in Győr (Hungary).

All participating countries report incoherencies in the support system that fails to assist beneficiaries from all categories and in all phases of their life cycle by all contributing networks and services (education, vocational training and employment). However, at a closer look, the degree of dysfunction varies from the more or less successful national programs the partner countries’ governments have set up to integrate services and to provide continuous intervention.

Some partner countries (Greece, Portugal, Romania) face similar challenges providing integrated approaches for the provision of vocational guidance and counselling related to the needs of employers. Based on the national reports, the guidance and counselling services are limited and without the possibility to assure work-based, practice oriented learning through partnerships between education institutes and companies. This would enable students to follow a professional route and at some extent achieve satisfaction of employment needs. In some cases, national systems lack coherency and like in Romania, it fails to provide assistance to students or adults especially in rural areas or to disadvantaged groups. With the lack of national guidelines and quality standards, monitoring tools of vocational guidance in these partner countries are implemented in different ways.

There are, however, few national systems that provide more integrated policies and services. The Croatian Employment Service, conducting analysis and research, provides recommendations to match the educational programs and the labour market demand. More specifically it suggests the need for some professions at the labour market and specifies the number of high school students in specific programs.

In Italy an integrated guidance system was established in 2012 with the foundation of a national lifelong learning system developed with the collaboration of the government and different regions to ensure the national strategy, quality of career and guidance service and to ensure equal access to all young people to tailor-made guidance service. Minimum quality standards for guidance services (including professional skills of operators/counsellors) and monitoring tools have been developed. Inter-institutional working groups have been created from the involved ministries and minimum quality standards have been defined for services as well as the professional skills of operators. These provisions sought the assurance of the quality of the guidance service and equal access by all young adults, all coordinated and matched to meet specific territorial (regional) needs and priorities. Despite the agreement, it is reported that the cooperation is biased and there are difficulties in establishing links between the approaches of the regions. Similarly, in Hungary after the adoption of the 2014 National Lifelong learning Strategy for 2014-2020 a process of development of new and restructured old institution has been started. Its goal is to create a national network of lifelong guidance based on an integrated definition of career development.

In the following we will present a short summary of the national career guidance and counselling systems of the partner countries as it may provide more insight for further research. However, we would advise to study all national reports included in the annex of this document to receive more information and contact points.

In Croatia vocational guidance is provided through the Croatian Employment Service (CES), and other institutions conducting professional guidance based on the legislative work involving the Ministry of Science, Education and Sports and the Ministry of Labour and Pension System. The CES acts on national, regional and local levels. There are five regional offices and 17 local offices operating within the CES. Every regional and local office has its own branch. There are 99 branches in total. Their presence and work enable realizing the CES core functions and goals throughout Croatia.

CES provides service regarding individual career guidance and counselling for pupils in their last year of primary school, learners in their last year of secondary school, as well as university students including professional information and professional counselling, and it is implemented in collaboration with schools and parents. They offer face-to-face and online support as well. CES also provides services to the unemployed when necessary.

In addition to CES, other institutions providing career guidance and counselling are primary and secondary schools, adult education institutions, universities, Croatian Employers' Association, agencies for vocational education and training and adult education, Agency for Mobility and EU Programmes etc.

Career and vocational guidance system services in Greece are mainly applied in the fields of education and work through several public or private, for-profit or non-profit bodies.

At national level the Ministry of Labour, Social Insurance and Social Solidarity develops its activities through the Greek Manpower Employment Organization (OAED). The main activity and objective is career and vocational guidance, dealing with unemployment and offering training and apprenticeship for future workforce. The Ministry of Education, Research and Religious Affairs is developing its activities in two directions: in secondary education and in higher education.

In secondary education level School Vocational Guidance is part of the curriculum (also in high school). Furthermore, vocational guidance and counselling is provided in school vocational guidance offices and the Counselling and Guidance Centres (KESYP) of the Greek prefectures and the Career and Vocational Guidance Offices. Meanwhile in higher education career offices aim at helping students and their graduates plan their future career and to look for a job in their field of study.

At local level and especially at the primary local level, each municipality provides services of vocational guidance (individual or group counselling), but without a clear legislative framework. In addition, various health and welfare services such as the Greek Productivity Centre and the Demotic Education Centre are active on a small scale and occasionally on vocational guidance issues, by taking advantage of their participation in European programs. Private offices provide career and vocational guidance services.

Within the framework of employment, Greek Manpower Employment Organization (OAED) provides further advisory services and information on career opportunities. Linking the activities and policies of the two ministries, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) is the national body providing scientific and technical support to the Ministry in designing and implementing a national career guidance policy, as well as the provision of such services in Greece.

In Hungary the central government is responsible for the governance of the education system, with strengthened responsibilities in primary and secondary education in recent years. Guidance activities and development are overseen by both the Ministry for National Economy and the Ministry of Human Capacities. The Ministry for National Economy is responsible for some elements of active labour market policy, vocational education and adult learning and training. Since July 2015, the Ministry for National Economy is also in charge of maintaining VET institutions. At the same time the Ministry of Human Capacities supervises the education system, youth policy, social inclusion, family policy, primary schools and general secondary education, as well as, higher education.

The network of Employment Information Centres (FIT), currently present in the county government offices offer direct access to various resources, such as films and information folders on occupations.

In 2015 the National Office of Vocational Education and Training and Adult Learning (NOVETAL) was established and became responsible for the development and supervision of lifelong-guidance activities within the field of VET in Hungary. National guidance developments were carried out under the Social Renewal Operational Programme in two phases (Developing a Lifelong Guidance System in Hungary 2008-2011 and 2012-2015). The programme laid special emphasis on developing tools and services used in guidance and career counselling, as well as, on the training of counsellors (e.g. teachers, social workers, career professionals, PES front-line staff).

In Italy the main public entities providing guidance services and counselling are the Public Employment Services, Youth Information Centres and private entities. They offer their services according to the national quality standards of services adopted in 2013 defining minimum quality standards for services and professional skills of operators/counsellors, according to the National System of Lifelong Learning adopted by the government in 2012.

The Public Employment Services operate at metropolitan area level, according to guidelines established by each Region of Italy. They represent the public reference point for people looking for employment, for those who wish to change jobs, for companies willing to recruit new staff members, for those who want to attend a training course or who need general guidance.

Youth information (Informagiovani) centres are located at municipal or provincial level offering a free information service to young people about educational or professional choices (job offers, open competitive exams, internships, traineeships, universities, scholarships, schools); free time management; current cultural and other events in the city and about other different areas. Furthermore, each region is entitled to develop a more detailed program adapted to the specific needs of the region.

Private entities offering employment services are authorized by the Ministry of Labour and Social Policies, training agencies, social cooperatives, foundations, non-profit organizations, trade unions and trade associations. For aspiring entrepreneurs and new entrepreneurs, guidance, information, training, counselling and assistance services can be provided by the Chambers of Commerce.

Vocational guidance is also provided in schools, some offering special counselling programmes for drop-outs if they are not 18 years old. Foreign young adults also benefit from these services. Universities have their own Guidance and Job Placement office.

Similar to Greece and Romania, Portuguese^[1] vocational guidance system is primarily represented by entities from the education and the public sector. In the field of basic and secondary education Psychology and Guidance Services develop and implement school and career guidance. They are supervised by the General Directorate for Education. In higher education Support Offices for Professional Insertion (GAIP) provide support for students. The administration and management of these offices fall under the responsibility of the universities which are entitled with decision-making autonomy in this area.

The public area, the Institute for Employment and Vocational Training, PI (IEFP, P.I.) is responsible for the employment services offering only information, career guidance and counselling to registered unemployed and employees looking for new job opportunities. Beside face-to-face services, they provide also telephonic and online support.

In Romania guidance and counselling is mainly based on two networks: (1) education (for pre-university and university levels) and (2) labour market (state run agencies for employment and private providers). Within the educational framework, counselling comes within the curriculum of counselling and guidance classes and/or in psycho-pedagogical assistance offices in schools.

The institutional network of the educational frame consists of Inter-school Psycho-Pedagogical Assistance Offices (counselling cabinets) organized in schools with more than 800 students, or groups of schools. Their activity is coordinated by the Psycho-Pedagogical Assistance Centres present in each county. For students with disabilities Complex Expertise Commissions are operating to provide psycho-diagnosis and guidance. All the above-mentioned institutions are coordinated at county level by the Centre for Educational Resources and Assistance operating under the authority of the County School Inspectorate (Ministry of Education). Information and Guidance Centres are organized in big university centres aiming to provide information and counselling regarding career prospects.

The Institute for Educational Sciences, functioning under the authority of the Ministry of Education runs a special Educational and Vocational Department for the methodological coordination of the guidance and counselling network. Its interdisciplinary team should function as a link between the education and labour demands, providing training and research for staff working with youth.

For the labour market, career guidance and counselling services are provided by both public and private sector. Public sector is represented by the county level organized Employment Agencies, whose role is to minimize unemployment, offering services to all age categories, providing training programs for re-integration and re-conversion into the labour market, counselling and vocational guidance programmes, mediation between job seeker and employer. Labour Offices are located in each county and the main cities. In these centres, officers provide information and vocational guidance mainly to registered unemployed people searching for a job.

Vocational guidance and counselling services provided by the private sector are mainly focused on the identification, selection and placement of qualified and specialized labour force ("headhunting"). These services are contracted by bigger companies.

There are, however, few organisations providing support to people seeking employment or better working conditions or better remuneration. All private vocational and career guidance services have to be accredited by the National Employment Agency.

I.2. PROFESSIONALISM AND COMPETENCES OF VOCATIONAL GUIDANCE AND COUNSELLING PRACTITIONERS

In a changing world with diverse socio-economic challenges vocational guidance and counselling practitioners must constantly adapt to new demands of the labour market and of those seeking employment. In the following we will analyse the practice fields, professional recognition and the professional status as well as the training of career counsellors in the partner countries.

Beside the educational and employment framework, vocational guidance and counselling is provided in many areas: youth welfare, youth organisations, detention centres, commerce (chamber of commerce) etc. NGOs provide services where the public institutions are not represented or cannot fulfil demands. These NGOs may offer inclusion support services (Italy), youth job clubs (Croatia) or offer support for disadvantaged groups (Romania: people with disabilities, youth out of state care, etc.). Organisations may also contribute by designing new approaches and targeted support through various projects.

Quality assurance systems have the role to improve efficiency and to create transparency across the provision of a service. Furthermore, they are strongly linked to the professionalization of an activity. Analysing the national quality frameworks of the partner countries we can observe distinctions and variations related to the professional recognition of vocational guidance and counselling services. Partner countries present quality standards in different areas where vocational guidance is provided. As the service is strongly linked to the educational framework, all partner countries developed special guidelines, compulsory standards and job descriptions of specialists working in the education area. However, requirements differ in case of practitioners. The national reviews of the partner countries on the system of vocational guidance and counselling reveal significant differences related to the professional recognition of the service.

Greece, Portugal and Romania have not yet implemented a general and cohesive system for quality assurance. There is no defined process and content of the initial training for vocational guidance and counselling, which may result in the divergence of programmes and approaches from the public policy objectives. In most cases qualifications in related fields (for example, psychology or pedagogy, social work, sociology) are regarded as sufficient for career guidance practitioners, even though such qualifications pay less or little attention to career guidance competencies.

In Croatia, the Croatian Employment Service issued the Quality Standards for the Career and Vocational Guidance and Selection Services in 2015 defining the working standards for service providers in these areas. The purpose of this document was to determine and improve services, to establish a unique methodology of service, and to define the ways of information exchange among colleagues and those who use their services. The document defines three levels of service provided by the CES: 1) self-help services (through CISOK (Information and Counselling Career Centre) and using web tools; 2) group sessions providing information and short-term counselling assistance; 3) comprehensive individualized services (including individual work with beneficiaries). Quality standards define the standard steps and the process of career and vocational guidance for students and unemployed persons, and define types of career and vocational guidance. The provision and ways of accessing career-related information are standardized for different groups of beneficiaries (unemployed persons, employers, students and professionals in educational institutions). Career-related information can be general or targeted. Targeted career and vocational guidance are carried out by professionals with special education to work with certain groups of unemployed people (disabled, self-employment candidates, etc.).

Educational profile of vocational guidance and counselling practitioners, as in the majority of the partner countries, has not been yet defined. There is no special master degree or specialist postgraduate study and there is no special permit that qualifies specialists in the field. In Croatia, people involved in career and vocational guidance may be of different backgrounds depending on which aspect of career and vocational guidance and counselling they are engaged in, depending on the type of services they provide.

In the context of the Hungarian National Lifelong Learning Strategy national protocols for career guidance have been developed to provide quality guidelines for practitioners, that include common directions on the communication and activities career counsellor should follow. Over the past years few attempts have been made to assure common quality procedures. One of these is the development of the `code of ethics` based on EU standards.

Since 2012, with the establishment of the national lifelong learning system, Italy pursued the goal to ensure a national strategy, equal access by all interested and the quality of career and guidance service. Minimum quality standards for guidance services (including professional skills of operators/counsellors) and monitoring tools have been developed. These provisions sought the assurance of quality of guidance services and equal access by all young adults, all coordinated and matched to meet specific territorial (regional) needs and priorities. Despite the agreement, it is reported that the cooperation is biased and there are difficulties in establishing links between the approaches of the regions.

The National Minimum quality standards of career and vocational guidance services provide special requirements for private employment agencies and private vocational training/career guidance providers. Public and private entities intending to provide intermediation in the labour market (employment agencies), search and selection of personnel, support for professional relocation have to request authorization issued by the Ministry of Labour Market. Entities intending to provide orientation, job matching services, monitoring of labour market flow have to request an accreditation. Moreover, service providers must follow quality management requirements defined at regional level. There are no special requirements for practitioners though.

In Romania there are a few compulsory standards guiding vocational guidance and counselling. For services provided to adults (18+), the provider is required to receive an accreditation from the Employment Agency. The criteria for the recognition mainly include professional staff requirements (number of professionals) and special conditions of the space/venue where the service is provided. Quality standards are vaguely mentioned.

On the other hand, staff providing vocational guidance and counselling in the educational framework must have special education (psychology degree, BA, or Master in school psychology) and must fulfil detailed job descriptions issued by the ministry. Moreover, the functioning, organization and responsibilities of the counselling centres in schools (Centre for Educational Resources and Assistance, Psycho-Pedagogical Assistance Centres) are all described in Orders issued by the Ministry of Education.

There have been few attempts to professionally recognize the activities and the profile of vocational guidance and counselling practitioners: in 1999 the occupational standards for professional guidance counsellor have been developed, in 2010 for school counsellor, 2011 vocational counsellor, 2011 specialist in supported employment, 2012 youth worker. Despite these efforts, the main requirement for the practice of career guidance is to present evidence of education in the psycho-social-pedagogical field.

As it has been presented above, practitioners of vocational guidance and counselling may present different educational backgrounds in the psycho-social-pedagogical areas, depending on the field of work. Only a few master programmes provide specific training, like “Science of Lifelong Educational processes” – University of Bologna, Italy, “Human Resource Counselling” master programme at Szent Istvan University, Hungary or the “European Master in Adult Education” master programme provided at West University, Romania, etc. Thus, in most cases, practitioners from all partner countries must rely on training opportunities dealing with work-related topics. In order to update and maintain youth workers’ knowledge practicing in the field of vocational guidance and counselling they can attend e-learning courses, seminars or improve their personal skills through self-education using online resources (especially published by European organisation, like Eurguidance, Cedefop, etc.).

Professional associations have a key role in providing directions, tools and support for the professional development, in some cases offering special training opportunities focusing on specific issues of the career guidance and counselling processes. However, few partner countries have such professional organisations dedicated to vocational guidance. In most cases, like Croatia, Greece, Portugal and Romania, some specialists, especially psychologist active in the field of career guidance may be members of Psychological Societies, while other professionals with different profiles gather in other professional associations.

In Hungary, the Hungarian Higher Education Counselling Association represents student counsellors and student counselling services, whilst their members come from a variety of fields. Furthermore, the Kontakt Foundation (of career guidance practitioners) connects the career guidance practitioners from different areas providing training and guidance.

In Italy the National Association for career and Vocational Guidance Counsellors (ANSOR) accredited by the Ministry of Education and University, promotes the culture of career guidance, being committed to recognize the professional role of those involved in guiding and assisting anyone who has to make choices in moments of transition or difficulty. It organizes and holds the ANSOR Career Counsellors Register and it offers an entry course to practitioners through a 1-year e-learning course in collaboration with universities. The association “Società Italiana per l'Orientamento – SIO” has been funded in 2004 and gathers professionals working in the field of guidance in order to protect users through the development of research in the sector, the proposal of good practices in the field, the promotion of guidance as a lifelong process of personal accomplishment.

Regarding the methods and tools used by youth workers in the field of vocational guidance and counselling we can conclude that no major differences can be observed between the partner countries. Tools are chosen depending on the specific needs of each young person. To some extent and according to their specific training career advisors use psychometric tools, such as personality questionnaires, capability tests, etc. They may also use other tools borrowed from other areas as well.

As a result of the National Minimum Quality Standards (Italy) there are officially recommended tools applied in career guidance and counselling, like tools used for transmitting information and first guidance, for guidance in education and for accompanying and guidance in transition. With the extent of online accessibility several online vocational guidance platforms have been developed.

Career and vocational guidance in most countries offers support mainly in the information, skills assessment and job search processes of employment, additionally providing advice on vocational training. Only Italy has public policy offering support even after job placement. There are, however, few attempts made by NGO's to provide support on all stages of employment.

Partner countries report several limitations and challenges youth workers must deal with while providing career guidance. These may be of socio-economic and person related factors as well.

Especially in Romania and Greece youth workers are overburdened with several duties and have to face persistent low financing of vocational education by the state. Other countries, like Croatia and Romania mention the lack of tools and knowledge. Large scale legislative transformation can also provide important challenges, as reported in Hungary, where the emerging new governmental policies in the lifelong guidance system are ambiguous and lack clarity. Youngsters, the beneficiaries themselves are also mentioned as challenges (Italy and Hungary).



1.3. SPECIAL SUPPORT MEASURES FOR UNDERPRIVILEGED YOUTH

In ideal cases employment policies should help attain social equity and inclusion for all categories of the active European population. But many of the marginalised and disadvantaged groups targeted by career guidance services tend to be the most reluctant to use services that are administered in a formal institutional context. While some form of guidance service is generally available to students across the partner countries, there are only few targeted provisions for those who are considered to be 'at risk' or disadvantaged (e.g. people with disabilities, young adults from state care, single mothers and active elderly people, etc.). In the following section we will summarize the support possibilities, especially those which can be accessed by unemployed young people across the partner countries, in order to gain a better understanding of their needs and challenges.

Partner countries' employment policies are highly influenced by the Europe 2020 strategy for growth and jobs. Thus, partner countries have developed special programmes financed by the European Social Fund for the inclusion of disadvantaged youth (especially NEETs, and other disadvantaged groups of youth like those with disabilities, in social risk, according to the national needs), e.g. Youth Guarantee, Operational programmes for Human Capital. These programmes are addressed to private or public entities, which have to apply for financing with a developed implementation plan (project proposal).

