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LLP-Grundtvig Programme
141835-2008-LLP-CY-GRUNDTBIG-GMP

CAREER-EUshop **One-Stop-Service-Career-Guidance-Shop for Europe**

CAREER-EU 2010 **European Career Guidance Counselling Conference**

Proceedings

23-27 May 2010
Limassol, Cyprus

www.career-eu-shop.eu
www.career-eu.info
www.eacg.eu

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Preface

The CAREER-EU 2010 conference is one of the deliverables of the project CAREER-EUshop : One-stop-service career guidance shop for Europe (141835-2008-LLP-CY-GRUNDTVIG-GMP) funded by the European Commission LLP-Grundtvig Programme from 2008 – 2010. The conference aims are to attract related project results, presentation of good practices for and by career guidance counselors and experts on guidance and employment, the development of networking and the kick-off of the European Association of Career Guidance. Through the conferences it is expected that the CAREER-EUshop project will collect additional good practices in order to improve its Manual of Good Practices and to receive useful feedback for last improvements of its One-Stop-Service-Shop Platform before the project ends in September 2010. The selection of presentations as it turned out appears very useful to anyone who is attending this conference and provides a useful feedback to career guidance counselors and anyone interested in guidance and employment. The conference presentations include various topics directly relating to career guidance and counseling and policy, interdisciplinary topics, presentations relating to employment issues, European programmes that support such activities and initiatives, quality issues and project results.

The partners of this project have contributed to their maximum in order to promote the conference and attract a critical mass so that we receive useful presentations and quality papers for the proceedings of the conference. The conference has contributed to the exploitation of the project into a dynamic European Association of Career Guidance (EACG), which will run an annual CAREER-EU conference as one of its main activities together with the maintenance of the One-Stop-Service-Shop Platform.

I would like to thank the Honourable Minister of Labour and Social Insurance of Cyprus who accepted to put this conference under her auspices. I also like to thank all the experts who accepted the invitation for contribution to this conference as well as the representatives of the European Commission.

Most of all, I would like to thank my partners of the CAREER-EUshop project for their hard work and contribution in making this conference a reality. I hope that the proceedings will provide useful information to the career guidance counselors in order to improve their knowledge and skills on topics relating to their profession.

Dr Gregory Makrides

Chair of CAREER-EU 2010 Conference
Coordinator of CAREER-EUshop Project
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CAREER-EUshop
One-Stop-Service Career Guidance Shop for Europe
141835-2008-LLP-CY-GRUNDTVIG-GMP

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Objective

The objective of this project is to provide EU career counsellors with a common framework of best career counselling services, methods and practices in public and private institutions and authorities and develop a training programme for career counsellors with an established continuous support.

Project Outputs

The project main outputs are the following:

- Survey in partner countries based on which the CAREER-EUshop Platform is developed
- Guidelines for the operation of the Career-EUShop : The Description of the Platform Structure
- Project web-sites, www.career-eu-shop.eu , www.career-eu.info , www.eacg.eu
- Guide of Good Practices of Career Counselling
- Grundtvig Training course : curriculum and programme
- Promotion and Dissemination Materials
- European Conference on Career Guidance: CAREER-EU 2010 , 23-27 May 2010
- The establishment of the EACG (European Association of Career Guidance)

Good practices

A list of good practices as a result of the survey run during the year 2009 is shown below. These are good practices that Career Guidance Counsellors may apply in their everyday work.

1. Help/refer/advice/people to acquire additional/new training education
2. Examine client's interests
3. Apply Initial interview
4. Perform Preliminary assessment
5. Run a problem identification
6. Develop and Execute individual learning plans
7. Set Goals for client
8. Use screening
9. Examine the client's competences
10. Examine the client's personality
11. Examine the client's skills
12. Examine the client's talents
13. Examine the client's work experience
14. Provide job finding service
15. Provide self service information facilities
16. Organize meetings and networking
17. Provide special guidance to senior citizens
18. Provide guidance to people with reduced mobility
19. Apply Quality Assurance System
20. Use profile tests
21. Help clients to prepare documentation for EUROPASS
22. Promote the use of personal Digital Portfolio

The structure of the One-Stop-Service Shop THE CAREER-EU Platform

As a one-stop-service model the project partners have design a platform with 28 windows through which every one-stop-service career guidance shop in Europe can upload local information and then share it with all one-stop-service shops throughout Europe.

The user can search to locate a one-stop-service-shop in four steps starting from the country: →Country → Region → Town → Office

The priority and access to the information starting from the highest is
EACG → Office/Shop → Individual Members → Public

The public has limited access to information, the members of the European Association of Career Guidance (EACG) have access to all the windows but no editing power, the registered and approved one-stop-service shop has access to all the windows and limited power for editing, while the EACG has access to all the windows of the platform information as well as editing to all the windows of the platform.

The Platform Windows with the access for information and access to editing is shown in the table below:

a/a	DATA BASE WINDOWS	EACG edit	Office/ shop Member edit	Office Member View	Individual Members view	Public View
1	History – CAREER-EU project In this folder one can find the history of the project that created the CAREER-EU Platform, its aims and objectives and the partnership This folder is open to all for view and is edited by the EACG.	X		X	X	X
2	EACG – membership In this folder one can find the members of EACG and the link in order to apply for membership. It is open to all for view and is edited by the EACG.	X		X	X	X
3	ONE-STOP-OFFICE local contacts In this folder one can find the contact of the local One-Stop-Service-Shop and if there are more than one in the town they will be listed here. One-stop-service shops can be searched by country or region or town. This folder is open to all for view and is edited by the EACG and by the member offices.	X	X	X	X	X

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4	News A for members This folder contains news for members only and it is edited by the EACG. News from members for members can be sent to EACG who will publish them following an approval.	X		X	X	-
5	News B Public This folder contains news for the general public and is edited by the EACG and by the member offices at the national level.	X	X	X	X	X
6	Survey results (counsellors) Survey results (citizens) This folder contains results of survey that EACG contacts or accepts for publication. This folder is open to all for view and is edited by EACG.	X		x	X	X
7	Survey open This folder provides a link to on-line survey that EACG runs. The survey questions may change from time to time. The folder is edited by the EACG.	X		X	X	X
8	Conferences-seminars-events This folder contains announcements and links to conferences, seminars and events relating to career and employment issues. The folder is edited by EACG and open to all for view.	X		X	X	X

9	<p>CAREER-EU Annual Conference and Fair This folder provides information and link to the annual CAREER-EU conference and employment fair to be organized under the European Association of CAREER Guidance. The folder is edited by the EACG.</p>	X	-	X	X	X
10	<p>Career Poster Design Competition This folder includes all the posters submitted to the annual poster design competition organized during the CAREER-EU conference and presents those that were awarded prizes. This folder is edited by the EACG.</p>	X	-	X	X	X
11	<p>CGC Training-Courses This folder provides information and links for training courses designed for career guidance counsellors. Such courses could be Grundtvig courses are tailored made courses for different duration times and organized in different places throughout Europe. This folder is edited by the EACG.</p>	X		X	X	X
12	<p>Links to EU job sites This folder provides links to EU job sites in different European countries and in different European languages. Each one-stop-service office may provide its own links. This folder is edited by EACG and by office members at the national level.</p>	x	X	X	X	

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13	Job-finding openings This folder provides information on recent job openings available in different European Countries. The openings are collected and announced by the EACG or by the member offices, which edit this folder.	X	X	X		
14	Links to EU CAREER/EMPLOYMENT projects This folder provides links to past and current projects that relate to career guidance and employment under different European Programmes and Actions. The content may also include local national projects. The folder is edited by the EACG or by member offices at the national level.	X	X	X	X	
15	EU Policy – Quality Assurance – Studies This folder provides information on EU policy , quality assurance matters and any studies on career guidance matters and employment. This folder is edited by the EACG.	X		X	X	

16	<p>Labour market trends-FAQ This folder provides studies, statistics and information in relation to the labour market trends as far as job availability and future needs. The folder will also provide a list of frequently asked questions for the career guidance counsellors and those interested in employment issues. The folder is edited by the EACG.</p>	X		X	X	
17	<p>Toolkit for Career Guidance This folder includes tools and instruments that are useful or can be used by career guidance counsellors and are provided available for downloading. The tools may be in different languages. The folder is edited by the EACG and by the member offices at national level and is open for use to member offices only.</p>	X	X	X		
18	<p>Diagnostic Tools This folder provides a list and links to available diagnostic tools either for free use or for use on payment. The folder is edited by the EACG and is open for use only to member offices.</p>	X		X		

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19	Training Programmes for Clients This programme provides information on available training programmes for clients. These programmes will be mainly vocational programmes for developing new competences and skills. The training programmes could be provided in the form of a list with contact details about the provider or simply as links to websites. This folder is edited by the EACG and by the member offices at national level and it is open to individual members for use.	X	X	X	X	-
20	Education Programmes for Clients This folder provides information on education programmes that usually lead to degrees at the stage 5,6,7,8. The folder is edited by the EACG and the member offices at the national level and it is open to individual members and the general public.	X	X	X	X	X
21	Entrepreneur Training Programmes This folder provides information on entrepreneur training programmes that are usually useful to people who like to change jobs or become self-employed or have new ideas. The folder is edited by the EACG and is open to member offices and to individual members.	X	-	X	X	-

22	<p>Mobility Programmes and Placements This folder provides information on mobility programmes , usually funded programmes and placement offers or openings available though different sources. The folder is edited by the EACG and is used by the member offices and individual members.</p>	X	-	X	X	-
23	<p>Senior Citizens Career Guidance This folder provides information on programmes designed for senior citizens or career opportunities for experienced seniors. The folder is edited by the EACG and by the member offices at the national level.</p>	X	X	X	X	X
24	<p>Special Needs Citizens Career Guidance This folder provides information on career guidance and employment for citizens with reduced mobility. The folder is edited by the EACG and by the member offices at the national level.</p>	X	X	X	X	X
25	<p>Integration and Inclusion Programmes This folder provides information on integration and inclusion issues, actions and programmes. The folder is edited by the EACG and by the member offices at the national level.</p>	X	X	X	X	X

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26	Funding programmes for Career Guidance This folder provides information on funding programmes and actions with priority matters on career guidance and employment issues. The folder may provide direct links to existing sites of EU programmes that are designed for guidance and employment. The folder is edited by the EACG and is open to the member offices only.	X	-	X	-	-
27	Advertisement This folder provides advertisements for different services and programmes, which are of interest to career guidance counsellors, to employment officers and to the general public (job seekers, entrepreneurs, students, senior citizens, etc). The folder is edited by the EACG.	X	-	X	X	X
28	Platform Editor Manual This folder provides access to the platform editor and update information on the operation of the platform, new release, new improvement and features. The folder is edited by the EACG and is used by the member offices only.	X		X	-	-

Login Process

In order to access the platform members and one-stop-service offices need to receive a password. The snap-shot below shows the stage on the platform where a username and password is requested.



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The Platform Tool

Each one of the 28 windows of the platform is assigned a picture as shown below. In order to see the title of the window one would simply mouse over it.



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Access to more information is available to **individual** members or **one-stop** office members ([click here](#) to see). To login please use your respective username and password through the login tab.

The One-Stop-Offices

The first registration of one-stop-service will begin to appear per country. Therefore the first front page after login in, one would find a list of countries where one-stop-service shops are registered and work its way from country to region, then from region to city/town and then to one-stop-service shops as more than one may exist in one town.

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In order to learn how to use the editor one could study the Platform editor manual available on-line or attend one of the Grundtvig courses organized by the partnership and published in the EUROPA Course base.

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- GRETA Tertiaire Nord 77, France
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- European Training Centre for Social Affairs and Public Health Care, CEFASS, Italy
- Norwegian Coast Sami Study Association, Norway
- Escola Superior de Educacao de Portalegre, Portugal
- European Association of Erasmus Coordinators

CHARACTERISTICS OF SOCIAL CARE SERVICES FOR SENIORS IN THE TOWN OF HAVÍŘOV AND RELATED DEVELOPMENT ACTIVITIES

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ABSTRACT

In my work I focus on the issue of the people aged over 65 years - seniors - who live in the town of Havířov in the Czech Republic. This town was founded in the 1950s as a residential structure for a huge immigration wave of young people who have come to this region to work. Residents have collectively grown old, and due to the decline of mining and metallurgy in the 1990s, today's descendants have now difficulties to find jobs. Projections to 2020 are that the number of Havířov's population will decrease, whilst the number of seniors will increase. Great emphasis is therefore placed on services provided to seniors. In my contribution I analyze the social welfare service system. I also mention the upcoming project of Old People's home.

INTRODUCTION

In my contribution I will deal with social care for seniors in the town of Havířov. This town is located in the Czech Republic, in the Moravian-Silesian region. The main material for origination of this contribution consists in statistic analysis and own experience. This own experience I gained in the project of reconstruction of historical house converted into a Old People's home in the neighbouring city of Karviná and managing of a new, currently prepared project – construction of a similar type of Old People's Home on a green land of Havířov – Šumbark.

The results shall relate to social issues, namely the issues of growing old seat and regions. These issues are dealt with by the entire European Union.

Map no. 1 - the Czech Republic



CHARACTERISTICS OF THE SOCIO-DEMOGRAPHIC STRUCTURE OF THE TOWN OF HAVÍŘOV

The population of the Moravian-Silesian region is 1.2 mil. It is one of the most densely populated region in the Czech Republic. The reason is that the core towns around the main city of the region are industrial agglomerations. Black coal was discovered here in 18th century. This triggered development of other industries like metallurgy, chemical industry and machinery. The change of political system after 1989 brought about industrial restructuring in the region and significant attenuation of industrial production. This resulted in significant increase of the rate of unemployment 12,14 % in MSR at 31.12.2009) . The transformation process caused an increase of difference in the economic development of this region. **In the five-level classification of the EU the Moravian-Silesian region was classified in the weakest category: 5) Declining regions showing essential problems of socio-economic development.**

The second biggest town in the Moravian-Silesian region is Corporate Town of Havířov with a population of 83 thousand – it is the 11th biggest town in the Czech Republic. It was established in 1955 in order to provide for housing for labour force, especially miners, metallurgists and their families in this industrial area. This specific way of foundation of the town caused formation of unusual demographic structures in its entire development until present:

- ✚ in 1950's – when Havířov was founded, the territory was populated by a huge wave of immigrants aged twenty to forty nine
- ✚ these new inhabitants were similar in age, education, social and economic standard
- ✚ they were all establishing families and in 1960's there was a significant increase in birth rate – so-called baby boom

- ✚ another significant increase in population occurred in 1970's due to pro-natality policy of the entire Czechoslovakia
- ✚ these people naturally grow old: the number of the died was higher by 52% in the last decade of 20th century compared to 1989
- ✚ due to industrial restructuring in 1990s the economic problems deepened taking the form of unemployment (more than 16 %); young people often leave for better jobs and go to Prague or abroad.

Forecast of Havířov population age groups until 2020

In 2003 Havířov population forecast to 2020 was elaborated. This can be seen in the following table:

Table no. 2

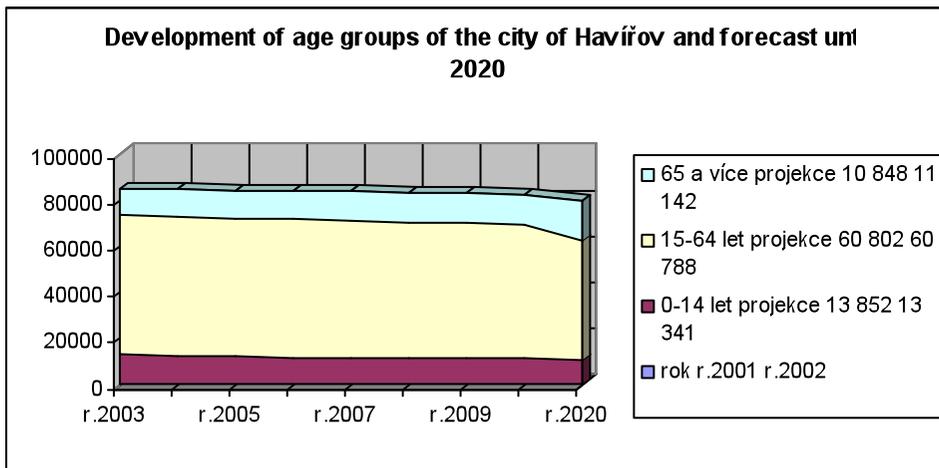
Year	Age group							
	0 – 14 years		15 – 64 years		65 and more		Total	
	Forecast	actual	forecast	actual	forecast	actual	forecast	actual
2001	13 852	actual	60 802	actual	10 848	actual	85 502	actual
2002	13 341	actual	60 788	actual	11 142	actual	85 271	actual
2003	13 053	12 862	60 533	60 679	11 362	11 373	84 947	84 917
2004	12 764	12 552	60 277	60 570	11 582	11 662	84 624	84 784
2005	12 476	12 082	60 022	60 297	11 802	12 048	84 300	84 427
2006	12 280	11 723	59 596	59 971	12 105	12 525	83 980	84 219
2007	12 084	11 448	59 169	59 699	12 407	12 886	83 660	84 033
2008	11 887		58 743		12 710		83 340	
2009	11 691		58 316		13 012		83 020	
2010	11 495		57 890		13 315		82 700	
2020	10 574		51 755		17 172		79 501	

(Source: Adjustment of Social Demographic Analytical Table of Havířov, 2003)

The forecast, which is very successful compared to the actual situation, assumes the following:

- total population will drop by 2020 (compared to 2001) by 7.5%
- the youngest age group will drop in the comparable period by 31% (!) and will form 13.3% of the entire population
- productive population will decrease during the same period by 17.5%. It will still be the most numerous population group amounting to 65%
- **senior population will grow by 58.3% (!), 21.6% of the population of Havířov will be of senior age. Their absolute population will be 17 172.**

Chart no. 3



(Source: own chart on the basis of data from the document "Social Demographic Analysis of Havířov, 2003)

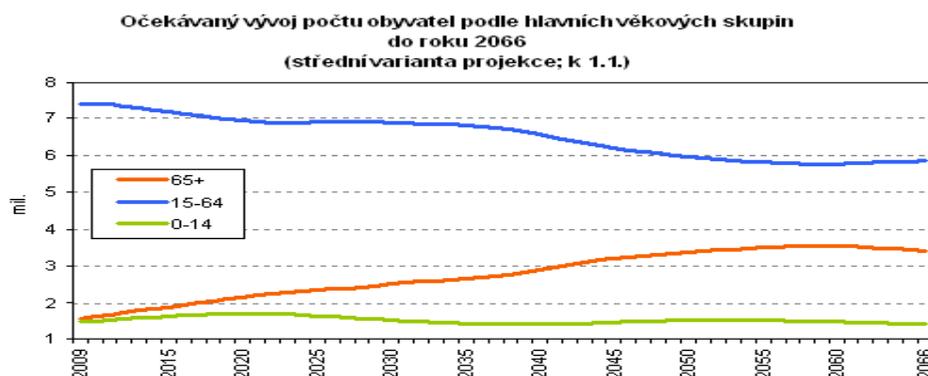
I would also like to complete the expected development of average age of the population until 2066 in the Czech Republic. It is obvious that the trend of population aging will continue. This trend is common for the entire European Union.

Chart no. 4 *Expected development of average age of population until 2066*



(Source: www.czso.cz)

The following chart implies that a slight drop of absolute population is expected until 2066, however, associated with significant change of age structure. Apart from the quoted progressive increase in senior population, it is also expected that children population will continue dropping, as well as the population in productive age as opposed to the existing situation.



(Source: www.czso.cz)

SOCIAL SERVICES AND THEIR ROLE IN SOLVING THE AGING PROBLEM

Social services in the Czech Republic are regulated by Act no. 108 of 1988.¹ The state administration of this act is exercised by the Ministry of Labour and Social Affairs, regional authorities, municipal offices with extended competence and labour offices. New Act no. 108/2006 Coll. introduces a new financial tool, and it is the contribution to social care from the budget of the Czech Republic.

¹ According to this act there is a legal anchorage especially of the group of people, to whom the social care is provided (satisfaction of special needs of elderly citizens, people with handicap or citizens struck by family dissolution), and types of social care services.

According to this act the social care services mean the following

- a. education and consulting care (social counselling)
- b. institutional social care (Old People's home, Respite care)
- c. care in other social care facilities (Day care center, week care center, personal assistance)
- d. community care service,
- e. catering.

Amendment to the Social Service Act no. 108/2006 has been effective since 1st January 2006. Fundamental change brought about by this amendment consists in the legal obligation to register for all the providers of social services. The benefits of this amendment include especially the following:

- ✓ Obtaining overview of the extent and nature of the social service network,
- ✓ Inclusion in the register is one of the preconditions for drawing on financial means from public budgets,
- ✓ Registered providers will have the same rights and the same duties regardless of their legal form (private-legal, public-legal). This act thus reacts to long-term unsolved unequal position of the social service providers instituted by private-legal sphere.

The contribution to social care is provided to people dependent on other physical person in order to provide necessary assistance.

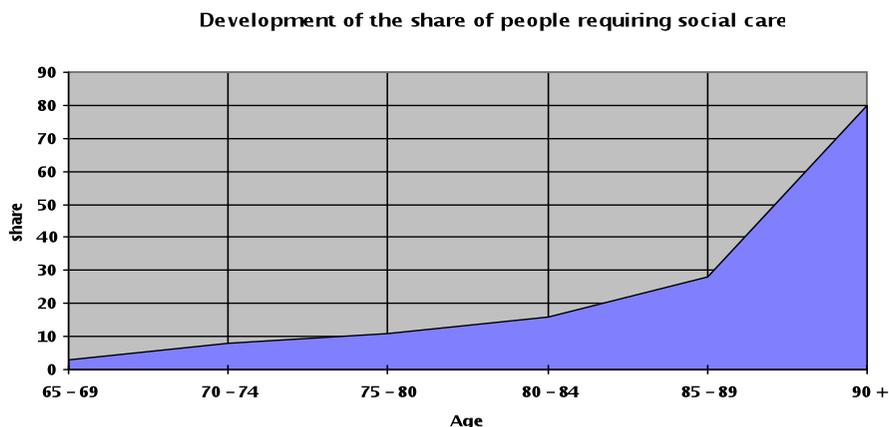
Entitlement to contribution is derived from the system of individual personal assessment. The amount of contribution is differentiated on the basis of age of the person assessed (in persons below the age of 18 the contribution is higher than in adults) and also in terms of the amount of dependence of the person in the unfavourable social situation on the assistance of another person.

According to this act we distinguish 4 levels of dependence on another person or other persons:

- 1st degree: slight dependence
- 2nd degree: medium dependence
- 3rd degree: heavy dependence
- 4th degree: complete dependence

Increase in population age leads to an increase of the requirements for health and social care. This development, however, is not linear, which is shown by the following graphic:

Chart no. 6



(Source: document “Analysis of the Need for Social Services using normatives”)

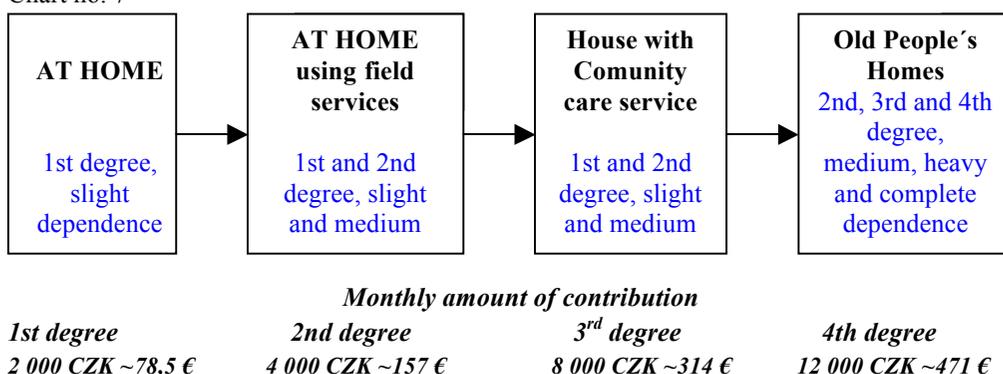
It is given

- quantitatively, i.e. by the increase of the number of seniors,
- qualitatively, i.e. average age is increasing, which is associated with polymorbidity and resulting need for more demanding care. Especially the Alzheimer disease development dimensions are significant. It is assumed that approximately 5% of people above the age of 65 suffer from this disease and almost one third of people above the age of 80.

On the other hand it is necessary to state the needs for health and social care rise with the increasing age, but the number of people, to whom it applies, decreases.

The following chart details how the average needs of the seniors change in time:

Chart no. 7



(Source: own chart)

In practice it looks that the recipient of the contribution is a handicapped person, the amount of contribution is divided pro rata among the social service providers: for example the persons in Day Care Centre return approximately 2/3 of the contribution in favour of this Day care Centre. Those that reside in the Old People's Home 24 hours a day return the entire contribution to care to this care provider.

Another source of financing of social services are donation titles from the national budget. These are directed both to the assignors as well as to the providers of social services.

SOCIAL SERVICES IN THE TOWN OF HAVÍŘOV

The extent and development of the needs for social care are continuously researched in municipalities and regions. The tool of this research are the “Community plans of development of social services”. Corporate Town of Havířov had this community plan elaborated as one of the first towns. It originated in 2005 and is updated every year. It contains social-demographic analysis of the town, expertise of the need for social care and services in the town, results of the questionnaire investigation amongst the citizens, users and providers of social services. Everything is included in the SWOT analysis.

According to the actual data the services in Day care Centre and Respite Care Centre are sufficiently secured in Havířov.

On the other hand, in Havířov there are nowadays 1 617 applications for accomodation in existing Old People's homes. It means that the number of residential beds is not sufficient.

ESTABLISHMENT OF THE OLD PEOPLE'S HOME AND WAYS OF RELATED INVESTMENT AND OPERATIONAL FUNDING

On the basis of development of these needs I started to deal with the **idea to realize construction of Old People's Home** in my native town. I was inspired by a project that I managed for a private company in the neighbouring town.

I keep developing and realizing my idea. At the moment I am in a preparatory stage – I collect supporting documents to get zoning and planning decision for preparation of the land and construction of this facility from scratch.

It is a bricked three-storey building with a capacity of 30 residential units with maximum capacity of 60 people. The people would be accommodated in 27 apartments with an area of about 42 square meters and 3 flats with an area of 80 square meters.

Catering will be provided in the restaurant that is designed in the adjacent single-storey building and will serve not only the seniors but also the inhabitants of the surrounding detached houses and those that come to this part of the outskirts of the town for trips. The object will also include outdoor terrace with the possibility to play skittles and a child's playground. **The motto of the entire project is the integration of senior demographic group into a natural environment.**

There will further be a general practitioner in the building, general treatment room (providing with standard health care like application of injections, rebandaging, assistance to less mobile and non-verticalized seniors), rehabilitation room, where various forms of exercising will take place (yoga).

The main services according to seniors' wish will be laundrying and cleaning of the residential units.

There will also be additional services like hairdresser's, pedicure and manicure.

The basement of the object will provide 20 parking places.

The budget costs of this investment are estimated at 40 mil. CZK (~ 1 569 thou.€). Hereby I come to the crucial point and it is the **investment and operational funding** of the construction and financing of the social services in general.

First of all I looked for a possibility of financing of the investment construction via **structural funds of the EU** within the support of the regions reporting GDP below 75% of the EU average within regional operational program, "Convergence" goal. This way however is not viable as the "Convergence" goal is intended for acceleration of the convergence of the least developed member states and regions by improving of conditions for growth and employment via an increase of the quality of investments in the material and human capital, development of innovations and knowledgeable company, improvement of the ability to adapt to economic and social changes, protection and improvement of the environment and administrative performance.

One of so-called general principles of the community that are in fact superior to funds, is the creation of more and better job positions.

Although the Regulation about ERDF in article 4, clause 11 allows for investments in social infrastructure, they must be used in accordance with the Convergence goal and goals of general principles (an example can be the social prevention services that focus on the disadvantaged groups that are involved back in work process via this service or prepared for it).

That means, the target is to support active population, not the seniors. The only way is to target this support to people in productive age, who will get rid of concern by the construction of such facility and they can be involved in the work cycle.

My vision therefore is to finance the investment construction by means of a **bank loan** and then sell one half of the residential units to the clients, the rest of the units to be let. This implies that the target client in the first stage is the higher and middle income group or parents of children that are willing and able to take care of their parents in this way. The operation will be ensured in the form of monthly rent plus payment of the provided services.

Later on (I assume in the horizon of 3 to 5 years) this service becomes affordable also for standard income group of the seniors in accordance with the European Union trends, that should be incorporated in the new social concept that has not yet been adopted in the post-revolution Czech Republic.

CONCLUSION

The development of services in the European Union countries implies that a shift of interest of the public administration from services of social care of social-medial nature towards the intervention services that solve issues of poverty, unemployment and social excommunication, xenophobia, drugs and massive development of social consulting will accelerate also in the Czech Republic. Social care services will gradually shift to the non-governmental and private sphere. One of possible forms of financing is **PPP (Public Private Partnership)**. Social services in many European countries are in the hands of private sector, or fall within various insurance systems. We expect that also the public administration in the Czech Republic will address the private sphere more in the matter of establishment of mutual cooperation in the area of joint long-term financing of projects especially in the investment area.

The foreign experience implies that financing in the PPP form in the social area is possible and realistic. Simplified principle of financing in the form of PPP is the following. The initiator is the public administration representative at a certain level that presents a vision and selects a partner (concessionary), or a consortium of partners from the private sector. The partnership (concession) contract is concluded for a long-term, usually for a period of thirty years. The investor is the concessionary that thus valorises his free financial resources, which on the other hand enables for non burdening of the budgets of municipalities and regions. Concessionary can only be a caretaker of the building for the period of validity of the concession contract, where the provider provides relevant social services and also the service provider. Everything depends on the stipulated and contractual conditions. **Here I see the crucial pillar of a successful PPP project – conclusion of a high-quality long-term contract that would in a complex and detailed way solve all the aspects that may arise during the upcoming period, strictly based on equality of both parties. The last but not least important pillar is the setting of this contract within legislatively advanced and stable economic and also social environment.**

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THE IMPORTANCE OF LANGUAGE IN JOB FINDING

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Introduction

The background for this thesis is a dilemma.

We educate quite a lot of talented young people mostly from Europe at VIA University College and in Denmark. Most of them like Denmark, so they would like to stay in Denmark after their graduation.

However, this is easier said than done. They have a hard time finding a job in Denmark. That is why, we started a project “International Career in Denmark”, partly funded by The European Social Fund and Region Midt. The objective of the project is to build bridges from Danish companies to international students and vice versa in terms of internships, jobs, projects.

Actually, the proper name of this thesis should be “The importance of the native language in job finding”, since I am pretty sure, these conclusions apply for most, if not any country.

Delimitation

How important is it for international bachelor-jobapplicants in Denmark, that they speak Danish?

This is the core-question, that I want to analyse. I know very well, that there are many other factors, that contribute to an explanation, such as cultural skills on both sides, the companies willingness to open the doors, the “zapping” culture of many young people, the global macro-economic situation etc. These topics will only be mentioned briefly if at all.

I have made a small qualitative analysis, asking 3 managers of Danish companies, that all operate globally.

Furthermore I have based my conclusions on hundreds of talks I have had with companies, working as the leader of the Career Service Centre at VIA University College and on my own experience as an Export Manager and Export Consultant.

Denmark

Denmark is a small country with a long history of trading with people from other cultures and countries. Maybe that is the reason, why many danes speak a relatively good English. Also the fact that we hear a lot of English in the radio and in television bring us an advantage. The movies with English are not translated into Danish. In other and bigger European countries like Germany and France, there might not be the same – or at least historically – need of learning to speak a foreign language and they translate movies. How can a population of 5 million people expect, that anybody in the world

understands their mothertounge? Answer: They can not, and that is why, we always have been forced to learn languages.

This leads to the situation where International students living in Denmark realize, that they can get along with English in Denmark. They only talk and hear Danish at the University, in the supermarket, they do not need to talk Danish, in the bank, they talk English at the dormitory they live with other international students etc. It is understandable, that the conclusion:

“Well, forget about Danish, we can perfectly get along with English” is coming to their mind.

But they can not. You see more and more Danish companies, whose websites are only in English and there are companies, where the official “Work-laguage” is English, but even Vestas, the world leader in windenergy, strongly recommends their international staff working in Denmark to learn Danish. “In order to get proper integrated socially in the Danish society, they must speak Danish” said the HR-manager of Vestas at a newly held conference in Denmark.

In Denmark we have aprox. 14.000 international students. Analysis show, that the majority of them would like to stay in Denmark after graduating. They like the country and the way of living. But only 27% of the international students graduated in Denmark in 2002 were still in Denmark 2 years after. The reason is simple: They do not succeed in finding a job.

The willingness to learn Danish

A wise man once said: “Using English you can talk to the brain. Using the mother-tounge you can talk to the heart.” I think this is true even in businesslife, which is supposed to be full of the “Homo Economicus”, we read much about in Business Schools. The rational person, whose decisions are to 100% a result of strict and rational analysis. However, it is my experience, that Homo Economicus primarily exists in books. In real life, the decisions made by human beings are very much influenced by non-rational factors.

However: Can we expect international students to learn Danish? Lets be honest, Danish is spoken by 5.4 million people, it is not exactly a global language. Of course that has an impact on the willingness of the students to learn the language, who can blame them? They may very well say to themselves “Well, I am taking my bachelor in Denmark, but I want to move on, so why invest energy and effort in to learning the language”?.

I can perfectly understand that point of view, but it does not change the fact, that Danish is important in addressing most of the companies in Denmark.

“Once I get a job in Denmark, it will be easy for me to learn Danish” is the old mindset.

“In order to get a job, you need to speak Danish” is the new and right mindset, we seek to promote.

How?

By adressing it right from the beginning and constantly. With beginning I mean when we recruit international students.

The results of the qualitative analysis

I interviewed 2 CEO's and 1 Sales Director of what we call mediumsized companies with 50-400 employees.

All 3 of them highly educated people with an international background and mindset. They all argued, that the lack of Danish skills of international applicants with a bachelor are not a problem.

2 of these companies have an exportshare of more than 90%, the third one of 65%

Positive aspects of employing non-danes (= times mentioned):

- Different input to product-development (1)
- Better service to the customer, since this is in the mothertongue of the customer (3)
- Making the company more global (2)
- Better purchase, since they can decode cultural aspects (1)

One said, that 4 years ago, when he started as a Sales Director, practically nothing of the communication was on English. Now English is the official language and for instance all reports and abstracts are in English. The same was the case in the second company. In the 3. Company the language is Danish, but they speak English with foreigners and German with Germans.

My comment: It is my experience, that one thing is to say, that "our official language is English", another thing is to which extent, this is the case. 2 danish employes, do they really write every mail in English? And do they really talk English? I doubt it, and I think the CEO's know that, intelligent as they are, and therefore there is still a barrier in the head of the management. A barrier which is a question:

"Will this non-danish-speaking person really fit in here?" I think they ask themselves that question, more or less consciously.

This is also emphasized by something, one of them said – I quote: "The international candidate has to be better, before I choose him".

I ask my self why? It does not correspond very well with the statements made by the same person that "language is not an issue".

It is, maybe not much in the professional sphere, but in the coffeebreaks it is likely, that there will not be the same smalltalk at the table, if this smalltalk is supposed to be in English. There might very well be breaks.

Lets take a fictional example: 5 People from company x make a coffebreak on a monday morning. 2 are from abroad and do not talk Danish, 3 are Danes. Per, a dane, was yesterday at a family-party, where his uncle made the most embarassing speech – long and boring and he forgot the name of the person, he talked about. Had there been 5 danes around the table, he would have told the story in Danish, and everybody would have laughed together. But will he tell it in English? I doubt it, and this is how communication is lost, people notice it, and the managers see it as well.

So my conclusion is that the lack of Danish skills are a barrier in daily life, even if people express, it is not.

All 3 mention the cultural gap, for instance between Danes and Chinese people. All 3 see this as a even bigger obstacle as the lack of language skills. As an example one states, that he sees a “lack of initiative” by many people from Asia and former Eastern Europe. In Denmark, we have a very flat hierarchy, the manager will tell the employee *what* he likes to get done, but now *how*. Why? Because a Danish employee typically does not like to work in a way, where the boss specifies very concretely *what* and *how* he wants the job done. Only *what*. So he has often experienced situations where international students were waiting for instructions, that never came. This leads to frustration on both sides.

Another example given by one of the managers, was that of American engineers living in Denmark and working in a big wellknown Danish company, that he also used to work for. They hired 4 american engineers, who all ended up going home the the States before their contract ended. Why? They were left alone after 16.00. I think, and so do many other, that we Danes are not so good at opening the doors to “strangers” and our attitude might occur to other people as a very introvert one. In my opinion, this is indeed a factor, which is important in explaining why building that bridge between international employees and Danish companies is not so easy. This is without any doubt a cultural thing which has little to do with language skills.

However: In general terms I do find it hard to separate the language and culture in this way. For me the language is not only a tool of rational communication. It is also and very much a carrier of culture. The key to understanding a culture is the language. So in my opinion people tend to underestimate the importance of language.

The 3 companies are of course not representative of Danish companies. They are managed by educated people with an international mindset and they depend heavily on selling their products internationally. If I had asked companies, which primarily sell in Denmark, I think this would have influenced on the “expressed willingness” to interact with international employees.

I deliberately call it “expressed willingness”, because it is in my opinion an intention. If we look on how they act in reality, it does not match the intentions.

Conclusion: There is a positive attitude towards employing international employees, but this attitude does not mean, that they employ a high number of international employees.