The rate of unemployed youth is also a variable proving the success of these programs; however data on access rate of disadvantaged youth to vocational guidance and counselling is not well documented. In general, the access of disadvantaged youth to career guidance and counselling is quite low as the demand for the guidance service exceeds the opportunities offered. A Romanian study states that especially youth with special needs are not covered by career guidance or by the employment services either. Furthermore, territorial location of the youth may also contribute to low access rate to career guidance, as the institutional network cannot reach marginalized communities. There are however, few examples integrating special approaches to youth at risk, some included even into national policies:

In Croatia students with developmental issues and major health problems are identified through the Professional Intent Survey that the Croatian Employment Service applies each school year. After a psychological assessment or professional rehabilitation process, the expert team's opinion with the recommendations of educational programs is issued in accordance with the student's individual capabilities and abilities, as well as the needs of the labour market and the educational opportunities of the students in the field. Nevertheless, it has to be noted, that not all students are involved in the assistance and support process, especially not adolescents and consequently not those of disadvantaged group at puberty age.

Some Greek universities, such as the Aristotle University of Thessaloniki provide specialized services to students belonging to Vulnerable Social Groups aiming at developing their professional qualifications and enhancing their employment integration. This service is offered by the Liaison Office of the Career and Employment Structure.

In Hungary, policies such as Public Education Development Strategy 2003, as well as, the Vocational Training Development Strategy 2005-2013 support disadvantaged groups is one of the big challenges to be solved; especially the career counselling of the Roma population and of the youth with special needs are defined as urgent intervention areas. These strategies target the integration of disadvantaged groups into the educational processes and later on into career counselling. Other relatively small-scale measures, like the `Supply for the trip`, launched in 2005 financed by the Public Foundation for the Roma in Hungary, aim at reducing school drop-out from VET by providing a scholarship scheme combined with mentoring. One subprogram called `Road to a profession` provides even modest financial support for disadvantaged VET students, as well as for their teachers having a mentoring role.

In Italy Public Employment Agency Services provide supported employment to assist people with disabilities and persons of protected categories. There is also a special office for migrants with language and cultural mediation to support job opportunities.

I.4. ANNEX: BEST PRACTICE COUNTRY EXAMPLES

CROATIA

Name: Sirius – Centre for psychological counselling, education and research

Address: Bužanova 10, 10000 Zagreb, Croatia

Tel/E-mail: 00385 1 6701 224; info@centar-sirius.hr

Webpage: www.centar-sirius.hr

BEST PRACTICE DESCRIPTION:

Overall objective of the project Youth Job Clubs – Pilot Project in Sisak-Moslavina County is to increase the employability of unemployed youth in Sisak-Moslavina County (the most underdeveloped in Croatia) through establishment, development and support of the work of two Youth Job Clubs in Sisak and Glina. With the help of this project facilities of the Clubs in Sisak and Glina were equipped, 20 young unemployed persons with background in humanities and/or social sciences were trained through the training for a Job Club Leader - 100 hours of training and individual support. Youth Job Clubs provided intensive employability training to 60 young unemployed persons through 9 educational cycles. Alongside intensive training on employability skills, additional support, information and guidance were provided to additional 152 young persons in need for career guidance and support in job search process.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

- 20 young educated unemployed persons with diploma in Humanities and/or Social Sciences who were accepted into the training program for future Youth Job Club Leader. 2 persons got employed in newly established Youth Job Clubs in rural, underdeveloped parts of Croatia.
- 60 young (long-term) unemployed persons attended intensive 3-week job-seeking program under a trained Youth Job Club Leader
- 100 (long-term) unemployed persons from the local community – are beneficiaries of everyday Youth Job Club activities

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

This project piloted different kinds of activities in local communities aimed at giving support to young unemployed people - other than the activities of official employment services. Some categories of youth in this local community are at higher risk of unemployment compared to others, such as those belonging to national minorities, persons with disabilities, those with fewer educational opportunities, persons from rural areas (due to geographical isolation) etc. Establishment of job clubs for youth in this area made non-formal education more accessible, in geographical and financial terms. By attending the job clubs' program, beneficiaries received a certain structure, gained relevant skills needed in work place and broadened their social network which all together empowered them in their job search process.

All the activities carried out enabled youth included in them to become more active in job search and self-employment. Young people involved in the project built proactive attitude toward employment and their social network. All activities were basically tailor-made for the needs of the unemployed youth; a lot of support was provided for them (youth job club facilities, computers, internet, trained Youth Job Club leader...). These activities led to higher employment rate of those persons that got support from the project due to their improved employability skills and positive attitude regarding employment.

Authors: Iva Šverko, PhD and Toni Babarović, PhD from the Institute of Social Sciences Ivo Pilar
Tel/E-mail: Iva.Sverko@pilar.hr; Toni.Babarovic@pilar.hr
Webpage: www.putkarijere.hr (Career Path)

BEST PRACTICE DESCRIPTION:

Put karijere is an interactive website with numerous scientifically proven and quality psychological questionnaires designed for everyone who is in the process of planning his/her career. All questionnaires are free to use and provide feedback that can help individuals in career planning process. Here, people can find out more about their professional interests, the values that can be found and accomplished at work, the difficulties people face when making career related decisions and how to deal with them, how to manage a career, and receive advice on how to improve it. By filling out the questionnaires, individuals are able to find out more about traits and characteristics related to their career planning process. This website is part of a larger scientific project led by the authors and supporter by the Croatian Science Foundation.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

This website can be used by everyone in need of quality feedback on their traits and characteristics while undergoing a process of changing careers or looking for a suitable job. It can also be used by unemployed individuals as a tool of self-reflection in making career related decisions.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

This website represents an example of connection between scientific research and practical implications of the research results which is not found very often in Croatia. It was developed under the project Vocational Development in Adolescence: Setting the Adolescent Career Transition Model and it was led by Iva Šverko, PhD and Toni Babarović, PhD from the Institute of Social Sciences Ivo Pilar. The aim of the project was to identify key determinants of successful transition from school to work, or from school to college. The project included a research and practical part. Within the research part of the project, a career model for adolescence transition was established and verified, while within the practical part a website Put karijere (Career path) was developed. Several psychological questionnaires can be found on the website:

- Pictorial and Descriptive Interest Inventory
- Personal Globe Inventory - spherical model of interest and competence beliefs
- Values inventory
- Inventory of professional maturity
- Career Adapt-Abilities Scale
- Vocational Identity Status Assessment
- Career Decision-making Difficulties
- Career Decision-making Profile

GREECE

Name Greek Manpower Employment Organization (OAED)

Address Ethnikis Antistaseos 8st, 17456 Greece, Alimos

Tel/E-mail 0030-2109989500 / infoportal@oaed.gr

Webpage <http://www.oaed.gr/>

BEST PRACTICE DESCRIPTION:

The Forum convenes NEETs and enterprises by means of promoting OEAD's services and placing special emphasis on counselling services, training and employment opportunities. Activities of the Forum include: Career and Job Opportunities; Panel discussions (Q&A sessions with audience); Workshops; EURES information; CV writing support; and a detailed presentation of the Youth Guarantee initiative and various YG-related activities in Greece.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

The Forum was held as a one-day event in May 2014 and was the fourth of its kind organized by the Greek Manpower Employment Organization (OAED) in the past three years. The Forum was intended for NEETs and other target groups, including employers and jobseekers, as a means to activate (future, prospective) users and highlight to them the services offered by the OAED.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

The 2014 Forum attracted around 2.000 participants. Both the Workshop and CV-writing support activities witnessed a greater number of participants (270 and 525, respectively) than it was initially projected (240 and 300, respectively). Moreover, 51 % of the participants stated that they wanted to follow more extensive counselling sessions with OAED (which was the main aim of the workshops) and 64 % said that they found the OAED Workshops to be useful. New employment forums have been scheduled for the near future.

Name Greek Manpower Employment Organization (OAED)
Address Ethnikis Antistaseos 8st, 17456 Greece, Alimos
Tel/E-mail 0030-2109989500 / infoportal@oaed.gr
Webpage <http://www.oaed.gr/>

BEST PRACTICE DESCRIPTION:

As well as aiming to activate and empower users through immediate labour market integration, the workshops provide detailed information about all of the counselling services offered by OAED and provide an opportunity to be included in specific counselling groups. The practice follows an experiential learning approach, where participants are divided into working groups to discuss specific case studies and address related exercises. Finally, they have an opportunity to work with a specialized counsellor to improve the content and form of their CVs. Ultimately, this practice is intended to provide participants with the tools and knowledge to be able to select an OAED counselling program best for themselves.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

In 2012, the Greek Manpower Employment Organization (OAED) introduced this practice as a pilot program, as a way to ensure that unemployed would be fully aware of OAED services. Since 2013, the practice has been implemented systematically and workshops are held three times a year, in different OAED regional directorates.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

The practice is due to be extended to other regions of Greece. To date, it has delivered 33 workshops and supported 1150 beneficiaries. Of the beneficiaries supported, 906 have been directed to counselling services and 166 were employed or further trained.

HUNGARY

Public Education Bridge Programmes

By performing complex educational, social, cultural, pedagogical tasks for developing the skills and the personality, the Public Education Bridge Programmes assist the students in joining secondary education or vocational training or the obtaining of knowledge necessary for getting employed and starting independent life.

School-age students who have primary school qualification but have not yet been admitted to a secondary school may continue their studies in the Bridge I programme by the initiative of the primary school. The education organised in the Bridge I programme complements the knowledge and competences required for the continuation of studies by providing differentiated development paths building on individual abilities and needs. The education organised in the Bridge I programme prepares the students for the acquisition of learning methods adjusted to their individual abilities and within the framework of the career orientation function. Here students are introduced to the knowledge they need to enter the labour market. Within the framework of the Bridge I programme, students take entrance examination to a secondary school. Upon the completion of the programme, the organising school issues a certificate on the fulfilment of the study requirements. The Bridge I programme is organised so as to provide residence to the students if necessary.

If the school-age student does not have primary school qualification, in the school year in which he/she turns fifteen, provided that he/she has successfully completed six years in the primary school, the school initiates the admission of the student to the Bridge II programme. The education provided in the Bridge II programme motivates them to learn and develops the skills required for certain professions as set out by law; performs career orientation duties within the group of occupations and may prepare for the acquisition of partial vocational qualification. The Bridge II programme participants have to take a final examination in order to graduate, of which the organising school issues a certificate. The successful final examination certifies partial vocational qualification and entitles the holder for continuing studies in a secondary school. Within the framework of the Bridge II programme, students acquire all the knowledge necessary for commencing vocational training and also acquire the theoretical and practical knowledge elements required for joining vocational training. Following the successful completion of the Bridge II programme, the students will be prepared for the vocational examination in the vocational training year or years.

Within the framework of Public Education Bridge Programmes the activities, courses and programmes for the complex development of the students are evenly distributed over the morning and afternoon periods. The teachers participating in the implementation of educational activities adjusted to the individual capabilities of the students concerned are eligible for salary supplement in case not less than 70 % of their students involved in their educational activity in the school year concerned successfully pass a written secondary school entrance examination or, in case of the Bridge II programme, has advanced to the second year.

Within the framework of the Public Education Bridge Programmes, classes may also be organised which prepare the students, who were unable to complete their primary school studies by the end of their compulsory education and have successfully completed less than six primary teaching years, for commencing vocational school training within the framework of the vocational qualification defined by the Government Decree on the National Register of Vocational Qualifications.

The educational programmes of the Public Education Bridge Programmes are regulated in a decree by the minister responsible for education and such programmes include the group organisation principles, the system of development tools, and the framework regulations on the assessment / evaluation and supervision of the students and the pedagogical activity applied.

Public Education Bridge Programmes may be organised in primary and secondary schools within the framework determined by the Government. The institutions participating in the programmes are appointed by the government office.

The Bridge to Business project

The Bridge to Business project (HRom in Hungarian) relies on a new approach for Roma inclusion through promoting employment on the primary labour market, more specifically in the private sector, and through advancing responsible employment practices. The main objective of the project is to facilitate the access of secondary and university level educated Roma to quality white-collar jobs at private companies. The long-term aim of the project is to contribute to the formation of a Roma middle-class and to develop an inclusive society of decreasing prejudices and anti-Roma attitudes. The project also aims at raising awareness in the Roma communities of the added value of education. It is envisioned that examples and experiences of improved employment chances and successful career building among the young Roma will be widely known.

The core concept of the project steps beyond the most common Roma employment programmes targeting low educated, long-term unemployed people and proposes alternative measures to boost Roma employment. The activities support the potential Roma employees, on the one hand, through preparing them for a successful entry to corporate employment. On the other hand, the project also supports the employer companies in adapting their internal procedures in order to support the recruitment and integration of less competitive Roma candidates and to create a more inclusive environment. The elements of the intervention will offer knowledge for designing wider social policy tools to bridge the gap between the relatively educated Roma minority and the corporate sector.

The interventions will develop, test, and rigorously evaluate various services to individuals and business organizations. CEU CPS is responsible for the impact assessment of the project. Project monitoring and evaluation will focus both on the personal development of the project participants as well as potential changes that the project facilitates concerning the corporate ethos and diversity policies of partner companies, which partake in the program and employ young Roma.

ITALY

Name Cooperativa Il Cenacolo- Società Cooperativa Sociale Onlus (member of the biggest consortium of social cooperatives in Florence: Gruppo Cooperativo Co&So)
Address Via Leopoldo Pellas 20/A-B - 50141 Firenze
Tel/E-mail +39 055 / 6584985 segreteria@coopcenacolo.it and culturaro@coopcenacolo.it
Webpage <http://www.coopcenacolo.it/index.php> and <http://coesos.org/>

BEST PRACTICE DESCRIPTION:

The NEET-WORK project was implemented between October 2014 and October 2015 by the social cooperative Il Cenacolo. It was one of the 17 pilot projects financed by Tuscany Region through the Giovanisì project under a specific call addressed to NEETs. The project involved a wide range of public and private bodies, such as municipalities (Florence, Scandicci, Fiesole, Calenzano, and others), VET schools, healthcare services, trade associations and youth centres operating in the cities involved.

The project was aimed at developing an action strategy shared by a network of local actors involved in education, training and guidance to identify young NEETs (18-30 year old youngsters not in education, employment or training) in the Province of Florence and to involve them in guidance workshops, active job search seminars, individual coaching sessions and training courses to improve their transversal skills. The final objective of the project was to support NEETs to take more informed decisions about how to enter the labour market and/or choose a vocational training pathway. Moreover, NEETs were encouraged to register to the Youth Guarantee portal and to have a job interview at the public Employment Centre.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

NEETs (young people Not in Education, Employment or Training) aged 18-30 living in the Province of Florence.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

60% of participants were aged 18-25, the gender distribution was approx. 50-50%. 4 editions of project activities have been implemented between October 2014 and October 2015 with the involvement of 124 NEETs:

- 73 participants in the guidance workshops
- 43 participants in the active job search seminars & 67 participants in how to write a CV & 57 in job interview simulations
- 102 participants in the training courses to improve their transversal skills
- 5 participants in the individual coaching sessions

At the end of the project the 92 participants have registered at the Youth Guarantee portal; 27 participants have found a job or a work placement opportunity.

Name “Migrants Desk” at the Public Employment Center (Sportello Immigrati presso il Centro per l'Impiego) / Management by Consorzio Mestieri

Address depends on the PES address, for further information visit:

<http://www.cittametropolitana.fi.it/lavoro/centri-per-limpiego/centri-per-limpiego-sedi-e-orari/>

Tel: depend on the PES address (see above)

e-mail: Simin Shahbazi: shahbazi@coopcenacolo.it , Marco Antonucci: firenze@mestieritoscana.it

BEST PRACTICE DESCRIPTION:

The Migrants Desk is a service within 9 public employment centres in Florence offering guidance and legal advice to non-EU citizens on employment problems that arise due to their different legal position compared to Italian or EU citizens. The Migrants Desk is an information desk aimed at assisting both third country nationals and companies regarding employment regulations and to solve legal problems of non-EU citizens related to work. The Desk is managed by Consorzio Mestieri (which FormAzione Co&So is part of) together with the other public employment centres at regional level.

The service offers:

- Information on the local labour market, professions, training opportunities based on the client's needs (through personal interview or phone call); provision of printed materials on the services offered. Information on regulations related to the legal conditions of foreigners in Italy;
- Guidance to address clients towards the most appropriate professional pathway (max. 90 minutes per client) based on:
 - A first Profiling on the client's educational background, previous work experience, competences, aspirations and needs related to work and taking into consideration the local labour market trends and training opportunities.
 - Development of the Individual Action Plan (Piano di Azione Individuale) that describes the actions that the person needs to carry out, with the help of the Employment Centre, to find a job/training

- Cultural and linguistic mediation to foreign citizens (min. 30 minutes, on appointment) to help their understanding of the services and the characteristics of the local labour market. The service foresees the translation of the most important documents and CV of clients. The languages covered are: Albanian, Chinese, Arabic, Romanian, Bengali, English, Spanish and French.

The good practice is financed by Tuscany Region through ESF funds.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

It involves non-EU citizens and employers willing to recruit non-EC workers or who already have non-EC workers in their company. However, as the majority are young nationals from third world countries and officers are not from the field of Education Employment and Training, it represents a best practice for the target group of our project.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

Since the beginning of the service (January 2017) approx. 2000 migrants have visited the Migrants Desk and almost all of them have developed/updated their CV with the help of the Desk staff and cultural mediators. All of the clients received support to look for a job on the job portal of Tuscany Region (<http://idolweb.cittametropolitana.fi.it>) and at least the 50% of them have been sent to Italian language classes free of charge; for the 5% of young migrants an application has been sent to join the Youth Guarantee.

From a qualitative perspective, through the actions offered young migrants have a better overview on their possibilities in the local labour market and get support in finding a job or training.

ROMANIA

Name Office for Supported Employment - Direcția Generală de Asistență Socială și Protecția Copilului Harghita

Address Piața Libertății nr. 5, 530140 Miercrea Ciuc, Romania

Tel/E-mail +40 266 314711, office@dgapchr.ro, caagheorgheni@gmail.com

Webpage www.caahr.ro, www.dgapchr.ro

BEST PRACTICE DESCRIPTION:

Supported employment is a support service based on the guidelines of the EUSE. The office of supported employment was created in 2014 through a project focusing on the inclusion of youth at risk into the labour market. In the context of the project other three similar offices have been created in different parts of Harghita County.

The approach used by the counsellors (job coach, mentor) is based on the individual needs of the beneficiary and it involves his/her active participation in the process of job engagement. The support process consists of 5 primary stages: client engagement - information and active implication of the client into the support process, vocational profiling consisting of a thorough psychological evaluation highlighting the need for special training, job engagement, engagement of the employer, on the job-off the job support.