The impact of the financial crisis

Just 2,5 years ago, the dominating agenda in Denmark was an insufficient labour supply with all the negative effects like inflation, booming wages, loss of competitive power, loss of wealth because companies had to say “no” to orders etc. In this situation, the employers had to be less picky about who they employ, and one of the parameters which importance got less was that of talking Danish. It was just not that high on the agenda of the employers.

Now, obviously the agenda changed. There is no longer for the time being a need for labour, on the contrary, unemployment is rising. Therefore, the parameter Danish is ranked higher on the agenda of the employers, since they can now pick from a larger supply of labour. We are back to the basics of economics, that of demand and supply.

In just a few years, the agenda will once again change, and there will again be shortage of technical people like engineers.

A “positive” aspect and result of the crisis, is that the willingness to learn Danish among international students is rising. They listen more now than 3 years ago, when we tell them of the importance.

What can we do as an University College?

At VIA University College we offer language courses at the beginning of each semester. Some of our programmes have integrated Danish as a subject.

Furthermore, we encourage them to attend courses at the local center of language in Horsens.

We also offer courses with the culture aspects. “*The do’s and the don’ts of the Danish labour market*” is the title of one seminar we had.

But we need to do more. We need to emphasize and communicate the importance of learning the language spoken in Denmark, if they plan a future here.

But even more important, the international students need to do more. It is very much up to them remembering the Danish saying:

“Hvor der er vilje, er der vej”

(If there is a will, there is a way)

THE “CANDIDATE CARING PROCESS”: INNOVATIVE TOOLS FOR JOBSEEKERS

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ABSTRACT

As a human resource company accredited in Lombardy, *Epoché Service Integrator* is providing personnel research and selection, training and consultancy to enterprises in Northern Italy. The presentation will demonstrate the “*Candidate Caring Process*”, a project geared to the specific needs of workers who are only temporarily excluded from the job market. In a labour market characterised by heavy labour legislation, special job-matching techniques are necessary in order to help those outside the labour market to find a new job opportunity as soon as possible. In fact, during the global economy crisis working in the area of personnel recruitment does not simply mean finding the right person at the right time. High-quality recruitment policies consist also in strengthening those who are currently outside an active working environment.

Two specific *vocational training schemes* tailored to every person’s “requalification potential” will be presented: ‘marketing skills’ and ‘human resources management’. The training courses are partly financed by a *voucher system* launched by the *Lombardy Region*, allowing every jobseeker to choose the training provider of her/his preference. One of the success factors of the training is the high degree of attention which is paid to the candidate’s *individual profile* by a detailed analysis of skills and competences (‘bilanci delle competenze’). In summary, everybody who has lost her/his job - for instance due to restructuring of the company - needs to be kept continuously skilled-up in order to maintain her/his employability.

INTRODUCTION

In a job market which is so segmented, complicated, and deeply affected by a crisis which does not appear to have an end in sight, the major difficulties are faced not only by first time job seekers, but also, if not even more so, by those who are forced to leave their jobs perhaps as a result of a downsizing or restructuring exercise in their

company. In many instances we have to deal with highly professional people, in their 40's or 50's with a vast working experience behind them, but who, either because of their personal difficulty to accept their new circumstances or because they have received high compensation packages in their most recent employment, are difficult to place in such a fragmented labour market which no longer has clear points of reference.

These professional profiles need to be guided in their reintroduction to the job market and it is therefore important to underline the important efforts of the *Lombardy Region* in 2009.

Epoché Service Integrator has been involved, since its foundation in 2002, in recruitment and training services. Our company, being accredited, has decided to work in collaboration with the *Lombardy Region* through the "Doti Lavoro"¹ system in which a candidate who has lost his/her job and needs to find other employment is guided through a series of steps as part of the Candidate Caring Process.

THE STEPS OF THE PROCESS

1. The Welcoming Interview:

This is quite an informal meeting between one of the recruitment specialists of an accredited company or agency and the jobseeker who would like to follow the programme. The meeting essentially consists of a conversation during which the candidate speaks freely about his/her previous work experience and future aspirations. The role of the recruitment specialist is to explain the technicalities of the "Dote Lavoro" system and also to underline that it is completely free.

In synthesis, the meeting foresees the following:

- a. The verification of the candidate's requisites
- b. Orientation and information related to the available services
- c. Commitment on the part of the operator to follow the candidate through the process

2. Orientation Interview (or 2nd level interview):

This meeting is more focused on the previous job experiences of the candidate, specifically with the aim of understanding which training is necessary and the subsequent enrollment in courses focused on improving current and/or acquiring new skills which will best allow the quick placement of the candidate in a suitable job. At the same time, the candidate is offered a cycle of "Servizi al Lavoro"² which consist in:

- a. Constructing or re-writing an effective Curriculum Vitae
- b. Interview role plays
- c. Identification of the best job seeking tools depending on the career path the candidate wishes to follow

3. Defining the path:

¹ Free service offered by the Lombardy Region to job seeking residents who are unemployed

² Job seeking tools

The main product of this step is the PIP³ which foresees the assistance on the part of the operator in the definition of training and/or work experiences which are value-adding for the candidate. Specifically, this would refer to:

- a. Transforming individual needs into competencies/knowledge/abilities
- b. Networking between companies specialized in training which prepare courses which may be of interest to the candidate

4. Competency Assessment:

The competency assessment consists in reviewing the individual competency form, allowing the identification of abilities and the elements to bring forward and value in the candidate. The objective is to define a Personal Development Plan in order to reach specific goals.

5. Tutoring and Counselling:

This service consists of the following activities:

- a. Orientation on the mechanisms of the labour market
- b. Update of the Curriculum Vitae and the preparation of a cover letter
- c. Practical preparation of the job interview
- d. Assistance both to candidates and enterprises in the job matching phase

6. Scouting and active job seeking:

The service foresees supporting the candidate by defining the job seeking strategy with specific focus on:

- a. The identification of professional opportunities
- b. Evaluation of job opportunities
- c. Applying for the job
- d. Contacting and visiting the potential employer

7. Follow up and management of PIP⁴:

Once the candidate has been successfully reinserted into the job market, there is a final step which checks the degree of conformity with the PIP which was traced out in the early phases of the process. This is a necessary part of the process which enables the operators to monitor whether the process has been correctly followed in all its steps and the success rate of the programme.

³ Piano di Intervento Personalizzato, please see sample document in Appendix

⁴ See step 3

EMPLOYABILITY INITIATIVES AT DURHAM UNIVERSITY

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ABSTRACT

This paper explores the range of initiatives that the Careers Advisory Service has and is developing with the support of senior University management and in conjunction with departments and colleges. It highlights good practise and methods of improving the employability of undergraduate and postgraduate students' with the added advantage of raising the Institutions profile nationally and internationally.

Durham University is a '1994 Group' UK institution and attracts students with high grades of 'A' levels. Prospective students are attracted to the University primarily because of its exceptional teaching and research and due to its unique collegiate system.

With the advent of tuition fees prospective students and their parents are indicating that the added value of improved employability is becoming a crucial element in selecting Durham. Durham is successful in this but has seen some of its departments are less successful with comparative 1994 Group (www.1994group.ac.uk/aboutus.php) and Russell Group Universities (www.russellgroup.ac.uk/). The response is to improve the employability of our students and in the UK to have all our departments ranked in the 'Top 10' by 2015. A number of current and successive developments are and will be used to achieve these targets. These are outlined below in this paper.

CAREER-EUshop

23-27 May 2010, Limassol, Cyprus

Durham University is a major UK research institution situated in the centre and the environs of the medieval City which is famous for its UNESCO World Heritage sites: cathedral and castle. The University itself is the third oldest in England and is collegiate in nature thereby offering high levels of student engagement in social, cultural and community activities all of which create a sense of cooperative spirit and develop transferable skills highly respected and desired by graduate employers.

Student entry into graduate employment, postgraduate study and professional training is high. In the Destination Leavers Higher Education (www.hesa.ac.uk/index.php) statistics for 2009 85% of our students gained employment, postgraduate study/professional training within 6 months of graduation. Unemployment was lower than for many similar sized and ranked institutions at 7.6%. A significant number of other students are taking a 'GAP' year to experience travel and voluntary work before embarking on a graduate career or further study.

Although the University remains competitive in employability league table rankings namely the Graduate Prospects (GP) measure and Times Good University Guide league table, in order to stand out amongst our competitors institutionally and departmentally, increased initiatives have been and are being put in place to ensure that our positioning is reflective of our status. One performance indicator already referred to is for all of our departments to be in the top 10 for employability by 2015 in national league tables.

In doing this it will demonstrate to the student community, prospective undergraduate and postgraduate students and parents as well as academics and administrators within the university that Durham is performing highly and remains an attractive place to live and study with a positive employment or further study outcome as an end result.

With this in mind a series of measures and internal performance indicators have been introduced to provide the Careers Advisory Service with the mechanisms and incentives to be a lead in increasing the Institution's employability performance and consequently raising the profile of Durham regionally, nationally and internationally.

Under the guidance and support of the Pro - Vice Chancellor for Learning a 'crucial' Employability and Skills report was produced which stated, *'Effective engagement between academic departments, Colleges, Durham Students Union and the Careers Advisory Service will be an important element of our approach to ensuring our students are aware of the opportunities for employment and that our students are as well prepared as possible for their future employment.'* This report from 2009 has

subsequently driven a number of initiatives and directives which I will be outlining further in this paper.

One of the factors that was identified within the report was a correlation between employability and Careers Advisory Service/academic department engagement. As a consequence in addition to meetings that take place between 'link Careers Advisers' for departments termly with their Academic and Administrative contacts (each of the Careers Advisers is responsible for delivering talks and offering guidance to students from specific departments), centralised meetings now take place to discuss and share good practise amongst careers and academic colleagues. Chaired by the Head of Careers this has led to a number of developments including more talks from alumni, skills workshops being delivered specific to subject need (to compliment those undertaken centrally) and Destinations Leavers Higher Education (DLHE) reports being tabled but also explained and interpreted in Departmental Staff meetings and Faculty Boards.

The Careers Advisory Service has set up an Employability and Skills Team within its structure to coordinate skills based talks and workshops delivered by employers and Durham alumni as core careers activities but also those that can be delivered in departments and colleges. Talks and workshops are targeted at all years of study (there is a belief that early engagement from Year One of programmes stimulates the processes of career planning and skills development). Masters and PhD students have their own specific programmes of talks and workshops that reflect the very specific needs that they have (although there is nothing to prevent them attending others that are targeted at undergraduates. Employers are very positive about these initiatives and are very willing to send staff to deliver a menu of presentations throughout the academic year using and utilising different styles that accommodate the level of study that the students are engaged in.

The support offered to masters students is increasing and complimentary to the work done by our Careers Development Consultant who has a remit for offering specific careers advice, tailored workshops and an increasing plethora of IT and paper based resources to PhD and Early Career Researchers. This specific role was specially created in conjunction with senior academic colleagues to respond to the every increasing needs and expectations of this cohort of students and staff.

An Employability and Skills Steering Group (ESSG) meets regularly (which includes employer and Student Union sabbatical representation) and has been at the strategic forefront of the development of skills based activities as well as making recommendations for improving our Personal Development Plan (PDP) system; allowing for a more reflective approach to skills development from Year One of a students entry into the University. In addition to this reports have been tabled on how

the Careers Advisory Service can engage even further the academics and college tutors in the processes that increase the employability of our/their students. For example a table of good practise has been compiled which is used to direct and inform on employability activity and engagement in departments which can be then adapted to suit others. In Chemistry for example mock interviews with students applying for 'year in industry' placements are conducted in conjunction with an industrial chemist. Another instance is a Careers Adviser liaising with senior tutors to ensure a careers talk on the 'value of volunteering' is delivered in conjunction with Durham graduates who benefited from this experience and have been successful in the job market as a result of the skills that they gained from such experiences. These practises can then be rolled out where appropriate to other departments and colleges.

Crucial to these and other initiatives has been the introduction of a Durham Award (www.dur.ac.uk/careers-advice/employers/durhamaward/) which recognises and merits student skills developed in the areas of: communication; teamwork; business/commercial awareness; leadership/coaching; career management; professional development. Employers, Careers Advisory Staff and senior university staff have committed time and energy to participating in the appraisal of these skills. Successful students receive a Certificate but more importantly the rigorous assessment towards this award has proven extremely valuable as preparation for students marketing their abilities on application forms and presenting themselves at graduate assessment centres. I wish to cite the following quote from an anonymous employer, *"The Durham Award provides students with a fantastic opportunity to recognise their capabilities, articulate their skills and identify exactly how they can differentiate themselves in the competitive graduate recruitment marketplace"*.

The development of these (and other initiatives in the future) has come about because of partnership within the internal university community and externally with employers and professional bodies. There is a recognition that Durham is successful but to put it in school report terms, 'can do better'. There is a clear and common willingness to prepare our students for the worlds of work (and I use the plural deliberately as a metaphor for the changing nature of the workplace and the opportunities within it), to see our students succeed in the employment market and prosper as entrepreneurs, leaders, innovators, team players and as altruists. The development and understanding of the skills to achieve their ambitions is embedded in the skills, knowledge and understanding that they gain from academic study, internships, social activities and voluntary work. The initiatives and processes I have described are the tools for us and them to succeed now and in the future.

Finally and to close I wish to quote my Vice Chancellor. He says that our, “*Students will engage directly with world-leading scholars in our academic departments supported by opportunities for personal development in our residential College communities, ensuring future success and employability.*” This is the University’s aim and the Careers Advisory Service in collaboration with departments, colleges and senior managers has a key role in enabling and ensuring that this part of our strategy is achieved.

THE TALENTAGED PROJECT

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ABSTRACT

The TALENTAGED project (ESF, Article 6, Innovative Actions) developed and tested a new integrated training & guidance methodology able to support mature workers, men and women, during their professional choices. It detected the need to increase and diversify mature workers' skills & competences, but also to favour retention and workers' professional mobility through new incentives for firms and workers, by adopting positive actions designed to avoid the loss of competences and qualifications. At the same time, addressing the Corporate Social Responsibility, it promotes a more active role of employers in dealing with mature workforce's ageing process, through the development of innovative strategies effective in retaining mature workers.

Through the use of several tools (cards, case analysis, educational exercises, competence mappings, etc., specific for adult female/male workers), the TALENTAGED model intends to support and drive the "choices' process" of "mature workers"; to make change easier for workers and employers; to favour the intergenerational transfer of competences; to favour the retaining of mature workers; to adopt positive actions in order to valorise workers skills, qualifications and competences. Particular attention has been paid to the enhancement of gender approach so as to non-stereotyped interpretations concerning age, previous working position, motivation.

THE TALENTAGED PROJECT

The TALENTAGED project (ESF, Article 6, Innovative Actions) developed and tested a new integrated training and guidance methodology able to support mature workers, men and women, during their professional choices.

The methodological "starting point" was the 20 year experience of CORA & EWA Networks, focused mainly on labour market re-entering processes (especially for mature women) and in competence re-conversion for unemployed people.

In the framework of the TALENTAGED project, the activation of a transnational team, capable to collect best practices and innovative approaches at European and Extra European level, resulted in the elaboration of a new methodological approach, relevant both in terms of contents and of new training and guidance tools.

The TALENTAGED project detected the need to increase and diversify mature workers' skills and competences, but also to favour retention and worker's professional

mobility through new incentives for firms and workers, by adopting positive actions designed to avoid the loss of competences and qualifications.

This approach is particularly suitable for a “knowledge-based labour market”, characterized by a constant and increasingly more complex reformulation of professional skills and roles.

At the same time, addressing the Corporate Social Responsibility, the TALENTAGED project promotes a more active role of employers in dealing with mature workforce’s ageing process, through the development of innovative strategies effective in retaining mature workers.

JUSTIFICATIONS

The project is based on some contrasting evidences existing in the labour market: the firms tendency of looking for young workers in a more and more competitive and close labour market for demographic reasons; the ongoing elevation of the retirement age which creates conditions for a constant ageing of the “working population”. Two are the main situations existing for aged workers:

- a. for some professional figures, the ageing can go side by side with a “seniority gain”, with the improvement of experience, with the strengthening of the professional skills background, most of the times very useful (sometimes essential) for the firms or for the public body. They often are reluctant of loosing these skills and require a pre-emptive approach
- b. for other professional figures, the ageing can go side by side with the emerging of difficulties (linked to the acceptance of an eventual professional change): the worker’s availability to learn new technologies, new working systems, new professional roles. The firm is called to manage this resistances and to identify new training and guidance method to get the change easier

In both cases, these human resources represent the “firm’s capital”, composed not only by traditional “tangible” economical assets, but also and most of all by “intangible assets”.

They are people who, apart from their roles, have a deep knowledge of a job or process, of technologies and machineries, of the reference territory and market; they perfectly know the story they are part of.

These are all “competitive elements” and they can be owned only by workers acting a lot in a specific professional field; often firms have not enough time or the attention to transfer these competences into a younger worker.

THE OBJECTIVES

The **main objective** of the TALENTAGED project was the development and the implementation of a skill and competence empowerment methodology for aged workers, in view to offer Social Partner, Local Authorities and Firms new operative tools in the field of Age Management.

The **specific objectives** were:

- to develop an organic comparison process, looking at current practices of European Countries and worldwide (USA, Canada and Australia), to analyze the

guidance/counselling policies and to identify the most relevant good practices focused on the consequences of demographic change and workforce ageing

- to elaborate and to test a new guidance and counselling method in Italy, Spain and Germany, to foster professional empowerment and re-conversion of mature workers, with a gender approach
- to develop mainstreaming actions (for enterprises, workers, social parties and public bodies), to raise the awareness and motivation of mature workers and to make labour market say “I trust them”
- to transfer this innovative methodology into specific national or regional measures (and into the FSE activity), by offering the opportunity to include the TALENTAGED Model in future political and occupational plans, at regional level in particular.

THE RESEARCH: AGEING WORKFORCE – EUROPEAN AND EXTRA EUROPEAN GOOD PRACTICES FOR EMPLOYABILITY OF MATURE WORKERS IN THE FIELD OF AGE MANAGEMENT

The project first step was the «good practices research», developed along three well defined directions:

1. research action focused not only on European territory, but also on Extra European Countries, in order to evaluate the level of development of age management policies and strategies and to understand the possible transfer of tools or experiences in a global perspective
2. particular attention to good practices (projects or programs) aiming at creating “new methodological tools” in the field of age management
3. particular attention has been given to the «gender perspective» of every single good practice

The second step included 16 interviews to key actors (4 in Italy, realized by COFIMP, 4 in Germany realized by EGZ, 4 in Spain, realized by ESCALER), aiming at singling out the existing guidance and counselling policies, comparing and analyzing existing actions focused on the management of the demographic change.

The third and final step was the implementation of Focus Groups, in order to understand how enterprises and public institutions deal with the ageing of workforce and to map Specific Human Resources Management Policies and Strategies for aged workers.

The Focus Group participants were entrepreneurs and human resources responsible of both public and private organizations.

Social partners also were invited to participate.

These have been the 3 themes discussed:

1. relationship between enterprises and the worker’s ageing processes
2. human resources policies already in use
3. applicable policies in the labour market

THE METHODOLOGY

Mature workers suffer two different kind of troubles:

- for some professional figures, the ageing process lays side by side with a “seniority gain”, with an improvement of experience, with the widening of the professional skills’ background. These facts are, most of the times, very useful (sometimes essential) for firms or for public institutions, which are often reluctant of losing such skills
- for other professional figures, the ageing process lays side by side with emerging difficulties and depends on the worker’s availability to learn new ITC skills, new working systems, new professional roles. The firm is called to manage this resistances and to identify new training and guidance methods to give mature workers new tools to manage the change

Mature workers represent a “firm’s capital”, but, unfortunately, most firms have no specific policies for the gradual exit of the “Talented” workers.

The awareness of the loss usually comes very late and don’t usually activate strategies for the counselling and transfer of competences towards younger workers. Even low-skilled companies lack specific exit policies. As a result, this kind of workers are not prepared for this situation and are not ready to use their “hidden talents” productively.

The TALENTAGED methodology is targeted to “mature workers” with the aim of favouring their active retention inside the labour market.

We refer to workers ranging from 55 to 64 years old, workers covering both operative and managerial roles.

In order to cope with this kind of precondition, the TALENTAGED team elaborated a guidance path that foresees the realization of “joint specific activities” for both targets. It has been tested in some firms particularly sensitive about age management needs, with the aim of creating an innovative and integrated methodology capable to support mature workers during their professional choices (changes or retaining) related to the labour market trends.

The TALENTAGED Model intends:

- to support and drive the “choices’ process”
- to make change easier for workers, managers and employers
- to favour the intergenerational transfer of competences and cooperation
- to favour the retention of mature workers
- to adopt positive actions in order to valorise workers skills, qualifications and competences
- to develop adaptation / re-adaptation competences paths

THE TALENTAGED METHODOLOGICAL MODEL: EXPERIMENTATION OBJECTIVES

The methodology application has been developed through a training path able to:

- to raise the awareness of workers about their competences and talents to better focus the possible improvement areas
- to develop an “empowerment” process on mature workers heads
- to read more effectively the dynamics of the labour market changes
- to think about “age stereotypes” affecting mature workers
- to optimize the opportunities coming from the inter-generational exchange and the transfer of competences

OPERATIVE INDICATIONS FOR THE EXPERIMENTATION

When we refer to “mature workers” we mean 50-64 years old and covering both operative and managerial roles people. The path foresees the realization of “joint specific activities” for every target.

The training path takes place in group and has a duration of 40 hours; the way every single activity will be realized is shared with the firm.

The experimentation groups must be composed of at least 5 people, even if the best number is 10/12 people, maximum 15.

An individual Skills Assessment path is provided, articulated in a minimum of 3/4 meetings (amount of 5 hours) with the support of the counsellors.

THE MODEL

As previously described, TALENTAGED project created an innovative methodological device named “TALENTAGED METHODOLOGY. GUIDELINES AND TOOLS” starting from Retravailler/CORA methodology.

The model is the result of the implementation of a theoretical approach, the result of the definition of a landmark scenery, the result of the creation of structures and plans of intervention through the use of several tools (cards, case analysis, educational exercises, competence mappings, etc. specific for adult female/male workers); during the Model definition, particular attention has been paid to the enhancement of gender approach so as to non-stereotyped interpretations concerning age, previous working position, motivation.

THE PATH

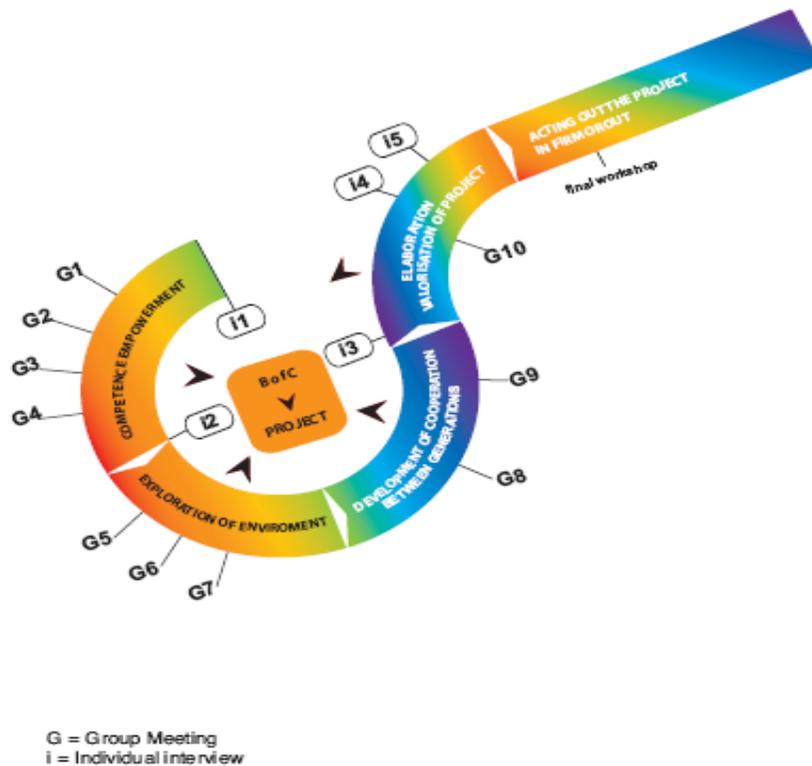
It's structured in ten group meetings alternated with five individual interviews, as shown in the figure below.

Days	Contents
1 st individual interview	Needs analysis and Participation Agreement
1 st group meeting Presentation of the project and socialization of the group	Presentation of the training proposal and scheduling of the path The transformations of the labour market The expertise approach: general introduction with gender approach
2 nd group meeting Self-awareness and empowerment	Identification of the competences (existing and past) through the self evaluation process, in relation to expectations / needs of the organizational framework
3 rd group meeting Skills and values	Identification, self evaluation and valorisation of skills, abilities, personal qualities, formal and informal knowledge
4th group meeting Skills assessment and	Introduction of the over 50 labour issue, underlining the critical aspects existing in professional paths and

analysis of training needs	in social life
2 nd individual interview	Personal analysis of one's own condition (over 50 worker)
5 th group meeting Self- and hetero-evaluation workshop	Strengthening of self/hetero-evaluation competence as resources for professional development
6 th group meeting Changes in the labour market/ Witnesses	Presence of Witnesses of positive experiences of business and personal change. The younger workers, who will be involved in the workshop of intergenerational cooperation, could join the group at this meeting
7 th group meeting Individual and organizational changes	Analysis of the business situation from continuity to change The attitudes of the employers and of the employees towards age.
8 th group meeting The stereotypes	Identification and analysis of the stereotypes towards mature workers and from mature workers to "ageing"
9 th group meeting Intergenerational cooperation workshop	Exploration of the generational relation inside the company, comparison between young and old generations. Also (or at least) during this day are present both the mature and the younger workers in the room
3rd individual interview	Learning evaluation and elaboration of personal professional profile
10 th group meeting Final project and evaluation	Definition and sharing of personal / professional development profiles, organized in stages and phases of realization
4 th individual interview	Path evaluation and evaluation of the "professional development project"
5 th individual interview	Evaluation of the "professional development project" results, in relation both with the professional and personal sphere



The Talented Methodological Model



TESTING THE MODEL

The model has been tested in different organizations (private and public) in three partner countries:

ITALY

- Padua: experimentation with IKEA
Responsible: FORCOOP CORA Venice
- Bologna: experimentation with DELPHI
Responsible: COFIMP
- Rome: experimentation with Rome Province
Responsible: CORA

GERMANY

- Leipzig: experimentation with ALK e.V.

Responsible: EGZ

SPAIN

Figueras: experimentation with Amsa

Responsible: ESCALER

Barcelona: experimentation with SUARA

Responsible: ESCALER

THE PARTNERSHIP

The TALENTAGED project has been an extremely stimulating and interesting experience. The creation of a transnational team, the discovery of different approaches to age management and the collection of precious documents, data, policies, strategies and programs from all around Europe and beyond, have been a truly unique and enriching experience.

The final TALENTAGED methodology and the model are only the last steps, the ultimate and most evident results, but behind it the massive efforts, lots of discussion and - most of all - lots of people, who gave crucial contributions to the project development, are the stuff of life in the TALENTAGED experience.

They belong to the following organizations:

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FS-BIOTECH - OVERVIEW, OBJECTIVES AND RESULTS

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[FS-Biotech – Project co-financed by European Commission through the Erasmus program - Multilateral Projects - Projects focused on cooperation between universities and enterprises]

Abstract

The FS-Biotech project, coordinated by the Catholic University of Portugal, seeks to promote innovative methodologies in Higher Education. Main objectives: to promote the cooperation between Higher Education Institutions (HEI) and Businesses, determining the Biotechnology Skills Profile; to enhance innovation and quality in teaching-learning; to develop transferable skills on students. FS-Biotech is developing methodologies and products, in: HEI, through a “Biotechnology Skills Profile” that reflects the European companies’ needs and fosters Curricula Innovation and skills development in students; Teachers, through Tutoring and Curricula Innovation; Students, through a model of personal integrated skills development and by enhancing self-regulated learning.

Theoretical overview

In our times, skills must be flexible, adapted to different contexts and complex situations (Koeppen et al, 2008; Evers et al, 1998). For this reason, we first have to evaluate the students’ gaps or what companies are looking for and, later, the implication of these on the curriculum. Curricula innovation implies moving from the level of maintaining the usual practices to a creative level, a level where benchmarking of good practices is done, and where a transformational curricula is developed (Tanner and Tanner, 2007; Gould, 2002). We seek to improve our students’ competitiveness and lifelong learning ability, providing opportunities for the development of skills that are required by the global market. Besides, if it is expected a better performance from students on transferable skills, the teachers should also developed them (Gould, 2002) and know how to deal with different type of students (Baker et al, 2007; Proust-Lima et al, 2008; Halpern, 1997). To improve changes in curricula, institutional commitment is important at various levels like directions, teachers, staff and students. Currently, Higher Education Institutions (HEI) value self-regulated students and, based on that, it is critical to promote autonomous learning models. Self-Regulated Learning is a process in which the

learners define objectives for their learning, and monitor, regulate and control their cognition, motivation and behaviour, guided by their objectives and by the contextual characteristics of environment (Pintrich and Zusho, 2002). Self-regulated learning is more demanding in terms of time and effort implied than the traditional education, and taking this difference into account to prepare students, we recognize that certain types of motivational beliefs are more adaptive to self regulated learning. Teachers as Tutors could help them to develop these motivational beliefs and help them to use effective strategies. Investigation suggests that teaching-learning practices can be adapted in order to promote the development of more adaptive self-efficacy beliefs, to encourage the interest and the attribution of value to the tasks, and to promote the adoption of control strategies. This way, if students define objectives to attain, they can evaluate their progress and adapt behaviour to the requirements of the situation (Nicol and Macfarlane-Dick, 2006). It seems that the best context to do it is in small tutoring groups where the relations are more close and open, encouraging the change of study and learning habits. As a complement to their academic activities, it seems important, to encourage students to develop skills related to lifelong learning, emotional intelligence and transferable or generic skills. These dimensions are part of TreKker, a model created at UCP | Porto, to help students developed them. Through this, we also expect to improve their self-efficacy beliefs. Self beliefs related to the ability to deal with various situations have an important role in how each one feels and thinks, is motivated and behaves (Cruz et al., 2006; Coelho et al., 2007; Pajares, 2002; Rocha, 2008). In general, people with positive self theories are confident in their abilities, tackle difficult tasks as challenges to overcome, while those with negative self theories doubt their abilities, tend to perceive difficult tasks as personal threats and thus avoid these situations (Coelho et al., 2007; Coimbra and Fontaine, 1999). According to the review of the literature (Yorke and Knight, 2004; Zimmerman et al., 1992; Dacre Pool and Sewell, 2007; Knight and Yorke, 2006; Robins and Pals, 2002; Humphrey, 2004), self theories are crucial factors that influence the process of developing skills. In order to get more autonomous and motivated students, the assessment models used by teachers must be reviewed (Orsmond, 2004). Usually teachers used the summative assessment but it is important to increase the use of formative assessment to complement students' evaluation. Formative feedback is defined as all information communicated to students in order to improve their learning (Shute, 2008; Hattie and Temple, 2007; Boston, 2002; Brown et al., 2006). The formative assessment helps students become aware of the gap between the desired goals and their current levels of knowledge, understanding and skill (Black and William, 1998; Huba and Freed, 2000). It is important for HEI, in our days' context, to shift from a paradigm oriented towards the transmission of knowledge to a paradigm based on skills development (Hoogveld, Paas and Jochems, 2005; Voorhees, 2001). Teachers are the main strength in the curricula development because they can implement new pedagogical practices, more constructivists, and focus on students' learning styles (Tanner and Tanner, 2007; Goodnough, 2006). The teachers training to the challenges of this new paradigm could be the key to future academic environment in terms of pedagogical strategies and more effective

feedback. The challenge for skills-based teaching is therefore the creation of coherent sets of skills, or skills profiles, which prove to be appropriate for achieving optimal performance in certain tasks (U.S. Department of Education, 2001; Voorhees, 2001; Watts, 2006; Koppen et al, 2008). The skills profile could be done with businesses help (Brown et al. 2006) in order to meet the market needs, e.g., besides incorporating technical skills, teachers should incorporate another type of skills that can be transferred between the various situational contexts. The companies are more and more willing to recruit graduates independently from their degree, since they present a high level of transferable skills (Brown et al, 2006, Knight and Yorke, 2006; The Pedagogy for Employability Group, 2006). Students' employability has more into it than transferable skills. It also refers to learning skills and to being able to learn along the lifespan, systemic thought, and being able to experience real contexts and react to them cognitive and emotionally (Yorke, 2006). One of the possible methodologies to integrate transferable skills in the curriculum is based on the work by Bailey-Calcutt and Smith (2004), who proposed to incorporate skills in various courses of the University of Salford's graduations. In short, the process of curriculum analysis is intended to: a) Use the existing teaching practices, highlighting aspects that are often not exploited; b) Promote the assessment of these skills which are not often subject to feedback; c) Demonstrate the development of transferable skills to students by establishing the connection between the academic activities and the transferable skills; d) Identify the gaps and opportunities that exist in the curriculum, so that transferable skills not yet exploited can be included; e) Ensure a balanced distribution of transferable skills across the curriculum.

Results and Recommendations

In order to promote cooperation between HEI and businesses we involved five countries in the study. The information collected from the stakeholders should have an impact on the learning and teaching processes (Koepen et al, 2004). The results showed the greater valorisation of transferable skills compared with technical skills by businesses, which reinforce our belief on an intervention based on skills (Hoogveld, Paas and Jochems, 2005; Voorhees, 2001). The ideal would be to calibrate the curriculum in order to make it more adjusted to the needs (Brown et al., 2006) namely of the businesses (Hager, Holland, Cowan and Beckett, 2002; Robley, Whittle and Murdoch-Eaton, 2005). According to the results of companies inquire we developed a set of curricula innovation activities.

In relation to teachers' intervention, training and skills mapping, we had 10% of participation in the workshops to prepare teachers to skills mapping and embedded transferable skills into curricula. Teachers reported resistance to changing their own habits of teaching and learning. Others said that, although this is an important aspect, it was too hard to participate because of their overloaded schedule. Despite this we had 25% of participation in skills mapping. Related with students' activities, Tutoring and Trekker, we reported that they are not much proactive as we would expect, in terms of non mandatory academic activities.

We would like to reflect on some recommendations for the future: A) Regarding the businesses involvement in defining the skills profile: 1. We think that it should be extended to more European countries in order to give us a greater idea of the existing diversity; 2. The fact that the questionnaire was available on-line was a good measure because it could be accessed and completed by companies at the moment they found most suitable; 3. The final version was proven to be too big, dissuading some companies from completing it; we suggest that in future studies this be reviewed. B) Regarding students and teachers' involvement in Curricula Innovation: 1. We think that we need to maintain efforts to change the mindsets of both, teachers and students, in order to improve greater changes in the academic environment, since university is a traditional institution; 2. We need to develop evaluation methodologies to assess in the long term what is the real impact of these activities on employability; 3. In the first phase we should work with few people in order to facilitate the natural process of dissemination of good results of the activities; 4. It is crucial to have Institutional involvement to highlight the importance of implementing curricula innovation in this sense.

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Q-PLANET - A STEP TOWARD QUALITY STUDENTS' PRACTICAL PLACEMENT

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ABSTRACT

Practical placement must provide students the real work experiences needed for preparation as professionals and represents the opportunity to apply knowledge gained through didactic courses. Q-PlaNet project aims to set a standard in measuring quality of trans-national placements for students by setting of regional quality reference centers which build the bridge between the host enterprises and the sending institutions. Quality assurance for placements requires commitment and responsibility of direct involved actors such as the university, the student, and the host organisation. Q-PlaNet project developed guidelines that refer to resources, processes and procedures, quality control being in the centre of partnership.

INTRODUCTION

In the last years the key actors in education devoted greater attention to growing globalization and internationalization of labor market and students mobility increased. Universities focused on employers' expectations of students' competencies and as consequences many joint projects emerged. Cooperation between Universities and enterprises is the best way to facilitate greater employability of the graduates.

Scientific literature also opened through theory and research toward understanding how learning may be understand in order to adjust formal education to work field requirements. In the last two decades specialists in education noticed a transition from traditional perspective on schooling to a more flexible and adaptive one. Sfard (1998, cited in Tynjälä, 2008) speaks about learning seen from two perspective: "acquisition metaphor" centered on knowledge acquisition and "participation metaphor", where learning takes place by participating in practices of social communities. The important shift from traditional current to the recent ones (Hager, 2004, cited in Tynjälä, 2008) emphasizes that learning is not a process located only in learner's mind, but depends on learner's environment. Learning is contextual (idem), meaning that opportunity to learn must broaden. This view over learning is enhancing the value of practical placement during schooling, of special importance

being the need of student to participate in real work world. Learning in workplace¹ has some characteristics that comes as a complementary way of what courses in Universities can offer. For example, learning during practical placement is mostly collaborative (as compared with the case of university courses, which require mostly individual learning). It produces implicit and tacit knowledge and situation – specific competencies. Learner is seen as a worker and diversity of experiences is encouraged.

The same idea of connection between higher education teaching methods and labor process are evoked by neo-correspondence theory (Saunders, Machell, 2000). This perspective is making a step forward underling the need of political or governmental involvement as a way to sustain and generalized good practices.

Economical world has adopted the globalization trend and complies with the requirements to open toward new markets. As a consequences the need for employees that are able to adapt globally is of most importance. Universities must prepare graduates that cover that need meaning that as a University you must provide experience abroad. Organizing practical placement abroad comes with several difficulties: different countries have different tradition in organizing practice. Unfamiliarity with the companies and distance may be another barriers.

Even though the importance of practical placement is more and more acknowledged, there is still not enough coherence and efficacy in organizing and valorizing this activity. In European countries there are cases where the provisions are often incomplete, the learning outcomes poorly defined and quality control procedures missing. We are aware by the fact that there also exist many Universities that understand completely the benefits of training of their students in real work environment. Nevertheless, supposing the practical placement of students is solved locally by each university, it is still difficult to organise trans-national placements in the host enterprise in the regions across a wide area such as Europe. This is the reason for which a systematically developed quality system for student placements in Europe must be developed and this major objective is targeted by Q-PlaNet project, a branch of European University – Enterprise Network EUE-Net. In the following we will present the first attempt for developing a set of guidelines with the aim of building a framework for student placement organisation across Europe that will help securing and improving continuously the quality of this important student learning activity.

As we continue to enter in more detailed presentation of how Q-PlaNet team see the need for quality standards that guide any practical placement undergone by students it's important to understand that all parties involved in the process are of equal importance: the University, the student and the host organization. The liant among the parties involved are Quality Reference Centres – QRCs. The following guidelines are the results of the discussions' meetings of Q-PlaNet team under the coordination of Doru Talaba and Edmund Zirra.

QUALITY REFERENCE CENTRE – A NEW CONCEPT

Behind all innovative ideas lies the effort of common cultural and scientific inheritance and a strong motivation to improve what we gained. Among other successful

¹ For a comprehensive comparison of school and workplace learning see Tynjälä, 2008, p.132-134

programs (e.g. CAREER-Eushop, CDOnet, Global Careers Consultants, etc and individual successful career offices from Universities) Q-PlaNet project is dedicated to establish solid and permanent quality control of placements, as well as support higher education-industry cooperation. The concept of Erasmus Consortia goes in line with the concept of Regional Reference Centres. The project proposed the label of Quality Reference Centre as more significant for the mission of the centre but it is also recognised that there may be similar departments among Universities.

A **QRC** is an **administrative office**, independent or linked to a unit in a higher education institution, but at least **affiliated to an HEI**, with one or more employees, which has the task **to define, prepare, evaluate and valorize practical placements** – national or abroad – for students of its university or of a geographical region, and **to approve enterprises' quality** in the context of placements for students according to a European uniform quality standard (definition agreed by project team at project meeting & workshop, Brussel, 25-26 January 2010).

The objectives of the QRC are:

- to function as a bridge between universities and enterprises
- to facilitate quality control for placements
- to motivate universities and students to participate in placements
- to promote a higher education system with integrated placements.

The Quality Reference Centre coordinates the contact between the University staff and enterprises from the region but its mission is not reduced to a collector of information (offers and requests). Instead it works as a certification body who check and confirm the quality and correctness of “offer and request”. It also provides adequate information for recruiting a student from abroad, promoting the mobility of students in the industry and dissemination of results. A possible procedure is based on the principle that a host organization signs up for taking part in the program by accepting the requirements and standards set up for recruiting students from abroad as well as regular audits carried out by QRC. As the mobility of students is in the benefit of every part involved we hope, in future, to implement a label that certifies the quality of training program offered by the host organization. Erasmus placements represent an important part of all mobility and can benefit from quality assurance sustained by a network of QRC's from different regions. QRC represents a useful tool by proximity to the companies, which facilitate not only a better understanding of the specificity of those partners but also may increase diversity of hosting companies.

The information gathered through the actions of QRC are then available online in order to support all actors involved in the system:

- the universities can assess realistically the possibility to organise quality student placement within the planned courses;
- the host organisation can observe the availability for internship in various areas in case of planned developments that need recruitment;
- the QRC can constantly assess the need to recruit more host organisations to meet the university needs in student placement organisation.

QUALITY STANDARDS FOR PRACTICAL PLACEMENT - GUIDELINES

Quality assurance of practical placements becomes of major importance contributing to a better learning environment and facilitating development of professional expertise of graduates. The guidelines establish consideration for quality assurance but are large and flexible enough in order to adapt to any particular situation.

At the most general level QRCs must offer for all actors involved the following:

- Information and guidance
- Access to application forms
- Rights and obligations
- Benefits for all partners involved
- Examples of good practice and feedback from formal participants.

In the center of the entire activity stays the golden rule that mobility must fit in with personal learning pathways, skills and motivation of participants, and should develop or supplement them. There must be a matching between student's interest, motivation and skills and practical placement places, therefore access to information and opportunity to choose among the practical placements must be available. As similar importance is the written agreement of sending and hosting organizations and participating student on responsibilities that were established.

The activities developed under practical placement correspond to learning plan that was designed by university responsables and agreed on with host organizations' staff. Training purposes are specified as learning outcomes (task, skilled required and added values). Learning outcomes are differentiated by the education year and level (bachelor/ master) and are focused on transfer of theory into practice (e.g. project oriented work). Soft skills and self-regulation knowledge are also stipulated as they contribute to achieving professional competencies (Tynjälä, 2008).

The evaluation form is mentioned in the learning plan and it's recommended combining tutors' record from the host company, the university mentor's assessment and student's own evaluation. It is also recommended to have an intermediate and a final evaluation since feedback along process is mostly constructive. The necessary attention is given to transnational mobility to assure proper recognition of the entire activity.

Before any practice (especially international), participant should receive general preparation tailored to his specific needs, covering linguistic, legal, cultural, financial and educational aspects. The responsibility is shared between university (and QRC as affiliated office) and host organization. Studies from literature show mixed support for student payment (Slavin, 2010) and this practice is still very heterogen from country to country but the financial aspects must be clarified and agreed upon by all parties involved.

Requirements for Universities

The University bears the sole responsibility for the fulfilment of the student placement and must secure appropriate resources and links with the potential host organisations and mediation bodies such as QRCs.

One of the first responsibilities of the University meant to improve the education of the graduates is to offer increase attention to practical placement. As a condition to good results from practical experiences related to students education the placement shall be regarded as a regular subject in the curriculum and be included in the course structure from the design stage with provisions at the same level of detail as for any other subject, including objectives, competencies, learning outputs, credits allocation etc.

During the designing process of the curricula, a valuable contribution can be made by enterprises representants who offer input of their expectation as future employers and prospective partners in practice places suppliers. The involvement of enterprises sustains better results in student's competencies and also continuous interest from the companies to support higher education.

By means of one or more documented procedures, the university shall define:

1. The preparation process for the practical placement
 - determining / describing the learning outcomes;
 - agreeing on the extend of academic recognition of the placement results and learning outcomes
 - the evaluation of the programme proposed by the host organisation and assessment of the learning outcomes at the end;
2. The methods used for evaluating the results of the practical placement;
3. The recognition of the practical placement as part of the curricula or non-formal education and training
4. Review the curent program and ajust beforehand, taking into consideration the feedback from partners and participants.

Requirements for host organization

The organization shall ensure that all the resources needed for the good progress of the practical placement are available. Tutors must be competent in the context of the study field and with appropriate experience / knowledge in the tasks the student will have. Special consideration must be paid to language abilities in order to allow proper training to students from other contries. Tutors keep themselves informed with the changes in learning plan of the students and facilitate interaction to different professionals in order to increase the benefitt of practice.

The host organisation should provide a safety, confidentiality and intellectual property rights training related to the work place, prior to the start of the practical placement. Of equal importance is the ansurance of the financial resources needed for the good progress of the practical placement. They may include, depending on each

situation: budget for marketing activities aimed at attracting students, for remunerating students, for the personnel that is involved in these activities.

One of the frequent cause of unsuccess in a practical placement is beard by the lack of proper infrastructure such as IT equipment (software/ hardware); communication equipment (telephone/ network/ internet access), or even locker rooms.

The recruiting process is established by the company though chosen criteria such as students' knowledge, personality, technical/ school results, special knowledge – (e.g. foreign languages).

The organization is encourage to perform an analysis of the practical placement activity every year that can offer two types of information:

- Input: corrective/ preventive actions; evaluation results; improvement proposals for the processes regarding the practical placement activity.
- Output and records: improvement measures; resources needed, etc.

Among host organization, University (represented by the mentor involved in supervision) and quality reference centre there is permanent communication aimed to maintain (and also improve standards of students learning opportunities). The relationship is a dynamic one and continuous evaluation contributes to enhancing commitment of the actors involved and to disseminate examples of good practice.

CONCLUSIONS

Local reference centres function as a regional contact point for trans-national placements and manage data base with checked enterprises. Certification as quality checked enterprise is a dynamic and renewable process, and a mean that facilitate mutual benefit for all actors: university, host organisation and student.

Establishment of Quality Reference Centre contributes to securing quality placement in different region. QRC's working in networks may rise the capacities of European Universities to organize useful training for their students and streighten the bridge between higher education institution and industry across Europe. A common label that signifies quality in education and quality in labor market increase the chances for better outcomes in the broad socio-economic domain. The political involvement is the next step to sustain evolution in the right direction and the next challenge for actors presented in this paper.

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FROM 'GOOD' TO 'INTERESTING' PRACTICES: A LIFELONG GUIDANCE PERSPECTIVE FROM ITALY

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ABSTRACT

In the field of career guidance, attention is usually paid to '*good practices*'. The focus of the conference paper is, however, on '*interesting practices*', in the sense that services and methodologies in the domestic context can be efficient and successful - but the transferability, adaptability and sustainability of domestic actions into new geographical, socio-economic contexts is something different, and implementation rather challenging. Several impact analysis practices will be presented from a consultancy perspective of an institute, which is part of the *European Lifelong Guidance Policy Network* (ELGPN). This network is supported by the European LLP, see: <http://ktl.jyu.fi/ktl/elgpn>.

The conference input will start with the techniques used to analyse the *demand of guidance*, the description of practical experiences will take place with special focus on functions, actions, problems and solutions for managing efficiently guidance services. As a tool adapted by the Italian career guidance community, the '*bilancio di competenze*' will be analysed, together with the description of the working methodology, setting and users' feedback. Finally, the paper will examine *mentoring* and its relation to career guidance, in particular under the question: how can its *employability* be fostered? The importance of accurate planning of actions, strict synergy among institutions and user-oriented activities will be stressed. Last but not least, the goal is to conceptualise and implement career guidance as a *continuing assistance process* to accompany and integrate people throughout their whole life-cycle.

Key words: guidance practices, skills and competences, PES

INTRODUCTION

The present contribution comes from an Euroguidance¹ practice network member, with the aim to provide an overview of some good or promising practices in guidance. Looking back to the traditional core business of many offices and services that provide information on career guidance and international mobility, it is clear that a good user-oriented service should be focused on the listing of users' needs and the intervention of qualified guidance professionals. The Public Employment Services (PES), for instance, base their services on the needs of their users and the analysis of their demand is a relevant part of their activities, while also additional services are offered, as for e.g.: selection of CVs, job interviews, internship opportunities, information about job regulation and law procedures, skills assessment and balance sheets. Crucial is that in the current economic and social environment, policymakers and not consider lifelong guidance as an important element for reaching the EU goals of better and higher education, full employment and economic growth. In that context, the use of good and new methodologies, instruments and tool for guidance, in PES and other settings, are useful for all, guidance counsellors and practitioners. The use of ICT in guidance and the quality assessment of practices should also be taken into consideration; while education and training systems should ensuring better skills matching and upgrading, and the focus must be more and more on the recognition and validation of non-formal and informal training. And, as stressed at EU level by the *Resolution on better integrating lifelong guidance into lifelong learning strategies*, adopted by the Council of the European Union in 2008, the key priorities of lifelong guidance are to encourage the lifelong acquisition of career management skills and to facilitate access for all citizens to guidance services; that priorities should be used as a roadmap for new initiatives in career guidance at national and EU level.

CURRENT SITUATION

A part of a description related to what is going on in Italy when it comes to those services that provide guidance support, training and placement opportunities, matching of job demand and supply; the aim is to offer some suggestions and considerations related to instruments and methodologies adopted to analyse the users' needs and to help them to face transition phases from training to occupation, from occupation to occupation and from unemployment to employment. The attention to users requires that a lot of aspects are taken into consideration: cultural, economic, social, geographical, etc. Moreover, from a macro-analysis, the scenario of guidance provision in Italy isn't homogeneous because of the implementation and development of public services in a very different way in the North compared to the South of the Country.

¹ The Euroguidance Centres in Italy that belong to the Euroguidance Network (www.euroguidance.net) are located into ISFOL, Institute for the Development of Vocational Training for Workers – set up by Decree of the President of Republic No. 478/1973 and recognised as national research institute by Legislative Decree No. 419/1999.

Public services monitoring, seen from the experiences of Euroguidance Italy, is an activity involving many government levels and institutions, in a really complex system. Often, where the services delivered have to reach the established minimum standards at national and EU level, a monitoring activity is realised by a collection of data aimed not to test interventions but to see the achievement of administrative duties. But, in the public administration (settings like PES and others), changes are going on and the attention is towards an ever deeper interest in a result-oriented action, an **user-oriented action**, supported by clear objectives and guidelines. Due to the lack of territorial homogeneity of the services provided by the public administration, a unique picture is rather difficult to realise. The analysis and researches carried out during years of activities with Euroguidance Italy and its guidance community, has got a qualitative approach mostly based on a work in progress related to the use of guidance tools and instruments, and experimentation of them during daily work activities is still going on. The use of sources like: documents and reports of different projects and initiatives related to career guidance and findings of interviews carried out during filed visits and peer learning activities, are of substantial relevance.

FORM 'GOOD' TO 'INTERESTING' PRACTICES : WHAT'S IN IT?

Discussions and meetings with the guidance community, allowed to collect a range of experiences and ideas connected with guidance actions provided in settings like public offices, information desks, guidance and counselling centres, by highlighting innovative aspects and possible suggestions for further and new researches. But, even if a practice, defined 'good practices', is used in a specific setting, place, geographic area or historical, cultural, economic environment sometimes people ran into difficulties when they tried to implement the practices in a context which is found to be supported by a different philosophical approach to education, training and working. In the field of career guidance, attention is usually paid to *'good practices'*. The focus here is, however, on *'interesting practices'*, in the sense that services and methodologies in the domestic context can be efficient and successful - but the transferability, adaptability and sustainability of ad hoc actions into new geographical, socio-economic contexts is something different, and implementation rather challenging. Within the context of PES, career guidance interventions are often delivered as a set of activities within a broader process called active labour policies, this interest stems from the specific characteristics of the Italian labour market and from the reform processes involving employment services, which have been required, always more, to foster the implementation of active employment policies. For instance, PES is the setting where the unemployed receive support for the insertion into the labour market, attention is to a range of skills that increase their employability, such as: self-analysis, self-assessment, self-presentation skills, cv writing, job opportunities research strategies, etc. But, most of the guidance interventions are limited in duration, project based and linked to special funds, the aim is to place individuals into jobs as quickly as possible rather than supporting their career development. In order to achieve the goal of career development an important element is to use practices that empower citizens. The goal of career guidance providers and organisers should be long-term not short-term but, of course, also the policies adopted by the institutions in that case influence the work of guidance; attention is more on first level, short and quick information and analysis that

helps people to find a job. Therefore, a relevant phase when it comes to career guidance in PES and other settings is related to users' needs analysis and the subsequent guidance support. One of the first practices that will be taken into consideration is the demand analysis in public settings realised by all those that work with end-users: unemployed, jobseekers, etc. In order to provide an efficient service, guidance providers must focus on a so called preliminary stage of the guidance intervention. This first stage, focussed on the presentation and the reception of the users, aims at analysing the problems and needs experienced by the clients, through one or more interviews. Discussion on the guidance practices that will be used, the expectations and the needs of the users is the main aim of this phase. Only after making sure that the client is motivated and wants to take part in the guidance process, the guidance professional can go on with its activities. This stage includes objectives, modalities, timing of the process and guarantees data confidentiality. Daily work and experience show how there is a strong need of active participation between guidance professionals and their users. More in detail, an user-oriented approach with attention to the demand analysis should include the following steps: welcome of users (space and location is of fundamental relevance); needs analysis (based on the understanding of the users' needs and the motivation both implicit and explicit; provision of quality information that include a complete, clear, understandable set of information); involvement of guidance professionals that will take care about the personalisation of the guidance service provided which needs to be functional to the users' requests. The demand analysis can be carried out with single interviews, ad hoc questionnaires and tools or in group activities. At the end, the user will be the beneficiary of the following outcomes: quality and useful information about guidance services and providers, awareness about his/her needs and requirements, identification and recognition of needs and motivations; personalisation of the guidance procedure with special focus on his/her needs, basic elements to start up a personalised training and/or career plan. As the need analyses are part of the demand analyses and both are considered only a preliminary stage, it will be inevitable to continue with the guidance process and the use of other tools and instruments that enable the user to have a deeper overview of his/her position and a better understanding of all those actions that could be undertaken in order to fulfil a personal life plan. Therefore, the use of skills balance and other tools is a good subsequent stage in the career guidance path. In fact, one of those practices that got a lot of success in Italy, particularly in PES setting, is the so called '*bilancio di competenze*' on the basis of different experiences, in close relation with the Italian educational and employment policies, in the next future the aim will be to develop a quality system national wide. Starting from France, the assessment service spreads all over Europe, based on EU recommendations, too. But, at the moment, there is a lack of rules and regulations. The consequence is a deep difference between researchers and practitioners that use this tool, both in the theoretical-cultural approach and in the assessment itself. In-depth research activities on the skills balance are carried out by local and national research providers, there have been many pressures to carry out these research activities within a systemic framework, trying to define common guidelines which might become the common basis for different measures in order to facilitate the transfer from the experimentation to the implementation phase of the service. The use of skills balance should be also considered in relation to the policy initiative 'New skills for new jobs' developed at EU level to build stronger bridges

between the world of education, training and work. In fact, a basic idea is that 'skills assessment' is a right for every individual, and any individual can apply for that kind of practice in order to achieve the following personal goals: career development, attending individual or training interventions promoted by companies, management of resources and/or organisation of training initiatives by enterprises and training providers. Each individual shall sign an agreement for these activities, both for the organization of the service and for the possible disclosure to the company of some results from the activities. If the client decides not to take part in these activities, his/her decision shall not, under any circumstances, be considered as a reason for dismissal. Since its beginning, the assessment practice was considered as a professional guidance tool for employment policies, aiming at supporting work-placement, career development, also in terms of training, within a lifelong learning approach. Due to its widespread presence in different contexts, the skills balance might be an effective operative tool designed to foster job placement and reintegration into the labour market, especially for vulnerable groups, such as women and long term unemployed. Skills balance is a specific methodology for intervention and counselling in the field of employment and guidance services for adults. In fact, the users of this practice could be: employees looking for re-qualification, career development or lifelong learning projects; employees involved in job mobility programs and people with occasional work experiences; non-employed and unemployed people; employees working in companies involved in restructuring and re-organization programs – in agreement with trade unions – who want to use skills assessment as a stimulus for the development of human resources; people working in companies facing difficult situations and changes in human resource. It is a voluntary process, even in those cases in which it is required by the company. Skills balance aims at promoting reflection and self-recognition of the skills acquired in different contexts, in order to allow the individual to transfer such skills and use them during the re-definition and re-planning of one's training or career plan. Thanks to the support provided by the guidance professionals, the user is able to define a specific training and career plan which allows to: build an action strategy; support a period of internal or external mobility; define a training project aimed at developing new skills; implement a career plan aimed at realising the career development. At the end of the guidance path, the users receive: a *final document* (drafted by the assessment counsellor) and a *skills portfolio*. The final document contains a description of how assessment was carried out; which data were collected; which reasons led to this process, which professional and personal skills and resources were acquired during previous experiences; the main elements of the training plan and the different stages implemented to carry it out. It is important to highlight that this document, like the training plan and the skills portfolio drafted during the assessment, belong to the beneficiary, who shall decide weather to share some parts of it with the company. With reference to logistics, going deep into details, it is necessary to provide suitable spaces for the correct implementation of the service, respecting the user's *privacy*. So, the places that provide this practice require the following: a reserved area dedicated to personalized interviews; a large room equipped for group activities and workshops; a room where the user can examine paper and electronic materials; support tools explaining the list of services provided; ppromotional and information materials; ICT workstations for the users. A skills balance is not a 'rigid' service, but rather a personalized service, which is part of a number of active local policies. This allows to

use resources, funds and priorities in a better way, overcoming the difficulties related to the professionalism of operators, logistic problems and expenses. Skills balance is based on three main stages; each one has specific objectives, but is connected to the other stages: preliminary or first stage (reception and demand analysis); central stage (exploration and reconstruction of experiences); final stage (definition of the professional plan, sharing and negotiating the final document). The preliminary stage follows the same procedure and stages of the demand analysis, described above. While, the central stage which is the real stage of skills assessment is focused on exploration, enhancement and re-processing of acquired life and career skills. This phase aims at defining a development plan for personal and working life, consistent with interests, skills, values and life choices made by the beneficiary; while the final stage is dedicated to the definition of the development plan and to the testing of its feasibility. The duration of a balance depend on the users' needs and the goal of that guidance intervention. Experimentations and experiences show how a quality process need a minimum duration of 16 hours up to a maximum of 24, to be realized in a period of almost 2 months. That period includes the activities that the user realizes at the guidance location where the service is delivered by the guidance counsellor and the possible activities that the user realizes autonomously. Those activities can include both individual interviews, duration of 1-2 hours, and group activities, duration 3-4 hours. In any case, a skills balance process includes at least 4 individual interviews. The activities that the user can due by him/ herself are related mainly to: information search on training and job opportunities, but also in-depth consultation, reflection, realization and production of material that will be used during individual interviews. With the use of skills balance, Italy has also been exploring new ways to support career management and skills development of people at work as well as those with special needs. In the future, it will be important for Italy the conceptualization, design and delivery of a skills balance framework that would be easily applicable to different target groups in different contexts throughout life. A basic principle of the skills balance process is the active participation of the user in each phase of the own consultant process and the provision of specific tools that can be used only by guidance professionals with high and specific qualifications. The life and professional project could be integrated with an action plan that allows the user to define step by step the activities that should be implemented in a short period in order to realize what was defined. Among the main tools used by skills balance providers, there are: individual interviews (main part of the practice, guidance professionals organize them respectful of the setting, space and place, and taking care about the relationship with the users); group activities (workshops organized by the assessment counsellor or in cooperation with other staff like the information providers based on the needs of users); grids or dedicated schemes (useful for both individual interviews and group activities); validated and standard questionnaires and instruments for analysis (support material for the organization of interviews, if the guidance counsellor requires them in order to obtain punctual information). The skills balance contributes to achieve as result the activation of the individual in the labour market; in fact, it fosters and develops the autonomy and efficiency of users in the management of the own work path. But, the skills balance has as result also the valorisation of the acquired competences, the recognition of acquired skills realized by a skills balance is a personal and individual process. The assessment includes not an official validation; the recognition and

certification of competences is not a result of the skills balance, but it can help to the social recognition of competences acquired fostering subsequent certification procedures. Skills Assessment has a strong social value and it is necessary to strengthen its use through the definition of customized projects. It is a specialized service, both for the potential beneficiaries to whom it is designed for and for the complexity of the delivery process; indeed, the delivery process has to meet specific requirements, without which the service provided cannot be defined as 'Skills Assessment', nor it can achieve the estimated objectives and results. So, the '*bilancio di competenze*' is a good example of a development instrument based on self-analysis and self-assessment supported by guidance professionals. The practice aims to review, document and reflect on acquired skills and competences, regardless of where they were acquired, and record them in a competence sheet. In the future, Italy and other Countries could identify these and other EU practices as a validation tool for informally acquired skills and competences. From the users point of view, as success stories, ISFOL collected the positive evaluation of that practice, expressed in the form of an advise to follow the same experience, which proves users' satisfaction for attending this type of guidance experience. In particular, some users expressed the following statements: '*because it gives self-confidence and people understand that they can change themselves*'; '*Very innovative*', '*I would suggest it to everyone, in any life situation*', '*It is necessary to find the right track*', '*to understand one's interests, to overcome crisis situations*'. The only different statement comes from an user who told that he would not suggest this experience "*only to someone who is suspicious and afraid of talking about himself*"². But, despite the direct use of skills assessment tools and instruments, the individuals have the opportunity to explore career-related issues (self-analysis, self-knowledge, career planning, etc.) with the help of teachers and trainers or a professional guidance counselor and mentor. The role of the mentor is becoming more and more relevant and, in diverse Italian contexts, the mentor has a key role in guidance with the use of programs that include guidance provision with traditional and online tools (for personal action and /or career plans, interactive assessment, occupational interest tests, etc.). Mentoring works as a strategy for helping people and particularly vulnerable groups in improving their opportunities to be inserted into the labour market and succeed in life. The methodology used for mentoring actions is still under experimentation while valuable examples of tested tools to manage mentoring relationships between a mentor and a mentee are available at national and EU level. The reason behind the use of a mentor, as expressed by researches and studies, is related to the fact that occupational information alone and traditional matching of job demand and supply are not enough. Advances in the use of ICT and the introduction of new methodologies like on line mentoring could enrich the guidance professionals' contributions to individual development and expand access to a broader range of users. So, besides skills balances, this practice will introduce new methodologies in career exploration and planning, and will promote technological developments especially for high quality in guidance provision.

² ISFOL, *Percorsi di Orientamento, Indagine nazionale sulle buone pratiche*, Roma, ISFOL, 2004 (Temi&Strumenti), pp. 106.

CONCLUSIONS

The above practices reflect the key role that high quality guidance and counselling services play in supporting individual lifelong learning, career management and achievement of professional and personal goals. But, even if a lot has been done, guidance needs still new methodologies, instruments and tools to be experienced and assessed in several settings while quality and impact of the services need still to be better understood. Career guidance providers must focus more and more their attention on guidance demand, because there is still part of the demand that need to be analyzed. In order to improve employability and social inclusion as well as the individual learning goals, guidance services of high quality should help individuals to build, identify, upgrade their skills in an lifelong process. Attention must be to the so called Career Management Skills (CMS) defined as: *a whole range of competences which provide structured ways for individuals and groups to gather, analyze, synthesize and organize self, educational and occupational information as well as the skills to make and implement decisions and transitions*³.

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³ Source: ELGPN, <http://ktl.jyu.fi/ktl/elgpn> and CEDEFOP publications.

IMPLICATION OF THE ECONOMIC CRISIS FOR EUROPEAN LABOUR MARKET POLICIES

A briefing note¹ prepared by

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Introduction

Europe has been hit hard by the economic crisis, with significantly reduced growth and, as a consequence of governments trying to prevent an even worse outcome, significantly higher deficits and debt levels.

The crisis has also hit European labour markets. Euro area unemployment stood at 10.1% in April 2010, up from 9.2% in April 2009 and 7.1% in April 2008. EU27 unemployment stood at 9.7% in April 2010, up from 8.7% in April 2009 and 6.7% in April 2008.² Some countries have been hit significantly worse, especially the Baltic States and Spain which have rates approaching or even exceeding 20%.

While there are signs of resilience and even some small signs of recovery, most notably in Germany³, labour markets are expected to remain weak for some time to come, not least because growth in Europe is expected to be weak. The crisis has not only reduced GDP, most economists also believe that the long run potential growth rate of European economies has reduced, which would have an ongoing negative impact on labour markets, leading to stagnation rather than recovery.

This difficult situation for Europe’s labour markets is aggravated by the disastrous public finance situation: “Public finances were also severely hit by the crisis. The

¹ The author is writing here in a personal capacity.

² Data from Eurostat: http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-01062010-AP/EN/3-01062010-AP-EN.PDF & http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-30052008-BP/EN/3-30052008-BP-EN.PDF

³ http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/EN/press/pr/2010/06/PE10_193_132,templateId=renderPrint.psml

general government deficit has tripled in recent years. The deficit reached 6.8% of GDP in the EU in 2009 (and 6.3% in the euro area), while the debt-to-GDP ratio rose by some 10 percentage points to 73.6% in the EU (or 78.7% in the euro area). ... The debt ratio ... remains on an increasing path throughout the forecast horizon (reaching close to 84% of GDP in the EU and over 88.5% in the euro area by 2011)."⁴ The need to return to sustainable finances will severely limit the ability to use public spending to support labour market policies.

Broader challenges

In addition to the economic crisis, European labour markets are also affected by long term trends. These include:

- Global competition and the outsourcing of low-value, mobile jobs;
- The changing structure of the EU economy from manufacturing to services;
- Demographic change and ageing populations;
- Migration and the need to integrate migrants (2nd / 3rd generations) into the labour market;
- Skills shortages and mismatches and a global hunt for talent;
- Education and skills becoming key to social policy through their link to employment;
- Persistent worklessness and its consequences for social cohesion; and
- Structural labour market imperfections and a lack of labour mobility in Europe.

These long term trends are having a profound impact on European labour markets. The employment crisis resulting from the economic crisis should thus be seen as an aggravating factor to all the challenges which existed before the crisis.

Policy responses to the economic crisis

Policy must address not only the short term crisis but also deal with the long term challenges. At the same time, policy must take into account the new challenges arising from the economic crisis, especially the employment crisis and the difficult public finances.

The public finance situation means that there is likely to be a limit imposed on expensive, short term measures to support employment (such as, for example, Kurzarbeit⁵ in Germany). There will also be pressure to reduce spending incurred through the 'automatic stabilisers' such as unemployment benefits.

⁴ http://ec.europa.eu/economy_finance/publications/european_economy/2010/pdf/ee-2010-2_en.pdf

⁵ A publicly financed programme which allows firms to reduce working hours of employees which otherwise would have been made redundant, enabling firms to hold on to skilled employees in a temporary demand slump.

Continuing with more expensive but optional interventions, such as for example active labour market policies, will become difficult unless it can be demonstrated clearly that these are ‘invest-to-save’ policies, i.e. that in the long run they are less costly than the alternative (social security payments or other labour market interventions) as they can produce positive labour market outcomes.

The difficult public finance situation will necessitate reform of public services. New and innovative ways of service delivery must be found to increase the level and quality of public services delivered for a smaller amount of public funding. This could involve focusing efforts on particular groups, such as the most vulnerable who need significant help to get into the labour market.

Addressing the long term challenges

Taking into account the long term challenges must imply that Europe avoids any measures which reduce labour supply in the short term, such as early retirement. In fact, the opposite has to take place: labour markets have to get better at achieving high employment rates for all groups in society, including female workers, older workers, those from a migration and/or different ethnic background, those with disabilities etc. In light of the demographic challenge, Europe cannot afford to exclude any group from the labour market.

European labour markets must also adapt to globalisation. Europeans are competing with economies across the globe. In the medium to long term, this will only be possible through the creation of higher value-added products and services and this means that Europeans must increase their investment in education and skills as well as increasingly move into future sectors and new skills. This implies that skills levels are improved across the board, including high level skills but also basic, vocational and soft skills. But Europe is falling behind: many countries around the world are surpassing most European countries’ education performance.⁶ More investment and reform of education systems are needed.

In light of global competition and of the importance of education and skills for both competitiveness and social inclusion, if Europe wants to maintain its social systems the flexicurity⁷ approach (flexibility, security and active labour market policies such as training) remains highly relevant – but it is expensive. It must be prioritised in public spending while at the same time it must be shown to deliver.

The EU role

The EU can help to set priorities both in the short and long term, as well as assisting countries and public authorities to share good practice. For example, the EU should continue and enhance efforts for all Europeans to engage with lifelong learning (for example through the Grundtvig projects), encourage focus on flexicurity, develop new

⁶ See for example http://www.strategie.gouv.fr/IMG/ppt/5-Andreas_SCHLEICHER-2.ppt

⁷ See for example <http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/07/256>

analysis and encourage policy development (for example the new skills for new jobs initiative, part of the Europe 2020 strategy).

At the EU level, the amount of funding available for labour market interventions is limited, especially when seen in the context of national funds in this field. The European Social Fund is the most significant one but all EU funds are also likely to come under pressure from the public finance situation. At the EU level, a radical change in how funds are allocated would be helpful, for example a focus only on the Europe 2020 targets described below. In reality, this is unlikely to happen due to a lack of EU competence in this area and sensitivities to individual member state tax and benefit systems.

The most significant policy instrument available to address Europe's labour market challenges at the EU level is the Europe 2020 strategy, the successor to the Lisbon Agenda. It contains objectives and targets covering labour market participation, education/skills and social cohesion. But there remains significant uncertainty about the strategy, including the specific nature of the targets. The fundamental question will be whether member states will be willing to implement the policies needed to deliver the objectives.

Implications for career services

What does all this mean for career services? Below are five possible areas of focus for career services stemming from the developments described above.

- 1) Private and individual finance: Career services must look beyond public funds to deliver their objectives. Where companies or individuals themselves are able to contribute funds for training and upskilling, this needs to be exploited. This implies both new funding models and different incentives / objectives for career services staff.
- 2) Delivery focus on the most vulnerable: Given the public finance situation, programmes might need to be focused on particular client groups such as the most vulnerable who need most support to re-enter the labour market. Another option would be to focus support on those 'closest' to the labour market where a small intervention can have a large impact. In any case, a new, delivery focus implies that some client groups will receive less future support from traditional services.
- 3) Reorganise delivery: Public services will need to deliver more for less. Learning from radical approaches elsewhere becomes essential, for example in the area of e-delivery. For career services, this implies new modes of delivery and new / particular skills sets for these types of delivery. Joint service delivery and new forms of working in partnership with other services (across public, voluntary and private sectors) are likely to characterise delivery in the future

- 4) Demonstrate value for money: All public services must be able to deliver value for money. In the tight public finance situation, this entails demonstrating that short term investment will deliver significant long term saving, for example by improving job outcomes and thus reducing public expenditure on unemployment benefits. This implies that enhanced approaches to tracking and evidencing service outcomes will become a more prominent aspect of service delivery
- 5) Focus on, and reform of, active labour market policies: This relates to accelerated support, training and skills development for targeted client groups (especially for the most vulnerable). The focus should be on developing skills which help to bridge specific labour market gaps: for example the development of soft and scarce skills needed in the care sector. This implies a targeted approach to working with particular client groups and would need to be based on robust analyses of skills needs and labour market intelligence. How career services engage with this type of skills analysis, to shape service delivery, is likely to become a more prominent feature of future delivery.

Safeguarding Europe's economic and social models in the aftermath of the economic crisis and in light of Europe's long term challenges will entail change. The labour market is at the forefront of this change, being affected by the economic crisis but also by demography, globalisation and the changing nature of Europe's societies.

Before the crisis, despite the large amounts of public funding spent, Europe's labour markets still excluded a large number of people. In the aftermath of the crisis, public authorities will have to spend less, while operating in a more challenging economic environment. The core objective will be to deliver better outcomes for all European citizens. Europe's career services have a significant role to play in achieving this.

HOW TO ESTABLISH NEW IDEAS AND SERVICES – A FIELD REPORT OF THE CAREER CENTRE AT THE UNIVERSITY OF GRAZ, AUSTRIA

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ABSTRACT

With around 27,000 students and 100 studies at 6 faculties, the University of Graz is one of the largest institutions of higher education in Austria. 2,800 graduates, including 200 doctoral students, complete their degrees each year.

With only a few exceptions, Career Guidance Services at Universities are relatively new institutions in German speaking countries. The Career Centre at the University of Graz was founded as a pilot project in 2003 and went on to offer a multitude of services from 2004 onwards. In general it has the fundamental role of an interface between students / graduates and the labour market. The current offers contain individual career guidance, workshops and career events, company presentations, job and internship services and a comprehensive career website.

Content of the presentation is a 2-year review with special focus on development work and the obtained experiences concerning the generation of new services and marketing strategies in order to strengthen the level of awareness. The topic will include:

- structure and organization of the Career Centre
- development and evaluation of new ideas
- marketing and communication activities
- services for students including career counselling
- exchange of jobs and internships
- cooperation with companies
- cooperation with media partners
- transfer of experiences with established centres in Austria and the UK

The aim is to initiate impulses for new concepts to be used by other career guidance providers.

Structure and Facts

The University of Graz is the second-oldest of Austria and has 6 faculties: The faculty of Environmental und Regional Sciences and Education, Social and Economic Sciences, Natural Sciences, Catholic Sciences, Humanities and Law.

Overall the University offers 100 studies and has 27,000 students, about 2,600 graduates, including 200 doctoral degrees per year, as you can see in figure 1.

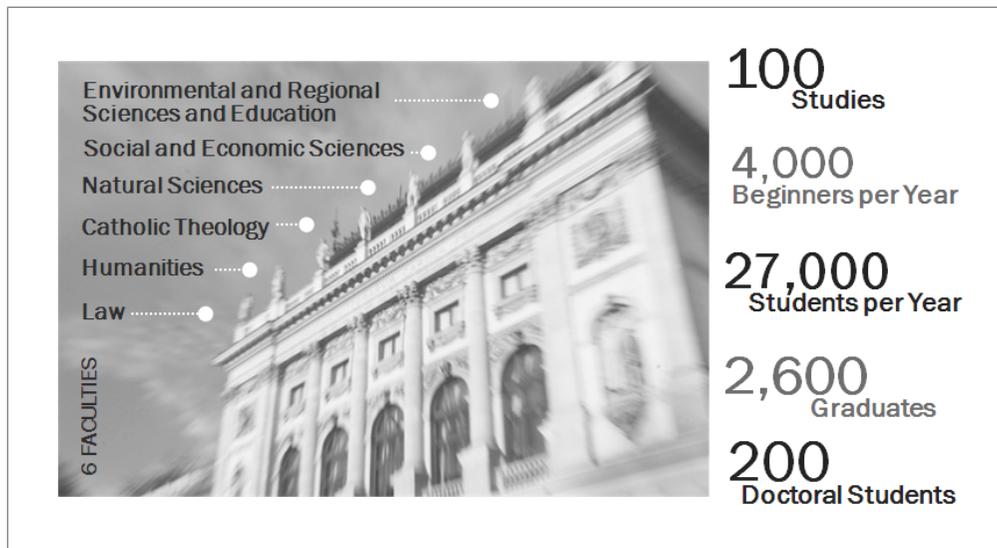


Figure 1: Faculties and facts of the University of Graz

The Career Center of the University

With only a few exceptions, Career Guidance Services at Universities are relatively new institutions in German speaking countries. So the Career Centre at the University of Graz is as well quite a new one.