Based on the methodology beneficiaries can be/must be supported in all stages of employment: information gathering, application, job engagement and job securement (receiving on the job support in the process of accommodation). As employers represent another target group of the service they may be as well subjects of the support, providing understanding of the situation and special needs of the young at risk or person with disability.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

Youth at risk (young NEETs, care leavers, Roma) and people with disabilities.

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

According to 2017 data,

- the Office for supported employment functioning under the Directorate, consisting of one counsellor provided help to 52 persons (persons with disabilities, parents, care leavers). 21 beneficiaries have chosen to participate in the support process and 17 had been engaged with different job offers, from which 11 succeeded to be employed.

- 21 clients participated in training for life-competence development

21 clients have been registered into the unemployment system, prior to finding the appropriate job and receive state subsidies as a result (together with the employers).

PORTUGAL

Name Conceitos do Mundo - ONGD

Address Avenida da República, nº 50 – 2º Piso, Lisboa, Portugal

Tel +351 96 498 40 30

E-mail anabela@conceitosdomundo.pt

Webpage www.conceitosdomundo.pt

BEST PRACTICE DESCRIPTION:

In Conceitos do Mundo we have a project (EIH – Educação Intercultural e Humana), started in 2014 in cooperation with Seixal Municipality, that aims to protect the rights of children and youngsters. Our best practice is that it involves topics that youngsters are interested in, such as the right to work and their place in society. Therefore, we built a programme around those topics: the right to work, social networking and labour market. The project is still on-going and so far we have obtained good results.

TARGET GROUP (GROUP OF DISADVANTAGED YOUTH):

Seixal Municipality is a large municipality in Portugal, strongly multicultural with approx. 80% of disadvantaged people (including youth).

NOTABLE ASPECTS/RESULTS OF GOOD PRACTICE:

In 2015, the year after the project started, we had a lot of volunteers wanting to work with us, and, in 2016 the rate of youngsters following university studies increased in Seixal.

PART II

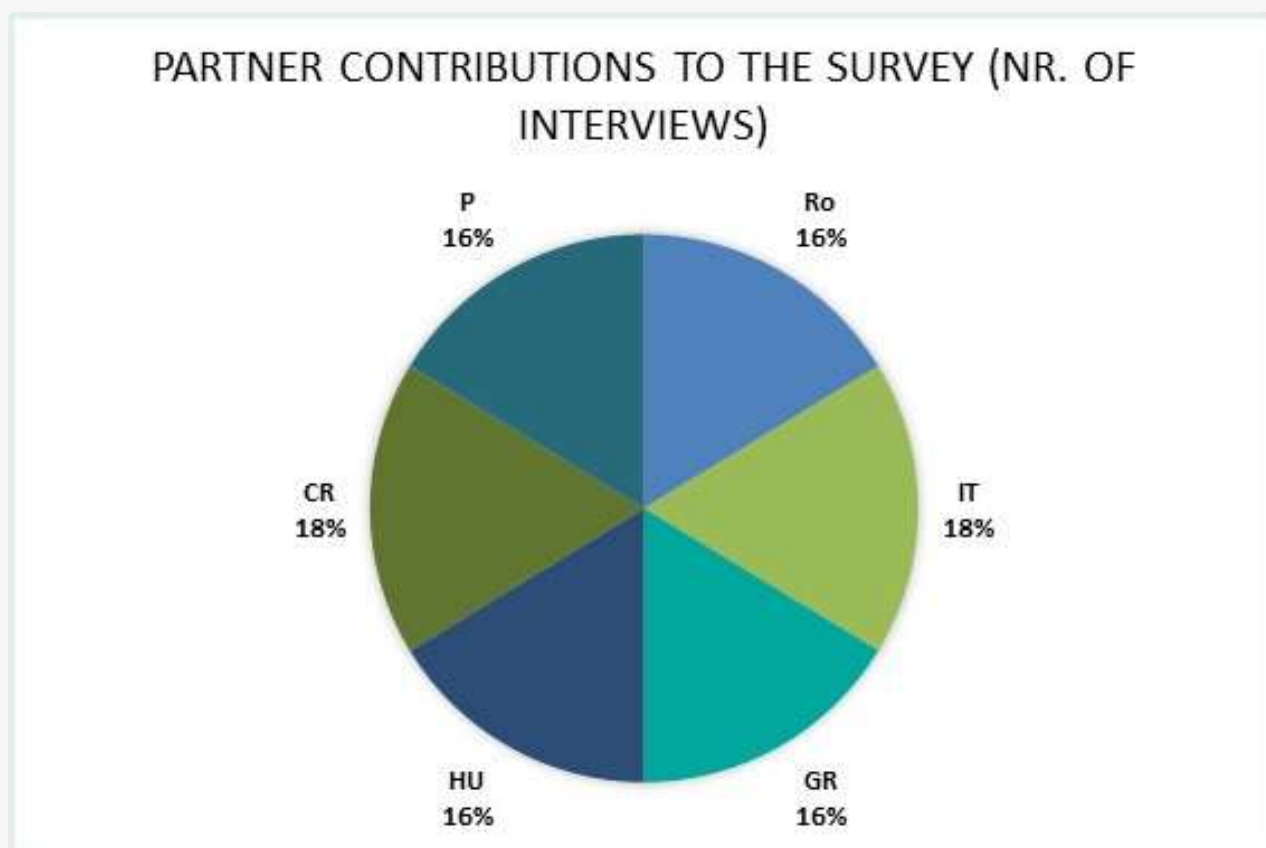
REPORT ON SURVEY RESEARCH FINDINGS

II.0. INTRODUCTION

Empirical research has been carried out in all partner countries by collecting experiences of min. 15 youth worker/ country working in the area of vocational guidance and counselling, providing support to underprivileged youth, in order to understand the terms and contexts they are working in and in particular to identify their professional needs for a better performance. Findings of the empirical research will eventually contribute to the identification of main topics and content of the training material foreseen as part of the project.

II.0.1. DESIGN AND METHODOLOGY OF THE SURVEY

The research was carried out between February and July 2018 in Croatia, Greece, Italy, Hungary, Portugal and Romania. 92 youth workers participated in the survey (min. 15 /partner country). Below we can see the contribution of partners providing the sample of analysis:



The survey was based on semi-structured interviews. Interview-guidelines, developed by the partnership, were designed to allow respondents to freely express their ideas, provide insight and suggestions to the question items, while also allowing an objective base for comparison and analysis of responses. The data was compared and further analysed based on the summary provided by each partner. At this point it is important to mention that the present investigation does not correspond to the criteria of scientific research: the results provided in this report may vary within a certain range of values as the sample used for analysis was not representative. Secondly one partner used a slightly different research instrument, and one partner provided an incomplete summary. Despite of these concerns, findings of the analysis still have an important role in the process of highlighting the main trends, problems and needs youth workers, vocational guidance and counselling practitioners present in regard to their daily work.

II.1. MAIN FINDINGS

The present research concluded that youth workers working in the field of vocational guidance and counselling have different professional backgrounds. The majority of career counsellors have university studies related to the field, but few of them have attended professional training or had relevant professional experience when starting to work with young people on their career development. These results confirm findings of the desk research related to the national systems of vocational guidance and counselling related to professionalism in these areas of work. The majority of respondents has been working for 1-5 years mostly with long term/short term unemployed young people, young people actively seeking employment/training, or from ethnic minorities and migrant groups.

The difficulties youth workers encounter while providing support to young concern the young people and the relationship between youth worker and beneficiary: understanding the motivational and emotional background of the young, providing support on both personal and professional levels (e.g. emotional support in difficult life situations, or mentoring, guidance applying approaches). Collaboration with other team-members or members of the extended support network was mentioned as well as a frequently encountered difficulty and as a recommended topic for future trainings.

The most frequently encountered problems, according to the youth workers' beliefs are skills and competencies used in vocational guidance and counselling that need further development and are related to the motivation of young people, communication, establishing relationships and empathy, tolerance and understanding, while maintaining professional boundaries and independence.

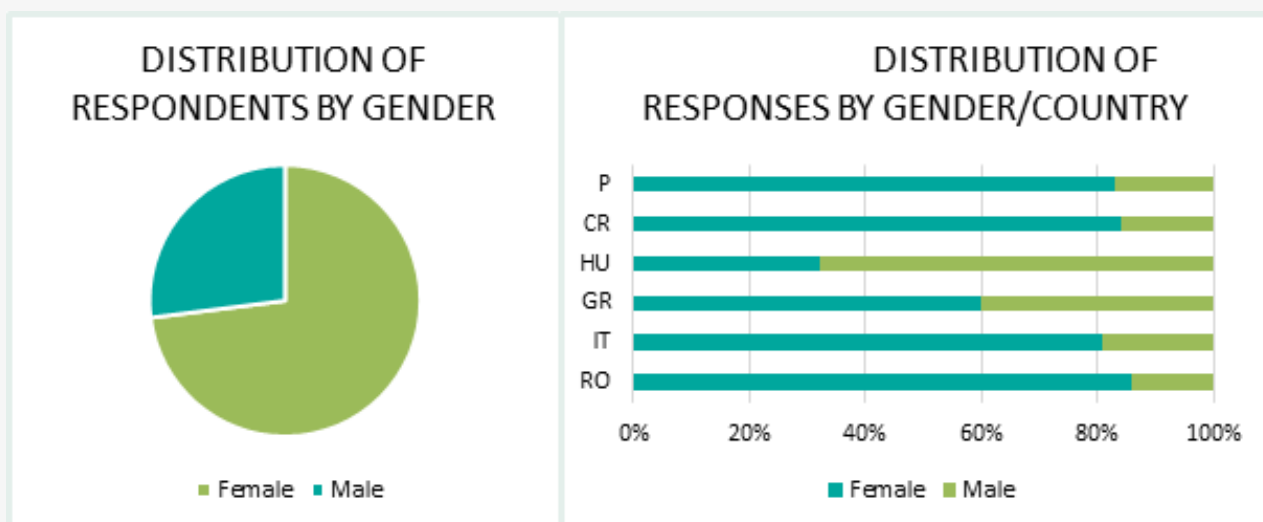
Considering the nature of the practice of vocational guidance and counselling, regarding the training design, respondents clearly indicated the preference for participatory training methods that include peer learning, study visits and expert's exchange lasting from 1 to 2 days with 4-5 learning hours.

The research highlighted the personal aspect of the vocational guidance and counselling process between youth worker and young people that exceeds the professional boundaries of strict employment support.

II.2. DETAILED FINDINGS

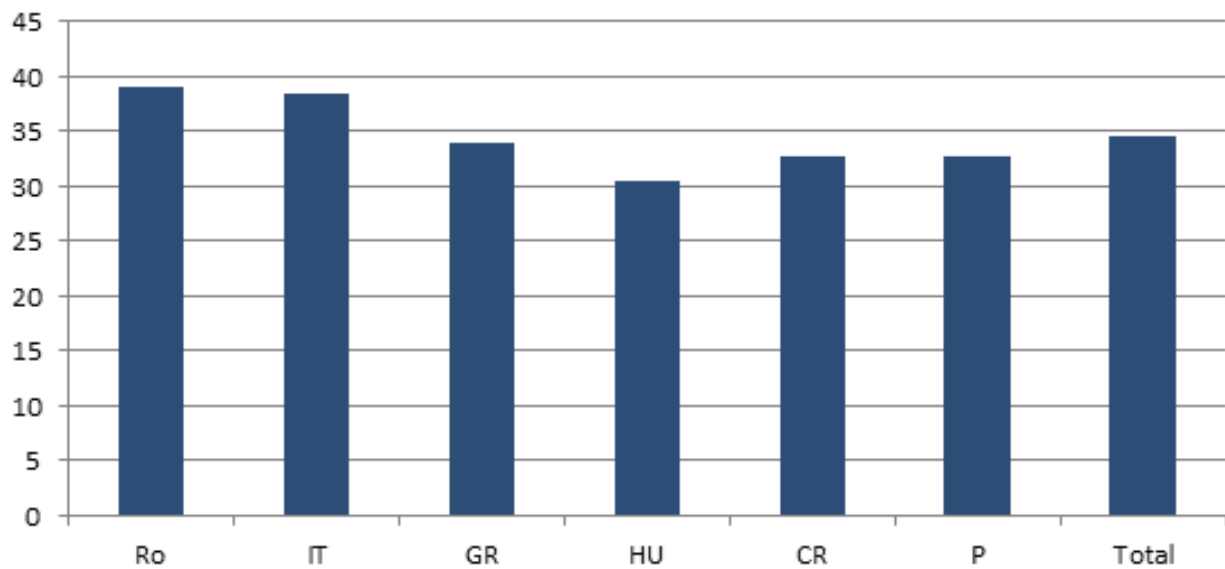
II.2.1. SOCIO-DEMOGRAPHICAL DATA

The sample of the research consists mostly of female respondents. As we can see below little more than ¼ of the respondents are male. Analyzing the country level data, we can also observe that despite the general results, Hungarian female respondents are underrepresented in comparison to males.



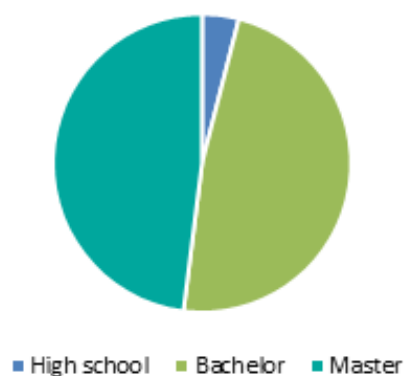
The average age of respondents participating in the research is 34.52, indicating a young group of youth workers with relevant experiences for further analysis.

DISTRIBUTION OF RESPONDENTS BY AGE

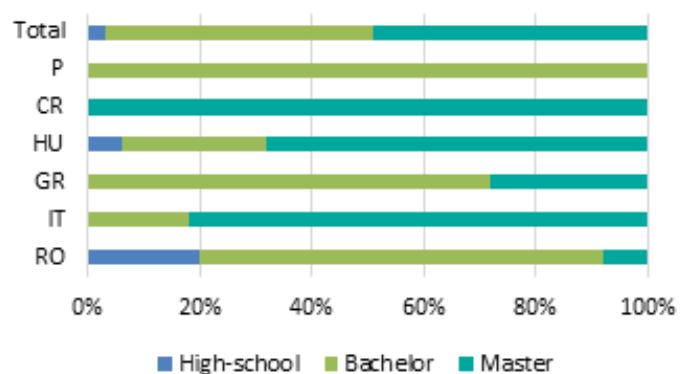


In the following we can observe that nearly all respondents have at least a university degree and near half of the sample have obtained a master's degree. These results coincide with the finding of the desk research. A more in-depth analysis of the country situation reveals that in Hungary and Romania vocational guidance and counselling is also provided by respondents with high school degree.

EDUCATION LEVEL OF RESPONDENTS



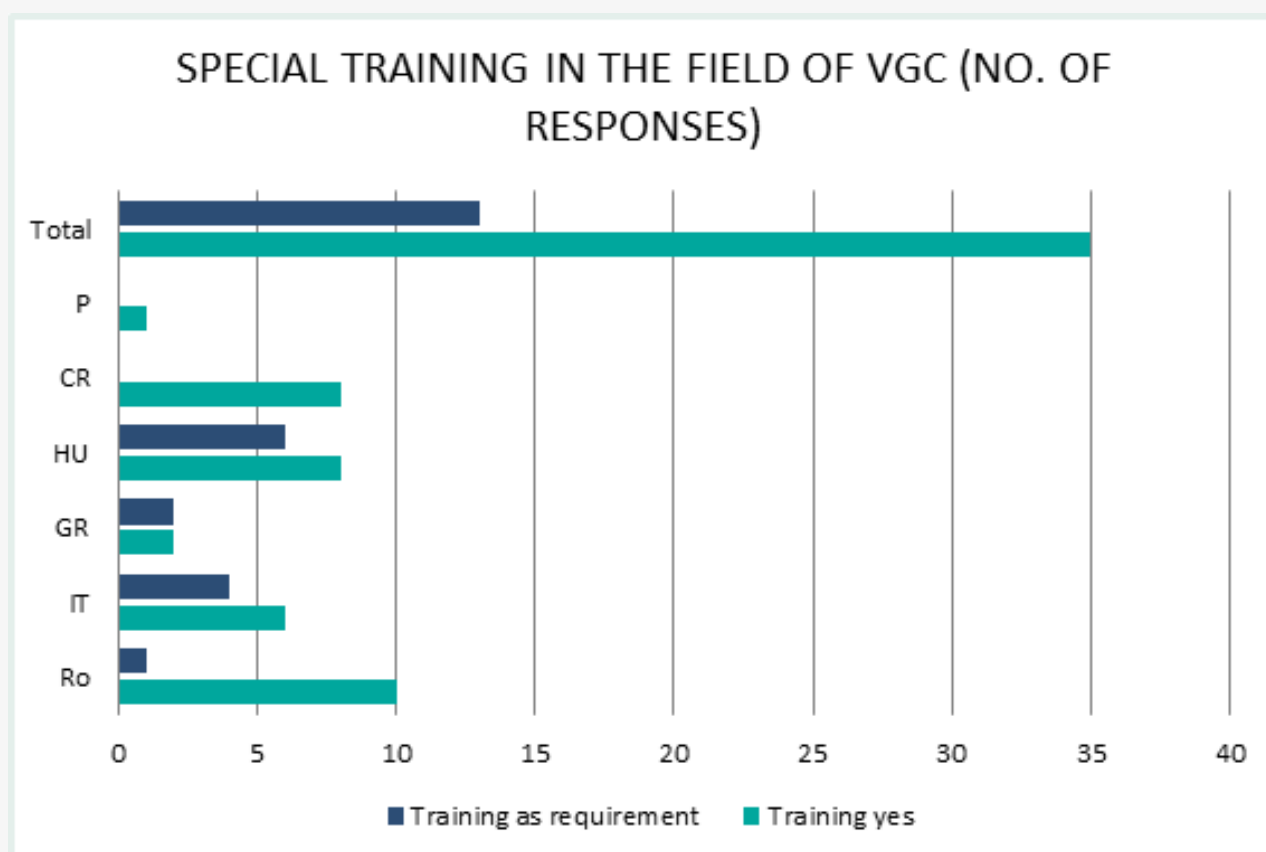
EDUCATIONAL LEVEL OF RESPONDENTS/COUNTRY



II.2.2. PROFESSIONAL TRAINING BACKGROUND

As the professional training of youth workers working in the area of career guidance and counselling is of an important interest of the research and the overall project, in the following we'll present detailed information about the respondents' training background.

Regarding the participation at specialized trainings or vocational education in the field of career and vocational guidance, 38.5% of the respondents claimed to have participated on a professional programme after finishing studies, while 14.13% (13) respondents attended these courses as a requirement for their current job. These results confirm the findings of desk research indicating a low level of professionalization of vocational guidance and counselling outlined by the lack of entry level training for practitioners.