It was founded as a pilot project in 2003 by Unitrain, the Career Service of the University of Vienna. In 2006 the Career Centre got part of the University of Graz. Since that time it belongs to the Department "Fundraising and Alumni" together with the fundraising section and the alumni association. So there is a close collaboration with fundraising and alumni.

Since a cooperation agreement with the Public Employment Service Austria (AMS) in 2007 two of four persons, working in the Centre, are funded by them.

Gaining New Ideas

In March 2008 the services provided were individual career guidance and workshops like how to write job applications.

There was a simple solution to announce jobs and internships on the website, which was nothing else than linked PDF-documents. Despite of it, companies had the possibility to get in touch with students and graduates in terms of career events.

And there was and is until today an annual job fair – so called EXCELLENCE –with more than 1,000 visitors each year.

The question in the year 2008 was and is even today: How is it possible to gain new insights and ideas in terms of services provided and the awareness of the Centre?

So we started to visit other Career Services within Austria and the United Kingdom like Roehampton University and the University of Bristol. The visits lasted between 1 and 4 days and included the organization, services and participations in terms of guidance sessions, which gave us a lot of important experiences.

In addition we did some evaluation. We initiated an online survey under students concerning the awareness of the Centre and questions like “Which services career services do you prefer?” or “How do you want to get information about the services of the Career Centre?”

Actually the poll was part of a thesis in cooperation with the Institute for Marketing at the University. Furthermore we invited students of all age-groups and with different backgrounds for a group discussion. Within this focus group we got information about the marketing instruments they prefer and further first-hand impressions in case of workshop-topics and desired services.

Last but not least we developed new workshop evaluation forms and added the question which workshops topics they are interested in.

Activities and Innovations

Concerning Marketing and Communication we developed flyers with the semester program. 5,000 flyers are handed out each semester start on the campus.

Figure 2 shows on the left side a poster with the headline “Career knowledge that sticks to you” and a flyer with the semester programme.



Figure 2: Examples for posters and flyers of the Career Centre

Additionally we designed give-aways in terms of post-its and the claim “Take notice of your career-options”.

Despite of that, the following text describes further selected marketing activities: Students, who are three months before graduation get an official letter from our “Vice Rector for Students and Teaching”. The content is information about the services provided by the Career Centre and the alumni association.

Like other Centres we announce ads in newspapers, magazines, university booklets and visit lectures in order to introduce to our services.

We use information desks on the campus as well as info desks and workshops at open days or the “Unit 1”, which is a welcome event on the first day of the semester in fall.

We also use postings in online communities.

Another helpful material is our publication “Career Guide”, which is a 56pages brochure with information for job seekers and is free of charge for students and graduates.

Since 2010 we have a Career Ambassador, a student that tells other students about our services and visits lectures. Reasons for that is that peer groups have a much better impact on students than professors or staff-members of the University.

Once a year we participate at the traditional Shamrock Run, which is one of Europe’s largest university sports events in order to promote our services.

Career Guidance

We offer Career Guidance Sessions, which are free of charge. Students or graduates can choose between Speed Counselling Sessions – every Monday morning or they can make an appointment with the staff members – singular as well as in groups. Most of the students come in order to optimise their job application. We also analyse strengths and weaknesses, run interview trainings and simulations or answer general career questions. Figure 3 shows contents and shares of the guidance sessions in 2009.

Content	Share
Job application	70%
Analysis of strengths and weaknesses / potential	10%
Interview-training / simulation	10%
General career questions	6%
Analysis of the occupational field	2%
Further training	2%

Figure 3: Content and Share of the Career Guidance Sessions 2009

In 2009 we had 850 Counselling Sessions, which means an increase of 35% compared to 2008.

Jobs and Internships, Website

In 2008 we had a simple website where we were able to link job postings. So it was time for us to develop a new platform (figure 4) with much more possibilities for selection.

JOBS & PRAKTIKA

UNIVERSITÄT GRAZ CAREER CENTER

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[Aktuelle Jobs und Praktika](#)

Top-Job:
 StudentInnen für Verkehrszählung, 16. & 17. 4. 2010 eingetragen am 25.03.2010
 Universitätsassistent/in mit Doktorat (Regionale Klimaforschung) eingetragen am 29.02.2010
 Praktikantin Database-Analyst eingetragen am 17.03.2010

PartnerInnen:
[derStandard.at/Karriere](#)
 AMS
 alumni UNI graz
 Jobs in Koordination mit [derStandard.at/Karriere](#)

Aktuelle Jobs und Praktika:
 Wenn Sie in einer Kategorie keine Auswahl treffen, werden alle Daten dieser Kategorie gezeigt

Berufsfeld
 Administration/Organisation/Verwaltung (83)
 Architektur/Bauingenieurwesen (26)
 Beratung/Consulting (43)
 Bildung/Pädagogik/Training (19)
 Business
 Intelligence/Datenmanagement (3)
 Customer Service/Support (20)
 Einkauf/Materialwirtschaft/Logistik/Dispo (32)
 Finanzen/Banking (78)

Dienstort
 Steiermark
 Wien & Umgebung
 Kärnten
 Niederösterreich
 Oberösterreich
 Salzburg
 Tirol
 Vorarlberg
 Österreich
 Deutschland
 Südsteuropa
 Westeuropa
 Nordeuropa
 Zentraleuropa
 Osteuropa
 Weltweit

Berufspraxis
 Einstiegspositionen
 Berufserfahrung
 Projektmanagement/Teamleitung
 Mittleres Management/Bereichsleitung
 Top Management/Unternehmensführung

Beschäftigungsart
 Ferialjob/Praktika
 Freelancer/Projektarbeit/Studierendenjobs
 Teilzeit
 Vollzeit

Branche
 Öffentlicher Dienst/Politik (13)
 Architektur/Baugewerbe (22)
 Banken/Finanz/Versicherungen (88)
 Beratung/Consulting (45)
 Bildung/Universitäten/Schulen (23)
 Dienstleistungen (70)
 Elektronik/Elektrotechnik (45)

weitere Einstellungen
 Jobs speziell für Universität Graz AbsolventInnen und Studierende

Suchen

Unternehmen des Monats
 Studienabschluss! – Was nun?
 Jetzt LEONARDO-Stipendium fürs Auslandspraktikum sichern!
 Infos unter www.uni-graz.at/alumni

BCG UNPLUGGED
 The Boston Consulting Group stellt sich vor
 Do, 6.5.2010, 18.00 Uhr
 SZ 19.23, RESOVI
 Anmeldung: careecenter@uni-graz.at
 Offen für alle Studienrichtungen!

Figure 4: Online portal for jobs and internships

In addition we launched a printed job newspaper that we offer twice each semester and publish 1,000 copies. We really keep it simple because it is free of charge for students and graduates. Companies have to pay for their job postings except for internships.

In June 2008 we started with our Career Newsletter. Therefore we have a registration form on the website and we promote it in workshops or at info desks.

According to our experiences, the best instruments to promote our services are: the website including the job portal as well as the newsletter and the word-of-mouth recommendation.

Figure 5 demonstrates our monthly requests of our website. In 2009 we had further 24,000 annual requests than in 2007.

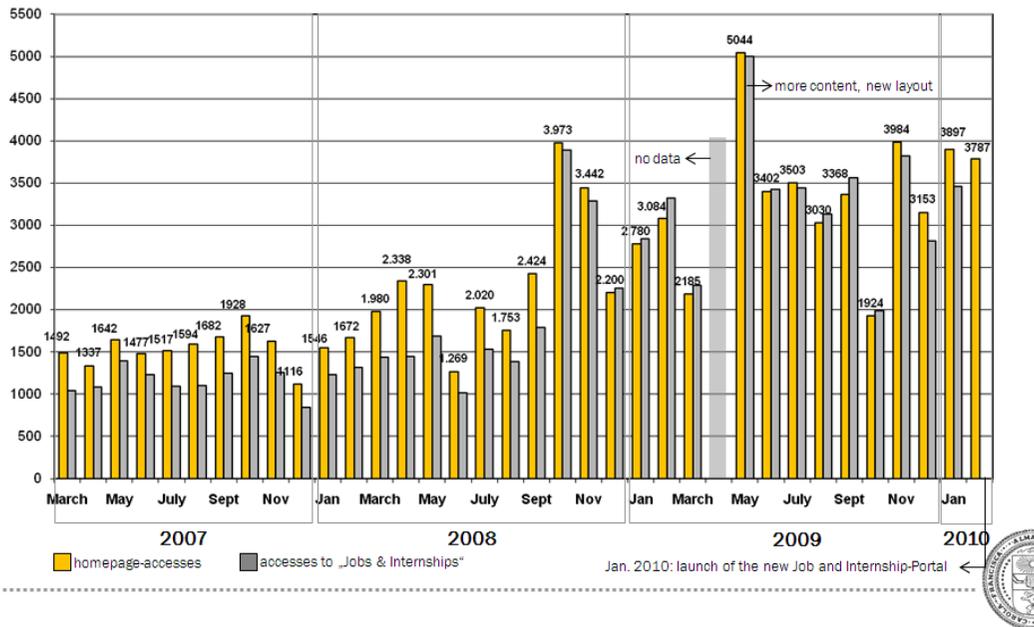


Figure 5: Annual website requests since 2007

Workshops and Events

Like lots of other Career Services we offer workshop and events concerning the career entry. These workshops are generally free of charge, except in a few cases where you need to be a member of the alumni association – for example the workshop “Test Training”. The duration of workshops varies between 1.5 hours and 2 days. As you can see on the following chart the number of participants has tripled since 2007.

Year	Number of workshops	Number of participants
2007/08	13 workshops	253 people
2008/09	22 workshops	451 people
2009/10	45 workshops	871 people

Figure 6: Number of workshops and participants

Workshop topics are: How to search for jobs, Interview Training, Employment Law, Skills Factory, Assessment Center Training, Test Training and others. We always try to introduce new topics together with our regular workshops. Our annual job fair takes place in November. The presenter of it is UNIPORT, the job service of the University of Vienna. There is a

very good teamwork between UNIPOINT and the University so that we are happy to celebrate the 10th anniversary this year on 24th of November.

Cooperations with Companies and the Media

Finally we offer services for companies: We post jobs and internships and organize recruiting events. Companies can book newsletter articles or online advertising services like banners. And we also provide company packages and have cooperations with the media. In order to provide jobs and internships for our students we offer a portal, where we publish jobs and internships that companies send to the University. In order to give them a wider selection there is additionally a daily exchange of job-offers provided by one of the most important Austrian newspaper publishers.

But there is further cooperation with the media. We have a newspaper column, where we publish eight career tips per year in order to get more attention in public. Figure 7 shows one of these career tips:



**UNIVERSITÄT GRAZ
CAREER CENTER**

Karriere-Tipp
von Angela Lipp
Career Center der Karl-Franzens-Universität Graz

Bewerbungsunterlagen professionell aufbereiten

Nehmen Sie sich ausreichend Zeit um Anschreiben und Lebenslauf an die jeweilige Stelle anzupassen. Standardisierte Unterlagen werden sofort erkannt und sind nicht gerne gesehen.

Anschreiben
Nach einer emotional behafteten Einleitung folgen 2-3 Absätze, die auf Ihre Qualifikationen und Qualitäten, angepasst an die Anforderungen laut Stellenausschreibung, hinweisen. Eine ausgewogene Mischung aus Hard- und Soft Skills sollte immer anhand von praktischen Beispielen vermittelt werden. Verwenden Sie keine Konjunktiv-Formulierungen, denn diese stellen das Gesagte in Frage.

Lebenslauf
Der Lebenslauf sollte maximal 3 Seiten umfassen und in tabellarischer Form rückwärts-chronologisch aufgebaut sein. Auch (Zusatz-)Qualifikationen wie ehrenamtliche Tätigkeiten und besondere Interessen sind relevant. Achtung beim Bewerbungsfoto: hier lohnt sich der Weg zum Profi-Fotografen! Legen Sie Ihren Unterlagen auch immer 3-4 aussagekräftige Zeugnisse bei. Eine so genannte „Dritte Seite“ mit individuellen Inhalten kann ebenso Pluspunkte bringen.

Kontakt: careercenter@uni-graz.at, www.uni-graz.at/careercenter

Figure 7: Career tip published in a highly respected Austrian newspaper

Another highlight this year is a writers competition: The challenge for students is to write a report about their picture of a perfect employer, which is interesting for us and for our companies. On the other hand the winner of this challenge obtains one day at the editorial department of the newspaper and can get in touch with the working environment.

Last but not least we organise round tables with media partners and human resource managers.

FACING CAREER TRANSITIONS THROUGH GUIDANCE SERVICES: EXPERIENCES FROM *AFOL*, MILAN

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ABSTRACT

The global financial crisis has had a decisive impact on Italy's unemployment rate: in January 2010 it reached 8.6%. In the Lombardy Region the jobless rate is 6.4%. Thus, people are increasingly forced to look for work and face a job market that has changed rapidly. The number of users of AFOL Milano guidance services has grown significantly (+30% in 2009). The status of unemployment drives people to map out the sectors that may require their specific skills. Several public and private services aim at assisting and providing guidance to people in career transitions.

This paper focuses on Polo Orientamento, the guidance service provided by AFOL Milano. It includes various services (Cité des Métiers, EURES, Middle and High Management) that assist users in job searching or supporting them in planning their appropriate vocational training project. Polo Orientamento also works with the Lombardy Voucher System. These services are analysed by presenting selected individual success stories, or case studies: an unemployed manager, an ex-convict, a nurse who moved to Italy and a teacher who moved to England. It will be argued that this kind of service provides important support in unemployment situations. Moreover, guidance services should be available throughout the working life since flexibility and fixed-term contracts are the new job market's main features, forcing workers to face several career transitions. Therefore, the work of Polo Orientamento can be seen as a set of good practices in the field of career guidance services.

Introduction

The economic crisis has caused an increase in the unemployment rate and significant changes to the job market in Italy. In January unemployment rose to 8.6% at a national level and 6.4% in the Lombardy Region. This means that more and more people have to face a period of unemployment and are forced to look for a new job. The demand for guidance services has been increasing: the number of users of *Polo Orientamento* has grown (+30% in 2009) and the percentage of unemployed people who have turned to these services reached 78% of total users (+20% on 2009).

In this paper I will present the work of *Polo Orientamento*, the guidance centre of AFOL Milano (Agency for Training, Guidance and Work of Milan Provincial Authority) and I will seek to demonstrate the importance of guidance services.

I will first describe and analyse the services provided by *Polo Orientamento*, then look at these services from the point of view of the users. I will present four success stories: an unemployed manager, an ex-convict, a nurse who moved to Italy and a teacher who moved to England. Through these case studies I will demonstrate the importance of guidance services in economic situations characterized by a high unemployment rate and significant job flexibility.

It will be argued that that the work of *Polo Orientamento* can be seen as a set of good practices: sharing its experiences can contribute to discussion about the quality of European guidance services.

The situation in Italy and Lombardy Region

In this section I will outline the current situation in the Italian labour market. The data I will present is significant in that it allows to understand the situation in which AFOL Milano guidance providers operate every day.

The global economic crisis has had a strong impact on Italy's economy. The unemployment rate has significantly grown in the last two years after ten years of decrease. During 2009, 428¹ thousand jobs were lost and in the beginning of 2010 (February) the unemployment rate reached 8.5%, up 1.2% from February 2009. This rate is national and regardless of age and gender. If we analyse the labour market indicators by sex and geographical area the situation is even worse. The geographical unemployment rate in the 4th quarter of 2009 was 6.1% (+1.7% on the previous year) in Northern Italy, 8.1% (+1.8%) in Central Italy and 13.2% (+1.0%) in Southern Italy and Islands. The unemployment rate for young people (15-24 years) was significantly high: 27.9% (+4.0% on the previous year), by geographical area: 20.7% (+5.8% on the previous year) in Northern, 27.0% in Central (+4.3%) and 38.8% (+2.0%) in Southern Italy. The labour market indicators by sex show that the female unemployment rate is higher than the male one: 10.2% the first one and 7.4% the second one. In particular these indicators are higher in the south of the country (15.6%).

The situation in Lombardy, the region where AFOL operates, is slightly better. In the last quarter of 2009 the jobless rate was 6.4% (+ 2.1% on the previous year, one of the most significant rises in Italy). The increase in the unemployment rate means that people are increasingly forced to look for work and face a job market that has changed rapidly. As we can observe in our daily work, more and more people turn to guidance services.

This data only partially illustrates the Italian employment and labour market situation where, even before 2008, mobility was difficult: young people and workers over 40

¹ Data collected from Istat (Italian National Institute of Statistics) web site. All data refers to the last quarter of 2009 or to February 2010.

experienced difficulties in finding both first or new jobs, while the Italian GDP had one of the lowest growth rates in Europe.

In the next session I will introduce AFOL Milano's guidance services and I will illustrate our work situation in the last year.

AFOL Milano guidance services

In this section I will introduce AFOL Milano and describe the services provided by its *Polo Orientamento* (Career Guidance Centre). In the next sections I will present the case studies of four users of these guidance services.

AFOL Milano is the Agency for Training, Guidance and Work of Milan Provincial Authority (*Agenzia per la formazione, l'orientamento e il lavoro della Provincia di Milano*). Set up in 2007, it is a special enterprise of the Milan Provincial Authority with its own legal status and management autonomy. It manages training services through three vocational training centres – i.e. *Bauer, Paullo* and *Vigorelli*. It provides guidance services through *Job Caffè* and *Polo Orientamento*. While job services are delivered by *Centro per l'Impiego* (Job Centre), which also entails job recruitment services and the technical services of the Provincial Authority (company crisis, an enterprise help desk and a job call centre). AFOL Milano aims are to pre-empt and counteract unemployment, to improve work quality and to support the development of human resources.

Polo Orientamento offers specific services: *Alte Professionalità* (Middle and High Management) and EURES (European Employment Services). Moreover in *Polo Orientamento*, there is *Città dei Mestieri e delle Professioni* of Milan (*Cité des Métiers*) [for description see below]. These services assist users in choosing jobs, education or training courses, in job-hunting and in career transitions. Moreover *Polo Orientamento* works on European and school guidance projects and provides guidance services for high-school drop-outs.

Cité des Métiers

Città dei Mestieri e delle Professioni of Milano (*Milan Cité des Métiers*) is part of the *Cité des Métiers International Network*. It was the first *Cité des Métiers* to be set up outside of France in 2001. The goals of *Città dei Mestieri* are to help users plan vocational projects which match their interests and values, improve job search strategies and support users in choosing training and educational programmes. These services are open to all, without the need to book. *Città dei Mestieri* also organizes guidance days for high schools as well as weekly seminars and workshops on university and job guidance.

Users can look up documents, newspapers and magazines about training and the job market in the library and archive. They can use computers and Internet to look for work and access data bases and job hunting software created by *Città dei Mestieri*. Also available are one-to-one interviews to discuss professional or educational choices,

or receive advice about job searches. *Città dei Mestieri* respects the anonymity of its users: indeed, guidance providers do not register names or personal information, and eventual work placements are not tracked.

Alte Professionalità

This is a guidance service tailored to the needs of the over-40 jobless middle and high managers. The users of *Alte Professionalità* are also enterprises, willing to hire in high and middle management. There are three stages: the first one is a one-to-one interview with an in-depth analysis of the users' situation, to prepare them for the guidance path. The second stage is a one-day group workshop. During the morning session participants are invited to share their experiences and to think of a new vocational project, while the afternoon session is about job search strategies for middle and high management. The last part is a one-to-one follow-up interview in which users can be advised on job-hunting strategies and analyse their new vocational project individually. This process usually takes place over three/four weeks.

EURES

EURES is the European network providing information, guidance and placement, to both jobseekers and employers interested in the European job market. Along with normal job services, EURES Lombardia provides recruitment and consultancy services for the regional medical sector. From 2003 to 2008 it worked on a project for the placement of Spanish nurses in Italy. 480 Spanish nurses successfully found a job in eight hospitals in Milan. [See case study below]

European projects

Polo Orientamento also took part in the A.Q.O.R. 2007-2009 (*Amélioration de la qualité de l'orientation dans les reseaux*) whose aim was to create a shared model to assess guidance services quality.

Regional projects

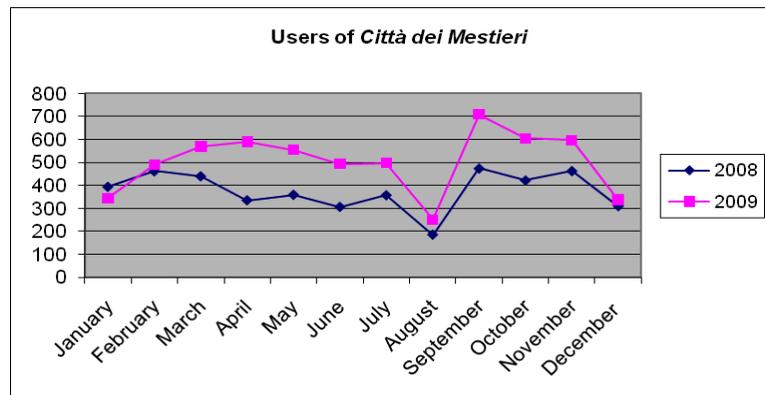
Polo Orientamento also works on regional projects and funding. The Lombardy Regional Government has established a broad flexible voucher system (*Dote*) in the sector of employment and training services to offset the effects of the crisis. One of the most important features of this system is the development of a significant network of public and private agencies which operates in the area of employment services (guidance, recruitment, consultancy) and training. All of these agencies are recognised by the Regional Government and the services they provide are strictly regulated by local authorities.

Within this network people can access the voucher system, use regional funding and get job services and training for free after having declared their unemployed status at

public *Job Centres* (*Dichiarazione di immediata disponibilità al lavoro*). The aim of this system is to empower users and to enhance their self-responsibility: indeed, unemployed people are required to be actively involved in job hunting and in up-dating their skills. *Polo Orientamento* works on regional funding for unemployed people, high-school drop-outs and workers on redundancy payment. [See case study of a user of the voucher system below]

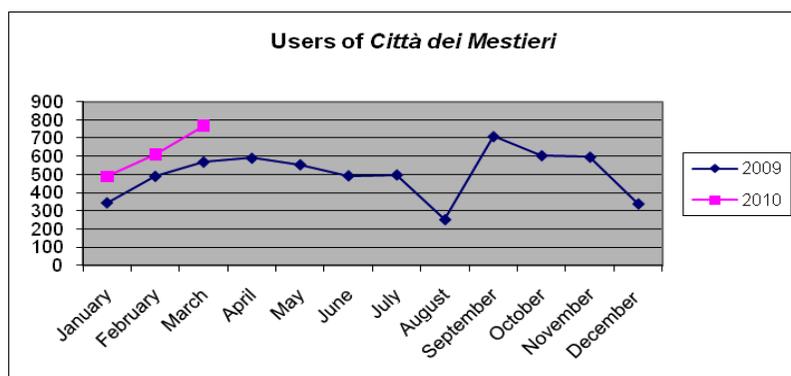
The situation in 2009 - 2010

Before presenting four success stories, I will briefly outline the situation of *Città dei Mestieri* during the last year. The employment crisis has caused an increase in the number of users. It is relevant to look at changes from 2008 to 2009 and in the first quarter of 2010. In 2008 the number of users was 4505² (2608 male, 58% and 1897 female, 42%) while in 2009 the total number rose to 6036 (+34% up on the previous year) [see table below]. Looking at gender features, the percentage is the same: 3568 male, 59% and 2468 female, 41%. In 2009, 67% of users were unemployed and they needed to be advised about job hunting or training choices. 58% of the people who turned to *Città dei Mestieri* for the first time requested a one-to-one interview.



Analysing the data of the first quarter of 2010 (01/01 – 31/03) is yet more striking. The number of users kept growing: reaching 1867, while the same data in the first quarter of 2009 was 1403 (+33%) [see table below]. The gender percentage changed significantly in relation to the previous year: 1265 males (67%) and 602 females (33%). At the same time the number of unemployed people increased: 78% of total users (+20% on previous year). This means that more and more people are forced to look for work and face a job market that has changed rapidly.

² Data collected from Città dei Mestieri internal data-base.



Having presented the services provided by *Polo Orientamento* and described the situation in the last two years, I will next recount four success stories which illustrate the application of these guidance services from the users' point of view.

People's tales: four success stories

Alte Professionalità (Middle and High Management)

Francesca³ is 45. She had been working for some years for a bank as a manager when she was fired at the beginning of 2009 because of the credit crunch. In March 2009 she arrived at *Polo Orientamento* and followed the guidance "pathway" of the Middle and High Management service. She was especially assisted in the one-day workshop, in which she was able to share her experience and relate her story to others'. With the help of guidance providers she began to map out a new vocational project: she had worked in an international field and so had developed good language skills which she drew on to become a language teacher. Thanks to the Middle and High Management service she developed and improved her job-hunting methods through networking. Thanks to this service and the advice of guidance counsellors she managed to find a new job in a foreign bank in December 2009.

Città dei Mestieri (Cité des Métiers)

Giovanni is a 40 year-old ex-convict. He was released from prison in 2008. He had to start from the beginning and to look for a job. He turned to the local job centre to declare his unemployed status, so he was directed to *Polo Orientamento*. In the beginning he felt discouraged and confused and did not know how to search for a job. He had guidance interviews to evaluate his life and work experiences. With a guidance counsellor he

³ Fictitious names have been provided for all the users to protect their anonymity. These stories are collected directly from guidance counsellors who work at *Polo Orientamento*.

decided what he was able to do and how to plan his vocational project. Having decided which path to follow, he was advised about job-hunting strategies and actively began to look for a job. After some weeks he successfully found several fixed term jobs and began a new life.

In November 2009, after the last fixed term job he decided to apply for a regional voucher to attend a training course and in February 2010 he managed to find another job. The emphasis in this story is that by following his guidance pathway at *Polo Orientamento*, Giovanni became independent in the search for a job.

EURES

Gabriel is a Spanish nurse who graduated from A Coruña University in 2001. In 2004 he opted to move out of Spain and contacted the Spanish offices of EURES who put him in touch with EURES in Milan. As already mentioned, EURES Lombardia provides recruit-ment and consultancy services for the regional medical sector, in particular by recruiting foreign nurses for Milanese hospitals. Through them Gabriel found a job as a nurse in Italy and moved there in 2004. He is currently working at Niguarda Hospital in Milan.

In 2005 he passed the CILS certificate (*Certificato di Competenza di Italiano come Lingua Straniera* – Italian as a foreign language certificate) and, after a few years, started teaching Italian to foreign nurses in Italy. In March 2009 he also co-edited a text book for foreign nurses. Almost 480 Spanish nurses have, to date, found jobs and started a new life in Lombardy.

Cesare graduated with honours in Modern Foreign Languages in 2005 in Italy. He wanted to teach Italian so he started teaching to foreigners. Even after getting the DITALS-II certification, he managed to collaborate only with private language schools, without any long-term commitment. In 2007 he opted to move out of Italy to teach somewhere else, and so contacted EURES. He did not really know where to go at that stage, but EURES helped him to narrow down the options, until he decided on England. He was put in touch with someone already teaching there who provided him with some useful information. So he moved to England and soon managed to enrol on a Post Graduate Certificate in Education starting in September 2008. One year later he was permanently employed by a state-maintained school near London.

Cesare and Gabriel both used the EURES network services in different ways: through the informal EURES network Cesare increased his chances of finding a job, while Gabriel made use of a specific EURES recruitment service.

Outcomes of these stories

These stories were collected directly from guidance counsellors at *Polo Orientamento*. They are significantly different from each other: two of them are strongly linked to unemployment crises and changes in the job market over the last two years, while the other two are representative of EURES' regular guidance services. However, they illustrate the main aims of guidance services. At *Polo Orientamento* users are supported in their choices about career transitions, education and training. They are advised in planning their vocational projects and in job-hunting. Indeed, this kind of service provides important support especially in unemployment and crises situations, in which deciding new professional goals and maintaining the commitment to achieve them are urgent. This clearly emerges from the stories I have presented: Francesca and Giovanni, for instance, needed support to define a new professional "pathway" and the means to follow it.

Moreover, guidance services should be available throughout the working life since flexibility and fixed term contracts are the main features of the new job market. This condition forces workers to face several career transitions to re-define their professional paths continuously. Thus, the job market requires workers to be pro-active either in an employed status or in unemployed situations. Guidance services aim to empower people in defining vocational, educational and training projects and in job-hunting. In Giovanni's case, for instance, the action of guidance providers was aimed at motivating him towards active job-hunting. As have described this strategy proved successful: Giovanni couldn't find an open-ended contract but his unemployment periods are shorter than before. Similarly, Francesca drew on guidance counselling to develop her own job-finding strategy.

In conclusion, it is also to be noted that all of *Polo Orientamento* guidance services – especially *Alte Professionalità* and in-depth one-to-one interviews at *Città dei Mestieri* – offer users the opportunity to share their experiences and to meet other people in similar situations.

Conclusion

The aims of this paper are to present the work of *Polo Orientamento*, the guidance centre of AFOL Milano and to underline the importance of this kind of services in economic and unemployment crises. I started by describing the employment and unemployment conditions in Italy and in the Lombardy Region, and went on to present the guidance services provided by *Polo Orientamento*.

In the second part, I introduced four case studies recounted directly by guidance providers who work on Middle and High Management project, *Città dei Mestieri* and EURES services. I concluded by illustrating the importance of guidance services in the current economic situation, characterized by high unemployment and significant job flexibility. Therefore, the work of *Polo Orientamento* can be seen as a set of good practices in the field of guidance services.

References

Istat - Italian National Institute of Statistics, *Comunicato Stampa – Occupati e disoccupati, IV trimestre 2009 (Employment and unemployment – IV quarter 2009)* (2010).

Istat - Italian National Institute of Statistics, *Comunicato Stampa – Occupati e disoccupati, Febbraio 2010: stime promissorie (Employment and unemployment – February 2010)* (2010).

Electronic references

AFOL web site

<http://agenzia.provincia.milano.it/>

Città dei Mestieri web site

<http://www.cittadeimestieri.com/>

Guidance Services of Milan Provincial Authority

<http://www.provincia.milano.it/lavoro/Orientamento/index.html>

Regional voucher system web site

<http://www.dote.regione.lombardia.it>

**KEY SKILLS TO OVERCOME THE CRISIS:
QUALITATIVE ANALYSIS OF MULTINATIONALS AND
SPANISH SME'S DISCOURSE**

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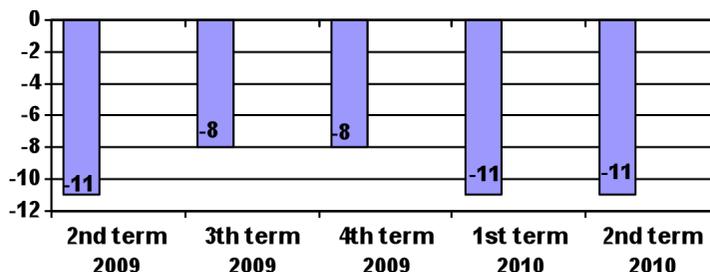
ABSTRACT

The importance of skills in the training process and in the labour market makes it imperative to supplement quantitative studies with qualitative analysis. This will delimit and resize the value of the skills in the selection processes in order to train graduates to meet the new challenges of the global economy. This communication presents: a) The results of the discourse analysis of human resource managers from both multinational and Spanish SMEs. The study focuses on the skills required from Business and Economics graduates to overcome the current economic crisis. b) The definition and characteristics of the most valued skills in the selection processes. c) Two skills conceptual maps that reflect the competence associations made by employers.

SITUATION OF THE LABOUR MARKET IN SPAIN

The Spanish labour market has experienced, during the last eight terms, a negative projection of Net Employment. The prevision for the sum of productive sectors doesn't appear to improve in the short term.

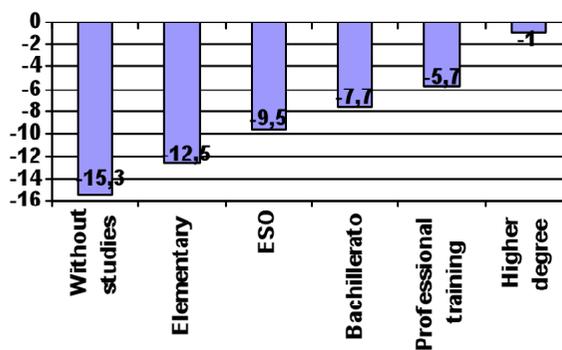
Labour market situation in Spain (%)



Source: Manpower Employment Projection

It is worth highlighting that the loss of employment is directly related to the level of education. The least-affected group is that which possesses higher education.

Loss of Employment by Level of Education Interannual change (%)



THE GUIDELINES OF THE EUROPEAN COMMISSION: THE IMPORTANCE OF SKILLS TO OVERCOME THE CRISIS

At the proposal of the European Commission, in March of 2009, in the context of the Agenda 2020, a group of experts was created to analyze the evolution of professional skills and the requirements of the labour market. Under the title of *New Skills for New Jobs: Action Now*, the first conclusions were presented in Barcelona, in April 2010. The following of these conclusions are worth highlighting:

- The need for a continued cooperation between the educational field and the labour market, to create a common language which allows for mutual understanding and to guarantee the training in the most-needed professional skills.
- The institutions specialized in labour and education must join forces in the face of the economic crisis. This requires the modernization of schools and universities to produce flexible and innovative youth.
- The skills of innovation, learning ability, and knowledge of technology are seen as fundamental, for an adequate growth of the European economy.

All the European directives tend to underscore the importance of the convergence between the skills learned at the university and those of the labour market. Given the current economic crisis which affects Spain in particular, it is necessary to make a study of the skills most valued by employers. To determine which these are, quantitative studies, such as Tuning or REFLEX, should be complemented with others of a qualitative nature. In the study *Competencias e inserción laboral: un análisis de la empleabilidad de los recién licenciados en Ade y Economía* (Skills and Work Insertion: An Analysis of the Employability of Graduates in Business and Economics, Barraycoa y Lasaga, 2009), which combines both methodologies, one sees that skills are key in the selection processes and that the skills most in demand do not always coincide with the standardized list in the quantitative studies.

THE ELABORATION OF SKILLS MAPS: A STRATEGY OF APPROXIMATION TO THE REQUIREMENTS OF THE LABOUR MARKET

In the abovementioned study, a quantitative analysis of the skills demanded by employers in job offers was made first. Attention was paid to the relevant associations between these and the size of the company, the department in which the position was offered, the area of business, and other parameters. This allowed for a first approximation to the most-valued skills for the different professional profiles for economists or graduates in Company Management.

Then, two focus groups were held in March of 2009 in the Universitat Abat Oliba CEU, in two sessions of two hours each, with thirteen employers of Large Companies and nine from Small and Medium Enterprises (SMEs). This distinction was made having perceived that the size of the company is a relevant variable in the configuration of the discourse. This qualitative study allowed for a deeper study of the employers' view regarding:

- a) The definition of the different skills.
- b) The most-valued skills.
- c) The dissonances between the characteristics of the young graduates and the companies' needs (what they know and what is expected of them).

d) The mechanisms the employers use to evaluate skills in the selection process.

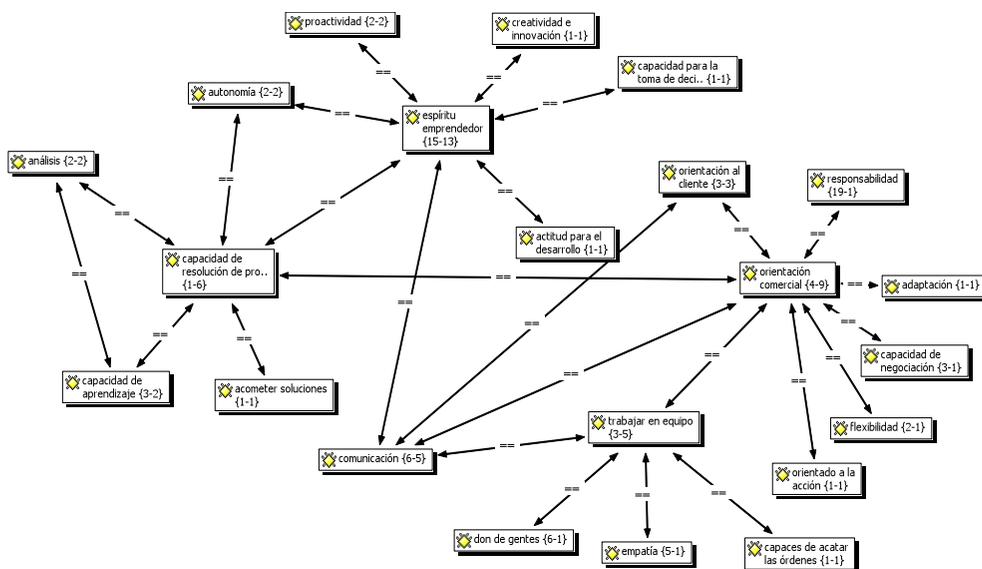
e) The role of the University in the training and the development of skills.

In a later study (Barraycoa y Lasaga, 2010) arising from the analytic discourse collected in the abovementioned focus groups, the terminological and conceptual associations in terms of skills is analyzed with the help of the program Atlas.ti. The aim of this innovative exercise is that of visualizing the cognitive and discursive complexity of employers in this matter. These are presented in the form of what we will call "skills maps." These maps have not taken the academic denominations but rather have maintained the terminological multiplicity of the discourse. Graphs 1 and 2 collect the associations of skills, denoting in parentheses the number of relationships, both conceptual as well as of families. The skills maps aim to reveal the real weight of some skills and their importance in the current economic context.

Large Company Skills Map:

The Human Resources managers of multinationals show a great capacity to associate skills and to establish a certain hierarchy among them. All the skills look interrelated. Five skills (entrepreneurship, problem-solving, communication, teamwork, and commercial orientation) have leading roles, forming a network of networks.

Graph 1. Large Company Skills Map



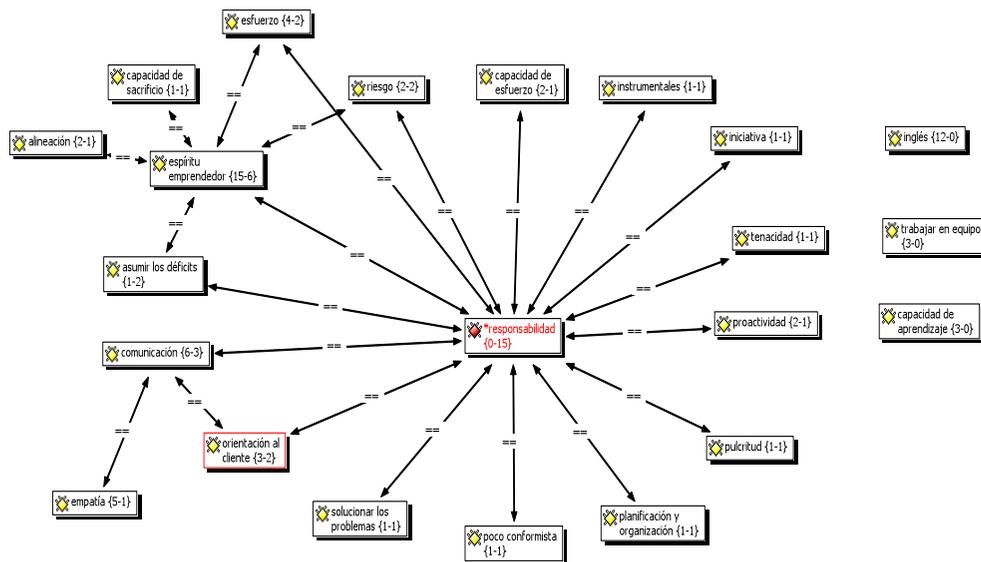
Análisis = analysis; capacidad de aprendizaje = learning ability; capacidad de resolución de problemas = problem – solving; autonomía = autonomy; acometer soluciones = undertake solutions; espíritu emprendedor = entrepreneurship; proactividad = proactivity; creatividad e innovación = creativity and innovation; capacidad para la toma de decisiones = decision making; actitud para el desarrollo = attitude development; comunicación = communication; orientación al cliente = customer orientation; orientación comercial =

commercial orientation; responsabilidad = responsibility; adaptación= adaptation; capacidad de negociación= negotiation skills; flexibilidad = flexibility; orientado a la acción = action-oriented; trabajo en equipo = teamwork; empatía = empathy; don de gentes = social skills.

SME Skills Map:

The SME Skills Map reveals a weaker associative ability. The entire map is concentric around the skill of responsibility, making it the vertebrate axis of the discourse. Also important are skills such as speaking English or teamwork, although they do not form part of the network.

Graph 2. SME Skills Map



responsabilidad = responsibility; capacidad de esfuerzo = effort; competencias instrumentales = instrumental skills; iniciativa = initiative; tenacidad = tenacity; proactividad = proactivity; pulcritud = neatness; planificación y organización = planning and organization; poco conformista = nonconformist; capacidad de resolución de problemas = problem – solving; comunicación = communication; empatía = empathy; asumir los déficits = acknowledgment of one's own shortcomings; riesgo = risk; alineación = alignment; capacidad de sacrificio = sacrifice.

KEY SKILLS TO OVERCOME THE CRISIS IN LARGE COMPANIES AND THE SME

In the face of the current economic situation, companies especially value certain key skills. The maps reveal that what businesspeople value are not the skills themselves but how they interact. In other words, how they strengthen one another.

Key Skills for Large Companies:

1. Communication appears, not as linguistic correction, but in its interpersonal dimension. It is related with commercial orientation, teamwork, and entrepreneurship. As a result of this, its strategic weight can be seen in the skills map.
2. Commercial orientation understood as customer orientation is connected with the main skills (teamwork, communication, and problem-solving) and presents different associated expressions (customer orientation, action-oriented, and negotiation skills, among others). This terminological and associative richness reveals that we are before one of the key skills on which employers' expectations focus.
3. Entrepreneurship is especially associated with autonomy, problem-solving, and communication. It is given great importance as long as it is integrated in the dynamics of the organization.
4. Problem-solving is connected with entrepreneurship and customer orientation. Other skills are linked to it on the map such as learning and analytic abilities.
5. Teamwork is directly connected to communication and customer orientation. It is also related with certain social capacities such as empathy, social skills, and the ability to follow orders. This reveals a special sense of this skill in its corporative and relational dimension.

Key Skills for the SME:

1. Responsibility is the nuclear skill. Responsibility has a strong moral and assessing component. For the employers of the SME it is the catalyser and activator of the rest of the skills. They consider responsibility to be the principal factor of professional success.
2. Entrepreneurship is primarily linked to responsibility. It has here a different meaning than in the discourse of the Large Company. In the SME it is associated with effort, sacrifice, risk taking, and the acknowledgment of one's own shortcomings. This shows that this skill does not have a relational, organization, or corporate nature, but rather that the employers value specific aspects of the candidate's personality.
3. The skill of speaking English, while it is not integrated into the network, is highly valued. The SME is aware that overcoming the crisis is linked to the internationalization of business.

CONCLUSIONS

1. The economic crisis has a lower impact on the employability of people with greater levels of education and skills. Even so, there are positions that are not filled due to a lack of adequate candidates.
2. The efforts to unite training and the labour market require that professional skills be studied with greater depth.
3. The demand for skills differs according to the size of the company.
4. Multinational companies look for people with initiative and problem-solving abilities, and who are customer and result oriented. They should also possess a good capacity for communication and teamwork.
5. The SME values responsibility above all. They look for people committed to the objectives of the company, with the capacity for effort and sacrifice. English is highly valued as a facilitator of the internationalization of business.
6. Universities must keep in mind the labour market's demand for skills. An adequate training in knowledge and skills will help to overcome the dissonances of the market.

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BACK TO SCHOOL-A CHANCE FOR BETTER LIFE

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ABSTRACT

2008 14,9% young people in Europe left school with at most lower secondary school. An upper secondary school education is generally considered as a minimum for taking part in a knowledge based society either for entering the labour market or further/higher education. So the early school leavers need to come back to education as adults to complete upper secondary school education or sometimes even lower secondary school education. Some good reasons to return to education as adults are that higher level of education qualification tends to reduce the risk of unemployment. Education is positive related to increased income, higher living standard, social inclusion and healthy life. Higher level of education qualification also points to a positive relationship to participation in lifelong learning. Young women are better qualified than men except from Turkey. In EU and partner countries the younger generation is better qualified than the older one. How can early school leavers be motivated and inspired to come back to education as adults? Could people who abandoned the school from different reasons and later come back inspire others to come back to education? If they decide to come back how could guidance counsellors give them the best guidance? How can teachers lead and support them to complete their studies as adults? Could teachers from different countries in EU learn from each other?

ATTAINED EDUCATION LEVEL

The educational attainment levels continue to improve, but 17% of 18-24 year-olds in the Union are not in education or training even though they have not completed a qualification beyond lower secondary schooling. Italy (24%), Spain (29%) and Portugal (46%) have the highest proportions of low-qualified young people who are not any more in the educational or training system. In virtually all Member States, women (EU-25 average of 14%) are less likely than men (EU-25 average of 19%) to fall into this category.

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To put the above figures into context, it is useful to look at the activity status of 18-24 year-olds. In EU, a little more than half of this age-group is in education/training (15% combine their studies with a job, 37% are just students), 33% is not in education any more and has a job, 15% is not in education but does not have a job.

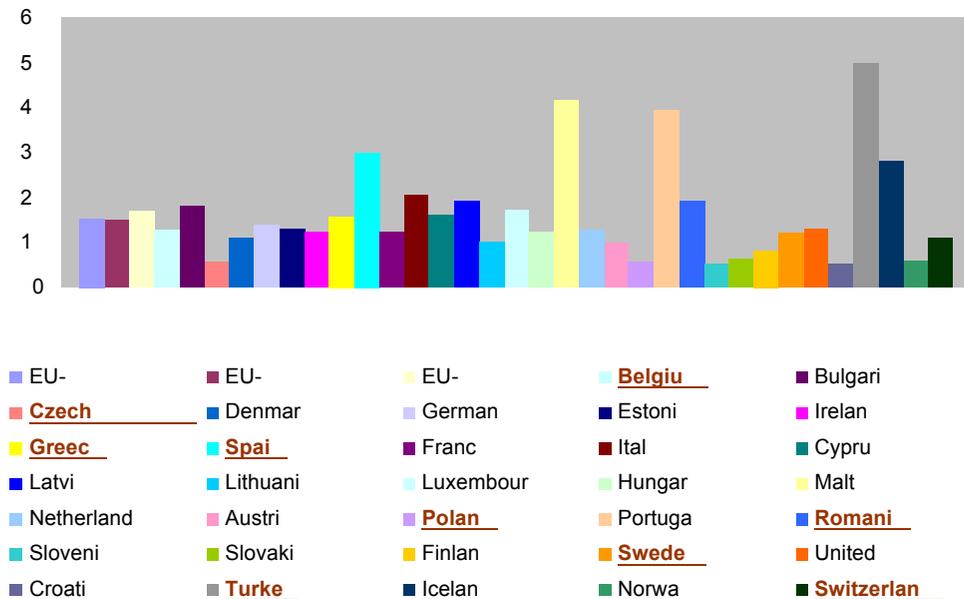


Table 1. Early school-leaving in EU 2006

As you can see from the diagram a few countries has achieved the goal of no more than 10% early school leavers in EU, which is the goal set by the European Commission in order to become a knowledge society. There is still a lot to do to reach the goal.

INSPIRATION AND MOTIVATION

Some people who abandoned school from different reasons actually later come back to education. In project “Back to School- A chance for better life” we asked those people some important questions in order to use that knowledge to inspire and motivate early school leavers to come back to education. The questions we asked them were:

- What were the main reasons why you left school?
- Why did you decide to come back?
- Which main factors did participate in your come back?
- Did you feel more motivated after the come back?
- What did the education meant for you before and what does it mean now?

A summary of the story of Haluk, a man from Turkey

Haluk liked going to school very much. But his father had a farm and he had to help him in the afternoon after school. Since his father was alone Haluk had to help him a lot. One day, during the harvest time he had to leave school. He had no motivation to go back to education until a doctor came to the village to treat his father. The doctor encouraged him to go back to education.

A summary of the story of Gunilla, a woman from Sweden

Gunilla was really tired of studying and started to work at McDonalds. She found out soon that she didn't want to stay there for the rest of her life. She had a dream to become a nurse and she decided to come back to school to complete upper secondary education to begin with.

A summary of the story of Isabel, a woman from Spain

Isabel grew up at the time when the most children went to school until fourteen and then started working to help the family economy. So she did. Her son was everything in her life. When he died by an accident, she felt empty. All the days went in the same way. When she was 49 she came back to school.

A summary of the story of Camile, a man from Belgium

Camile did not consider school as important. He was a boy with migrant background and always had a problem with writing and reading. He changed school several times. Later he started studying to become a coach. The work he delivered was successful. Teacher gave him positive feedback and he had a coach who believed in him.

A summary of the story of Michael, a man from Czech Republic

Michael never had excellent grades at school, he just wished to start earning money as soon as possible. He loved his job as a baker, but since he had a health problem, he started to hate his job. Even if he wanted to find a new job, he found that he wasn't educated enough to get it. He decided to go back to school.

A summary of the story of Zbyszek, a man from Poland

For Zbyszek basic education was not important. He wanted to earn money and become independent financially. At that time it was easy to get a job. But he was persuaded by his daughter to go back to school. And he did. And he did not regret it.

A summary of the story of Crina, a woman from Romania

Crina come from a poor family. Even she was a great student she had to leave school during the financial crises in the country before finishing primary school. In her sixteen she got job in a factory. When economic situation straightened out, she had the

possibility to be promoted on a better job, but she needed a high school diploma. She decided to go back.

The main reason why they left school is different in project countries is, for example, that they are tired of school in Sweden, they must help the family economy in Spain, help at the farm in Turkey, problem with writing and reading in Belgium, problem with bad grades in school in Czech Republic, a wish to earn money in Poland and economic situation in Romania. The reason why they decided to come back is that they wanted changes in life to a better life. And the main factors which did participate in their comeback is encouragement, inner motivation, economy and life changes. We think that those stories of early school leavers who came back could inspire those who had not returned to school yet but need to do it.

WELCOMING THEM BACK TO SCHOOL AS A TEACHER

One of the most important reasons why people enjoy learning or going to school appears to be the positive dynamic of the class or group. What are the reasons of a group's positive dynamic and how is it maintained? At the course created within Back to School project we would like to focus on several starting points from group dynamics that can help us understand the dynamic in a class or group and keep it positive. First, we focus on the development and developmental stages which a group (and thus also a class group) experiences. A group grows and changes and this has its consequences for the educator who leads the group. How is this expressed in leadership style? Which style is best for this class or group? Which style do I use given the developmental stage in which the class or group is at the moment? Each group knows its own development. Yet, according to group psychologists such as W. Schutz (1958), we notice several similarities and recurring patterns. Each group has to learn how to deal with three "core problems" in a specific order. This is so for all types of groups, including short-term groups.

The three core problems of group development are:

- being part of it (inclusion)
- exercising influence (control)
- giving and receiving affection (affection)

Normally, these three themes are addressed in this order. The development flows like a spiral from problem to problem. Over the years, the thinking about group leadership has changed significantly. One has increasingly concluded that born leaders do not exist and that one particular style of leadership cannot be effective in all situations. A leader needs to have various leadership styles and those depend upon the needs of the group and the situation. We sketch this model of "situational leadership" and focus on the aspect "development level" that was worked out by Hersey and Blanchard. An efficient educator knows, as leader of a group, to adjust his/her leadership style to the development of the class or group. A starting (orientation stage) group functioning at beginning level (low development level) will benefit from a directive, steering, and result-oriented style (directing style). A group struggling with underlying relationships in which each member is establishing his own place (control stage) and requires assistance in order to deepen and show his abilities and knowledge (moderate level) needs a coaching, motivating leader. A class or group in which the students deal with

each other in an involved and tight manner (affection stage) but have too little confidence in their abilities (ample development level) is best helped with a participating style. An educator can easily delegate in a group that has reached the autonomous group stage and with which it is clear that the students tap into the capacities as well as the effort they have developed (high development level). There are various techniques that you, as an educator, can use to assist your class or group throughout its development. You know you need to pay attention to two aspects simultaneously in regard to group dynamics: the group members want to achieve their task goals (succeed in achieving predetermined competences) but they also want to establish fun and exciting relationships with each other and with you. Below, we select several tools to efficiently tap into the group development process.

- Clear rules and standards
- The use of a circle or group conversation
- Communication and motivation techniques

When students who have a history of leaving the school system end up in education again, it is especially important that this time, they do feel addressed by the lessons they are being given. When they are not given sufficient learning opportunities, the chance of relapse is consequently great.

David A. Kolb has developed a model with which he describes the existence of various learning styles. Each person has his/her favourite learning style, related to the way in which someone processes and obtains information. This doesn't mean that everyone has only one learning style. Everyone relates to a small part of every learning style. It is therefore the task of the educator to pay attention to all learning styles and to help develop these for each student. How does Kolb arrive at these various learning styles?

Kolb identifies four stages in each learning process.

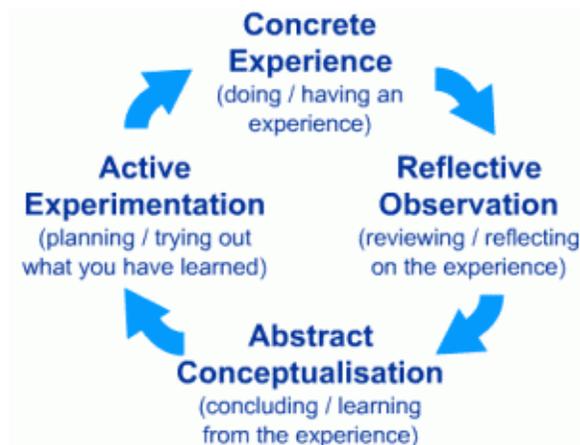


Table 1. Kolbs model

The development of a healthy self-image is a continuous, dynamic process, necessary for the individual to approach the challenges of life in the contemporary, complex society with sufficient self-confidence. From meaningful others it can be expected that they support the individual in this process through a positive basic position characterised by trust, openness, belief in possibilities and providing a challenging environment, taking into account the needs of the individual. From the school, as an institution that serves to realise a big involvement for youths, it can be expected that it take all chances to allow the youths to reach the level of “deep-level-learning.” One way to support the individual in this process is to implement the pedagogy of excellence in practice. Then several conditions must be fulfilled:

1. The educational institution departs from a vision in which the strengths, the talents, and the potential of all students are central; high expectations and high standards are assumed.

2. In order to concretize this vision, a high level of support is organised by the formation and the appointing of

- tutors
- counselors
- mentors.

All this occurs with a view to the integral approach of the student and his study possibilities. In what follows we zoom in on several practical possibilities for the various supervisors. It is also important to learn how we communicate. Communication is an art that is not easily learnt and our inability to communicate is often the cause of situations of misunderstanding and conflicts. To amend this situation, Rosenberg developed a so-called “non-violent” communication method. Conscious, non-violent communication contributes to creating loving attention and presence by concentrating on feelings and needs of the present, in stead of concentrating on what we think is wrong about ourselves and others. Good communication is important in a learning environment.

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SKILLS UPGRADING FOR ALL AGES IN A GREYING SOCIETY

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ABSTRACT

The economic crisis has been turning into an unemployment crisis in the EU. Thus, it comes as no surprise that EU Member States are modernising their labour market policies. In the recent years, these policies have been reoriented towards “activation”, applying tools such as job placement services, career counselling, jobseeker benefits conditional on training participation. However, despite the new sense of urgency for reform, there is a substantial *lack of cross-country cooperation* across Europe.

The conference paper is focusing on *vocational training* as activation tool. It will be argued that public employment policies – but also employers – will generate returns from investments in training. Business and society alike will benefit from a high-skilled workforce, better job performance and thus productivity. At a second stage, it will be analysed that in all European countries the incidence of training tends to decline with age. However, the productive potential of *senior workers* is not substantially impaired by ageing *per se*. Aiming to deliver a relevant skills base, continuous training must become a habit for all ages. Facing pressures due to the demographic change, the paper will finally demonstrate that – in line with better health of senior people – longer working lives will become a necessity. Hence, maintaining workers in employment should be promoted by training schemes, career guidance, part-time employment and gradual retirement schemes. Tapping the potential of experienced, knowledgeable workers is becoming ever crucial. In summary, upgrading the skills portfolio of individuals is one of the greatest challenges facing Europe today.

The policy background: challenges, changes and trends

The nature and scale of the economic, social, environmental, and governance challenges Europeans are facing are unparalleled. Humanity is headed towards nine billion people by midcentury. Demographic changes in the 21st century are confronting European countries with a substantial challenge. The global economic crisis has turned into a long-lasting unemployment crisis with a dramatic impact: European citizens will probably face labour markets with around 10 million fewer jobs now and over the next few years. EU citizens are confronted with a new *speed of change* regarding labour market trends such as non-standard and flexible work arrangements. Work-related training and employment guidance such as job-placement services can hardly keep pace with these developments. Comparing the speed of change, it seems that employment services are a bicycle-driver who tries to keep pace with a *Ferrari*, here standing for the labour market changes.

The *European Centre for the Development of Vocational Training* (CEDEFOP) projected substantial changes regarding the demand for skills on the labour markets: around seven million jobs are expected to be created in the period 2010-2020.¹ Demand for highly qualified people is projected to rise by almost 16 million. Conversely, demand for low-skilled workers is expected to decrease by around 12 million. Interestingly, CEDEFOP stated that “demographic change offers unprecedented opportunities to deepen rather than widen investment in human capital. Potential public budget savings resulting from the falling numbers of students could be used to improve the quality and effectiveness of vocational education and training (VET). ... The need for continuing VET and lifelong learning programmes can be expected to expand considerably as they are crucial to Europe’s efforts to reposition itself in the global economy and respond to the social challenges posed by ageing societies.”²

“Greying societies” can no longer afford employment practices that exclude older workers from the working life. Too valuable is the experience of older workers; too costly would it be to send them into *early retirement schemes*. In fact, the trend towards early retirement seems to have slowed down or stopped in all European countries. However, reversing this trend is highly unpopular: delaying the effective retirement age – currently at approx. 60 years within the EU – to the statutory retirement age – 65 years in several Member States – meets broad resistance. Some evidence points to the direction that continuous workplace training could encourage workers to stay on the labour market longer. Despite this insight, the value of older workers is still in question. Instead, a new perception has to be put on the agenda: older workers are experienced and mature, a valuable source of talent and skills, and willing, fit and able to work hard!

¹ CEDEFOP Synthesis Report *Skills supply and demand in Europe: medium-term forecast up to 2020*, 2009, p. 10.

² CEDEFOP Briefing Note *Will you still need me when I’m 64? – Training and demographic change*, November 2008.

The strategies of the European Union

On early March 2010, the European Commission presented the *Europe 2020 Strategy* identifying three key drivers for growth: smart growth (fostering education, knowledge and innovation), sustainable growth and inclusive growth (raising labour market participation, skills acquisition, fight against poverty).³ Progress of this vision for Europe's social market economy will be measured against *Europe 2020* objectives, for instance that 75% of the population aged 20-64 should be in employment by 2020. In order to meet the policy targets, the agenda "New Skills for New Jobs" aims at creating the necessary conditions in a time of strains on public finance while baby-boomers retire. During the last decade, the focus of the *European Employment Strategy* has been laid on raising employment and not just on reducing unemployment. Increased employment of older workers is seen as a lever to ease the burden of societal ageing and demographic change in Europe.⁴

In February 2010, the European Commission presented the report "New Skills for New Jobs: Action Now".⁵ One of the report's key findings is that investments in skills must be massive and smart. Skills are the "passport for the future". Providing the right incentives for individuals can be achieved through modern training methods, innovative matching tools and *learning vouchers*, a system which is applied for instance in Northern-Italian *Lombardy*. Making lifelong learning a reality is a core objective of the "Strategic framework for European cooperation in education and training" (ET2020). Member States committed themselves to putting in place coherent and comprehensive national lifelong learning strategies.

Substantial differences between national/regional labour market cultures

A recent *Eurobarometer* survey asked if governments should make it easier for older people to keep working after their retirement age, if they wish. The survey found remarkable differences in replies by nationality: almost nine of ten respondents in United Kingdom, Denmark, Finland and the Netherlands stated older persons should be helped to work if they wanted. At the other extreme, 55% of Greeks were opposed. A great share of the Greek population also believe that working people of retirement age would automatically steal jobs from the young. This believe is also popular in Cyprus, Hungary, Portugal and Italy. However, the assumption is wrong.

³ Further information: http://ec.europa.eu/eu2020/index_en.htm.

⁴ European Commission Communication *Increasing the Employment Rate of Older Workers and Delaying the Exit from the Labour Market*, COM (2004) 146, March 2004.

⁵ See: <http://ec.europa.eu/social/main.jsp?catId=568&langId=en&eventsId=232&furtherEvents=yes>; a member of the high-level expert group authoring the report is *Göran Hultin*, adviser to *Manpower*, former director at the ILO; speaker at the Conference "CAREER EU 2010" in Cyprus in May 2010.

Shedding a look at selected EU countries, the substantial *differences* regarding labour market cultures and job-placement practices become evident: In *Denmark*, the social partners (trade unions and employer organizations) are traditionally very influential and play a crucial role in the delivery of training, job-placement and career guidance services. *Germany*, for instance, is characterised by a rights-based welfare tradition: the recent *Hartz IV reform* foresees a recalibration of rights and obligations ('support and demand'); a gradual departure from job and status protection has been taken place because the distribution of generous unemployment benefits was financially no more sustainable. *Greece* has a relatively low degree of private recruitment and temporary work agencies providing job-placement services. *Portugal's* Ministry of Employment and Social Security centrally manages the delivery of training courses.

Finally, *Italy* has no full coverage of unemployment benefits for all sectors. However, since 2008 the Northern-Italian region *Lombardy* has put in place a comprehensive package of reform measures (the DOTE system)⁶: the services of over 600 regional labour market operators have been integrated into one system. Almost 10 million citizens from the region can choose out of a comprehensive catalogue which offers personalised services such as vocational education and training (VET) and career guidance (principle of freedom of choice). The *voucher-based system* allocates financial benefits for jobseekers or persons entering the labour market or in job-transition. To sum up, as Italy's avant-garde region *Lombardy* is moving away from the deeply-rooted "top-down policy making" towards a *participatory approach*. The regional "bottom-up policy approach" is emphasizing a service-delivery close to the citizens coupled with a new policy of outcome- and quality orientation.

The *CEFASS Foundation*, the "European Centre for Social Affairs and Public Health Care" based in Milan,⁷ has been initiating a series of *learning networks* on behalf of the Lombardy Region: groups of experts and practitioners share the goal of gaining knowledge by an exchange of experiences and good practices in the areas of labour market and VET.⁸ These learning networks – partly in cooperation with the Polytechnic University of Milan – provide therefore also a contribution to current regional reform processes.

⁶ See the website of the Regional Government of *Lombardy*: www.regione.lombardia.it; during the CAREER EU 2010 Conference in Cyprus, *good practices* are presented by eleven labour market actors of Lombardy.

⁷ See www.cefass.eu.

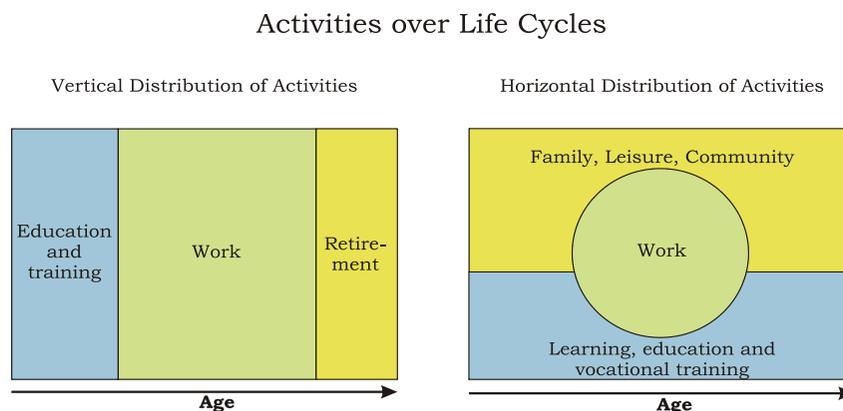
⁸ The *EU-Lifelong-Learning*-project "Community of Practice for extra-curricular Learning Models" (E-CoP), for instance, aims at increasing the level of participation in VET by reducing the rates of early school leavers and improving the quality of learning outcomes for learners/student (www.ecop-project.eu). The *European Association of Career Guidance (EACG)* – to be established during the *CAREER EU 2010 Conference* in Cyprus in May 2010 – intends to promote the cross-country cooperation by an *appropriate mix* of labour market and career guidance practitioners; the *EACG* seeks also to jointly participate in EU-funded programmes (<http://www.career-eu.info/index.php?id=12>).

The horizontal distribution of activities during the course of life

Traditionally, citizens' life-cycles have been vertically divided in the life-cycle periods 'education', 'work' and 'retirement'. This perspective – deeply rooted in our mindset – however no longer corresponds to the course of life of today's workers. The transition between the various stages of life have become more complex. Entering into the labour market and pursuing a career is often interrupted by periods of vocational training or maternity/paternity leave. Likewise, discontinuity through unemployment plays an increasing role in work biographies.⁹ The demarcation line between working as an employed wage earner and being self-employed has become difficult to draw in many countries. In addition, continuous vocational training has become a standard feature in modern working life.

Indeed, a new perception of the course of work/life is needed. In its *Green Paper on Demographic Change*, the European Commission concluded that one of the key priorities for the return to demographic growth is to find "new bridges between the stages of life" and to alter "the frontiers (..) between activity and inactivity".¹⁰ In the last decade, large parts of the socio-economic research community are steadily promoting a *horizontal life cycle approach* (see Figure below).¹¹

Figure: Activities over Life Cycles



Source: Geneviève Reday-Mulvay, International Association for the Study of Insurance Economics; further developed by the author

⁹ Dr Hubert Krieger, *New work biographies in Europe: a challenge to develop an EU work life policy*, European Foundation of the Improvement of Living and Working Conditions, 2004, www.eurofound.eu.int.

¹⁰ Communication of the European Commission *Increasing the Employment of Older Workers and Delaying the Exit from the Labour Market*, op. cit., p. 10-11.

¹¹ For instance Geneviève Reday-Mulvay, Expert at the International Association for the Study of Insurance Economics, *Working beyond 60: key policies and practices in Europe*, p. 21.

To transform the horizontal life cycle approach into concrete, consistent practice, large advances must be made to implement and co-ordinate employment, family, social and financial policies. However, serious knowledge gaps still persist with regard to new work biographies in a comparative perspective. Each generation ages differently. It is very unlikely that today's children will have the same sort of life cycle as today's adults. Correspondingly, social expectations of workplace training are inappropriate and take time to change. Society is still geared to the ageing patterns of the previous generation. Every generation perceives itself as justifiably different from the preceding generation, but plans as if the succeeding generation will be the same as its generation.

Less vocational training for older workers

Research provided by the *European Foundation for the Improvement of Living and Working Conditions* in Dublin indicates that older workers' employability can be enhanced by improving the *quality* of workplaces. One of the findings demonstrated that older wage-earners in low-quality employment with limited training possibilities withdraw from the labour market before the statutory retirement age much more than workers who profit from extensive training programmes until the end of their career.

In the OECD member states, on average 26% of employed persons participate in employer-sponsored *continuous vocational training* each year. In all OECD countries, the incidence of training tends to decline with age. In particular, the average training participation rate of workers aged 56-65 is about three-quarters that of workers aged 36-45. However, the country with the highest continuous vocational training volume and the highest participation rate is Denmark, where workers receive on average 36 hours of employer-sponsored continuous training per year. In France, since 2004 all employees are on average entitled to 20 hours' training per year by law.¹² Legislation also obliges companies to earmark financial resources for training purposes: the equivalent of at least 1.6% of salary. In French companies, works councils have to be informed about the aim of the various training programmes.

Is it more difficult for older workers to learn?

An important aspect of ageing and productivity is whether older workers have greater difficulty in learning new skills. Their pedagogical needs are known to be different from those of younger people. The training of older workers must then be designed to take full advantage of their experience and knowledge while introducing to them new ways of thinking and acting. "*Trainability*", i.e. the aptitude to learn, is not easy to measure. However, the seven-country initiative International Adult Literacy Survey

¹² Droit Individuel de Formation (DIF); the DIF is supposed to depend on the employee's initiative but the employer has a duty to initiate the training programmes required to maintain people in their job.

(IALS) is an important source of evidence about the relationship between age, productivity and trainability: the IALS indicates that literacy skills improve with practice and deteriorate if not used. Therefore, workers employed in a learning environment appear much less susceptible to a decline in trainability. Evidence proves that the productive potential of older people does not appear to be substantially impaired by the ageing *per se*. A decline in performance may be due to skills obsolescence or a burn-out phenomenon which may occur at any age and can be remedied through appropriate training practices or adaptation of working conditions. Training and retraining are therefore important factors in enhancing the employability of older workers.

Occupational prospects: high-qualified workers will be in demand

While all EU countries recognize lifelong learning "from cradle to grave" as a key factor for growth and jobs, the implementation of coherent life-cycle learning strategies remains a critical challenge. Efforts need to be stepped up at the national, regional and local levels in order to show real impact and direct benefit for individual learners. Most industrial societies have experienced a trend towards *individualisation* of training patterns. In the "Knowledge Society", investment in human capital becomes a *sine qua non* condition for future competitiveness. By extending training opportunities, the stage can be set for more flexible and hence more productive employment systems. However, it appears to be crucial to extend (re)training opportunities until the end of people's careers and not to reduce them from the age of 50 onwards.

With the ageing of the labour force, learning across the whole life-cycle takes on ever more importance: it keeps peoples' minds sharp and their employability high. To ensure that people are fit for occupational mobility and further learning, education and training policies should provide for occupational skills combined with *key competences* and *transversal skills* in initial, but also in continuing training. Sound labour market information and less linear approaches to learning and work will help people to adapt more quickly to structural changes.¹³

More life transitions – greater need for a life-cycle approach

The *shortage of skills* represent a substantial challenge for human resource managers, trade unionists and other labour market actors. It is an increasingly important task to support the transfer knowledge to the younger generation – for example by retaining retired employees as "mentors". As an example, numerous geophysicists and biologists of a R&D-company based in Belgium do not want to retire at the age of 65. What they want instead is to work *part-time*! If they were given a part-time consulting responsibility or enrol them in programmes called for example "Mentoring younger people", then great satisfaction on several fronts would be triggered. *Reskilling* people

¹³ CEDEFOP Synthesis Report *Skills supply and demand in Europe: medium-term forecast up to 2020*, 2009, p. 15.

in obsolete roles, *upskilling* the unemployed for new opportunities and *retraining* older workers for less time-consuming positions are the key examples on how training can open access for large pools of talents, which may be going untapped today.

Can Europe generate and keep the skills that its labour markets require? Essentially, Europe's skills challenge does not seem to be one of quality (of people) nor of quantity (of graduates and trained individuals), but rather one of *matching* (between what education system produce and what industry and society need) and of *fluidity* (ability of the skills pool to undergo continuous change in its geographical and sectoral distribution, and to adapt to new challenges and concerns).¹⁴

Age Stereotypes	
<u>Younger Workers</u>	<u>Older Workers</u>
<ul style="list-style-type: none">▪ not likely to stay▪ unreliable	<ul style="list-style-type: none">▪ difficulty with change▪ little return on investment▪ out of date / technophobic▪ poor health
<u>But also...</u>	<u>But also...</u>
<ul style="list-style-type: none">▪ enthusiastic▪ new ideas▪ willing to learn▪ cheaper	<ul style="list-style-type: none">▪ stable▪ experienced

Enhancing the employment rate of the elderly means taking a lifelong perspective on the need for *continuous vocational training*, ensuring that across the labour market regular, tailored training becomes a habit for all ages. Increased training of workers aged 50-plus can both increase their productivity and defer their labour market exit. Not only employers, also chambers of commerce and industry and the trade unions have a crucial role in promoting *learning-conducive workplaces* which release the learning potential of employees.

Conclusions: core features for life-cycle training

Continuous training involves *costs* which are to great part born by taxpayers. This demand on public resources may be moderated if more private investment can be stimulated. There is however a lack of information on vocational training services and their expenditures involved. This makes it difficult for policy-makers and private training providers to know what benefits they are getting for their investments.¹⁵

If decision makers want to involve more elderly citizens in the labour market, the focus should not be limited to the 50-plus age cohorts. *Employability* and ageing in a healthy

¹⁴ European Business Summit Report *Who cares? Who dares? Providing the skills for an innovative and sustainable Europe*, March 2009, authors: Bruno Lanvin, Nils Fonstad, INSEAD eLab team.

¹⁵ OECD, *Career Guidance: A Handbook for Policy Makers*, 2004, p. 49.

way means being active and receiving continuing training input throughout the life cycle. Paradoxically, overall measures aimed at those over 50 without distinction, are likely to aggravate them: efforts to change attitudes by promoting positive images of older people can end up reinforcing *age-related stereotypes*. Every statement that an older worker is more reliable sends out the message that a younger worker is unreliable.

The Employers Forum on Age (EFA), a network of leading British employer organisations,¹⁶ is promoting an even-handed campaign proclaiming that, in the long term, discrimination against younger workers can be counterproductive to an appropriate age-management policy. Work *adaptability* means upskilling and adjusting competences from the beginning of a career path. For a holistic, age-neutral human resource policy the OECD suggests to support the productivity of older workers by adequate wages policies.¹⁷

To recapitulate, effective lifelong training and active labour market policies need to have a number of **core features and recommendations**:

- Ease of *access* to training schemes for all ages and over the lifespan
- Training must become *age-neutral*, i.e. an attractive option for younger, medium-age and experienced workers alike
- Innovative *guidance* for the tailored training scheme delivered to a large range of citizens
- Improving the access to *educational and labour market information* for tailored services, allowing thus “informed choices” of citizens of all age groups
- Tailor-made continuous training for older workers combined with *part-time* employment and *gradual retirement schemes*
- Finding *cost effective ways* to deliver training, for instance by providing strong incentives for private VET institutes

To sum up, age still reinforces the inequalities in access to continuing training which separate wage-earners according to their socio-professional group from the beginning of working life. However, in a greying society threatened by job losses in tailored training effective career guidance for all age groups are the key tools to *bring people into work*: because – from a human point of view – nothing is more rewarding for a person than to receive a paycheck at the end of the month; nothing has a bigger impact on her/his self-confidence and self-respect than to recognize: “I have earned this money for me and my family.”

¹⁶ See the EFA's website: <http://www.efa.org.uk>.

¹⁷ OECD Working Paper No. 420 *The Impact of Ageing on Demand, Factor Markets and Growth*, March 2005, www.oecd.org/eco, pp. 5-6.