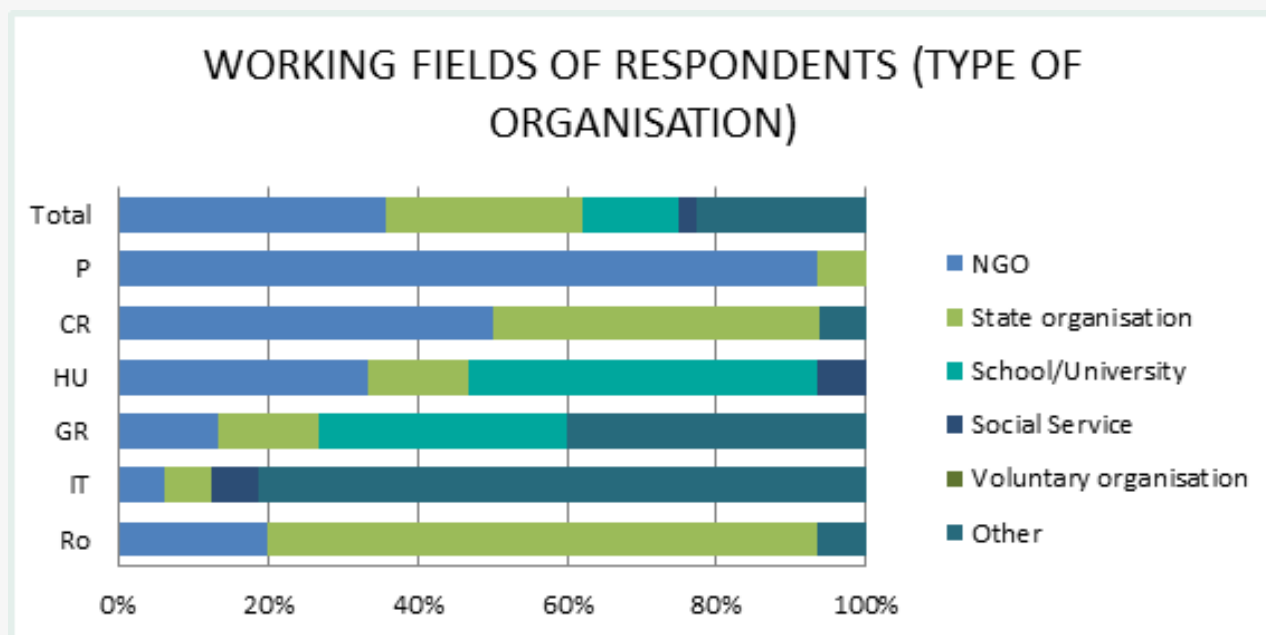


According to the information provided by participants in the survey the professional training programmes' curriculum included core vocational guidance topics like career guidance methods and techniques, skills assessment, job legislation or assisted employment; related topics like counselling and helping relationship and the management of services.

These trainings varied according to their duration and according to the final acknowledgement received. Regarding the duration of the vocational education programmes, some training lasted from 4 hour (in case of workshops) up to 250 or 750 hours, or up to 2 and 3 years of study.

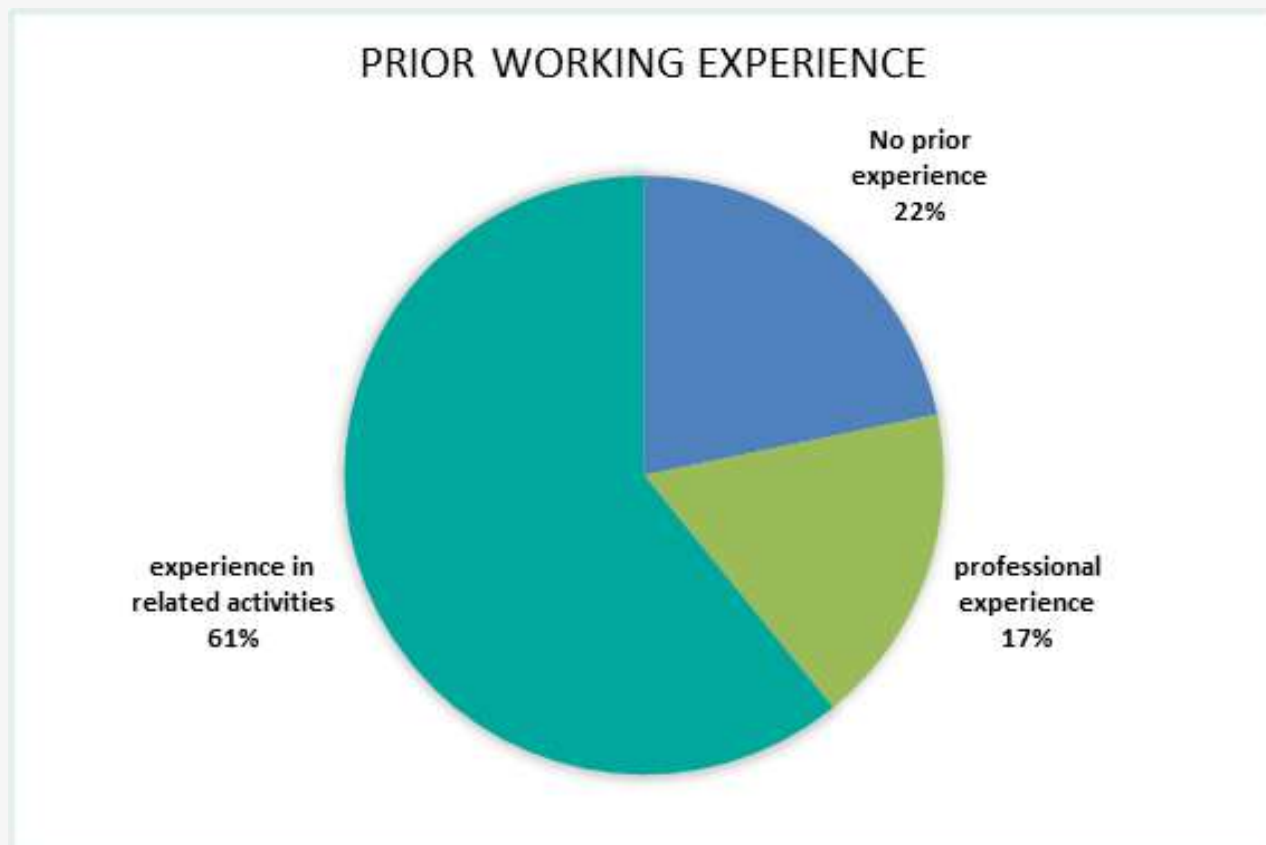
II.2.3. PROFESSIONAL BACKGROUND AND THE JOB PROFILE OF THE RESPONDENTS

As presented below, concerning the type of organization the youth workers are working in, providing vocational guidance and counselling, we can conclude that the majority is working in NGOs (35.87%). One of 4 youth workers are currently working in state organizations (26.9%), while in similar distribution (22.83%) in other types of organizations, like cooperatives. A significant group of youth workers in Greece and Hungary are working in schools or other educational institutions. An absolute majority of respondents (83.7%) is employed full-time.



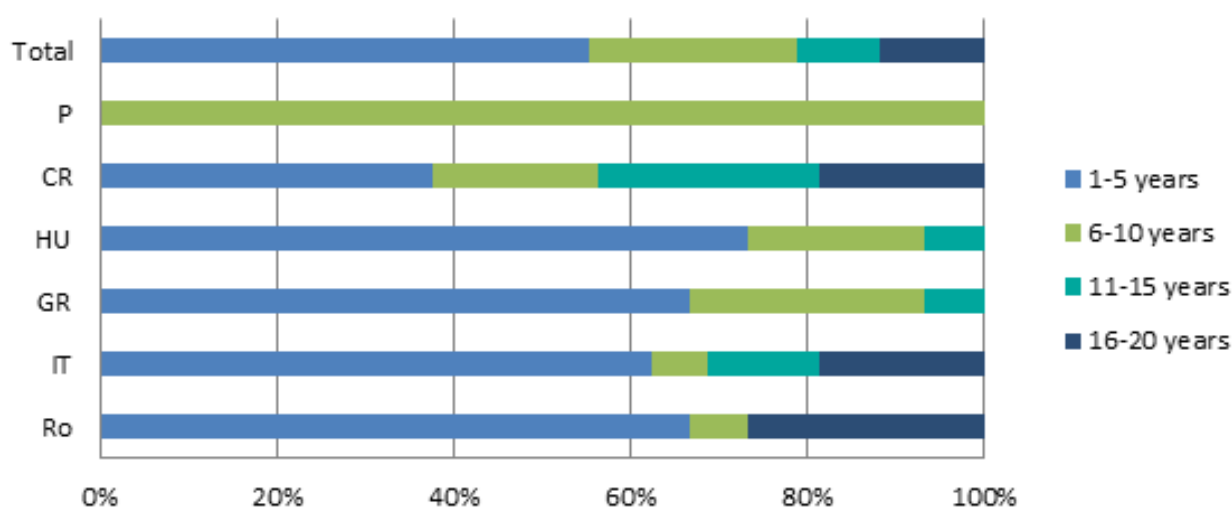
In relation to current occupational position, the interviewed persons fulfill different roles as professionals associated with career and vocational guidance (like career adviser/ counselor, education consultant), as professionals in the field of social sciences (social workers, educators, teacher, psychologist), as coordinators (managers, directors, project coordinator, CEO) and in various fields of activities (E.g. marketing and sales manager).

Prior professional experiences have been mentioned only by 17.39% of the respondents. 21.74% stated having no relevant prior practical knowledge. Majority of the interviewees, 60.87% has gathered some relevant knowledge working in related areas, like education, youth organization, youth programmes, training of young and adults, being engaged in office administration, etc.



Respondents' past working experience and the time spent in the current position is in close connection to the age of the research participants. More than half of the interviewed persons (55.29%) have been working in the field of vocational guidance and counselling for less than 5 years, less than a quarter (23.33%) between 5-10 years. Significantly more experienced youth workers participated in the research in case of Croatia, Italy, and Romania.

YEARS IN THE CURRENT POSITION (% OF THE RESPONSES)



II.2.4. PROFESSIONAL DEVELOPMENT OF PRACTITIONERS

Analyzing responses related to the essential knowledge youth workers use every day in their work of vocational guidance we can find that economic, job market related information (legislation, subsidies, opportunities) are frequently mentioned as the knowledge or tools used in the guiding process, this highlights the multidimensional aspect of the discipline. Youth workers must be able to recognize job market trends and demands; to provide legal orientation to the unemployed or employers in the same way. They must be able to provide professional guidance including evaluation of the young person's competencies, motivational sets and needs (need for training, support, etc.)

Most youth workers do personal research on websites, portals and media to get information about job market related legislative changes or employment opportunities. They also use personal connections and networks to get information about new opportunities. Older colleagues' experience serves as an important source of knowledge as well as the experience of the youth.

Based on the responses received in the research we can conclude that in neither of the partner countries can we find a formal channel of information supply for youth workers. A small group of practitioners of vocational guidance and counselling have participated in professional training and they use their personal resources to identify the information and knowledge they use in their work. This aspect of professional development strengthens the results of the desk research which shows that professional recognition of vocational guidance and counselling is lagging behind compared to other disciplines and occupations.

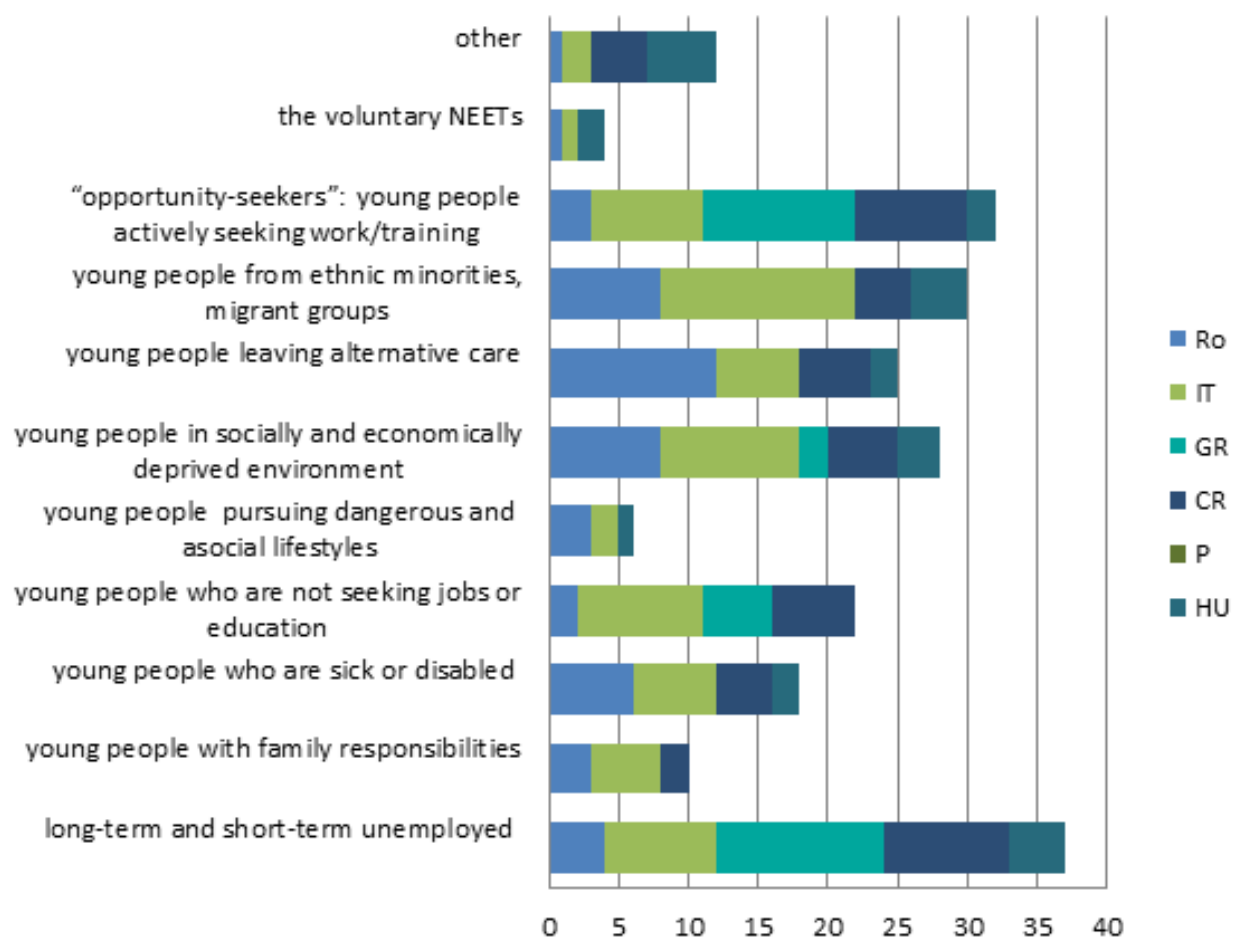
II.2.5. TARGET GROUP OF THE VOCATIONAL GUIDANCE AND COUNSELLING

Beneficiaries of vocational guidance and counselling services were defined based on the NEET2012.Eurofund report, which presented 11 groups of young employed based on different socio-economical and personal characteristics. According to results youth workers are working with young people with different backgrounds and personal motivation. In average a youth worker works with 3 or 4 groups of young people.

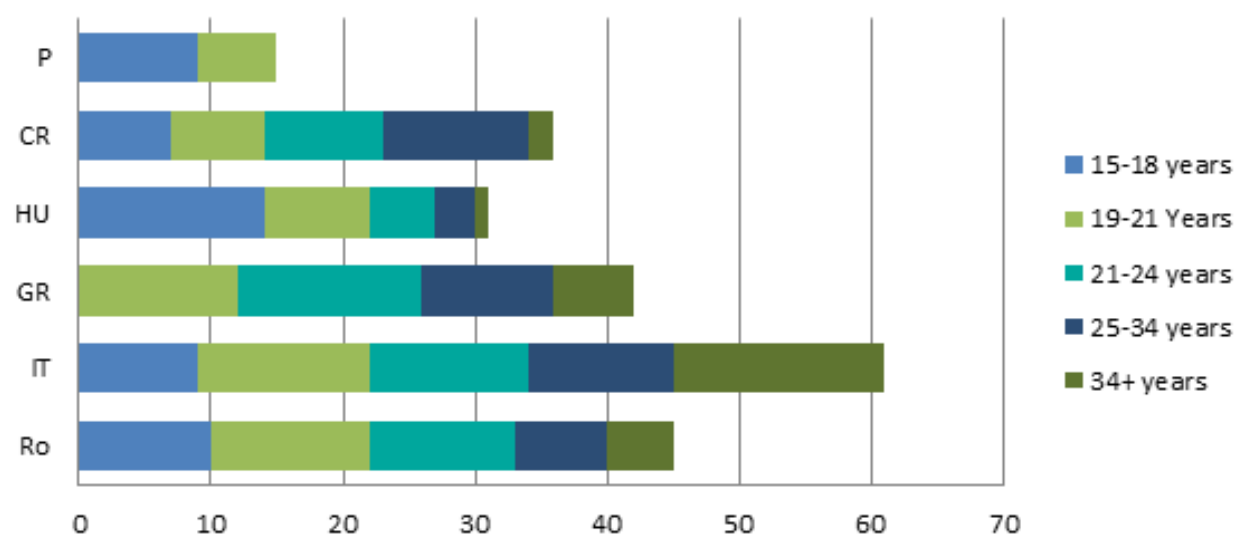
As presented below, the main group of beneficiaries are youth workers who are providing support in form of career and vocational guidance and long-term/short-term unemployed young people (40.02%). 2nd most frequent group of young unemployed receiving support is the group of “opportunity-seekers”: young people who are actively seeking work or training opportunities (34%). Equally likely to receive counselling for career development are young people from ethnic minorities / migrant groups (32.6%) and young people in socially and economically challenged environments (30.4%). Young people leaving alternative care represent 27.2% of the beneficiaries.

Similar to the characteristics of the young people, interviewees stated to have worked with several age groups of young persons. Almost 2/3 of respondents have been working with young people aged 19-21 years, with 15-18 years old (53.6%) and 21-24 years old beneficiaries (55.43%). A significantly high rate of youth workers has been working with the age group of young adults of 25-34 years (45.65%) and with older groups than 34 years (32.61%).

BENEFICIARIES OF THE VOCATIONAL GUIDANCE (GROUPS OF YOUNG PEOPLE) - NR. OF RESPONSES



AGE OF YOUNG PEOPLE (NR. OF RESPONSES)



II.3. ENCOUNTERED DIFFICULTIES AND RELATED TRAINING NEEDS

In the following section we'll present the difficulties youth workers most frequently encounter while performing activities related to vocational guidance and counselling.