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THE BEGINNING OF THE CONTENT AND LANGUAGE INTERGRATED LEARNING AT THE DEPARTMENT OF MATHEMATICS AT THE FACULTY OF EDUCATION AT PALACKY UNIVERSITY IN OLOMOUC

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ABSTRACT

To become equal members of European Union our graduates have to be able to show their proficiency even in a foreign language. In European educational context the need of increasing language education is in the centre of interest. Mostly English becomes the centre of interest because it is the most widespread communicational instrument used by citizens from different countries of the EU. The Framework of Elementary Education of the Czech Republic reflects this tendency and it brought compulsory language education to schools with the condition that pupils and students should be offered English in preference. One of the newest innovative approaches in implementing foreign languages into educational process is the instruction referred to as CLIL.

INTRODUCTION

Teachers at the Faculty of Education at Palacký University in Olomouc, who mostly focus on professional training of primary school teachers, are constantly innovating and updating the teaching offer to adapt it to current trends and requirements of modern society. The Department of Mathematics does not like to lag behind. In order for our graduates to become rightful members of the European Union, they must have good foreign-language skills. In recent years, the European educational sector has focused on the improvement of language education. European Commission's document "Support of Language Education and Language Diversity: Action Plan 2004–2006" [1] stipulates that the ability to understand and to communicate in foreign languages should be one of the basic European citizen skills. Although the document quoted above emphasizes multilingualism, it does not mention any specific foreign languages. Nevertheless, English has long been getting to the forefront of public interest, as it is the most frequently used communication tool all over the world. The "Framework programme for primary education in the Czech Republic" [2] reflects this tendency - it institutes compulsory language teaching and it stipulates that English must be offered

to pupils preferentially. One of the newest innovative approaches in introducing foreign-language teaching is the teaching method known as CLIL (Content and Language Integrated Learning).

CONTENT AND LANGUAGE INTERGRATED LEARNING

The term Content and Language Integrated Learning (CLIL) denotes teaching of non-language subjects (such as mathematics, biology, geography, etc.) in a foreign language. This teaching method allows students to immediately use their foreign-language skills for a specific purpose. This approach is much more effective than learning a language separately from other non-language subjects, and only then to try to use the language skill in a professional field in later life. With this concept, the foreign language can be seen as a tool to acquire new knowledge from a non-language subject, or it can be seen as an integrating element as described by the authors Hofmanová and Novotná [3]: the content of the given subject is developed in a foreign language while the language is practised and perfected. Gradually the content and the language come into balance and the two elements integrate. Thus, the teaching process has two aims - the first one is associated with the non-language subject and the second one with the foreign language used to teach it.

Although the CLIL approach can be used with all subjects, it is necessary to take into account the specifics of each subject and to adjust the teaching process accordingly. Some subjects require the students to learn a specific vocabulary, while others require them to reach a certain language level. It is also necessary be aware of the fact that this form of teaching requires the school to have competent teachers who are sufficiently skilled in the language as well as the specialised subject.

TEACHING MODULES OF MATHEMATICS IN ENGLISH

The title of this chapter is identical with the shortened name of an ESF project implemented at the Department of Mathematics of the Faculty of Education of Palacky University in Olomouc. The Department is a recipient of ESF support in the context of the Operational Programme "Education for Competitiveness", the Priority Axis "Tertiary Education, Research and Development", Support Area "Tertiary Education", for the project *"Innovative Approach to Training Future Teachers of Mathematics with the Use of Teaching Modules in the English Language"*, reg. no. CZ.1.07/2.2.00/07.0104.

The reason for the submission of this project was the need to innovate and adapt the existing teaching offer to the current trends described in the first chapter. The aim of the project, the implementation of which began in May 2009 and will continue until the end of April 2012, is to extend the offer of mathematical subjects for students of mathematics with a new subject: *English Mathematical Terminology*. This subject consists of three modules with mathematical themes in the field of geometry, mathematical analysis and algebra (all within the context of didactics) taught in the English language. Teaching is focused mainly on the basic mathematics-related English terminology, in order to prepare students for reading mathematics bibliography in English, especially for the purposes of tertiary (university) education and for the purposes of subsequent teaching at a primary school. During the period of their studies, students have the op-

portunity to visit a partner institution in the project - European School of Brno - where some subjects are taught in English, including mathematics.

GEOMETRICAL THINKING

The first module, from the field of geometry, is called *Geometrical Thinking*. It introduces students to the basic geometrical terminology in English, with emphasis on terminological differences. The knowledge of elementary chapters from geometry can be used by the students to teach mathematics at a primary school, and they can also use it during their own university studies for self-instruction. In order to pass the module successfully, the students need to have regular attendance, do their homework and pass the final test successfully.

Task 3.2.1



Match the name of properties which are preserved (invariant) under a point reflection with their meaning:

- | | |
|-------------------|---|
| 1. distance | a) parallel lines remain parallel |
| 2. angle measures | b) lengths of segments are the same |
| 3. parallelism | c) remain the same angles |
| 4. colinearity | d) points stay on the same lines |
| 5. midpoint | e) lettering order remains the same |
| 6. orientation | f) midpoints remain the same in each figure |

3.3 Rotational symmetry

Rotational symmetry is symmetry with respect to some or all rotations in n -dimensional euclidean space. There is a centre point around which the object is turned a certain number of degrees and the object still looks the same, i.e. it matches itself a number of times while it is being rotated (= angle of rotation).

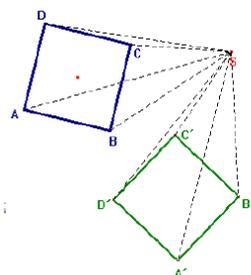


Figure 1: A part of a study text for the *Geometrical Thinking* module

FUNCTIONS AND GRAPHS

The second module, from the field of mathematical analysis, is called *Functions and Graphs*. It introduces students to English terminology of mathematical analysis, especially those pertaining to functions and graphs. Students peruse texts of different levels: a text corresponding to 5th to 9th grade of primary school education, and study materials for university education. The introductory part of the module is devoted to

the language of "spoken mathematics". In order to pass the module successfully, the students need to actively participate in class, to do their homework and to pass the final test successfully.

1.5 Equations for lines

Equations for lines

$x = a$	Vertical line through (a, b)
$y = b$	Horizontal line through (a, b)
$y = kx + q$	Slope-intercept equation
$y - y_0 = k(x - x_0)$	Point-slope equation
$Ax + By = C$	General linear equation (A and B not both zero)

Terms to remember



slope of a line	směrnice přímky
intercept	průsečík
general equation	obecná rovnice

Task 3



- Find an equation for the vertical line through the point $(-1, 4/3)$.
- Find an equation for the horizontal line through the point $(0, \sqrt{2})$.
- Write an equation for the line that passes through the point $(2, 3)$ with slope $-3/2$.
- Write an equation for the line through $(1, 1)$ and $(2, 1)$.
- Write an equation for the line with slope -5 and intercept 2.5 .

Graph all the lines.

Figure 2: A part of a study text for the *Functions and Graphs* module

HOW TO SOLVE SYSTEMS OF EQUATIONS

The third module, from the field of algebra, is called *How to Solve Systems of Equations*. It introduces students to methods of solving systems of linear equations, and it explains when and how they function. It also introduces students to geometric interpretations of solving these systems.

Systems of linear equations are used in many applications in mathematics and in other sciences, and they usually need to be solved numerically. Therefore students will have the opportunity to try the solution directly on a computer. The module is taught in English. By the time of completion of this module, students should be able to apply several of the most important methods for the solution of systems of linear equations,

to derive some simpler methods, to know the strengths and weaknesses of different methods, and to decide which method is most suitable for a given problem. Students who successfully complete this module will be well-acquainted with English mathematical terminology from the field of linear equations. In order to pass the module successfully, the students need to actively participate in class, to do their homework and to pass the final test successfully.

1.1 Systems of linear equations

Linear equation, system of linear equations

Linear equation is the equation when the left-hand side is polynomial (generally in several variables) with degree 1, for example $2x + 3y - 4z + 5$.
A system of linear equations is a set of m equations in n variables x_1, \dots, x_n of the form

$$\begin{aligned} a_{11}x_1 + \dots + a_{1n}x_n &= b_1, \\ \dots & \dots \\ a_{m1}x_1 + \dots + a_{mn}x_n &= b_m \end{aligned}$$

where the values of a_{ij} , b_i and x_j are from the set of complex numbers.

Linear equation, system of linear equations

A solution of a system of linear equations in n variables x_1, \dots, x_n is an ordered list of n complex numbers, s_1, \dots, s_n such that if we substitute s_1 for x_1, \dots, s_n for x_n , then for every equation of the system the left-hand side will equal the right-hand side, i.e. each equation is true simultaneously.

Solution set of a system of linear equations

The solution set of a system of linear equations is the set which contains every solution to the system, and nothing more.
 A solution set can be infinite, or there can be no solutions, in which case we write the solution set as the empty set.



Task 1.1.1

Could you explain, in your own words, why we are talking about matrices in the topic “Systems of linear equations”?

Figure 3: A part of a study text for the *How to Solve Systems of Equations* module

CONCLUSION

Professional training of primary school teachers at the Faculty of Education of Palacký University in Olomouc is continuously undergoing innovations according to current needs and trends. The Department of Mathematics is preparing projects which help implement such innovations. The article points to one specific example of an ESF project which was submitted in order to help adapt the current offer of teaching programmes to present-day trends described at the beginning of this article - especially by focusing on one of the most innovative approaches to teaching - Content and Language Integrated Learning (CLIL).

During this summer semester of the academic year 2009/2010, a pilot run of the new subject "*English Mathematical Terminology*" is already under way. After the completion of the pilot run, results from a questionnaire survey will be analysed, on the basis of which individual modules will be finalised for teaching programmes in subsequent academic years. From previews of study texts in individual modules it is quite clear that the study materials were prepared in accordance with the methodology for distance education. Therefore it is not necessary to cover all subject matter within seminars as such. Students are able to study the materials in advance on their own, which makes the actual time spent in class much more effective. In future, study materials will be converted into an interactive form which will be distributed to students through a learning management system (LMS). The Department of Mathematics has had plenty of experience with teaching programmes which combine elements of distance education (e-learning) with attendance-based in-class education, a method which is called "blended learning". According to our previous experience, this combination is highly effective, it has been very relevant in recent years, and it has been discussed thoroughly in other EU countries.

The article has been written in the context of the ESF project "Innovative Approach to Training Future Teachers of Mathematics with the Use of Teaching Modules in the English Language", reg. no. CZ.1.07/2.2.00/07.0104. This educational project is co-financed from the European Social Fund and the Czech state budget.

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AN EXPERT SYSTEM FOR VOCATIONAL GUIDANCE

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ABSTRACT

We present an expert system, which analyzes the personality of a candidate, matches this to several sectors of the economy, and then retrieves specific professions, specialisations and vocations that are suitable for the person under investigation. When we refer to an “expert system”, we imply advanced software which processes specialised knowledge regarding personality types, special aptitudes and abilities, and corresponding work environments. The software is part of the Computer Academy Psychometric Series (CAPS) of questionnaires and inventories, otherwise known as ARISTON series of tests, designed to provide reliable services for strategic decision-making and national planning, as well as vocational guidance.

1. INTRODUCTION

The combination of the words “vocational” and “guidance” first appeared in print in a report in May 1908, by Frank Parsons, director of the Vocational Bureau of Boston, Massachusetts. The Vocational Bureau of Boston in 1924, based on the Parson’s report, stated that vocational guidance is the giving of information, experience and advice about choosing an occupation, preparing for it, entering it and progressing in it. Frank Parson later on called attention on the fact that this idea contained striking differences even though it appears simple at first look and emphasised the importance for the individual to do something for himself - “choose an occupation...” Even though many years have passed from these days, the concepts of vocational guidance have not changed in any way.

Several decades later, the European Union Ministers meeting in Rome 21-23/11/1994 defined “Vocational Counselling” as a continuous process that supports people throughout their lives in making and materializing their personal and vocational plans, helping them identify their goals and their abilities and informing them on job facts and trends, on professional progress, on the labour market and on the economic status quo. In this way, individuals can define their professional perspectives themselves, broadening them further, beyond the borders of the country where they were born or where they live.

When talking about vocational counselling we have to recognise two sets of differences that are involved. The first set is the differences among individuals, and therefore differences in general physical characteristics, personality traits, special limitations, special aptitudes and other differences. The second set is the thousands of job opportunities and the requirements for these jobs or work environments according to the theory of John Holland [Holland 1996]. The main issue of vocational guidance is that of assisting an individual who possesses certain assets, liabilities and possibilities to select from thousands of occupations the one most suitable for him, and then help him to prepare for it. Evidently, one of the difficulties is related to the fact that the individual has to choose one out of several thousands of professions and specialisations, many of which he/she will not have heard of anyway, let alone discover his personality or “know thyself” according to Socrates.

There is no doubt that the future is with Computer-Aided Careers Guidance (CACG) systems for several reasons, including objective reasoning, precision, political and economic concerns as well as technical and professional ones [Jackson 1993]. We are interested in fully automated and integrated systems, which utilise codified expert knowledge. In this paper, we present the main features of an expert system known as ARISTON test, which:

- a) Elicits all necessary personality traits through specially designed psychometric questionnaires based on state of the art theory and practice [American Council on Education 2005, American Educational Research Association 2009].
- b) Codifies the traits in such a way as to make them easily processed by expert system rules.
- c) Matches personality traits with specialisations using multifactorial statistical models.
- d) Quantifies each and every specialisation in terms of the degree to which it matches with the personality traits.
- e) Retrieves from the knowledge base only those specialisations that have a high degree of relevance with the traits.

The methodology adopted by the ARISTON series of tests is novel in that at each stage of the analysis all corresponding factors are quantified dynamically using clustering models, fuzzy sets and uncertainty models, whereby the underlying algorithms can identify and select the nearest neighbours to the personality traits under investigation. Previous approaches [Hasebrook 1997] have given emphasis on the utilisation of multimedia systems to inform the individual rather than elicit his personality traits. In our case, the elicitation logic as well as the processing of the answers given by the individual are based on precise rules with measurable results, rather than on estimations and “discovery” approaches. We give emphasis on the actual match between personality and specialisations and the retrieval of the corresponding set of professions-specialisations, rather than on the examination of the relationship between career patterns and personality types or the psychological factors affecting the decision of the individual [Coetzee et al 2009].

Regarding specialisations, Frederic Kuder was the first to propose a methodology for eliciting interests, and relating these to sets and sub-sets of 10 major predefined classes

of professions [Kuder 1960] that match the preferences of the individual. The “Kuder Preference Record C” was automated back in 1973-74 [Yannakoudakis 1991], and according to our findings Yannakoudakis was in fact the first scientist to automate a psychometric test and collect data for standardisation in the United Kingdom. Thus, the first test was programmed in FORTRAN I using punched cards on an ICL computer running the GEORGE I operating system. The system has since evolved into an expert system in PROLOG, C and SQL and according to bibliographic records, it is the longest running, fully automated psychometric test in the world.

To conclude this introduction, we claim that for a psychological theory to support vocational counselling, it must give solutions and answers to specific problems, including the following vital questions:

- a) What features of the personality are related to what vocational environments - specialisations?
- b) How can we measure the degree of relationship between personality and vocational environments - specialisations?

Evidently, the ultimate objective is to guarantee job satisfaction while maximizing achievement and productivity. Quoting Yannakoudakis “...in an ideal society we have a state of affairs where each individual is employed doing what he or she ordinarily prefers to do, offering exactly the services that are required at a national level, thus, satisfying both employees and workers.” [Yannakoudakis 1999].

2. THE BATTERY ADOPTED

The knowledge base of ARISTON is coded by age, sex, nationality, personality factors, academic departments, occupations and specialisations, while the norms and all standard measures are derived using an extensive set of thousands of professionals and young people. The battery of ARISTON we present in this paper is known as CAPS-VOC and is specifically designed with the aim to:

- a) Identify hidden talents, professional inclinations, aptitudes, abilities, and special features and traits of personality.
- b) Verify whether the person can cope with the requirements of specific work environments or specialisations.
- c) Verify the practised profession and the degree to which this is compatible with the personality of the individual.
- d) Identify alternative vocational interests and occupational areas that are fully compatible with a person.
- e) Support tasks concerning recruitment, transfer and promotion, area of specialisation, placement in departments, vocational and career counselling, and general human resources management.

The CAPS series include tests on cerebral hemispheres, diagrammatic reasoning, colours, logic, emotional quotient, work motives, values, decision-making,

communication, primary personality factors, psychopathology, and learning difficulties. The battery of psychometric factors we administered was based on the following set of core tests we consider vital for computer-based vocational counselling [Computer Academy 1998]. The battery was evaluated on a set of over 6500 cases and showed very high reliability – validity measures, including, 0.92 Cronbach, 0.96 Spearman Brown, 0.90 Kuder-Richardson-20.

- 1) Locus of control according to the theories of Rotter and Zimbardo [Zimbardo 1985].
- 2) Self-esteem [Rosenberg 1965].
- 3) The RIASEC scale (**R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, **C**onventional) [Holland J. L. 1996].
- 4) The CAPS scale (**C**omputer **A**cademy **P**sychometric **S**eries), which was developed in order to encompass all major internationally acceptable academic - work environments.
- 5) The aptitudes scale, which includes numerical, language, mechanical and diagrammatical abilities.
- 6) The truth scale, which is used for the computation of truth scores to measure the extent to which the individual has been sincere with his answers.

3. OVERVIEW OF THE EXPERT SYSTEM

The architecture of the system allows for independent development of the software modules, the knowledge base and the corresponding rules. The major conceptual modules of the system are presented in Figure 1, where we see four main entities: a) Professions – Specialisations and rule set A, b) Psychometric factors and rule set B, c) Work environments and rule set C, d) Questionnaires - prompts and rule set D. All the relationships are of type many : many (denoted by the arrows), where, for example, a rule from set B can be applied to several different specialisations and a specialisation can invoke different rules from set B. Similarly, a question (i.e. 1 or more concepts) can be applicable to several factors in set B and a factor may require several different questions from set D.

Another novel approach adopted by ARISTON is that it uses well-defined concepts from a thesaurus tree, where each concept (usually represented by a word or simple phrase) is “linked” to others by means of specific relationships. Typical relationships are **BT** (Broader Term), **RT** (Related Term), **ET** (Equivalent Term), etc. This enables the expert system to detect all inconsistencies in the answers given by the individual, but most importantly, it provides an intelligent platform to quantify the answers and identify clusters of related concepts and therefore personality factors.

The architecture of the system allows for independent development of the entities and fine-tuning of the rules, without affecting the knowledge base. Moreover, the administrator is in a position to define ranges and operational intervals, as well as tailor-made reports, depending on the use of the findings (e.g. vocational guidance, personnel selection, personal development, etc.).

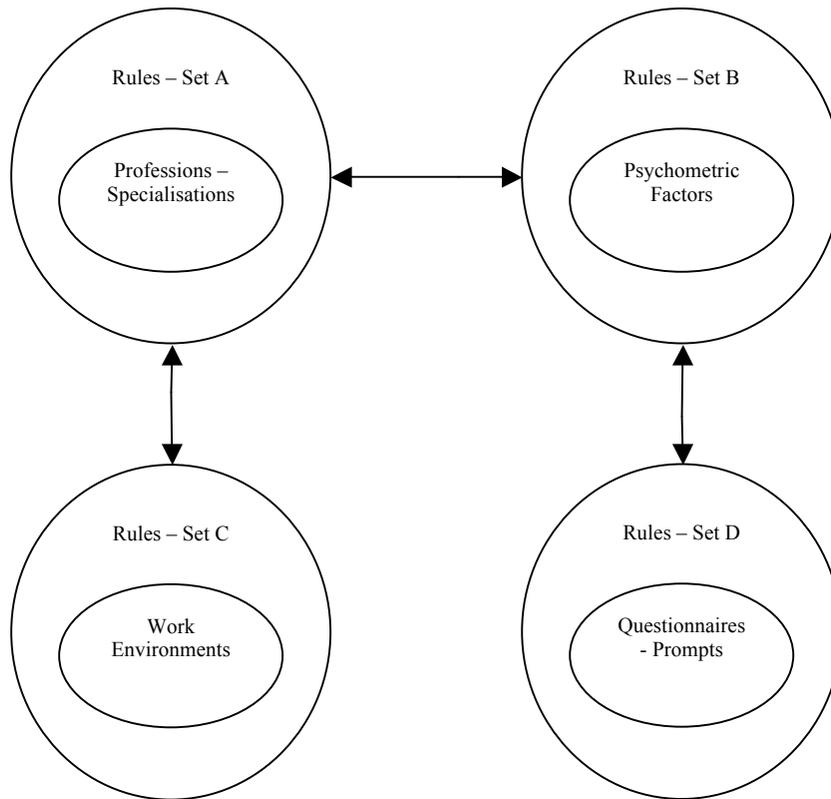


Figure 1. Outline of the Expert System Modules

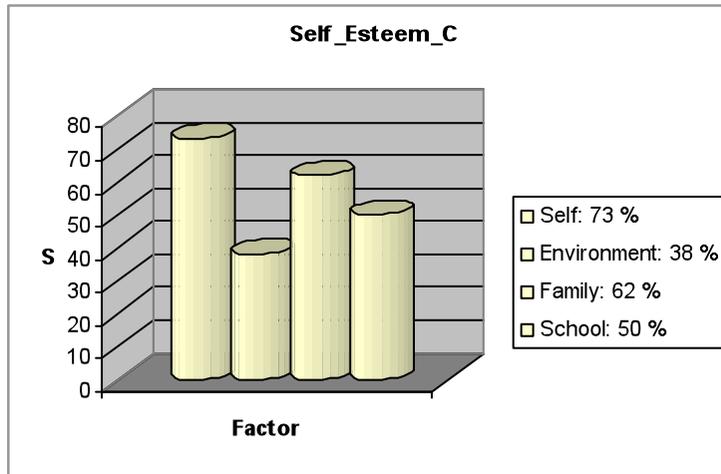
4. REPORTS PRODUCED

The reports contain analytical measures and standardised scores, comparing the individual with others in the same age, sex, and country, as well as with successful professionals in the clusters of specialisations that match with the personality under investigation. The reports also include assessments regarding truth scores, duration of administration, standard measures for all psychometric factors, advanced statistical graphs (mainly Zipf and Mandelbrot), consistency and differentiation of factors, degree of match between current and suggested cluster of specialisation, etc.

In order for the reader to appreciate the richness of the reports produced by the system we present histograms and conclusions from real cases, exactly as synthesised by the rules invoked.

- (a) **Abilities** – Example Conclusion: “You appear to have the required levels of abilities to practice the professions retrieved. Your abilities are ranked as follows: Diagrammatic, Numeric, Mechanical, Language”.

- (b) **Self-esteem** – Example Conclusion: “Self (general self-esteem), Environment (esteem by the social environment), Family (esteem by the parents - close relatives), School (esteem at school - academic environment). Although your self-esteem is high, your self-esteem regarding your social environment is low. This means that you feel that you are not accepted by your social environment, which includes people close to you and those in your wide social environment”.



- (c) **Locus of control** – Example Conclusion: “Your way of thinking and your attitude indicate that you are in a position to keep control of yourself and of the circumstances around you. Nevertheless, your faith in your abilities sometimes urges you to underestimate the true dimensions of reality and to fail to take appropriate actions; as a result, you are forced to face the repercussions of your behaviour. Your ability to keep control in your everyday dealings with others is not particularly affected by your emotions. Moreover, you appear to be down-to-earth and a person who appreciates having control of things. However, you have to realize that, although you possess the ability to control the circumstances around you, reality is tough”.
- (d) **RIASEC Scale** – Example Conclusion: “Your personality types are ranked as follows: Enterprising, Conventional, Social, Realistic, Investigative, Artistic”.
- (e) **Factors** – Example Table: A subset of factors, showing test, factor, percentage, and the standard measures Z, T and Sten score.

Test	Factor	Z score	T score	Sten
Abilities	Numeric	0.9	59	7
Abilities	Language	0.1	51	6
Abilities	Mechanical	0.3	53	6
Abilities	Diagrammatic	1.4	64	8
RIASEC Scale	Realistic	-0.7	43	4
RIASEC Scale	Investigative	-1	40	4
RIASEC Scale	Artistic	-2	30	2
RIASEC Scale	Social	-0.3	47	5
RIASEC Scale	Enterprising	1.8	68	8
RIASEC Scale	Conventional	0.1	51	6
Self Esteem	Self Esteem	1.5	65	8
Self Esteem	Environment	1.3	63	7
Self Esteem	Family	-0.1	49	5
Self Esteem	School	0.8	58	7
Control	External	-0.4	46	5
Control	Internal	0.2	52	6
CAPS Scale	Humanities	-1.5	35	3
CAPS Scale	Arts	-0.7	43	4
CAPS Scale	Law	-0.3	47	5
CAPS Scale	Social Sciences	-1.7	33	3
CAPS Scale	Communication	-0.8	42	4
CAPS Scale	Economics	0.6	56	6
CAPS Scale	Life Sciences	-0.1	49	5
CAPS Scale	Natural Sciences	-1.4	36	3
CAPS Scale	Environment	0.1	51	6
CAPS Scale	Mathematics	0.1	51	6
CAPS Scale	Computing	0.6	56	6
CAPS Scale	Education	-1.5	35	3
CAPS Scale	Mechanical	0.4	54	6
CAPS Scale	Architecture	-0.3	47	5
CAPS Scale	Agriculture	-0.5	45	5
CAPS Scale	Health Sciences	-1.2	38	4
CAPS Scale	Athletics	1.5	65	8
CAPS Scale	Services	1.1	61	7
CAPS Scale	Security	-0.3	47	5

(f) **Specialisations** – Example Table: Specialisations, presented in descending “rank” order, where the rank is used to form clusters of equivalent vocational areas. The rank is computed from all the psychometric measures shown in the table:

- 1) Faculty: Specific faculty / academic area with a percentage that represents the degree of the expressed interest in the area.

- 2) Faculty-Speciality: A more Specific specialisation (profession) that requires a Degree / Diploma of higher education. Each Inter-Disciplinary specialisation is indicated by '(ID)'.
- 3) RAL (Rank And Level): represents a novel approach to measuring the degree of match between the personality and the corresponding faculty / specialisation. The 1st digit measures the degree of the expressed interest in the corresponding faculty (scale 1 - 10), and the second digit measures the degree of congruence between the personality of the individual and the personality of successful professionals practicing the corresponding profession (scale 1 - 4).
- 4) Score: measures the degree of congruence between the personality and the specialisation (score A is best, score B is second best, etc.).

In the following table, we see the new clusters derived [Yannakoudakis 1991, 1999, 2009] during the invocation of the rules in set A (see Figure 1): (a) 8 clusters according to overall Rank, (b) 2 clusters according to RAL – first digit, (c) 3 clusters according to RAL – second digit, (d) 4 clusters according to the personality score alone. Note that the algorithm may distribute a single work environment across several different sets of clusters.

Rank	Faculty	Faculty-Speciality	RAL	Score
1	Services (83)	Tourist office – tour operator	1.1	A
1	Services (83)	Home economics & bionomics specialist	1.1	A
1	Services (83)	Management of shipping & tourism (ID)	1.1	A
2	Economics (68)	Supplies chain specialist	2.1	A
3	Economics (68)	Business organisation & management	2.2	A
3	Economics (68)	Communications & marketing specialist	2.2	A
3	Economics (68)	Informatics – web banking specialist (ID)	2.2	A
3	Computing (68)	Computer scientist - banking applications (ID)	2.2	A
3	Economics (68)	Underwriter - insurer	2.2	A
4	Athletics (92)	Gymnast	1.4	B
4	Athletics (92)	Manager – sports organiser (ID)	1.4	B
4	Services (83)	Hotel manager	1.4	B
4	Services (83)	Tourism development specialist	1.4	B
4	Services (83)	Tourist business manager	1.4	B
5	Athletics (92)	Physical education and athletics specialist	1.4	C
5	Services (83)	Guide	1.4	C
6	Mechanical (64)	Air traffic controller	2.4	B

6	Mechanical (64)	Flying attendant	2.4	B
6	Mechanical (64)	Flying steward	2.4	B
6	Economics (68)	Athletics manager (ID)	2.4	B
6	Economics (68)	Chartered accountant	2.4	B
6	Economics (68)	Economics & finance specialist	2.4	B
6	Economics (68)	Management – Tourism (ID)	2.4	B
6	Economics (68)	Packaging & product distribution specialist	2.4	B
6	Economics (68)	Project manager	2.4	B
6	Economics (68)	Tax consultant – accountant	2.4	B
7	Computing (68)	Computer scientist – management science & technology (ID)	2.4	C
7	Mechanical (64)	Captain	2.4	C
8	Computing (68)	Computer scientist – commercial applications (ID)	2.4	D
8	Computing (68)	Computer scientist – industry	2.4	D

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SETTING UP THE SYSTEM OF COMPLEX HUMAN SERVICE FOR STUDENTS AT BUDAPEST BUSINESS SCHOOL (HUNGARY, BUDAPEST)

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ABSTRACT

The Budapest Business School (BBS) is the largest economical college of Hungary, which educates its students in 3 well-established faculties.

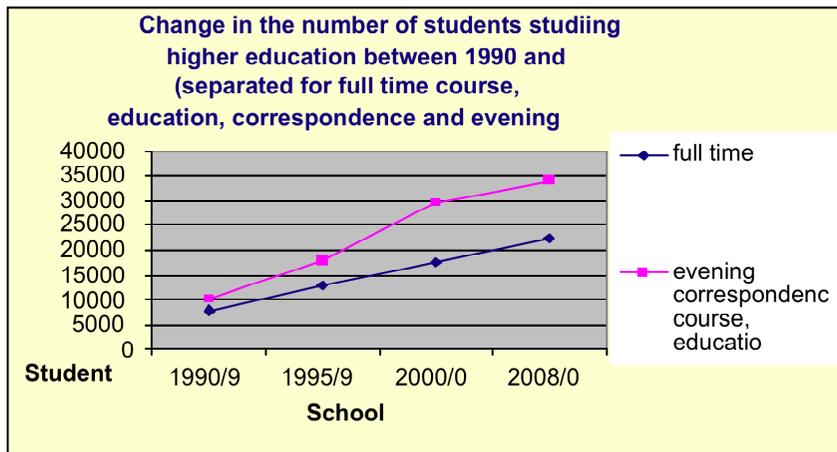
In the last 2 years through European Union financial assistance the higher educational institutions could tender to receive subsidy and improve student human service activities.

The BBS won an application in Autumn 2009. Based on the application in our presentation we wish to introduce the project through the following points: Expected results of setting up and operating of the Graduate Career Follow-up System, Launching of Alumni services, Continuous process improvement in the Career Offices and the IT support of the mentioned activities.

REVIEWING CHANGES IN HUNGARIAN HIGHER EDUCATION THROUGH THE LAST 20 YEARS' STATISTICAL DATA

After political transformation (1989) there was a great expansion in Hungarian higher education. Since 1986 there is a continuous growth in the number of full time students, just as well as in the number of evening, and correspondence students and those who take part in distance education since 1992. Number of college and university students increased from a 100 thousand to more than 340 thousand since the political transformation. Number of fresh graduates began to rise in 1995, since that this number approximately doubled. Nowadays there are more than 50 thousand graduates yearly, which is more than double of their number in the year of political transformation.

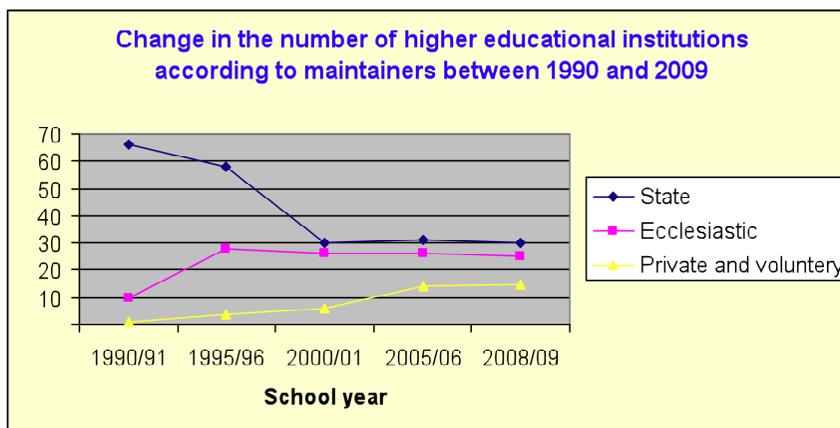
Picture 1



Source: Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010¹

Further important changes are shown in the trend of higher institutions' number and the distribution in the maintainers' structure. Educational policy trend which set sights on integrating smaller higher education institutions showed up in the early 90's. In this way many of smaller colleges became individual faculty and part of main universities. In parallel with individual colleges founded new and common colleges, this is how Budapest Business School was established. It meant that the number of state supported institutions reduced by half. After political transformation due to the changes in regulations number of ecclesiastic, private and voluntary higher education institutions started to increase. All that resulted that the number of institutions equals with the indicators of the 90's, but the maintainers' structure basically changed.

Picture 2

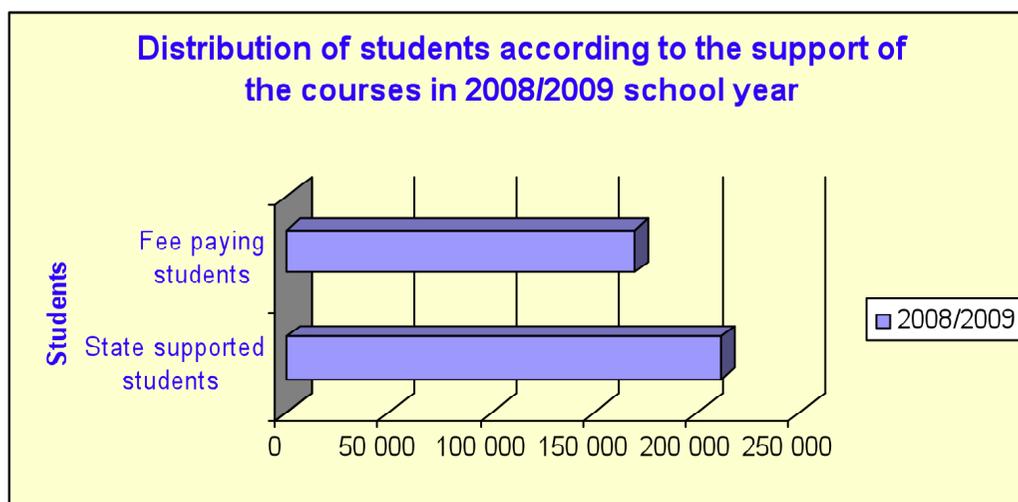


Source: Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010²

Starting up and implementing Bologna process resulted significant transformation. During accreditation of BA/BSc and MA/MSc courses the aim of Hungarian higher educational policy was to reduce the number of accredited courses, to abolish overlapping between courses and to implement interoperability between courses.

As you can see on Picture 3 one of the reasons of increasing student number that there are more and more fee-paying students in higher education.

Picture 3



Source: *Statistical Data of Hungarian Higher Education 2008*. Hungarian Central Statistical Office, authors, 2010³

Meanwhile political, economical and social effects of political transformation made basic changes in the structure of labour market. Principle of full employment terminated so regulation of supply and demand prevailed. These processes passed off so quickly, while the structural and content reactions of education is much slower and results of changes became perceptible a few years later. In the middle of the 90's a research focused on the increased number of graduates to analyse the interaction between labour market and education (Kertesi-Köllő, 2006⁴).

The research findings were published in 2006, these are the following:

- Since 1995 50% of full time employees are professionals.
- Jobs which required higher educational diploma were filled with graduates.
- Educational expansion is not only influences labour market supply but significantly contributes to increase demand for graduates.
- People with secondary qualification found other jobs, in many cases they displaced the lower educated people.

Based on these points we could suppose all graduates are employed, but of course it is not so. According to labour and economical experts it is important and thought-provoking that the present indicators will expectedly decline (eg. effect of economical crisis), future trends are not promising.

With this introduction we tried to show you the main changes in higher education and on the labour market. All these means education had to face with new tasks. New ideas arised from students and from labour market which have not had tradition, standard methodology and human resources support in the higher education institutions. Before we come to that point I would like to highlight **a few more factors which generated further developments:**

1. Introducing credit system, guarantee the interoperability between institutions, domestic and foreign periods of study for students.
2. Possibility to have individual schedule, abolishing standard study groups.
3. Broadening educational supply (institutions and courses), getting tougher to decide about further studies (secondary school).
4. Transformation of profession system
5. Drastic increase of students taught by higher educational teachers (group numbers, didactics, methodology of calling to account) which resulted that today 16 is the average number of students per one teacher.

For instance in this semester I had more than 200 students at my courses, with whom I met once a week. The average number of student at my seminar classes is 30 which number shows that the previous system which let us make a personal relation with students inevitably changed. My example not necessarily general but shows the recent problem.

6. Transformation of the structure of higher educational institutions and the infrastructure of the 90's had a significant effect on its management, in this way these measures generated to launch fee-paying courses.
7. Developing personal competences of students (eg. consciousness, decision making, self-knowledge etc.) has not had tradition, neither secondary schools nor higher education played that role or only partially (due to the previous smaller number of students). Earlier this role was played by the parents.

We have no time in this presentation to analyse these points and the effects of last 20 years (although it would really be a pleasure for us to stay a few more days with you in Cyprus), but our goal was to show how important was to create counselling in higher education.

The first important initiative started with the support of a private foundation on 5 main universities where Career Offices were established. This process was effectively supported by the Hungarian Counselling Association (FETA), which we would like to introduce you in a few sentences.

THE HUNGARIAN COUNSELLING ASSOCIATION (FETA)

The Hungarian Counselling Association (FETA) was founded in 1995 to incorporate various organizations and individuals dealing with counselling at higher education institutions in Hungary. Functioning as an umbrella organization for all those who promote or practise student counselling, FETA strives to generate a student-centred attitude at universities, colleges and social institutions. Hungarian Counselling Association has been a registered charity since 1998.

Thus, the Association aims to co-operate with higher education counselling services on a national scale to develop informational, consulting and therapeutic methods utilized both in individual and group cases. In addition, they provide professional assistance in

the creation of a modern institutional system which includes regular mental hygiene consultation for teachers and courses for student counsellors. Today the Association has a conference in Budapest, where our Alumni coordinator represents us.⁵

Launched developments slowed down, because the main task in the next few years was to transform higher education, professional work could start again after 2002. That was supported by some EU tender but these primer aim was to improve the content of education and infrastructure. After 2005 there were some further changes. By today almost all the higher education institutions have Career Offices, although the organizational structure, supporters and activities are different. It is an important change within postgraduate courses more universities launched career and student guidance courses and the cooperation between experts is more and more active. The **Social Renewal Operation Programme (TÁMOP)** supports these activities through EU sources. The programme announced an application to ensure student human service activities for higher educational institutions. The application was announced in 2009 by the Ministry of Education and Culture, which implementation started in Autumn. Before we introduce this process to you, let us introduce our school in a few sentences.

HISTORY OF BUDAPEST BUSINESS SCHOOL

The Budapest Business School (BBS) is the largest economical college of Hungary, which educates the students in 3 well-established faculties.

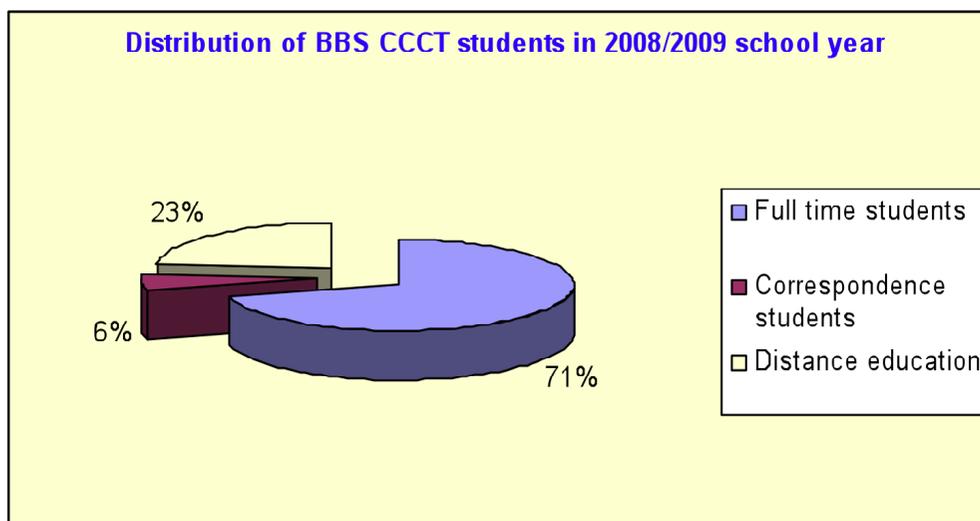
We teach professional economists with well-founded theoretical and practical knowledge on different levels (BSc/BA, MSc) and fields of study (e.g. tourism and catering, commerce and marketing, finance and accountancy; human resources, international management, communication, professional teacher in commerce). In the past 3 years we launched our MSc courses for full time students and in distance education.

The number of our students was 17 796 in 2008/2009 school year. Out of that we had 15 672 BSc full time students and 4204 correspondence students or students do distance studies. We have four courses (tourism and catering, commerce and marketing, finance and accountancy and international management) which are also educated in foreign languages (English, German and French).

BBS was established in 2001 with the fusion of 3 individual economical colleges: **College of Commerce Catering and Tourism**, College of Finance and Accountancy and the College of International Management and Business Studies.

The Budapest Business School, College of Commerce, Catering and Tourism (BGF KVIK) traces its history back to the beginning of commercial education in Hungary, being the legal successor and academic inheritor of the Academy of Commerce of Pest, established in 1857 and having a significant status in the history of education. Over recent decades it has continuously built on and advanced this tradition. The widening and modernizing of course programmes are in accordandance with the objectives of education development and have contributed to the professional recognition of the faculty, which today is part of a college with the highest number of students in Hungary. Our courses are consistently oversubscribed. The educational philosophy of

the college is to train professionals with a high level of theoretical knowledge and practical skills, combined with the ability to communicate in foreign languages and to implement their knowledge in practice, by forming their intellectual characteristics. Students who graduate are awarded a globally recognised degree. This effort of our faculty is based upon the activity of well-known teachers and professionals from Hungary and abroad.

Picture 4

Source: *Statistical Data of Hungarian Higher Education 2008*. Hungarian Central Statistical Office, authors, 2010⁶

CAREER OFFICE AT BBS CCCT

Important informations:

The office operates since March 2010. In a separated office the Director and Assistant of the Career Office work together with the Alumni and Business Relation Coordinator. Organically we belong to Dean's office, we report twice a year about our activities. We drew our main goals, mission and philosophy. The main aim of our office is to foster the communication and relationship building between students and labour market. Our task is to help students through informations, presentations, trainings and personal counselling in career planning to find a job which is in accordance with their personality, knowledge and skills. The other significant aim of the office is to encourage students for life long learning.

Our philosophy: Conscious career development is a process, during that student counsellors have different tasks in accordance with students' life situations.

Our target group: all students!

In the last few years we continuously changed our activities:

For students:

- Organizing and transacting of high school roadshows: information presentations and personal contacts with high school students.
- Organizing information programmes and professional meetings cooperated with the labour market.
- We had a Job Fair in 2007, but we organize Career days continuously (in each semester) with professional participants. Our experience shows students like to take part on these programmes if they need in their concrete life situation.
- Sending newsletter to student about job opportunities. We try to satisfy specific student claims, primarily when they look for a job to spend their professional practises. Professional departments coordinate professional practises, the Career Office helps their job.
- Counselling activities: about the topics of career planning, further studies, job hunting, cv, finding job abroad, further professional practise after graduation and learning methodology. These activities are mainly directed by the director of the office and our psychologist colleagues. Students ask for an appointment previously. Counselling activity requires keen attention.
- Counselling in groups: self-knowledge and competence measures in cooperation with external experts.

Employers

- Creation of database, continuous relation building, note the claims of labour market.

Alumni

- Creation of system
- Creation of student database
- Programmes.

Development and maintenance of internal and external relations.

Career Office practises its activities successfully, this is shown by the feedbacks from students and employers. Although it is obvious that further developments are indispensable. That is why Social Renewal Operational Programme is an important milestone in our activity, it supports our following activities which means in that case it is going to be realized in cooperation of our three faculties⁷:

1. Configuration of Graduate Career Follow-up System
 - Elaboration of a handbook (process regulation, standards, valuation methodology).
 - Configuration of technical background
 - Student motivation and tracking queries
 - Survey in the circle of employers in every second year
 - Adaption, valuation, possible modifications, feedback
2. Foundation and development of Alumni service
 - Organizational configuration and regulation
 - Development of a virtual community place
 - Operating membership card system (card issue and cooperations)
 - Large-scale programmes separated for fields of studies annually
 - Smaller programmes, excursions, workshops several times a year
3. Development of data set based Managerial Information System
4. Development of complex student human service
 - Configuration and regulation of human service system

- Purchasing literature background
- Further development of high school counselling system
- Organizing professional forums as an experiment
- Further development of employers database
- Forming of peer counselling group
- Forming of mentor system for the first year students
- Forming of career management, training of trainers
- Organizing conusellings, trainings (life conduct, self-knowledge, career, educational, conflict management)

5. Development of talent care service

We have two years to implement all the tasks and the undertakings to be provided by tenderers is to guarantee the sustainability for five more years.

We formed workgroups separately for each topic, which members represent the three faculties and they have adequate professional and project managing competences. Teams work individually, their work is supported by the professional leader and the project manager. We received 350 000 Euro subsidy to implement the project, BBS has 72 000 Euro private resources in it.

We would like to describe you some professional areas in more details which show where we see the main problems and challenges.

FOUNDATION AND DEVELOPMENT OF ALUMNI SERVICES

In Western Europe this system has a significant tradition, although in Hungary only a few institutions started alumni services (mainly universities). Because of the reasons we mentioned in the beginning this service is more likely to come into prominence in our faculty, in that way our alumni coordinator strated her job from September 2008. In 2009 our faculty had its 40th anniversary, it was a great opportunity to enlist our students who graduated 25 and 40 years ago. Besides them we invited our pensioner teachers as well. The success of the conference proved that old students are still interested in their school. Since that we continued to expand our database and with the application's subsidy we are working on a new alumni webpage, which ensures a virtual place to build and maintain relationships and constitutes a bridge between our old and recent students. Relations built that way support efficiency of Graduate Follow-up System's operation and in the same time the activity of Career Office. We think it is an important point that this webpage can place professional information, to show experiences of graduated students and news about conferences and courses offered by our faculty.

DEVELOPMENT OF COMPLEX STUDENT HUMAN SERVICES

Referring to our previous thoughts we think it is important to highlight three topics:

1. Forming of peer counselling groups, training.

When our office established we already thought it was important to enlist student who are interested in our activities, because peer helpers play an important role in building relationship with students, in enlisting, but mainly in individual and group counselling. Basically we have a good relationship with Student Unions, we cooperate in many

ways. We think it is important to train a group which would be able to be self-organized in the future and which would be professionally supported by the Career Office. Trainings and recruiting would start in September in collaboration with internal and external experts. There are many researches were published about that topic which we could use in our system.

2. Forming of mentor system for first year students

With implementation of Bologna process we started a Learning Methodology class, but it does not cover all the incoming students and it does not ensure an opportunity to help individual problems. As we see it is our significant task to support first year students. Their first year substantiates their further studies, motivates them to make friends and build relationships, boosts their comfort feeling and forms their emotional attachments with school and with their latter profession. As we plan the members of mentor system will be young teachers and students from upper grades, who would willingly take part in this activity. Their task is to build formal and informal relations with students and counselling (self-management, self-knowledge, learning methodology), organizing meetings and recruitment for Career Office's programmes. Mentor group would closely cooperate with the Office, departments and with Student Unions. We plan to implement this task Autumn 2010.

3. Forming of career management – train the trainers

To implement this task and to be able to cooperate with the experts of the three faculties it is important to train the Career Office employees. Besides the general and professional knowledge we would like to lay stress on development of personal competences, teamwork and to form a positive attitude. That is why we are here now!

In sum: During our presentation we would have liked to show you the last 20 years' changes in Hungary, higher education was not an exception. Possession of new knowledges, adaption and development of systems and activities, all these show our school has high level activity. In addition during that time we won another tender which can also help us to improve our activities. We hope on the next conference we can have our presentation on that field. Of course the venue what we recommend is Budapest!

Thank you for your attention!

Hallgatói komplex humánszolgáltatás rendszerének kialakítása a Budapesti Gazdasági Főiskolán (Magyarország, Budapest)

A Budapesti Gazdasági Főiskola Magyarország legnagyobb hallgatói létszámával rendelkező gazdasági főiskolája, mely három nagy múltú karon oktatja a diákokat. Az elmúlt tíz évben a magyar felsőoktatás-politikában egyre nagyobb hangsúlyt kapott a hallgatók támogatása az oktatási tevékenységen kívül is. Különböző Európai Unió támogatások révén az elmúlt két évben a magyar felsőoktatási intézmények pályázhattak e tevékenységük fejlesztéséhez anyagi támogatás elnyerésére. E program neve: TÁMOP, melynek egyik rész területe támogatja a felsőoktatásban zajló

fejlesztéseket. A BGF 2009 őszén nyert pályázata alapján elindult projekt céljait, tevékenységét és az eddig elért eredményeket mutatjuk be.

¹ : *Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010. http://db.okm.gov.hu/statisztika/fs08_fm (download: 2010-05-19)*

² *Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010. http://db.okm.gov.hu/statisztika/fs08_fm (download: 2010-05-19)*

³ *Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010. http://db.okm.gov.hu/statisztika/fs08_fm (download: 2010-05-19)*

⁴ *Kertesi Gábor-Köllő János: Felsőoktatási expanzió, „diplomás munkanélküliség” és a diplomák piaci értéke. Közgazdasági Szemle, 2006. március. 201-225.*

⁵ www.feta.hu

⁶ *Statistical Data of Hungarian Higher Education 2008. Hungarian Central Statistical Office, authors, 2010. http://db.okm.gov.hu/statisztika/fs08_fm (download: 2010-05-19)*

⁷ *Megvalósíthatósági Tanulmány. TÁMOP Pályázat 2009. Kézirat*

CAREERS SERVICE AS A BRIDGE BETWEEN UNIVERSITY AND ENTERPRISES

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ABSTRACT

The Jagiellonian University is the oldest university in Poland, founded in 1364. It is on the top of ratings and occupies the position of unquestionable leader.

The Careers Service is the facilitator of communication between the university, students and employers. It provides information on labour market and career opportunities. Our offer includes a wide range of services: career guidance, workshops and meetings with employers. They vary from individual visit when working on self assessment tools to training in soft skills and job hunting during workshops. The Careers Service has carried out alumni careers path research. The survey aimed to contact graduates after getting their degree in order to establish what type of employment or further studies they were engaged in, their income, etc.

KRAKOW

The city of culture, art, science and business is located in the southern part of Poland on the Vistula River in a valley at the foot of the Carpathian Plateau. Tradition meets with modern times nearly everywhere and each stone has its own history. The city was registered as one of the 12 sites on the UNESCO World Heritage List.

For centuries Krakow was the capital of Poland (until the 17th century), the seat of kings, attracting great scholars and artists from the whole world. In 1364, the Krakow Academy was established - the first Polish university, nowadays called the Jagiellonian University.

Krakow is a major centre of education and home to some of Poland's finest colleges and universities, drawing large amounts of students from all over Poland and abroad.

THE JAGIELLONIAN UNIVERSITY

It is the oldest university in Poland, founded in 1364. It is on the top of ratings and occupies the position of unquestionable leader. With 44,959 students (1,197 foreigners) and about 7,000 staff, our academic community is the size of a small city.

The University continues its ancient heritage of service for science and education through carrying out scientific research, constant quest for the truth and promoting it

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with sense of moral responsibility. It lives up to a principle of PLUS RATIO QUAM VIS.

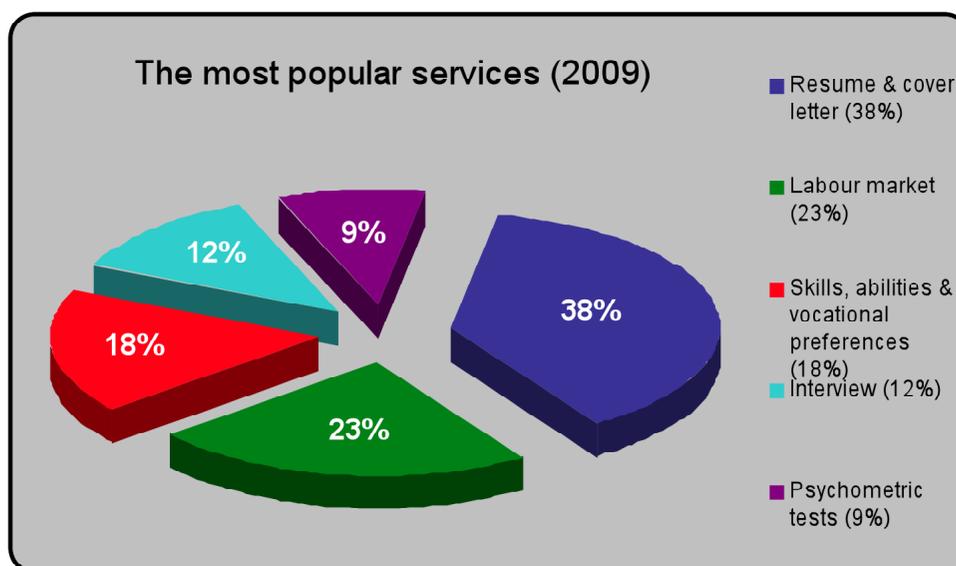
The Jagiellonian University follows the principles of the Bologna Process. There are 15 faculties, more than 50 disciplines and well over a hundred specializations. The development of cooperation with a number of universities worldwide (the University belongs to the Coimbra Group - network of 38 the most prestigious universities in Europe) has enabled a great increase in student mobility.

The graduates do well in the job market in Poland as well as abroad. Within the training offered by the Careers Service, students are not only prepared for competition for the jobs offered by employers, but they also learn the principles of developing their own companies.

THE CAREERS SERVICE

It is the facilitator of communication between the University, students and employers. It provides information on labour market and career opportunities, education and guidance service to all Jagiellonian University undergraduate and postgraduate students of all disciplines. We are the main provider of choice of career education, information and guidance within the University.

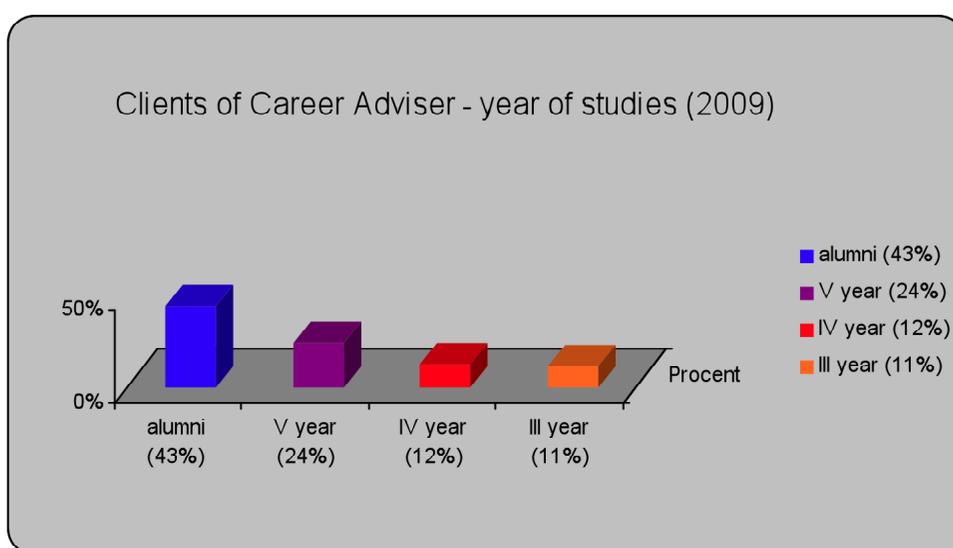
Our offer includes a wide range of services: career guidance, workshops and meetings with employers. They vary from individual visit when working on self assessment tools to training in soft skills and job hunting during workshops.



We provide up-to-date information about occupations, fields of work, organisations, internships and post graduation vacancies. Job and internship offers, details of events for the forthcoming month appear on our website and in an email newsletter, which is available to all registered students. The newsletter is sent every two weeks.

Our committed and open staff are experienced professionals, competent to give advice and guidance in a wide range of areas adhering to national codes of good practice and

high standards. Training and development, across all staff levels, is well supported. There are two career advisers, two trainers and three persons in research team. The commitment, energy and enthusiasm of our team is outstanding. Most students follow our advice and adopt a measured approach to planning and then securing their futures. We help students to make well-informed choices about their future working lives and to translate these effectively into appropriate decisions. At any stage students and alumni can talk to a career adviser about ideas for the future. We help to identify students' skills and abilities, improve their application documents, and brush up their interview skills.



Self assessment tools, psychometric tests, personality and interest questionnaires also help young people self-awareness. Personality questionnaires attempt to predict the way people might react to certain situations and to identify students' preferences. The results of these tests show how a person will fit into a specified organisation.

COMPLEX CAREER ADVISORY PROCESS

‘The aim of a complex advisory process is to support students and graduates of the Jagiellonian University in creating tailor-made career and development solutions. In order to do that a career advisor helps to define strengths and increase awareness of job preferences, and then to prepare and implement an adequate action plan.

A standard process consists of four or five meetings. During the first session a career advisor agrees with a person terms and conditions of cooperation and clarifies a student/graduate expectations. In this phase it is also crucial to analyze student's needs and precisely define the goal, which she or he would like to achieve in an advisory process. In the next stage of the guidance (second and third meeting) an advisor supports a student/graduate in defining his/her strengths and job preferences. On the

base of those findings the actions plan is agreed during the fourth session. The last meeting is the review of undertaken actions and summary of the whole advisory process.

In order to obtain information on abilities and skills following tools are used: exercises based on professional methods (coaching, educational method, Spanish method, parachute method) and psychological test and questionnaires, which assess abilities, skills and job preferences. It is worth mentioning that psychological tools are used after exercises. This order is the most important for an advisory process. As a psychological test examines only some aspects of a human behaviour, it can narrow a way of thinking. If the process begins with awareness raising exercises, it makes a person explore different areas of life (academic, private and occupational) and create his/her own solutions.

Owing to implementation of a complex career advisory process the Careers Service has been noting high increase in interest in career advisory. This approach is highly effective, which can be seen in the feedback from students and alumni, who found satisfying jobs¹.

INTERNSHIPS CENTRE

Summer jobs and internships are highly valued by our students and provide them with a useful insight and with first-hand experience of the occupation they may decide to pursue. Such opportunities also help them to develop their skills in a working context. We support students with formal aspects of getting internships in enterprises. Students find themselves a suitable position in a particular firm or they can also use our database. We sign the agreement with a representative of a company.

We understand the value of work experience to our students and as a result of that the Careers Service advertises short term placements and work experience opportunities throughout the year. We invite students to do internships in our office – this is the best chance to gain a new job experience and to get to know labour market. Every quarter we recruit new students for practice placement. In our Careers Service they are responsible for administrative actions, searching information and helping to organize events or workshops.

EVENTS

Throughout the year, the Careers Service organises a number of events at which employers, students and graduates meet. These range from general recruitment and internship events to sector specific initiatives. They are generally open to organisations recruiting graduates and offering internships. Throughout the year, we offer a wide range of opportunities to meet and network with employers from many different job sectors.

Closer engagement between employers and the University is the only effective way of improving the competitiveness through enhancing the skills and employability of graduates. Although students can easily access information about employers through the Internet there still remains a strong student demand for face-to-face conversation with real, live people representing companies. Many employers prefer this way to

¹ Based on A. Wojcik, Jagiellonian University, Careers Service, in: *Best Practises in Careers Services*, Coimbra Group, in printing.

reach greater numbers of self-selecting and therefore interested students. Employers have delivered a big part of our skills programme and without their time and expert help students would not have benefited from a tailored training session on a careers-related topic. Employer feedback has also been used extensively to shape our Careers Service and to inform students with comments on improving their applications or performance at interview.

The Careers Service helps enterprises schedule their visits or activity and assists with a publicity. These services are free of charge. The Careers Service has a conference room that can be made available to visiting employers.

Every year we also take part in careers fairs which provide students with the chance to meet employers face-to-face, to learn about current vacancies and opportunities available, and to market themselves to prospective employers. It's a great chance for employers to meet hundreds of interested students in a very short time.

BRANCH MEETINGS WITH EMPLOYERS

One of our good practice is organization of branch meetings with employers. The aim of this event is to show students and graduates duties and employers requirements in particular industries. Companies have a chance to introduce themselves to the students and alumni. We invite experts and professionals to share the knowledge about pros and cons of their occupation. They describe required competences and types of tasks in a specific departments and positions. The appointments are concentrated on different lines of business and hold informal in small groups (up to 25 participants), therefore they encourage students to ask questions and share experience. Usually we organize week of branch meetings (e.g. NGO Week, Life Science Week, Advertising and PR Week) from 5 up to 10 companies. One session last about one or two hours.

We contact companies from one industry, however from different sectors. For example for Life Science Week we invited as well as a small biotechnological company, as a large pharmacy corporation and a nationwide laboratory. The idea behind is to show students and graduates different employment possibilities.

Students have opportunity to speak directly with employers, ask questions and gain information about competences required in particular industries. On the other hand, companies use this event to strengthen their employer brand and to get in touch with the best graduates.

WORKSHOPS

Although important, simply providing students with information and a stream of current vacancies will not necessarily improve their chances of employability. The skills required to achieve an offer of employment – by making a good application and succeeding at interview and assessment centres – have to be raised to a higher level. We help students and graduates understand and develop the necessary skills to equip them for whatever career path they choose. We organize workshops developing soft skills: communication, time management, presentation, assertiveness, stress management and improving knowledge of labour market: finding & getting a job, making effective applications, improving CV & cover letter, making a positive impact at job interview.

We have also introduced a series of additional application skills training sessions, delivered for us by invited employers (recruitment process, assessment centre, trade

marketing, etc.). Students use acquired information to investigate employment sectors and work experience opportunities, so they can choose which employers to apply and prepare for making applications.

The Careers Service staff provides trainings for students - volunteers to prepare them for promoting particular faculties of the Jagiellonian University at Educational Fairs. 'During these workshops volunteers gain knowledge about the University and develop their communication skills. The idea behind it is to give prospective students possibility to speak and share experiences with our current students and to feel atmosphere of the University. Our observations show that this approach make visitors feel more comfortable, they also are more willing to ask questions and to discuss their doubts.

A standard training consists of two parts. In the first one data about University and helpful information sources are presented. In the second part there is an interactive workshop on communication skills, which also are highly valued by employers. Our students receive references signed by University authorities. During these workshops we use not only standard tools as PowerPoint presentation, but also interactive methods as brain storming, work in small groups and discussions. Students also have the possibility to exercise answering the questions stated by visitors during the fairs'².

ALUMNI CAREERS PATH RESEARCH

The Careers Service has carried out alumni careers path research. 'The survey aimed to contact graduates six months after getting their degree in order to establish what type of employment or further studies they were engaged in, their income, sector of employment, how and when they found the job and to what degree studies prepared them to take first steps into the labour market.

The survey was carried out from January until June 2009. The total number of graduates came to 6758. However, every student was obliged to give his/her consent to enter a project, signing the special statement. Finally, the questionnaire was sent to 2344 alumni. As a result of significant effort from Careers Service staff, the high response rate was obtained (59%). The first stage of research took the form of online survey associated with an email invite. This method was chosen mainly because of its reduced expense and greater speed. If there was no reply or in case of having wrong e-mail address, two further surveys were sent. Eventually, this action was followed-up by a telephone call.

Main activity: 44% of respondents work, 30% combine work and study, 15% carry on studies only and 11% are unemployed. The highest employment rate could be observed among graduates of the following Faculties: Mathematics and Computer Science (84%), Philosophy (82%), Law and Administration (80%) and Management and Social Communication (80%).

Employment sector: respondents are mostly employed in the private sphere (55%); Education, Research and Training being the leading sector (17%). In the top of the list came also: Administration; Computing / Telecommunications; Accountancy / Banking and Justice / Law'³.

² Ibidem.

³ Based on P. Hojda, Jagiellonian University, Careers Service, Selected findings from the report *Career paths of the Jagiellonian University graduates from 2007/2008*.

PROMOTION

We pay a lot of attention for promotion campaign among students. Although most of final year students are already engaged with the Careers Service there are still some students who have not used our services at all. That is why we write to all students through the University computer system, informing about interesting events and offering our help.

The online events listing is accessible to all students and alumni. This lists all events happening in the term and includes basic event information (venue, time, etc.) and also a short description of the event itself and any booking details to help students plan their programme of attendance.

The Careers Service organise all promotional actions for an event: putting information on our website, creating posters or leaflets and also register students. We put out posters on notice boards of each faculty as we have found from feedback that they are the most effective marketing tools. We contact students associations, send newsletters and place information about the event on the relevant websites and forums. We also get in touch with local media. We actively support and distribute the full range of publications about career and labour market.

We cooperate with our Ambassadors at faculties. First we inform them about all the actions taken by the Careers Service and then they promote events among their colleagues at the University.

We take part in several conferences per year to promote the exchange of ideas between members of the University and representatives of other organisations on matters affecting the employment of graduate members of the University, and to provide expert advice and information on career issues to organisations outside the University.

THE EUROGUIDANCE NETWORK - A EUROPEAN SOURCE ON INFORMATION FOR GUIDANCE.

Antonis Kafouros

EURES Manager, The Department of Labour, Ministry of Labour and Social Insurance, Cyprus

Euroguidance is a European Network of national resource and information centres for guidance. It is part of The European Commission Lifelong Learning Programme – Euroguidance belongs to the transversal part of the programme. This means that the activities of the Euroguidance Network are financed through EU funding, but only partly, the other part comes from national funding.

Why do we need a network for guidance you might ask?

Lifelong learning and increased mobility across the countries are two important elements in the strategic framework for European cooperation in education and training (ET2020). In this context the provision of lifelong guidance is a prerequisite to make lifelong learning a reality for European citizens. The European Commission also puts a lot of faith in the ability of the guidance communities to guide people to studies and work in other countries and thus increase the mobility.

So, guidance plays a significant role in EU policies for education, training and employment and this was the case already in 1992 when the Euroguidance Network was established.

Today there are Euroguidance centers in 32 countries in Europe. Some countries have one Euroguidance centre – the Nordic Baltic countries are good examples of that. Some countries, like Poland, have two centers, where the task is divided between the education and employment sector. There are also countries, like Germany, that have many Euroguidance contact points in different parts of the country.

This also means that there are quite big differences between the Euroguidance centers when it comes to financial resources as well as staffing. However, all individual Centres represent the various Ministries of Education, Training, Labour and Youth across their respective countries

The very basis of the Euroguidance work is the cooperation between all these centers. We communicate with each other regularly and we exchange information about work, study and training opportunities throughout Europe. The whole network meets twice a year and we also work together in different projects and working groups.

Common for all Euroguidance centres are **the Terms of reference** that stipulates the core objectives for our activities. There are two overall objectives:

The first one, **promoting the European dimension in guidance** includes:

- Developing the European dimension in the national systems of educational and vocational guidance and counselling, together with the authorities responsible for the provision of guidance services in each country.
- Promoting mutual awareness and cooperation between guidance services in relation to working methods and dissemination of innovative practices.
- In cooperation with the European Lifelong Guidance Policy Network support EU policy initiatives in the field of lifelong guidance through dissemination and provision of expertise for preliminary debates

The other overall objective is to **provide quality information on lifelong guidance and mobility** for learning purposes.

This objective states that we should provide and exchange quality information on:

- educational and vocational guidance systems in the EU and EEA Member States and the Candidate countries;
- project results, innovative working methods and good practice in the field of lifelong guidance;
- education and training systems in the EU and EEA Member States and the Candidate countries (descriptions at general level);
- the Community initiatives and programmes within the field of education, training and mobility;
- other opportunities for mobility for learning purposes

If we look at the concrete activities of Euroguidance, there are big differences among the centres, but most centres are involved in:

- International projects – many centres take part in different kinds of guidance related projects funded through the Leonardo programme or other EU programmes. The centres are also involved in cooperation within working groups concerning the Network and the development of our own services.
- Most centres have their own web pages, which can be found through the common Euroguidance web site. On the national websites you can usually find information about studies, work and guidance in that particular country. The centres also produce a lot of printed information material like handbooks for mobility, information leaflets and different kinds of promotion material
- All centres take part in both national and international guidance conferences. We also arrange seminars and training courses for guidance practitioners.
- Academia is a project where many Euroguidance centres are involved and through this cooperation we offer guidance practitioners the possibility to go abroad on a study visit.

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- Last but not least all centres answer a lot of enquiries about study and training opportunities in our own countries and abroad. Through Euroguidance, guidance practitioners have access to experts in 32 countries - we have our own web board where we communicate.

Another concrete activity that the Euroguidance Network is involved in is the European web portal on learning opportunities, **PLOTEUS**. Taking care of PLOTEUS means continuous updating of broken links, adding new information resources and answering questions from students and professional users of the portal.

PLOTEUS was launched by the European Commission to provide information on learning opportunities in Europe and in this way support learning mobility. The Euroguidance Network was given the task to provide the portal with relevant information. You can search information among the following categories:

- Learning opportunities
- Education systems
- Exchanges and grants
- Contact
- Moving to a country

At the moment the portal is under development. In many countries it is being connected to national databases on learning opportunities, which allows searching for quite detailed information in these databases through the PLOTEUS portal. This development work will take some time considering the fact that 32 countries have to agree on common terms and classifications for study types and education levels etc. The new PLOTEUS II is launched gradually and the two systems will co-exist.

The main, direct target group of the Euroguidance Network is guidance practitioners. Other, more indirect, target groups include students, pupils and parents as well as trainers of guidance practitioners and other educational professionals.

Furthermore, the Euroguidance Centres should also strive to develop cooperation with national and local authorities and policy makers in the area of counselling as we should support EU policy initiatives in the field of lifelong guidance. Last but not least the Euroguidance Network should also cooperate and exchange information with other European initiatives related to mobility.

Finally, in the common website of the Euroguidance Network, you can find:

- Contact details and information about all Euroguidance centres
- An events calendar where you can read about current events
- A Project database where you can search for national and transnational guidance projects
- Information about careers guidance systems in the participating countries
- A virtual community for guidance practitioners, called Guidenet
- Our newsletter

FAMILY COMPETENCES PORTFOLIO (FAMCOMPASS) VALIDATING COMPETENCES ACQUIRED IN FAMILY LIFE TO SHORTEN EDUCATIONAL CURRICULA AND ENHANCE JOB-APPLICATION

Joris Dewispelaere

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ABSTRACT:

In their roles as educators, home makers and care givers, men and women obtain a lot of competences in family life. The FamCompass is a portfolio-tool developed in an european partnership that validates these family competences. Developed in accordance to profiles of educational curricula and of professions in the field of family science, social work, remedial pedagogy and care for children and elderly, it can be used both in procedures of Accreditation of Prior Learning (APL) and by job-coaching centra and career-counselors. In APL procedures it proves competences to shorten educational careers in higher education and thereby lowers thresholds for minority-groups. In career-counseling it empowers clients and enriches their application-portfolios.

INTRODUCTION

Women and men get substantial life experience in raising children, living with a partner, taking care for elder relatives and managing their household. A lot of this experience is relevant to professional training and work in the social and educational field and the field of care. Think for example of organizing to live with a child with a mental handicap or taking care for a partner with a chronic illness.

It looks obvious to valorize competences obtained in family life when a mother or father wants to re-enter the labor market after some timeout for instance having cared for children or when as an 'older student' entering a course to find a new job. However, although some tools exist to describe (general) competences acquired in family life with view to the labor market, no instrument especially focuses on entering formal learning curricula. FamCompass Portfolio fills this gap. Based on experience in working with the portfolio method and according to developing standards in APL-procedures and assessment of competences (Janssens (2008), Lichtenberg (2007), Imhof (2009)), we developed a specific portfolio instrument within the European

Grundtvig-project FamCompass. Partners in this project were: Higher Institute for Family Sciences (BE, coordinator), Comenius University, Department of Andragogy (SK), Deutsches Jugendinstitut e. V. (DE), Institute for Creative Proceedings (PL), Romanian Institute for Adult Education (RO), Vilnius College of Higher Education (LT) and Västra Nylands Folkhögskola (FI).

The scope of FamCompass is in the center of the target of the European Life Long Learning Program. This aims to help adults to improve their knowledge and competences, develop their personal skills and increase their employability. The FamCompass is especially in line with the Grundtvig-Subprogram among others aiming at the validation of non-formal and informal learning and can be used to shorten educational curricula and in career-counseling contexts.

FAMILY COMPETENCES IN EDUCATIONAL AND PROFESSIONAL PROFILES OF COMPETENCES

Developing a portfolio to look for family competences starts with questioning what 'a family' means and what 'family competences' mean. To us a family means relationships between a parent (parents) and children (own children, adoption relationships, patchwork family...). It also means the relationship(s) between partners. Further it means the relationship(s) between parents and/or children and/or grandparents. Education and care are main topics in family-life. Family can be defined as intergenerational welfare work on a continuing basis. Household management and social security is a third topic.

To find out which could be a common list of relevant family competences for the 7 participating countries, we gathered competences that can be trained in family as described in educational and occupational profiles. Then we looked which competences from the different profiles for instance in pedagogy are common and which you could learn in a family for instance raising a child with a handicap. For the purpose we analyzed:

-educational profiles: Family Sciences, Social Work, Remedial Pedagogy, Palliative Care (Belgium), Educators, Nursery School Teachers, Family Child Day Care, Home Visitors in the Opstapje Program (Germany), Vocational Qualification in Management (Finland), Maternal Assistant (Romania), Pre-school educator (Lithuania)

-professional profiles: Childcare, Care for the Elderly (Belgium), Family Child Day Care (Finland), Social Emergency Worker (Poland).

Starting from these profiles offers the possibility to grant exempt of parts of educational curricula or entering a job after having demonstrated the competences acquired in family life by the portfolio. To raise the reliability and validity of the instrument, we choose to follow the guidelines for portfolio development as used in university associations working with APL-procedures (Associatie KULeuven, 2005).

THE INSTRUMENT

The FamCompass Portfolio has several parts that complete each other and cross-validate the stories persons tell about their family experience.

A first glance: general information

Beneath the ‘classics’ as level of education and occupation, in this part of the portfolio we ask for a detailed family description and especially for a short review of important phases in family life. For instance a person can point to a life time in which he/she took care for a father with dementia. Later in the portfolio the person can extend on this.

Part 1 The kaleidoscope of family experiences: listing your competences

Following the general information, the first part of the portfolio gives an overview of family competences as to different areas of family life.

The list of competences starts with the area: **education of and care for children**. These competences are both about more or less uncomplicated development and about specific problems persons are confronted with, when raising children. It is about sustaining physical, psychological and social development, about dealing with school problems or with more or less severe illness.