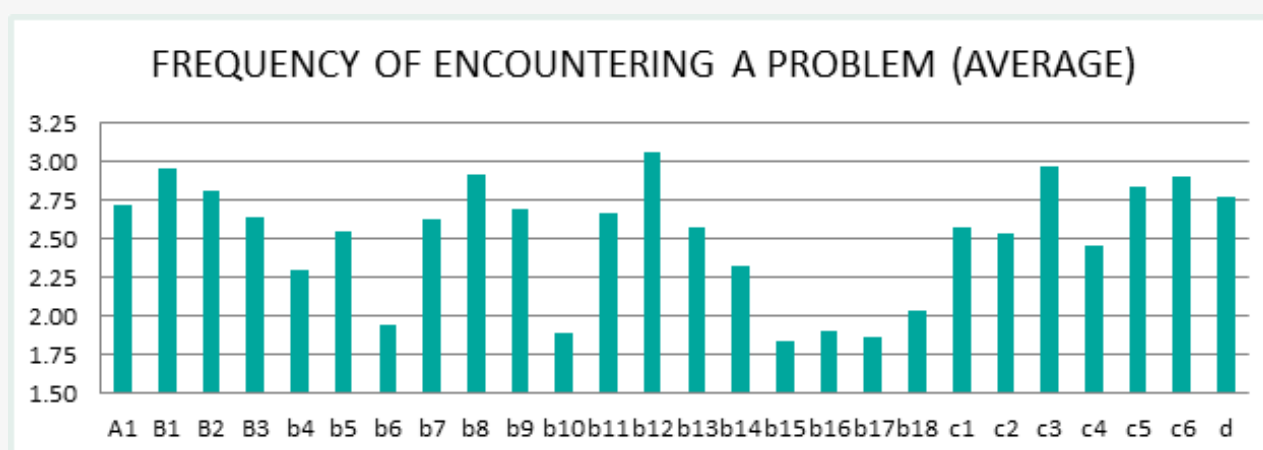
Respondents received a list including activities and different aspects related to the practice of vocational guidance and counselling and were asked to indicate the frequency of facing such difficulties while performing the different activities. They could give their answer on a 1- 4 scale, where 1 represented 'never' and 4 'very often'. At the same time respondents were asked to indicate if they need training related to the specific activity or aspect of the work with young people in the area of career guidance and counselling. The difficulties were comprised in three groups representing managerial, strictly professional activities and connected activities.

The following activities were included in the list:

A	1) Keeping relevant documentation and agenda, keeping records and statistics on youth support activities
B	2) Identifying youth in need for career and vocational guidance
	3) Creating a partnership and following inclusive approach to work with young people
	4) Applying the principles of intercultural sensitivity (understanding social contextual conditions, familial, subcultural and cultural structures of the young person)
	5) Working with groups, managing group dynamics
	6) Identifying the problems and needs of the young people in need of vocational support
	7) Assessing abilities, skills and aptitudes of the young people (including acknowledging non formal, informal experiences, etc.)
	8) Collaborating with young people establishing educational, training and personal goals related to career development
	9) Identifying and selecting techniques appropriate to the young person's (groups) goals, needs, psychological states, etc....
	10) Providing information on educational opportunities of young people (having relevant information on educational system, training providers, etc.)
	11) Providing information about labour market (responsibilities/obligations of employers, employees, possible financial support, etc.)
	12) Challenging and encouraging young people to <u>take action</u> to prepare for and initiate employment process
	13) Identifying and understanding the young person's personal characteristics related to career; building motivation to change attitudes towards work, work related responsibilities, etc.
	14) Working with parents of young people (as part of the vocational guidance process)
	15) Using different tools to identify and find the right match between young person and jobs
	16) Providing guidance and assistance in the process of applying for the jobs (CV, motivation letters) *
	17) Providing guidance and assistance in the process of engaging jobs (applying for the job with CV, job interviews, first day at the workplace)
	18) Providing monitoring and guidance at the workplace and collaborating with the job environment of the young people (colleagues, group leader, superiors etc.)
	19) Applying legislation and overcoming legislation gaps

C	20) Using different tools and approaches to work with young people (e.g. mentoring, guidance, coaching, supervision ...) for other than strictly carrier development purposes
	21) Initiating and implementing interesting and engaging programs for the young people (like events, workshops and other type of activities) that contributes to the development of self-esteem, self-awareness, hidden talents, social life skills ultimately to acquire employability and job skills
	22) Providing emotional support in difficult (not work related) life situations
	23) Treating young people's concerns with respect, tact and sensitivity, while maintaining professional boundaries
	24) Networking and co-operation with schools and local communities and organizing support for the beneficiaries by the social and health care services.
	25) Networking and providing reliable information on the risks they may face, and places where they can get help and support in organizing youth initiatives
D	Participation in training courses aimed at development of work-related knowledge and competencies in the area of career and vocational guidance

The following chart illustrates the average responses related to the frequency of encountering problems and difficulties in the practice of vocational guidance and counselling. (Country specific results are included in the annex).

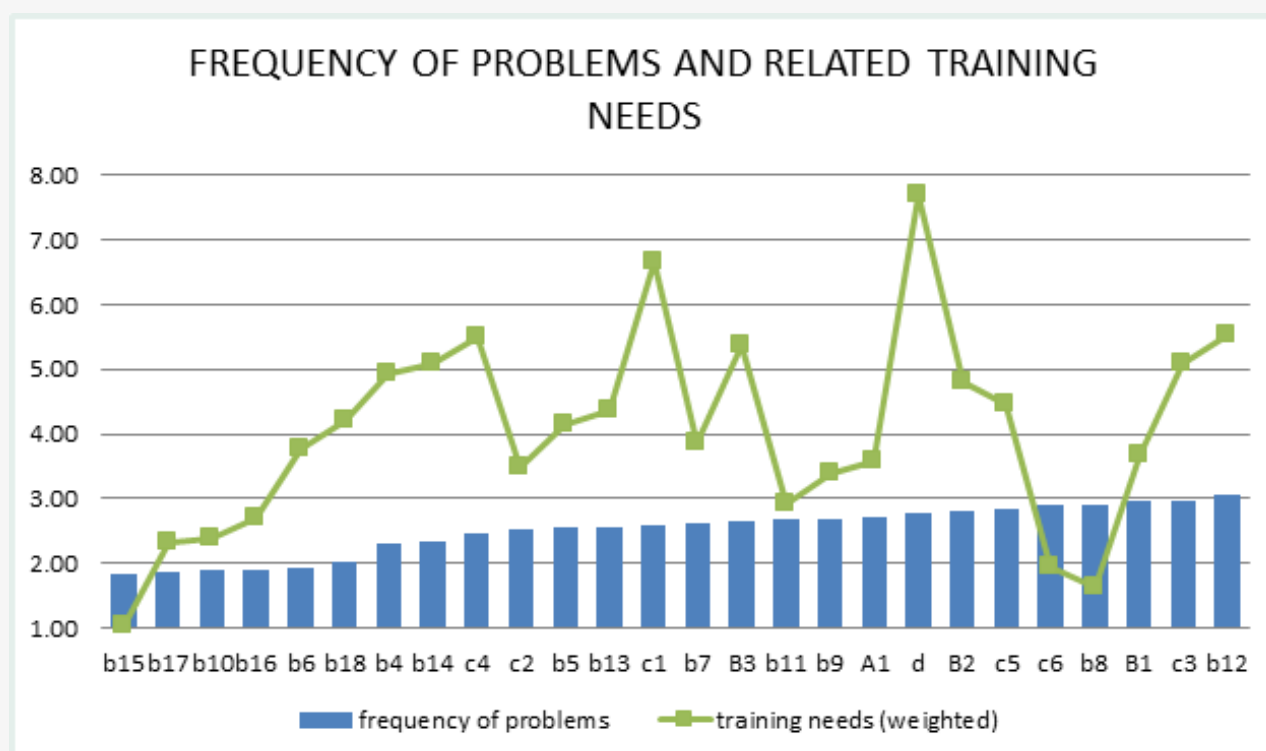


As we can observe respondents faced some level of difficulty in all areas of the practice of vocational guidance and counselling. The lowest number of difficulties have been encountered while providing guidance related to the career development like: assistance in the process of applying for the jobs (CV, motivation letters) (item b15 – average score 1.84), monitoring and guidance at the workplace (item b17- average score 1.87) or providing information about labour market (idem b10 – average score 1.89).

The 10 most encountered difficulties are:

AVERAGE SCORE		ACTIVITY
3.06	b12	Identifying and understanding the young person's personal characteristics related to career; building motivation to change attitudes towards work, work related responsibilities, etc.
2.96	c3	Providing emotional support in difficult (not work related) life situations
2.96	b1	Identifying youth in need for career and vocational guidance
2.91	b8	Identifying and selecting techniques appropriate to young person's (groups) goals, needs, psychological states, etc....
2.90	c6	Networking and providing reliable information on the risks they may face, and places where they can get help and support in organizing youth initiatives
2.85	c5	Networking and co-operation with schools and local communities and organizing support for the beneficiaries by the social and health care services.
2.81	b2	Creating a partnership and following inclusive approach to work with young people
2.77	d	Participation in training courses aimed at development of work-related knowledge and competencies in the area of career and vocational guidance
2.72	a1	Keeping relevant documentation and agenda, keeping records and statistics on youth support activities
2.70	b9	Providing information on educational opportunities of young people (having relevant information on educational system, training providers, etc.)
2.67	b11	Challenging and encouraging young people to take action to prepare for and initiate into employment process

Respondents' training needs (represented in % of the positive responses of youth workers) slightly differ from the results related to the problems and difficulties youth workers face in their job. Most remarkably the assessment of abilities, skills and competences of the young people (B6 - 27.46%) and the application of legislation (b18 - 20.97%) are highly appreciated as topics for professional training considering that they represent fewer problematic areas of work. On the other hand, items regarded as frequently faced difficulties, like networking and providing information about risks youth may face (c6) or the selection and identification of techniques appropriate to the young persons' needs (b8) received less interest for training.



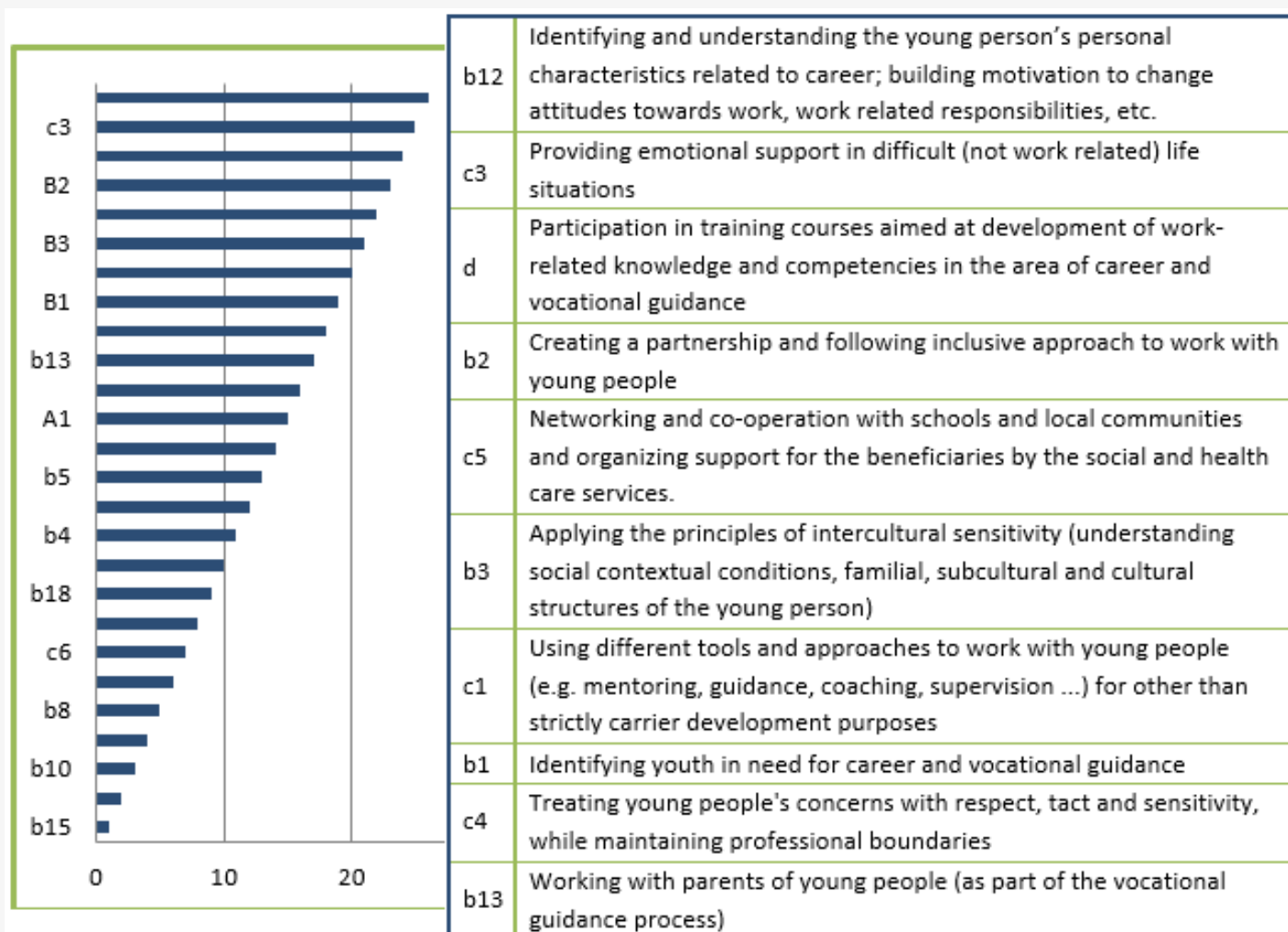
Analysing the country specific results, we can observe wide variations between countries in the extent of the required training. This situation may be explained with the different contexts vocational guidance and counselling is provided in and by the group of young people youth workers are working with. However, considering the objective of the present research we won't get into deeper analysis and rather we present the 10 most mentioned areas of the practice of vocational guidance and counselling as topics and interests for further training.

RESPONDENTS' TRAINING NEEDS:

% OF RESPONSES		ACTIVITY
38.46	b9	Providing information on educational opportunities of young people (having relevant information on educational system, training providers, etc.)
33.33	b13	Working with parents of young people (as part of the vocational guidance process)
27.59	b7	Collaborating with young people establishing educational, training and personal goals related to career development
27.42	b6	Assessing abilities, skills and aptitudes of the young people (including acknowledging non formal, informal experiences, etc.)
26.83	d	Participation in training courses aimed at development of work-related knowledge and competencies in the area of career and vocational guidance
25.49	b12	Identifying and understanding the young person's personal characteristics related to career; building motivation to change attitudes towards work, work related responsibilities, etc.
25.40	b16	Providing guidance and assistance in the process of engaging jobs (applying for the job with CV, job interviews, first day at the workplace)
24.59	c2	Initiating and implementing interesting and engaging programs for the young people (like events, workshops and other type of activities) that contributes to the development of self-esteem, self-awareness, hidden talents, social life skills ultimately to acquire employability and job skills
24.00	c6	Networking and providing reliable information on the risks they may face, and places where they can get help and support in organizing youth initiatives
22.22	c3	Providing emotional support in difficult (not work related) life situations
21.82	c4	Treating young people's concerns with respect, tact and sensitivity, while maintaining professional boundaries

Previously we presented highly appreciated areas of vocational guidance as a source of difficulties in the practice with young people and as source for training development. Considering however that many areas of the guiding practice mentioned in the research received quite high appreciation as a source of problems and were mentioned by the respondents as equally important topics for professional training, we suggest a combined ranking presenting the multiplied results of the values received by each item of representing the difficulties and training interests of the survey participants. Based on these new results we recommend considering following topics to be included into the development of training material:

TOP TOPICS FOR TRAINING DEVELOPMENT:



II.4. IMPORTANT SKILLS AND COMPETENCIES IN THE AREA OF VOCATIONAL GUIDANCE AND COUNSELLING

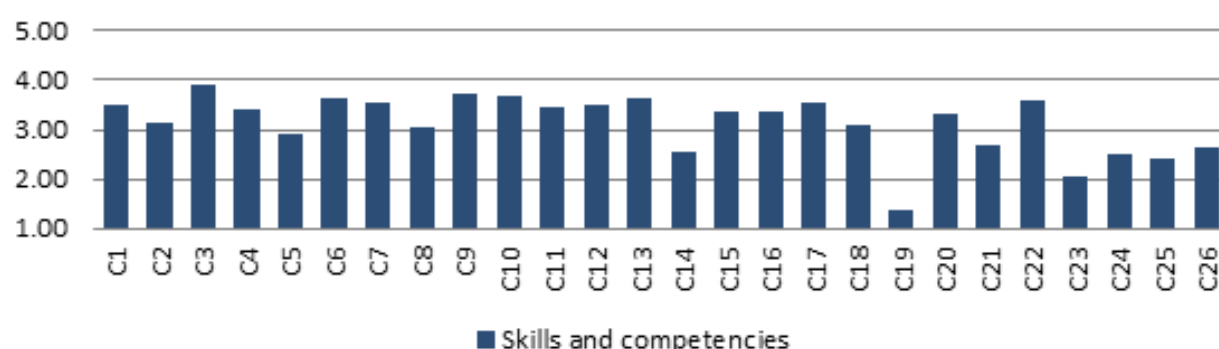
After mapping the most encountered difficulties of youth workers giving vocational guidance and counselling corroborated with their preferences for attending training in these areas of the practice, in this section we'll review results concerning the most used and important skills and competences considered by practitioners.

In the second part of the interview, research participants were asked to evaluate the rate of importance of a variety of competencies related to the practice of guidance work, identified by the project consortium and based on desk research results. Respondents could choose between a scale of 1 to 4, 1 - representing low, while 4 - high importance. At the same time respondents could indicate their interest to participate on training for the development of the specific competency. The skills and competencies listed in the research included areas of the private life and those of the professional life:

- | |
|--|
| - C1 - Analysing and solve the problems |
| - C2 - Digital literacy (computer literacy) |
| - C3 - Communication (dealing with people) |
| - C4 - Cultivated verbal expression, ability to express themselves |
| - C5 - Presentational skills |
| - C6 - Interpersonal skills |
| - C7 - Ability to establish good relationships with young people |
| - C8 - Orientation towards client's needs |
| - C9 - Empathy |
| - C10 - Motivating people |
| - C11 - Organization and planning of work |
| - C12 - Personality development skills |
| - C13 - Flexibility in thinking (adaptability, flexibility, improvisation) |
| - C14 - Adventurousness (willingness to try new things) |
| - C15 - Decision making |
| - C16 - Independence |
| - C17 - Teamwork |
| - C18 - Creativity |
| - C19 - Performing sport, arts, etc. |
| - C20 - Leadership |
| - C21 - Cultivated written speech |
| - C22 - Patience, tolerance and flexibility |
| - C23 - Mathematical literacy |
| - C24 - Bargaining |
| - C25 - Resilience |
| - C26 - A second language, particularly if you work with a relevant ethnic/migrant group |

As we can see on the chart below, all skills and competencies received high appreciation in terms of their importance in the practice of vocational guidance. Less appreciated were skills related to sport, arts (1.38) and mathematical literacy (2.03). On the other side of the spectrum respondents expressed their opinion, that communication - 3.91; empathy - 3.71; skills to motivate other people - 3.68; flexibility in thinking (adaptability, flexibility, improvisation) - 3.65; interpersonal skills - 3.64; patience and tolerance - 3.60; ability to establish good relationships with young people - 3.56; teamwork - 3.53; personality development skills - 3.50; analyzing and solving problems - 3.48 are the most important for a successful collaboration with young people.

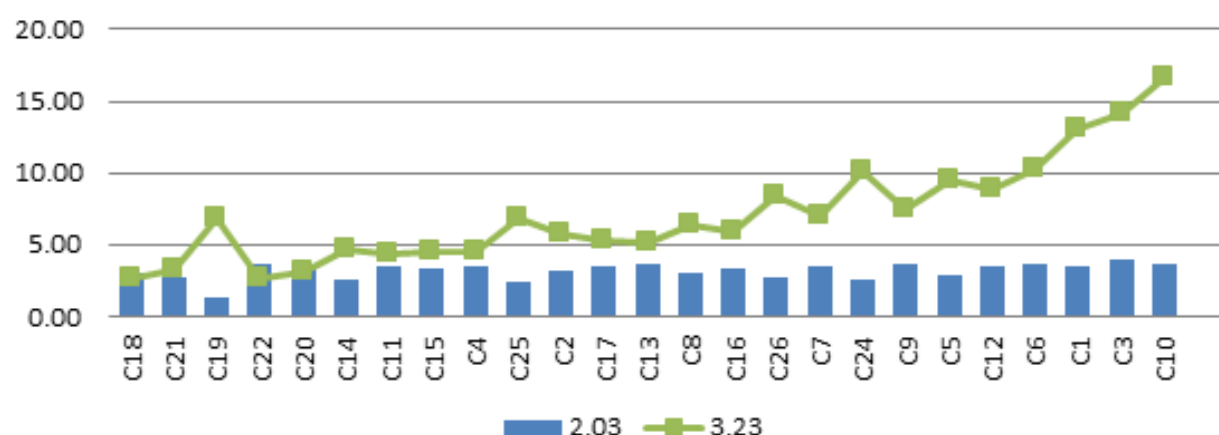
LEVEL OF IMPORTANCE - SKILLS AND COMPETENCIES



Respondents' opinion on training needs tell us that they appreciated the skills and competences differently in comparison to the level of importance. Especially in case of skills related to performing sports and arts (C19), second language competencies, particularly if they work with a relevant ethnic/migrant group (C26) and bargaining skills (C24) we can find very diverse values.

It is important to mention the differences between country results that should be taken into consideration while drawing final conclusions from the aggregated data.

TRAINING NEEDS COMPARED TO LEVEL OF IMPORTANCE OF COMPETENCE

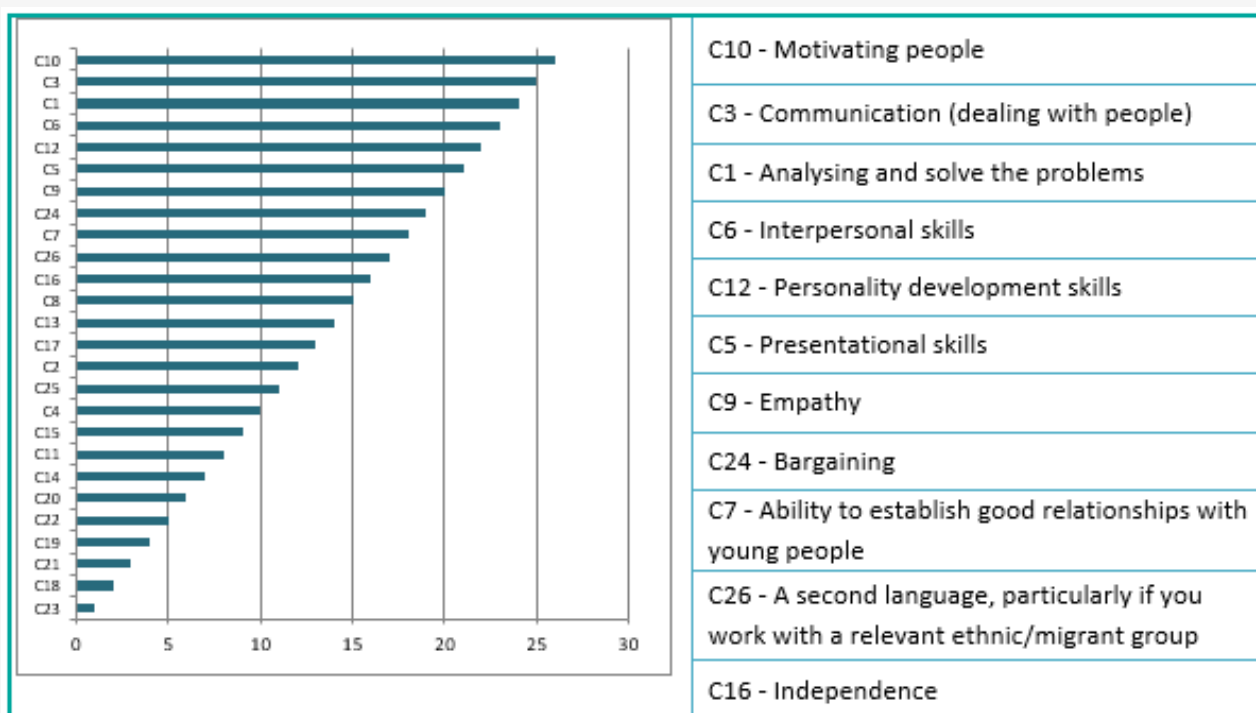


Based on results highest rated training topics are:

% OF RESPONSES		SKILLS AND COMPETENCIES
16.67% -	C10	Motivating people
14.10%-	C3	Communication (dealing with people)
13.04%	C1	Analysing and solve the problems
10.29%	C6	Interpersonal skills
10.17%	C24	Bargaining
9.52%	C5	Presentational skills
8.82%	C12	Personality development skills
8.33%	C26	A second language, particularly if you work with a relevant ethnic/migrant group
7.46%	C9	Empathy
6.94%	C7	Ability to establish good relationships with young people

Following the pattern of calculation presented in previous sections, in order to highlight skills and competencies from the combined aspect of importance and the need for training, we multiplied values resulting in the following rank. Based in these results we recommend considering following skills and competencies as base for training content development:

Recommendation for training content:

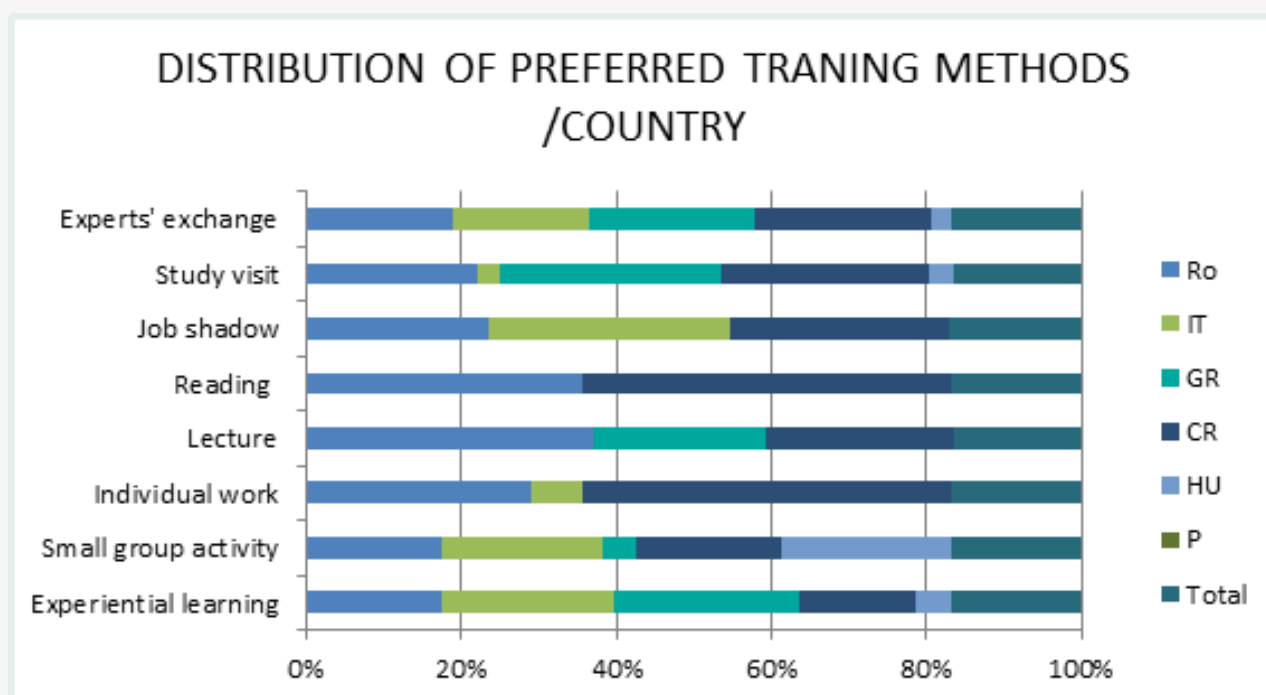


II.5. RECOMMENDATIONS FOR TRAINING DESIGN

Training design, including methodologies and allocation of time is an important aspect. A successful training programme means for the participant that he/she felt comfortable and they felt that he/she spent time contributing to his/her professional development. Therefore, the research extended to the evaluation of training preferences of the respondents.

According to the results, most respondents prefer very practical, learning processes like experiential learning (58% of respondents) or learning in small groups (42.39%). Experts' exchange (34.78%), study visits (29.35%) or job shadowing (28.26%) were also mentioned, which can be an important source for the improvement of professional views and knowledge contributing to self-awareness. It is highly recommended to avoid building a training program on individual work and tasks (13.04%), reading (18.48%) or lectures. Respondents also worded their preferences to attend online learning courses (especially Croatian and Hungarian respondents).

Considering the length of the training, research participants stated different opinions. Most respondents from Italy mentioned the option of a 4-8 hours/week training. Greek and Hungarian respondents would attend a training lasting up to 2 days/ week for 4-5 hours; Croatian responses included options of a 2-3- or 4-5-day long training, while Portuguese research participants stated the preference of 4 hours/week training. Romanian sample mentioned the availability to attend a one-day training/week lasting up to 6 hours.



In conclusion, related to the training design and development we recommend considering participatory learning methods as the main training method including experiential learning, peer learning in small groups and the allocation of a time frame up to 2 days/week for 4-5 hours.

PART III

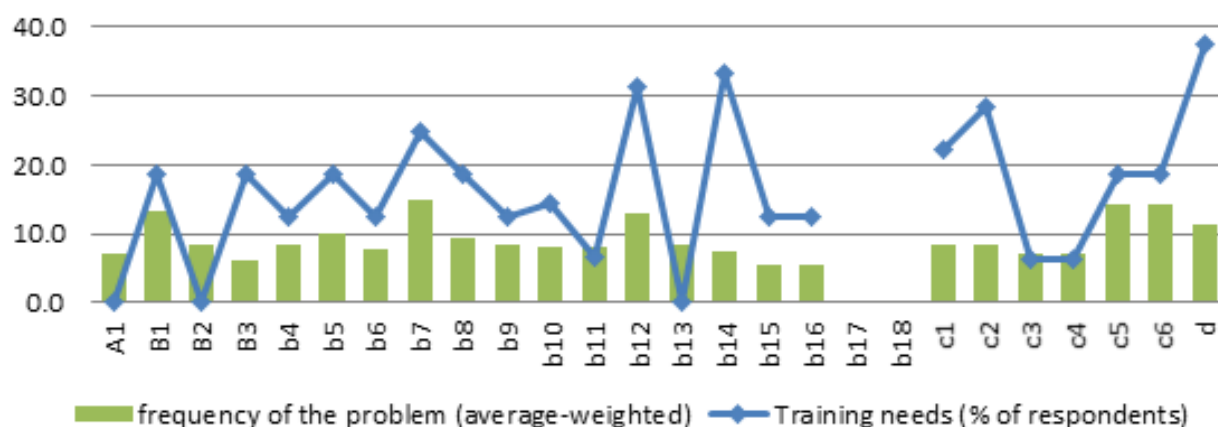
ANEX



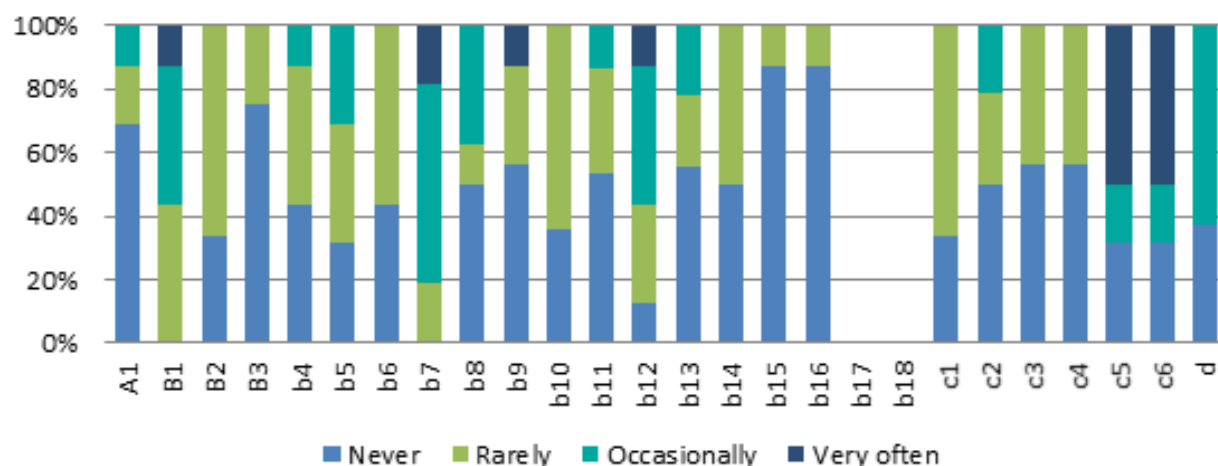
III.1. SHORT RESULTS OVERVIEW: CROATIA

Difficulties in the practice of vocational guidance and counselling

FREQUENCY OF ENCOUNTERING PROBLEMS AND
TRAINING NEEDS

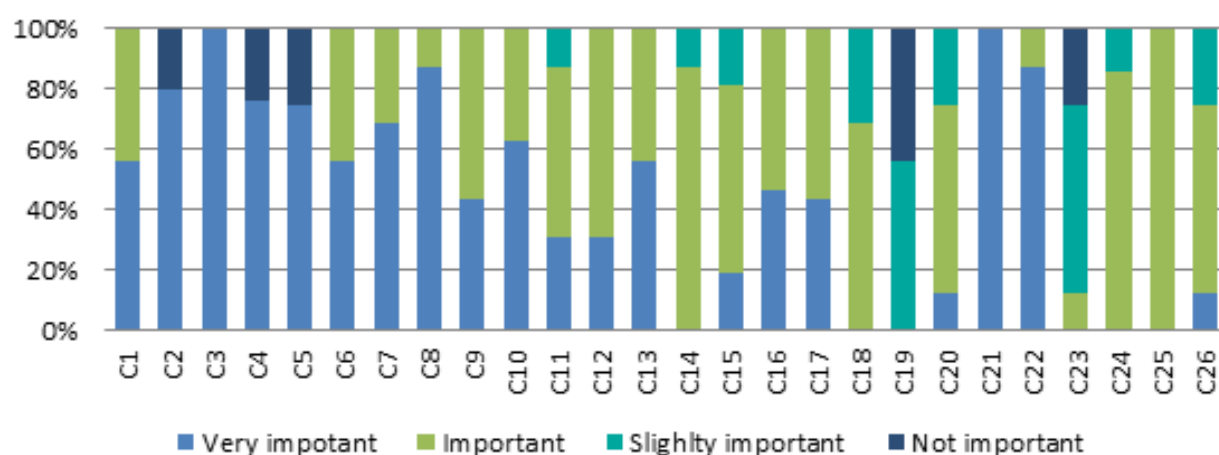


LEVEL OF FREQUENCY - DISTRIBUTION OF
ANSWERS

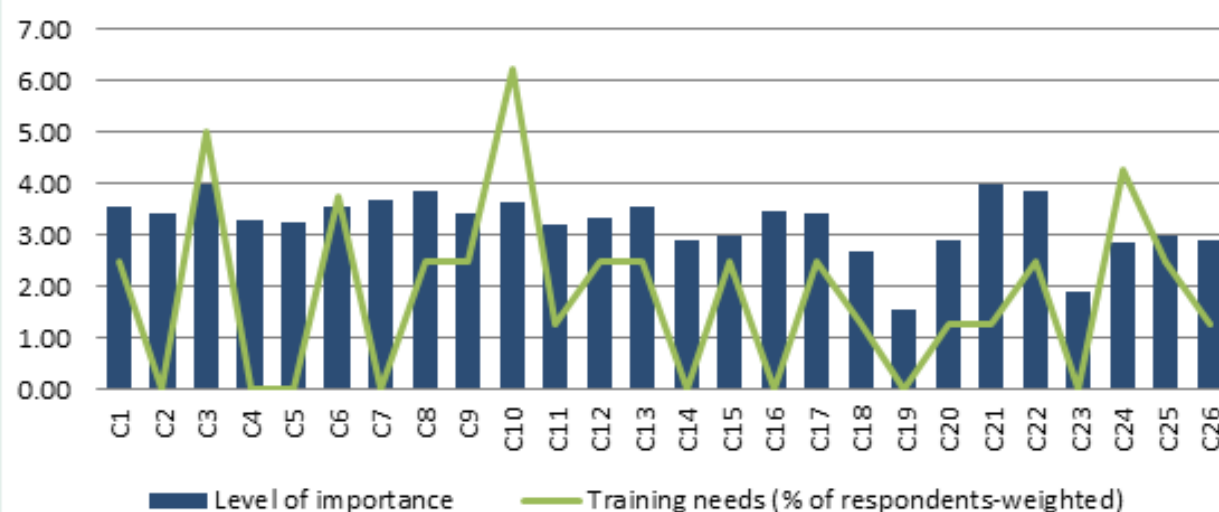


Important competencies in the practice of vocational guidance and counselling

IMPORTANCE OF THE COMPETENCIES - DISTRIBUTION OF ANSWERS

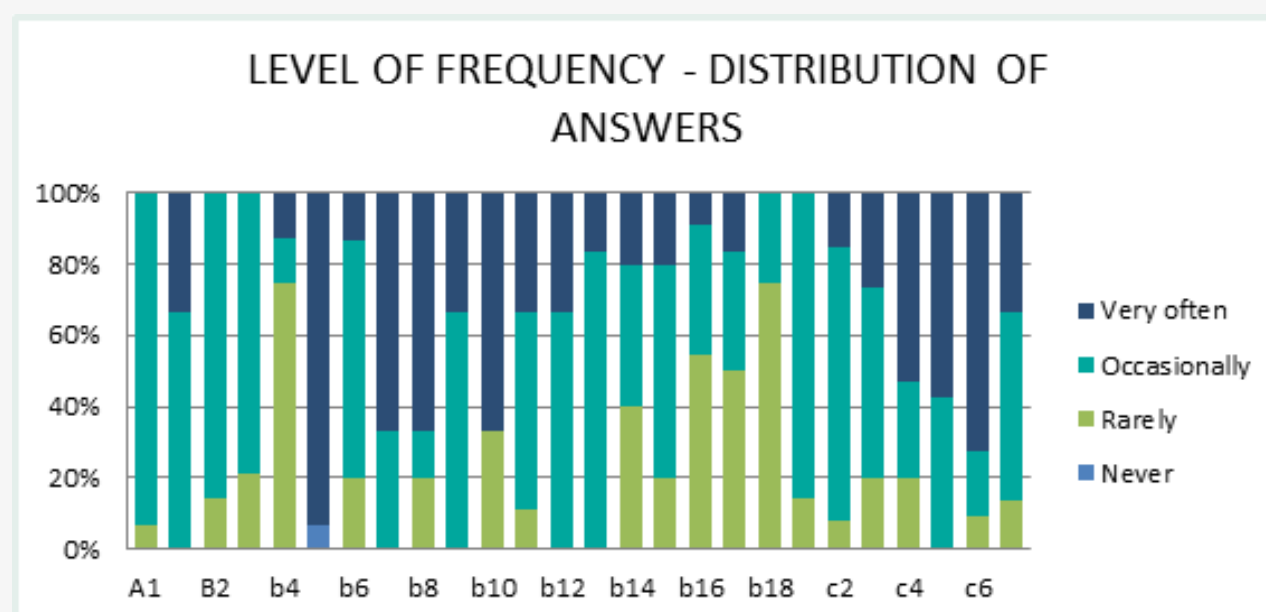
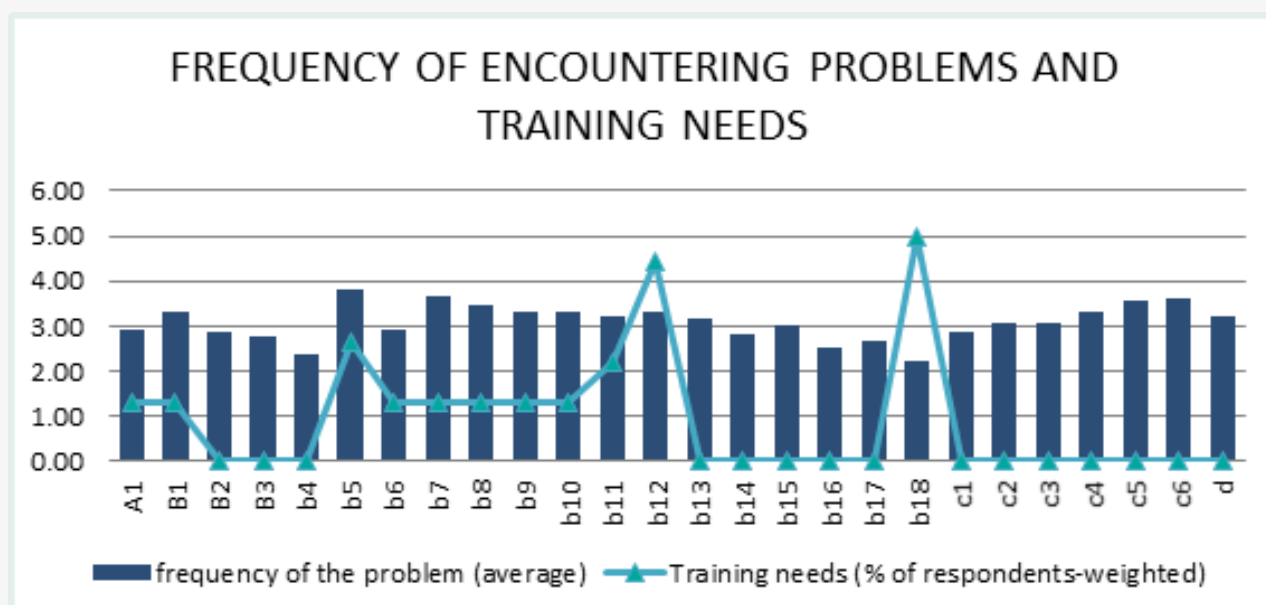


IMPORTANCE AND THE NEED FOR TRAINING



III.2. SHORT RESULTS OVERVIEW: GREECE

Difficulties in the practice of vocational guidance and counselling

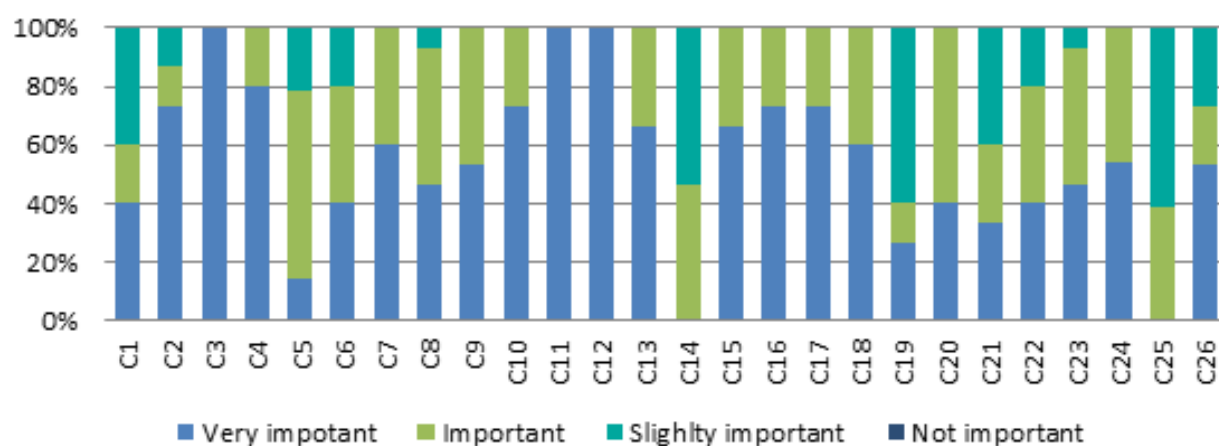


Important competencies in the practice of vocational guidance and counselling

IMPORTANCE AND THE NEED FOR TRAINING



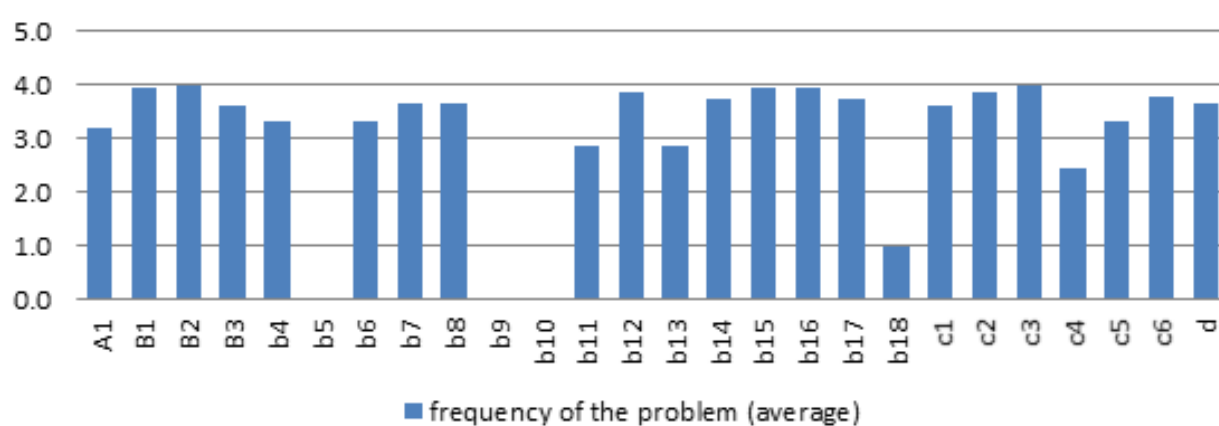
IMPORTANCE OF THE COMPETENCIES - DISTRIBUTION OF ANSWERS



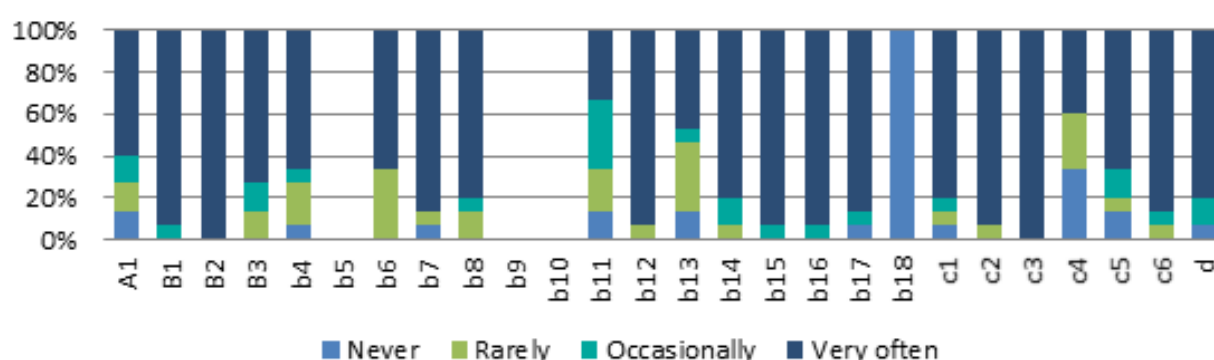
III.3. SHORT RESULTS OVERVIEW: HUNGARY

Difficulties in the practice of vocational guidance and counselling

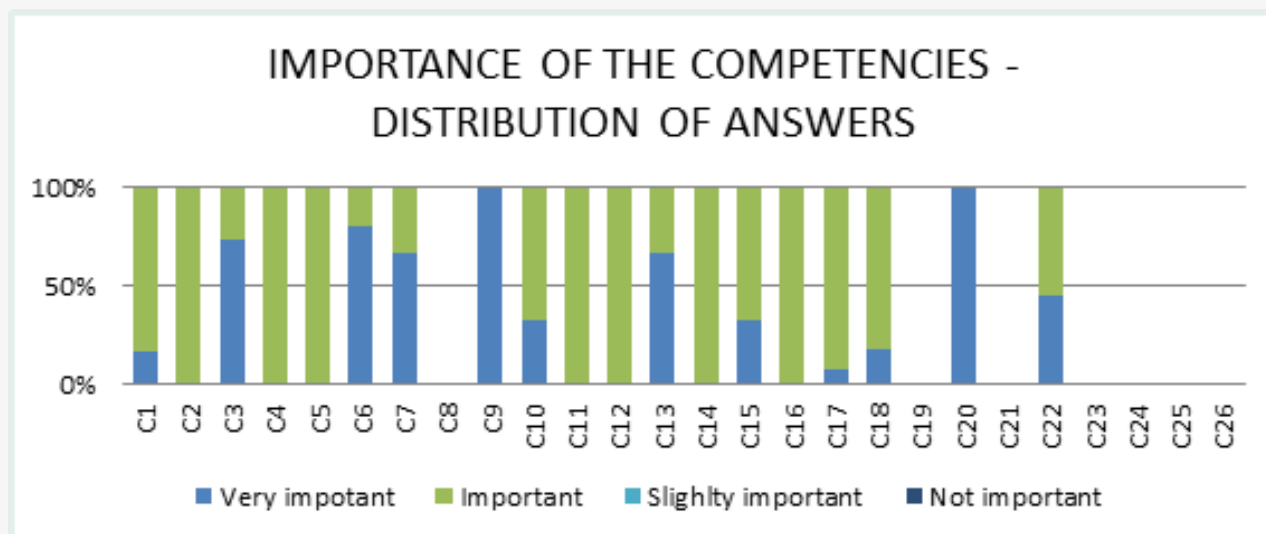
FREQUENCY OF THE PROBLEM (AVERAGE)



LEVEL OF FREQUENCY - DISTRIBUTION OF ANSWERS

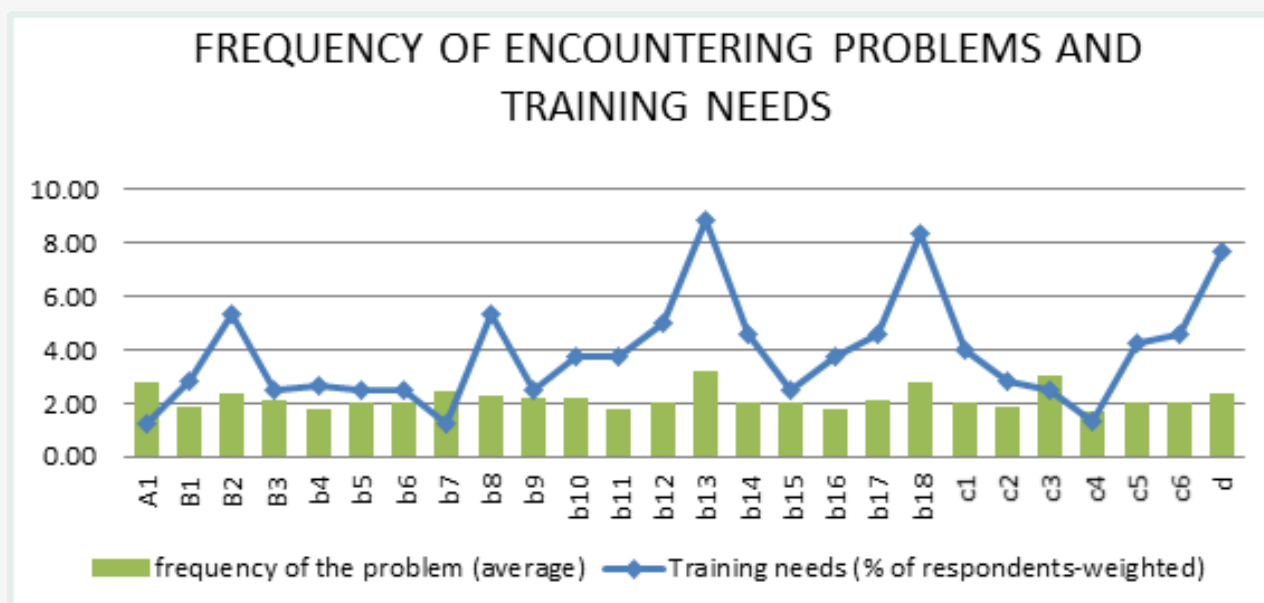


Important competencies in the practice of vocational guidance and counselling

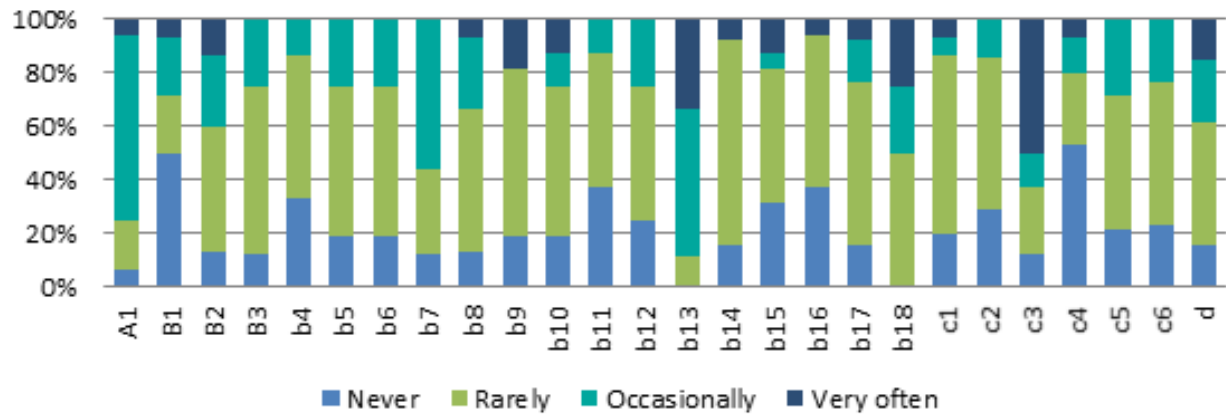


III.4. SHORT RESULTS OVERVIEW: ITALY

Difficulties in the practice of vocational guidance and counselling



LEVEL OF FREQUENCY - DISTRIBUTION OF ANSWERS

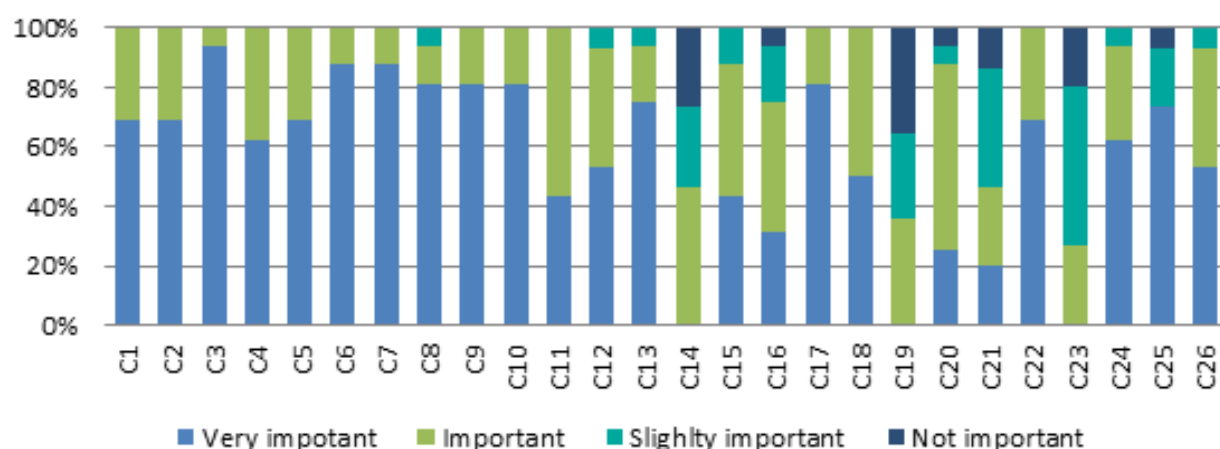


Important competencies in the practice of vocational guidance and counselling

IMPORTANCE AND THE NEED FOR TRAINING



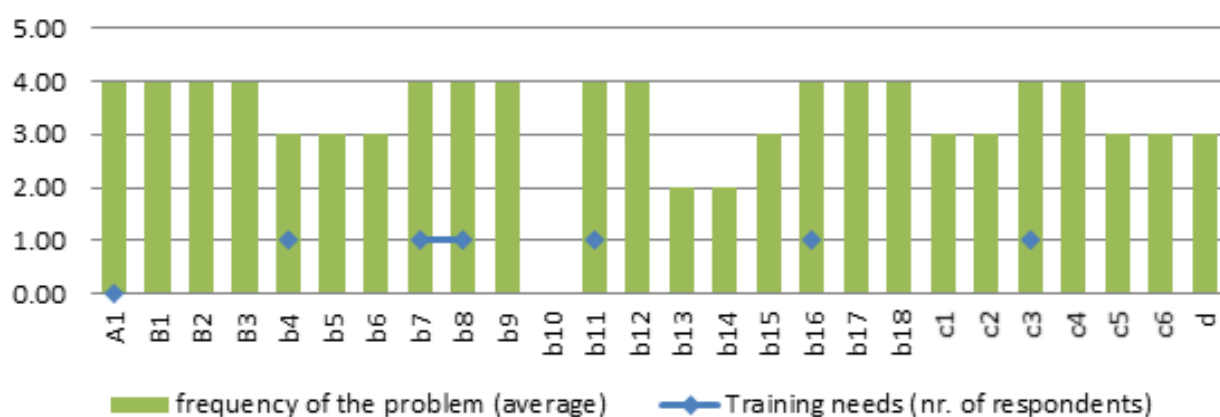
IMPORTANCE OF THE COMPETENCIES - DISTRIBUTION OF ANSWERS



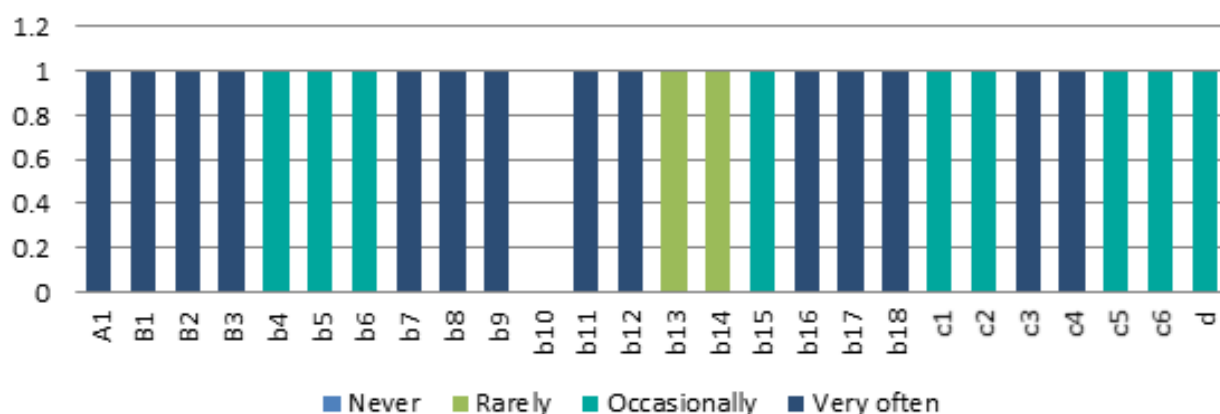
III.5. SHORT RESULTS OVERVIEW: PORTUGAL

Difficulties in the practice of vocational guidance and counselling

FREQUENCY OF ENCOUNTERING PROBLEMS AND TRAINING NEEDS



LEVEL OF FREQUENCY - DISTRIBUTION OF ANSWERS

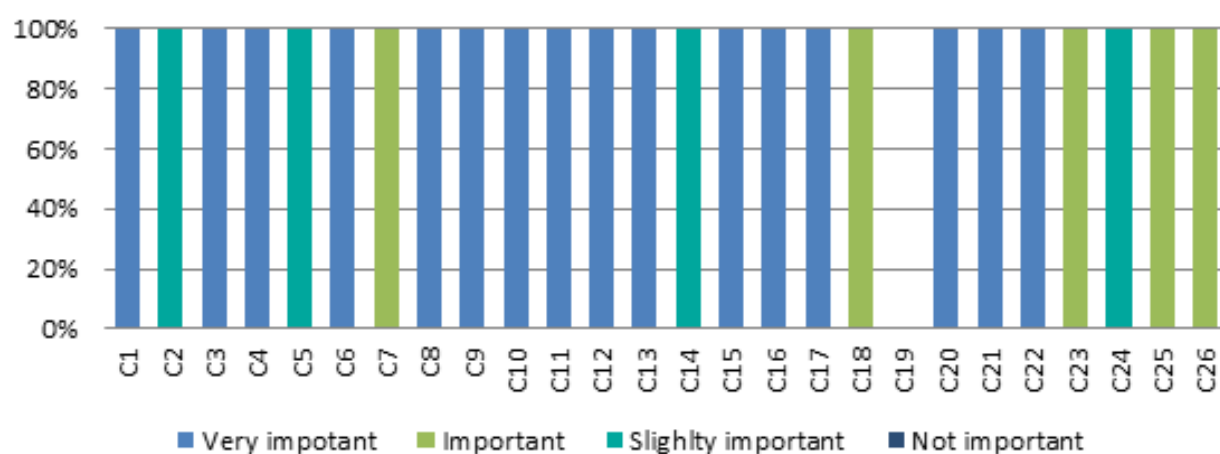


Important competencies in the practice of vocational guidance and counselling

IMPORTANCE AND THE NEED FOR TRAINING



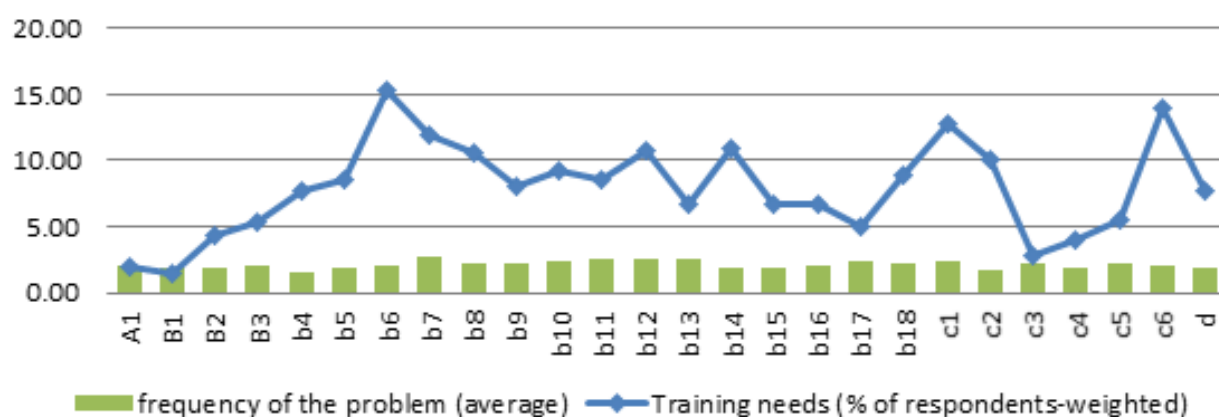
IMPORTANCE OF THE COMPETENCIES - DISTRIBUTION OF ANSWERS



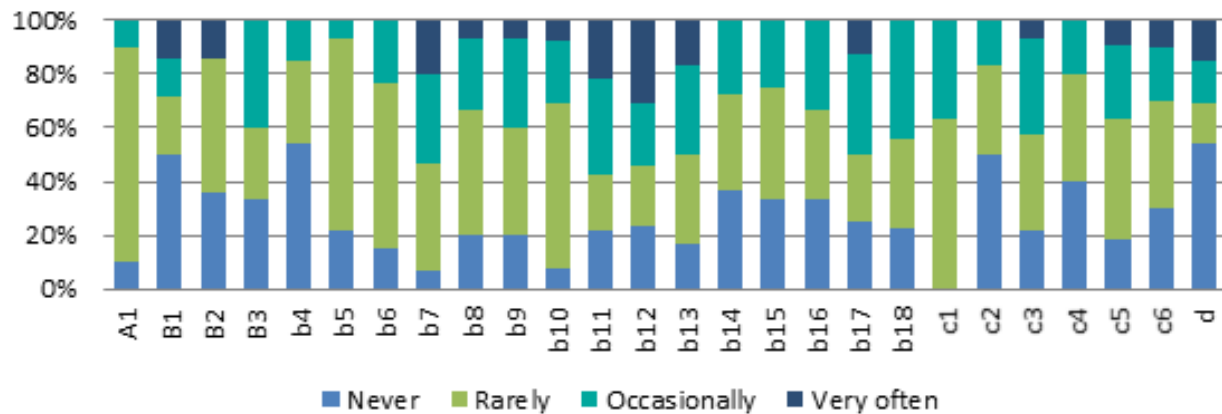
III.6. SHORT RESULTS OVERVIEW: ROMANIA

Difficulties in the practice of vocational guidance and counselling

FREQUENCY OF ENCOUNTERING PROBLEMS AND TRAINING NEEDS

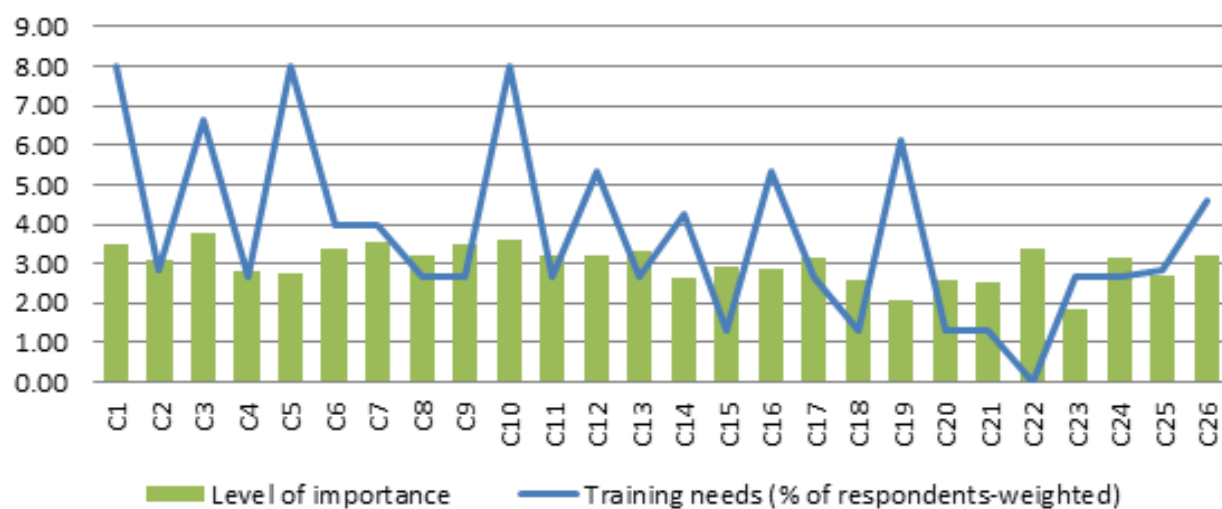


LEVEL OF FREQUENCY - DISTRIBUTION OF ANSWERS

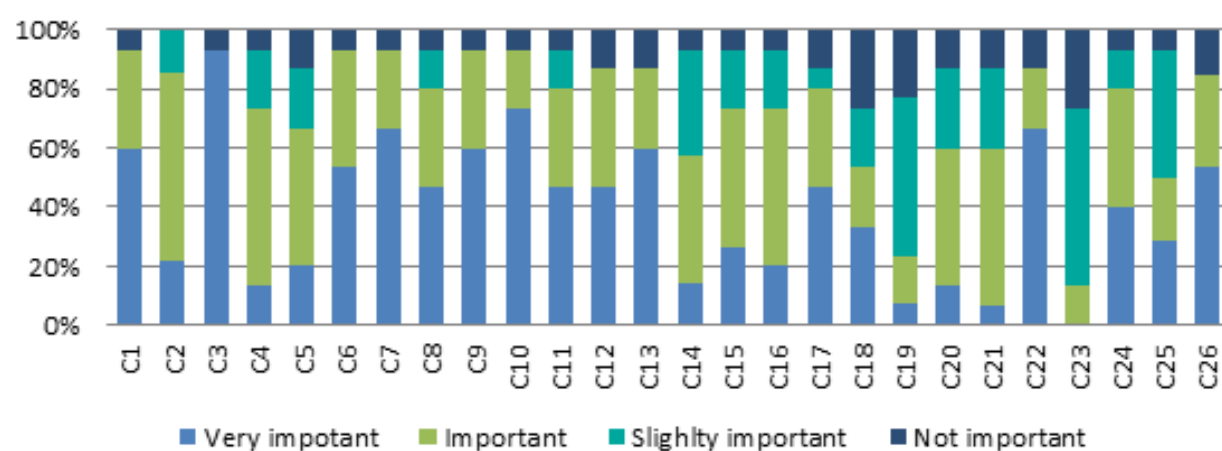


Important competencies in the practice of vocational guidance and counselling


IMPORTANCE AND THE NEED FOR TRAINING



IMPORTANCE OF THE COMPETENCIES - DISTRIBUTION OF ANSWERS



III.7. INTERVIEW GUIDE

	FROM YOUTH TO WORK IO1 - INTERVIEW GUIDE NEEDS ANALYSIS OF YOUTH WORKERS WORKING IN THE FIELD OF CAREER AND VOCATION GUIDANCE
---	--

I. Personal Information

Country of residence _____
Age and sex _____
Highest level of education _____

II. Professional Training Background

II.1 Have you completed any specialized training, vocational education in the field of career and vocational guidance?

☐ Yes ☐ No

Was the completion of this program a prerequisite for being able to practice the occupation you are currently working in?

☐ Yes ☐ No

II.2 What were the contents and duration of this specialized training?

Did this training course finish with any form of educational and/or professional degree?

How would you appreciate the usefulness of these trainings related to your daily work?

Contents

Duration

Validation of knowledge

III. Professional Background

III.1 What kind of organisation, institution do you work in?

- ☐ NGO (Non-governmental organization)
- ☐ State organization
- ☐ School, university
- ☐ Social services
- ☐ Voluntary organisation
- ☐ Other

III.2 What is your current occupational position in in the field of career and vocation guidance of youth?

Position _____

☐ full time ☐ part time work

III.4 What previous working experience in the field of youth work/career and vocational guidance have you got?

III.5 What group of unemployed youth are you working with? (based on NEET2012.Eurofund report)

III.6 What is the age of young people you work with?

- ☐ 15-18 years old
- ☐ 19-21 years old
- ☐ 21-24 years old
- ☐ 25-34 years old
- ☐ 34 + years old

III.6 How many years have you been working in this position, with this target group?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ Other, please specify

III.7 Have you encountered and if yes, how often have encountered difficulties while performing the following activities?

	No opinion	Never	Rarely	Occasionally	Very often	Do you further training in this field? Y/N
A.						
1. Keeping relevant documentation and agenda, keeping records and statistics on youth support activities						
B.						
1. Identifying youth in need for career and vocational guidance						
2. Creating a partnership and following inclusive approach to work with young people						
3. Applying the principles of intercultural sensitivity (understanding social contextual conditions, familial, subcultural and cultural structures of the young person)						
4. Working with groups, managing group dynamics						
5. Identifying the problems and needs of the young people in need of vocational support						
6. Assessing abilities, skills and aptitudes of the young people (including acknowledging non formal, informal experiences, etc.)						
7. Collaborating with young people establishing educational, training and personal goals related to career development						

8. Identifying and selecting techniques appropriate to young person's (groups) goals, needs, psychological states, etc....						
9. Providing information on educational opportunities of young people (having relevant information on educational system, training providers, etc.)						
10. Providing information about labour market (responsibilities/obligations of employers, employees, possible financial support, etc.)						
11. Challenging and encouraging young people to take action to prepare for and initiate into employment process						
12. Identifying and understanding the young person's personal characteristics related to career; building motivation to change attitudes towards work, work related responsibilities, etc.						
13. Working with parents of young people (as part of the vocational guidance process)						
14. Using different tools to identify and find the right match between young person and jobs						
15. Providing guidance and assistance in the process of applying for the jobs (CV, motivation letters)						
16. Providing guidance and assistance in the process of engaging jobs (applying for the job with CV, job interviews, first day at the workplace)						

17. Providing monitoring and guidance at the workplace and collaborating with the job environment of the young people (colleagues, group leader, superiors etc.)						
18. Applying legislation and overcome legislation gaps						
C.						
1. Using different tools and approaches to work with young people (e.g. mentoring, guidance, coaching, supervision ...) for other than strictly carrier development purposes						
2. Initiating and implementing interesting and engaging programs for the young people (like events, workshops and other type of activities) that contributes to the development of self-esteem, self-awareness, hidden talents, social life skills ultimately to acquire employability and job skills						
3. Providing emotional support in difficult (not work related) life situations						
4. Treating young people's concerns with respect, tact and sensitivity, while maintaining professional boundaries						
5. Networking and co-operation with schools and local communities and organizing support for the beneficiaries by the social and health care services.						

6. Networking and providing reliable information on the risks they may face, and places where they can get help and support in organizing youth initiatives						
D.						
Participation in training courses aimed at development of work-related knowledge and competencies in the area of career and vocational guidance						
E. Would you like to add something related to difficulties you face in your activity with young adults?						

III.9 What knowledge, facts or information is essential for you to fulfil your everyday tasks? (like information about labour market, awareness of job search tools, training opportunities, etc.)

III. 10 How did you learn about and how do you get updated about this information? (resources)

III.11 Do you know any „Good Practices” or strategies, methods that you are using in your work/career and vocation guidance that proved to be very efficient in the work with young people? Would you mind describing these?

IV. Competences

IV.1 In your opinion what are the most important skills and competencies of a youth worker providing career and vocational guidance to young people in difficult situation? Please evaluate the following skills and abilities!

	No opinion	Very important	Important	Slightly important	Not at all important	Do you further training in this field? Y/N
Analysing and solve the problems						
Digital literacy (computer literacy)						
Communication (dealing with people)						
Cultivated verbal expression, ability to express themselves						
Presentational skills						
Interpersonal skills						
Ability to establish good relationships with young people						
Orientation towards client's needs						
Empathy						
Motivating people						
Organization and planning of work						
Personality development skills						
Flexibility in thinking (adaptability, flexibility, improvisation)						
Adventurousness (willingness to try new things)						
Decision making						
Independence						
Teamwork						
Creativity						
Performing sport, arts, etc						
Leadership						
Cultivated written speech						
Patience, tolerance and flexibility						
Mathematical literacy						
Bargaining						

Resilience						
A second language, particularly if you work with a relevant ethnic/migrant group						
Would you like to add other competencies not mentioned before, but important in your consideration or would you like to add something related to competencies of youth workers?						

V. Training

V.1 As you may know, the aim of the project we are working on is to develop a training programme for youth workers in the field of career and vocational guidance. What type of training methods would you prefer?

- ☐ Experiential learning with interactive activities
- ☐ Interaction in small groups
- ☐ Individual work
- ☐ Lectures
- ☐ Reading
- ☐ Job shadowing possibilities
- ☐ Study visits
- ☐ Expert exchanges

V.2. How many hours/day or days/week would you be able to attend on a training programme?