Examples of competences in the field of education of and care for children

20 I am able to develop the self-respect and the positive self-regard of the child

25 I am able to provide emotional support in coping with an illness of a child

The person is asked to mark on which level (rank 0 - 4) a competence is owned. When a competence doesn't seem relevant for the purpose of the portfolio, it can be skipped. The levels on which a competence can be obtained are defined in relation to the European qualification framework. They suppose a growing amount of experience with and autonomy in applying the competence. For instance level 2 states: “You have family experience of the competence but you do not or only seldom reflect on it”, while the highest level (4) states: “The competence is an integrated part of yourself, you use it readily also in an unpredictable situation and you reflect on how to improve it”.

The second area of competences is about **partner relationship**. What did a person learn by living in a partner relation? Again the competences are about the partnership, experiencing an uncomplicated stage of the relationship and about the need for more extended caring for instance when a partner gets ill.

Examples

74 I am able to create a balance between standing up for myself and being close to my partner

90 I am able to organize help in case of family violence

The third major field refers to family competences obtained by caring for the **elder**

relatives. Again the scope is from helping with the typical transitions as getting retired up to the care for a parent who needs special care in a home for elderly.

Examples

95 I am able to give guidance to a senior during difficult transition in his/her life (retirement, going to a nursery home: information about services, emotional support)

104 I am able to give support in a palliative phase of illness

As a fourth field we insert the household management and the social security. The relations with children, partners and elderly ask for a lot of time management and for specific actions in the field of running the everyday household and the administrative obligations or necessities.

Examples

110 I am able to create a balance between work, family responsibility and leisure

104 I am able to follow up administrative tasks: insurances, taxes, unemployment aid, family allowance

The overview of competences ends with a section of general competences. These are about problem solving, communication skills, stress management. These competences are very open because of their general content. Therefore they open the reflection about family competences in a broader way.

Examples

2 I am able to identify individual learning points based on critical reflection of my own functioning

19 I am capable of constructive communication

Part 2 Unfolding the competences

The second part of the portfolio enlarges the colors and patterns of the family kaleidoscope by offering the opportunity to write in depth about what a person experiences as his/her strengths and weaknesses as to the competences. First this can be done in an open, spontaneous story like way. In a second move competences are made concrete in the six steps STAR-method, looking for the specific description of the starting situation, task, action, result, evaluation, strengths and learning points.

These two steps of deeper reflection are made for each of the domains of competences described above.

Example reflection on strength and weaknesses as to the field ' Relationship with, education and care of children'

'As strength I see : setting boundaries (f.i. Fixed time for sleeping), care and nursing (f.i. Washing at evening (nails)), stimulating self-regard

As a 'growing' point: to better develop the communicationskills of the children ; finding a good balance between protecting and letting go

Example reflection with STAR-method as to competence 94 'I am able to understand elderly people when coping with retirement or loss of physical abilities'

(1) Situation: My father did need to learn to live with a partner with a handicap (2) Task: I gave support in the household

(3) Actions: -Organizing family-care –structuring of his life – support with the process of acceptance: a lot of time for talking about it (4) Result: They got through it together and are happy although the handicap (5) Evaluation: In the beginning I gave a lot of support and then slowly less. At the moment they can take care for themselves being supported by professional help (6) Reflection on further learning points: It is a difficult task to support elderly during a digestion of a sudden handicap. I keep searching for the literature about this process to assimilate new information

The examples show that the two ways of exploring the competences are complementary and give the person different entrees for reflection. These reflections are also a good starting point for eventual competence oriented interviewing in which frequently the STAR-method is used.

To help the users to make the best possible use of the reflection file, they are offered the main guidelines that will be used by the assessor to evaluate the descriptions.

Part 3 Adding evidence by way of references and other documents

The listing and reporting of the competences is a narrative way of presenting oneself. To raise the validity of the reporting, it is useful to ask for relevant references as to the competences persons want to be seen qualified for. Although it is not evident to obtain references for family competences, we received some interesting examples when testing the instrument. For instance, detailed letters and e-mails about a revalidation route and/or therapy.

The criteria used to evaluate the quality of the pieces of evidence are in accordance with those used in other procedures of recognizing prior learning in APL-procedures of universities. Among other they deal with authenticity, relevance, actuality and context variation of the evidence.

Part 4 Exploring spontaneous reflection on difficult family-situations

In this section the person is offered two cases. One about a family situation which shows a common conflict in relationships that is mostly solved without external help and one situation in which professional help is necessary. We developed a battery of cases which are relevant to persons using the FamCompass to have different profiles of competences proved; for instance cases relevant to competences for daycare for elderly and cases relevant for taking care of children.

The users are offered some questions as to how they would deal with the cases and the criteria on which the answers to these questions will be assessed. In accordance with the levels of the European Qualification Framework, the assessment looks for levels in

which steps of problem analysis, grades of autonomy in handling the situations and integration of competences are evaluated.

USING THE INSTRUMENT

Beneath the **paper version** of FamCompass an **electronic version** is developed. It offers the same possibilities to show the competences. Marking competences and describing them in depth are both possible. To support the use of the instrument, different manuals were developed. The **User's Manual** gives an overview of the step by which the portfolio is to be done. The criteria which will be used by the assessor are listed to help the person make his portfolio as convincing as possible. The **Guide's Manual** offers some experiences from the testing phases to address different target groups in the best possible way. **The Assessor's Manual** specifies the general and specific criteria the assessor has to take in account.

The **time** persons need to make the portfolio is dependent on a lot of characteristics such as capacity of reflection, knowledge of the language and motivation. The FamCompass as a whole was made in 5 to 20 hours. Of course this can be spread in time, not only with the paper version, also with the electronic version.

Depending on the aim of using the instrument and depending on the characteristics of the users, the instrument has high **flexibility** and can be adopted in different ways. For instance in an APL-procedure for recognizing competences in the field of remedial pedagogy, the list of competences could be reduced to those about education of and care for children. If necessary, the portfolio can be extended by a competence oriented interview. When the portfolio is used in coaching, it could be less relevant to ask for extensive pieces of evidence. Depending on the motivation of the user or on his knowledge of the language in which the portfolio is offered, it can be useful to have some parts of the instrument done by interview. For instance the discussion of the cases can be organized in this way. In any case the user is offered a manual in which the parts of the instrument are discussed with the criteria for assessment.

ASSESSMENT OF THE COMPETENCES: RELIABILITY AND VALIDITY

Following the aims of using the portfolio, the assessment criteria need to be more or less rigid as to validity and reliability. Especially when using the instrument to recognize competences in a formal educational curriculum, these criteria are severe. Therefore the Assessor's Manual gives an overview of general principles in assessing prior learning and has specific assessment criteria for each part of the portfolio. The assessment is then done conform the validity and reliability criteria for APL-procedures. This means among others that the assessment should be done independently and with guarantee of the privacy of the applicant. Mostly this will ask for a training of the assessors. The assessors should be very well informed about the competences the institution looks for and it is of use to have an in service training as to reaching same interpretation of levels of assessment criteria.

The assessment of the portfolio should be done as a global assessment, which means that throughout the assessment is looked for cross-validation of the different parts. Depending on the indicators used, part 1 of the portfolio offers an overview of the relevant competences and the level on which they are marked. Part 2 (reflection file) can together with part 3 (pieces of evidence) prove some competences. Part 3 and part 4 (cases) can also show competences proven.

At the end of the assessment it is clear that the assessor will have enough information to accept some competences proven and some needing further investigation, for instance by interview.

To enhance the quality of the portfolio assessment several steps could be taken. Reliability of an instrument means that repeated measurement leads to the same result at different times of measurement and as measured by different assessors. The clear structure and the guidelines for administration of the portfolio promote the reliability. Because persons are changing and memory is not all-embracing, of course it can't be perfect. Concerning the assessors the criteria should be as concrete as possible and training of the assessors is important to reach awareness for sources of bias as: halo-effect, sequence effects and contamination effects. Institutions using the FamCompass are recommended to offer a training for assessors beneath the extensive guidelines which are formulated in the Assessor's Manual.

An instrument is valid if on ground of the results definite conclusions can be made about the competence you want to measure. Content validity of FamCompass is enhanced by taking competences from educational and job profiles, working with levels of owning a competence, asking for concrete examples and the possible use of a criteria oriented interview. As to construct validity, rules of good practice as to portfolio were followed: the different parts of the portfolio sustain each other (for instance the levels in part 1, the detailed descriptions in part 2, the pieces of evidence (part 3) and the reached level in discussing the cases (part 4). But also by using clear criteria for evaluating the reflection file (STAR) and the cases. Face validity is high, taking into account the representativeness of the competences from the point of view of the users. The criterion validity is to be tested by the institutions using the portfolio for their specific purpose.

An organization can develop indicators¹ that specify when a competence is proved by the FamCompass Portfolio. Developing an indicator is done in three steps: (1) specifying the condition or the results you want to find evidence for, (2) specifying the elements that provide this evidence, (3) evaluating the use of the specified elements for providing evidence as to the aimed condition or results and change them if necessary. Each organization will have its own aims using the FamCompass. For instance the FamCompass can be used to measure competences needed for a course or for an educational curriculum. Or it can be used to achieve awareness of family competences

¹ *Definition of an indicator: Element(s) providing evidence that a certain condition exists or certain results have or have not been achieved (Harvard Graduate School of Education)*

in a coaching process to find a job.

Example of developing an indicator for a specific competence from an educational profile

Step 1: In the educational profile of Bachelor Remedial Pedagogy from the High School University Brussels, competence 3.5.3 is stated as: 'Promotes and maintains cognitive, emotional, social and motor developments'.

Step 2: The institution could decide that competence 3.5.3 is achieved if the following conditions are met:

-part 1: level 3 or 4 is reached for FamCompass-competence 63: 'Ability to support a child with a physical handicap (concrete and promoting self worth)'.

-part 1: level 3 or 4 is reached for the FamCompass competences 14 (I know the theoretical basis of the cognitive, physical and socio-emotional development of a child), 15 (I am able to stimulate the development of self reliance and social adjustment)

-FamCompass competence 63 is discussed in detail in the second part of the portfolio: reflection file, part 2: detailed and relevant description of the six steps following the STAR-method to illustrate a competence

-Part 3 of the portfolio provides at least one piece of evidence that supports having experience in raising a handicapped child

Step 3: When the student is doing practical work, the evaluation can show if the competence is indeed owned. If this is not the case, there is a need to change the conditions to approve the competence.

Generally the development of indicators asks for a group of experts who decide which competences could be proven by using specific parts of the FamCompass, and which variable can be used to check the link. Because the FamCompass can be used in a flexible way, for instance by adding a competence oriented interview or discussing part 4 (cases as to family problems) in an interview, the indicators could also, in that sense, be very different.

TESTING-PHASES IN THE DEVELOPMENT OF FAMCOMPASS

The first testing was done in October-November 2008. All partners participated in the first testing with a total of 89 users and 2 or more assessors for each country. This first testing was done with students, course participants of the partner institutions and a minority of external participants. Users, coaches and assessors were offered a questionnaire evaluating their experience of the portfolio. Although the evaluation illustrated that most users and assessors were positive as to content and style of the portfolio, there were also a lot of stimulating remarks. Most important conclusions were to reduce the number of competences and have them formulated in a less formal way. Part 3 then was enlarged with the strength-weakness-analysis beneath the STAR-analysis.

The second draft of the instrument and manuals was finished by April 2009 and the second testing done May 2009. In this testing we looked for more diversity in level of

education and cultural background and had different organizations working with our target groups involved. For instance in Belgium 18 persons participated who were coached by organizations focusing on persons with low level of education and/or being members of cultural minority groups. In the second testing 84 users participated and again several assessors for each country. 5 of the test persons were offered an electronic version of the portfolio.

The overall feedback from users and assessors was clearly positive. The content of the portfolio and possible flexibility in use of the instrument were main positive topics. 91% of the participants in the second testing found that the FamCompass Portfolio looked for the relevant competences as to family-life.

Although this positive evaluation, some further adjustments were made to finalize the instrument. More questions were added to help the users to describe their competences in part 3: strength-weakness-analysis and STAR-method and the introductions to the different parts of the portfolio and the manuals were more specified.

The testings showed that for people with lower levels of education and language skills careful guidance is necessary. The testings indicated the FamCompass as a challenging instrument for these assesses, because it is based on the ability to reflect on one's competences and describe them in written language. Reflecting on and documenting once competences is a competence on it's own that has to be trained and improved. Guidance of the FamCompass process has to take this into account and be designed as an educational learning module.

Discussion on the evaluation of the testings also showed that family live through the different participating European countries on the one hand provides the possibility to acquire similar competences on the other hand clearly disparities can be observed. These derive from diverse living situations, family traditions and family values. At the same time the differences in one country can be more distinct with view to social milieus, rural and urban social contexts or family concepts of minorities in comparison with other countries. For example: Urban live styles and family concepts tend to adjust in all participating countries, but rural or minority family life is quite different from country to country, but also in one country. The FamCompass takes that into account through testing in all partner countries with diverse target groups and the possibility for each participant to add competences or leave out some.

In the Eastern European countries it turned out that because of the political history retention against documentation and assessment of family competences may occur.

PERSPECTIVES IN THE USE OF FAMCOMPASS

The FamCompass Portfolio will be used and further developed in different settings. The concrete forms also depend on the different stages of development concerning APL in the participating countries (Van Tartwijk , 2007). The Department of Andragogy at the Comenius University (SL), the Romanian Institute for Adult Education (IREA), the College of Higher Education (LI), the Institute for Creative Proceedings (PO) and the Higher Institute for Family Sciences (BE) will use the

FamCompass in evaluating competences when entering educational curricula. In Germany, Poland, Slovakia, Finland and Romania, the instrument will be used developing a standard in care for children or selecting men and women (re)entering the labor market. In Belgium the public employment service VDAB works together with the Higher Institute for Family Sciences on using the FamCompass to assist job seekers in their search for work, to coach employees in their career development and to advice employers in their human resources policy.

The use of FamCompass in higher is but guaranteed if the governmental authorities validate the instrument as part of APL-procedures. The project partners and other stakeholders therefore take action to have the instrument recognized by the official testing centers.

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Website of the project: www.famcompass.eu

THE MOREBRAIN PROJECT: A PAN-EUROPEAN SURVEY ON RESEARCHER MOBILITY

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ABSTRACT

*“MOREBRAIN: Brain Circulation - From Brain Drain to Brain Gain” is an EU FP7 funded project which examines the dynamics of Researcher Mobility. MOREBRAIN’s overall objective is to define avenues which will assist in turning the EU into the most competitive and dynamic knowledge based economy and society in the world. To meet this challenge, MOREBRAIN first surveyed the literature on EU researchers’ mobility, and found that the current situation between the EU and the U.S. is one of an almost one-way flow toward the U.S. from the EU. In addition, the European Brain Drain, while relatively small in quantity, appears to be significant in terms of **quality** – the review indicates an unbalanced talent flow between the EU and the U.S.*

Based on the literature review, the factors that influence researchers’ mobility were identified and were used as a foundation for constructing the “Mobility Questionnaire” currently being distributed throughout Europe.

INTRODUCTION

The term 'Brain Drain' was first coined in the 1950s by the British Royal Society in reference to the flow of people and technology from the United Kingdom to Canada and the United States (Giannoccolo, 2004). However, until recently, it was used in reference to the migration of skilled workers and scientists from developing to well-developed countries. There has been much discussion in the last two decades or so about the European brain drain – scientists who leave Europe in favor of greener pastures, often the United States. Scientific mobility itself, of course, is a welcomed phenomenon. Mobility allows exchange of ideas between scientists, and creates a world-wide network of connections inside the academic community. That is a state of '*Brain Circulation*' – an almost equal exchange of people and knowledge between nations. The European Union assists mobility through the instruments offered by the 'People' programme of the Seventh Framework Programme (FP7). One of those is the Marie Curie Fellowships, with support of mobility centers (Euraxess). A two-way flow of researchers is needed and encouraged. Unfortunately, that is not the situation between the European Union and the U.S. The flow is almost entirely one-way toward

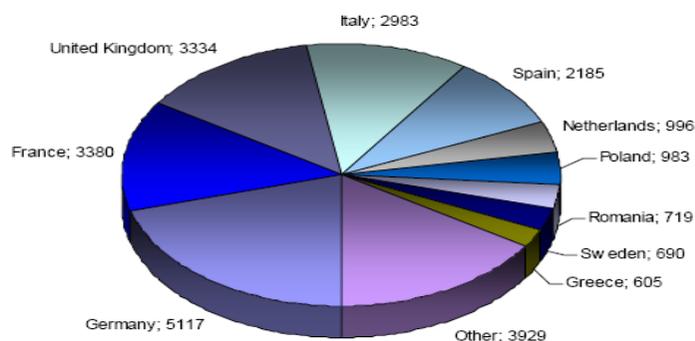
the U.S. Young European scientists travel to the U.S., mainly for post-doctorate appointments, but American scientists rarely do the opposite.

IS THERE A 'BRAIN DRAIN' TO THE U.S.?

In 2003, a press release by the European Commission announced that *'The 'brain drain' of people born in Europe is increasing'* (2003, November 25) That statement was based, in part, on data that almost three-quarters of the EU-born doctorates, who graduated in the U.S. between 1991-2000, had no specific plans to go back to Europe. But, as Moguérou (2006) pointed out, those 75%, in absolute numbers, are only 11,000 people. About 500,000 PhDs were awarded in Europe at the same time period (Moguérou, 2006).

There were about 25,000 EU-born scholars in the U.S. in the years 2005-06, or 2.3 scholars, on average, for every 100 in the EU (Moguérou, P. and Di Pietrogiacomio, 2007, see figure 2 for the latter data). Out of the 25,000 European scholars in the U.S. in the years 2005-06, 5,117 were German, 3,380 French, 3,334 from the UK, and 2,983 Italian (Moguérou and Di Pietrogiacomio, 2007, see Figure 1). According to Moguérou and Di Pietrogiacomio's calculations, 901,000 researchers were working in 24 EU countries (no data were available for the UK, Austria and Finland) between 2005-06, while about 21,000 researchers from those 24 countries were in the U.S. at the same time (Figure 1). In quantitative terms, the European Brain Drain seems marginal.

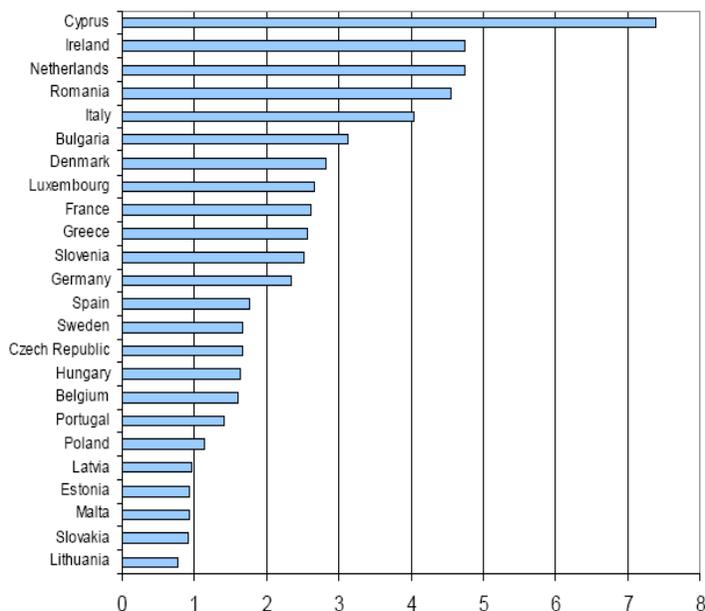
Figure 1: Scholars of EU origin in the U.S., by country of origin, 2005-06



From "Integrated Information System on European Researchers II. Deliverables 1, 2 & 3 (final) WP 1, 2 & 3: Indicators on researchers' stock, career and mobility, 2007, EC, p.72.

Moguérou and Di Pietrogiacomio also compare the total number of researchers in several European countries, with the number of researchers from each country currently holding a position in the U.S. The average number is 2.3 European scholars in the U.S. for every 100 scholars working at the same country in Europe (figure 2).

Figure 2: Ratio of the number of scholars in the U.S. to the number of researchers in the higher education and government sectors at home, per country (in %)



From "Integrated Information System on European Researchers II. Deliverables 1, 2 & 3 (final) WP 1, 2 & 3: Indicators on researchers' stock, career and mobility, 2007, EC, p.72

The American National Science Board surveyed, as part of its *Science and Engineering Indicators 2008* report, European recipients of U.S. S&E doctorates. 76.7 percent of the physical/earth, atmospheric, and ocean sciences graduates had plans to stay in the U.S., and 55.1% of them had definite plans to do so. Similar numbers were found among recipients in biological/agricultural sciences (77.6% with plans and 56.2% with definite plans to stay), mathematics/computer sciences (74.7% and 57.1% respectively) and Engineering (75.5% and 48.5%, respectively). The numbers were a bit lower for social/behavioral sciences graduates: 67.5% with plans to stay in the U.S, and 53% with definite plans to stay.

Table 1: Percentage of European recipients of U.S. S&E doctorates by field with plans and definite plans to stay in the U.S: 2002-05

Field	Plans (%)	Definite plans (%)
Physical/earth, atmospheric, and ocean sciences	76.7	55.1
Biological/agricultural sciences	77.6	56.2
Mathematics/computer sciences	74.7	57.1
Social/behavioral sciences	67.5	53
Engineering	75.5	48.5
Total	74.6	54

Source: *Science and Engineering Indicators 2008*

Finn (2007) estimated the numbers of foreign doctorate recipients in science and engineering (S&E) from U.S. universities who remained in the U.S. after graduation (See table 2). To do so, he obtained data from the tax authorities, defining a 'stayer' as one who earned 5,000 dollars or more in a specific year and paid taxes on it.

Table 2: Percent of Temporary Residents Receiving S&E Doctorates in 2000 who were in the U.S. in 2005

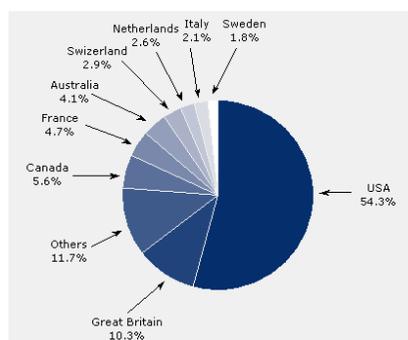
Country of Origin	Foreign Doctorate Recipients (#)	Percent in the U.S. in 2005 (%)
Israel	30	33
United Kingdom	68	58
Germany	168	49
Turkey	248	49
Spain	46	56
France	64	59
Greece	68	54
Italy	72	46
Other EU countries	266	60
Other Europe, East	400	82
Other Europe, West	39	42

Data source: Finn, 2007

QUALITY ISSUES

Wächter (2006) points out that since the competition for post-doc positions in the U.S. is so fierce, one can assume only the best 'brains' go. Moguérou (2004, as cited in Moguérou, 2006) found, in a survey of French post-doctorates, that those post-docs in the U.S. had a higher productivity (measured by publications and attendance in conferences) than the post-docs in France. The U.S. was the leading destination for DFG-funded postdoctoral fellows in 2007, with 54.3% of the DFG fellows spending their fellowship there (Figure 3).

Figure 3: Destinations of the Deutsche Forschungsgemeinschaft (DFG) Postdoctoral Fellows in 2007 (in %)



Note: from the Deutsche Forschungsgemeinschaft site

In a DFG survey of 1,400 former fellows, it was found that 15% were working abroad 48 months after the completion of the fellowship, and 39% of those 15% were working in the U.S. (Enders and Mugabushaka, 2004). That is, 5.85% of the former DFG fellows had stayed to work in the U.S., 48 months after the end of their fellowship. Given that the usual ratio of the German scholars in the U.S. to the number of researchers in Germany is about the European average, 2.3% (see figure 3), it could be that the brain drain is bigger among Germany's best scientists, those who were considered outstanding enough researchers to receive the DFG scholarship.

Unlike their European peers, American researchers are extremely immobile. Less than 10% of the American researchers received their PhD degrees outside the U.S., and only 5% held a post-doc appointment or a tenure position somewhere else in the world (Gurney and Adams, 2005). Ali et. al. (2007) studied two samples: One of young economists, and the other of senior physicists. They obtained the CV of assistant professors from the top ten economic departments in the U.S. (n=109). While only 25% of those assistant professors got their BSc in the U.S., 87% got their PhDs there (figures 4 and 5).

Figure 4: U.S.-based Economists*: Country of BSc

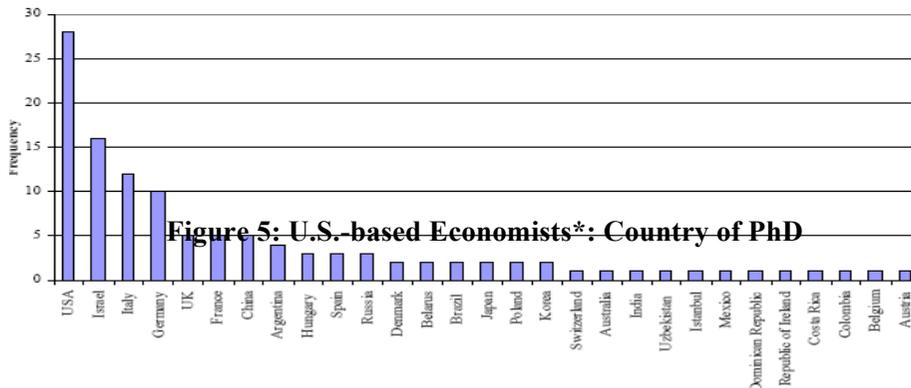
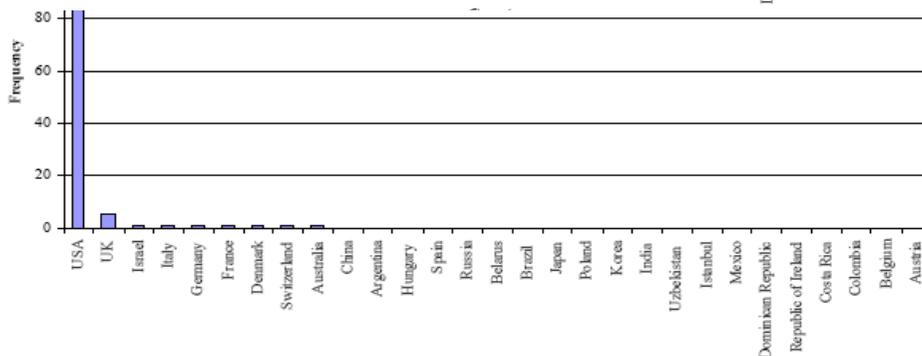


Figure 5: U.S.-based Economists*: Country of PhD

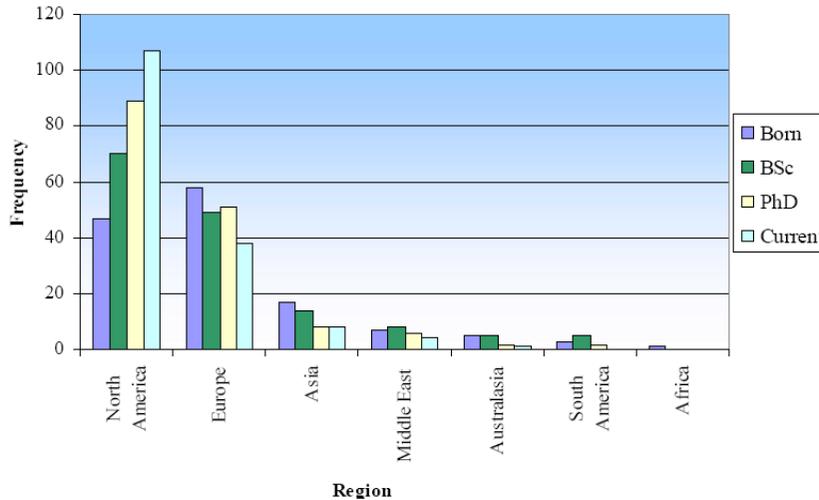


*Assistant professors, highest ranked U.S. universities.

Note: from "Elite scientists and the global brain drain," 2007, p. 36.

Ali et al. also studied 158 highly-cited physicists (according to the ISI Web of Science database) from all over the world. In their study, they found that of these physicists 70% were born out of the U.S, however by the time they finished their PhD, only 45% of them lived outside the U.S. At the time of research, 66.5% of those elite physicists worked in the U.S. (Figure 6).

Figure 6: Highly-cited Physicists: Gain and Drain by World Region



From Ali et al. "Elite scientists and the global brain drain," 2007, p. 38.

Laudel (2005) studied a specific scientific elite, that of the Angiotensin hormone research. She used bibliometrical data, combined with data from a special conference series, to identify that particular elite. Then, she used the PhD country of the scientist or the institutional address of his/her first publication to identify his/her country of origin. While a big part (49%) of the Angiotensin elite has always lived in the U.S., 15% of that elite migrated to the U.S., and 13% stay temporarily there. Only 2% migrated from the U.S.

SCIENTISTS GOING ABROAD: THE PUSH-PULL FACTORS

Why do scientists go abroad? Casey et al. (2001) view the decision to look for a position abroad, at least at the post-doctorate level, as a way to "join a club of excellence" (p. 36). It's a move that benefits both the researcher's career and his/her personal development. Kurka et al. (2008) found that in Austria, scientists feel that an international work experience, especially in the U.S., is extremely important for a successful scientific career. Breinbauer (2007) lists a number of reasons for the attraction of U.S. universities, such as the prestige of some of the universities, the less hierarchic academic environment, better funding and working conditions and greater visibility. A *Time* magazine article reports that European scientists' difficulties in Europe include factors such as lack of funding, hierarchical attitudes, bureaucracy, and

lack of freedom in research (in Chu, 2004). 'Push' factors are the reasons to leave one's home country, while 'pull' factors draw them to a specific host country.

Hazen and Alberts (2006) surveyed international students enrolled at the University of Minnesota-Twin Cities for the 2003-4 academic year via focus groups and e-mail questionnaires. They found that one of the initial motives for 61% of the European students in coming to study in the U.S. was the better educational opportunities. 47% mentioned their desire to experience a new culture as a motive, 31% said that education will improve their job opportunities back home. 39% mentioned the funding opportunities, and 31% the greater academic freedom in the U.S.

RESEARCHER LEVEL

According to Sastry (2005), most migration of scientists in UK, in both directions, is done on the researcher level. Senior researchers and professors tend to be far less mobile. Laudel (2005) found that of the elite scientists she had studied, those who migrated to the U.S. were not considered 'elite' at the time of their migration. They migrated a short time after receiving their PhDs at their countries of origin. Migration from the U.S., however, was done by scientists who had gained scientific reputation in the U.S. and became 'elite'. Most of the scientists (68%) in the "German scientists in the United States" survey (2000) came to the U.S. for a postdoctoral appointment. Only 6.5% were enrolled in graduate school.

AGE

Fifty-four percent of the respondents to the Era-More survey conducted in Japan (A survey of European researchers in Japan, 2007) were between 25-35 years of age. According to a survey by the European Commission (Rindicat/E-carriers survey, 2008), of researchers from eight countries in the EU, the highest share of currently mobile researchers is between the ages of 25 and 30. Younger researchers, under age 24, are the most interested in future mobility, and the oldest, over 41, are the least interested in mobility (figure 8). Constant and D'Agosto (2008) found that the average age of Italian scientists abroad is 38.

FIELD OF RESEARCH

Sastry (2005) found that the biological, mathematical and physical sciences were the most mobile disciplines, with 37% of the UK immigrants, and 41% of its emigrants concentrated in those fields. He ties that mobility to high levels of grant funding. In the Rindicat/E-carriers study (Rindicat, 2008), the highest rate of mobile scientists was in the life sciences research. The single most represented field in the Japan Era-Link survey (A survey of European researchers in Japan, 2007) was social sciences and

humanities. 11% of the respondents worked in life sciences and biotechnology. In the DFG fellows survey (Enders and Mugabushaka, 2004) only 33.6% of the fellows in humanities and social sciences had spent a considerable time of their fellowship in the U.S., in comparison with 71.8% of the fellows in biology/medicine, 71.3% in natural sciences, and 72% in engineering sciences.

ECONOMIC AND WORK CONDITIONS

In a survey of German scientists in the U.S. (Buechtemann and Tobsch, 2000), out of the 632 respondents, 112 were former postdocs who stayed in the U.S. 69.6% of the 112 former postdocs said that the job conditions in the U.S. were more attractive to them than those in Germany. The Israeli Ministry of Industry, Trade and Labor surveyed Israeli Biotechnology researchers, currently working in the U.S. (N = 185). According to the survey, the main reason for over 90% of the Israeli scientists to go abroad for several years was the need for professional experience and their wish to acquire expertise in new and advanced research methods (Israel Ministry of Industry, Trade and Labor press release, February 2008). A survey of Italian scientists abroad (N = 672) found that, of those that went to the U.S., 64% said that the economic conditions in the U.S. were better, 39% considered their American career as better than that in Italy, and 37% listed lack of funding as their reason for leaving Italy.

GENDER ISSUES

In the Rindicate/Ecarriers survey (2008) males were more likely to have been mobile prior to the survey than females. However, they had less will to be mobile again in the future. In Japan, 69% of the respondents of the Era-More survey were male. The ENWISE project study (Linkova, 2003) found that women were significantly more influenced in their choice of host institute by a recommendation from their supervisor.

The 2001 French Irédu study surveyed 504 PhD graduates from different French universities (Moguérou, 2004). It found that while women get as many post-doctorate appointments as men, they are more likely to take a post-doc in France, and are less likely to do so in the U.S. There wasn't a difference in the probability for a post-doc between men and women in countries other than the U.S. and France. For women who were married (or an equivalent) by the end of their thesis the probability of a post-doc in the U.S., in comparison to women who were not married, was down by 16%. There wasn't such an effect for males.

SUMMARY

The decision to be a mobile researcher is determined by 'push' and 'pull' factors. Some researchers choose to leave Europe because of lack of funding for their research, others because of rigid academic hierarchy and bureaucracy. There is also a need to be mobile, especially to the U.S., in order to further one's academic career. Working abroad gives the scientist a chance to expand his/her knowledge, learn new working methods, and establish contacts abroad.

The movement out of the EU concentrates at the relatively low level of post-doctorate, and takes place at a relatively young age (mid-twenties to mid-thirties). The destination for mobility depends, many times, on the prestige of the host institute in the scientist's specific field. Top scientists tend to cluster together in such an institute. Those scientists who are mobile, especially those in the U.S., estimate the American system as better than their own, and some of them 'drain' and migrate permanently.

While the European 'Brain Drain' is small in quantitative terms, there are hints that it might be significant in qualitative terms. There is a need for further research of the phenomenon at the EU level. Citation indexes of highly cited researchers can assist such research, by indicating who the top researchers in a certain field are. A study of those highly cited researchers' resumes would allow us to find out how many of them are of European origin, and how many currently reside in non-EU countries. Hopefully, that kind of research will give us a better assessment of the qualitative brain drain from the European Union.

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THE ROLE OF ELGPN IN ENHANCING EUROPEAN CO-OPERATION IN LIFELONG GUIDANCE PRACTICE AND POLICY DEVELOPMENT

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1.1. Origins and evolution of the ELGPN

The European Lifelong Guidance Policy Network (ELGPN) represents a major development in support for national lifelong guidance policy development in Europe. As a Member-State-driven network, it also represents an innovative form of the Open Method of Co-ordination within the European Union (EU), which could be applicable in other areas too.

At the end of 2005, about one year after adopting the Resolution, the Commission initiated a discussion with its Expert Group for Lifelong Guidance¹ on what would constitute a suitable mechanism to support the European Union lifelong guidance policy implementation at national level involving relevant ministries and other bodies responsible for education and labour-force issues.

The Finnish EU Presidency Conference on “Lifelong Guidance Policies and Systems: Building the stepping stones” (November 2006) workshop conclusions stressed that the fragility of lifelong guidance policies at national level called for a strong and stable mechanism at European level to encourage more sustainable development at national level and support both policy development and implementation. The Commission was willing to continue to assist the process, in particular with the help of Cedefop (European Centre for the development of vocational education and training), and could also offer financial support.

The European Lifelong Guidance Policy Network, ELGPN was established as a Member State driven network by a contract between the network coordinator and the Commission DG EAC in December 2007. During the initial phase 2007-2010 there are 26 member countries and three observer in the network.

The ultimate aim of the ELGPN is to provide added value to the participating countries for the development and implementation of their lifelong guidance policies, systems

¹ To support policy development in guidance, in December 2002 the Commission created an Expert Group on lifelong guidance, including officials from education and labour ministries, representatives from the European social partners, as well as European and international bodies.

and services. This should benefit stakeholders, providers and users. Another added value is improved cooperation in lifelong guidance policy development between the Member States, European Commission and relevant bodies or networks at national, European or international level. At the national level the ELGPN promotes sharing of good practice in the development of national coordination mechanisms.

Membership of the Network is open to all countries eligible for assistance under the European Union Lifelong Learning Programme 2007-13. The participating countries designate their representatives in the network. The working assumptions are that each national delegation will include both governmental and non-governmental representatives. During the second phase of the ELGPN the member countries have adopted different strategies for involving different ministries without taking up too many places. Almost all countries include representation of the education ministry; some also include representation of the ministry of labour/employment; some also include NGOs. Through appropriate liaison arrangements, the network ensures regular contact with other relevant bodies or networks at national, European or international level.

Because EU Member States are responsible for their own lifelong guidance policies and systems, the ELGPN promotes lifelong guidance particularly through the Open Method of Co-ordination. The network members jointly identify and define the objectives to be achieved, with the Council Resolutions 2004 and 2008 and other EU policy documents as a basis. The members stimulate innovation and convergence through peer learning and exchange of best practices.

The main aim during the initial phase (2008) was to establish the network infrastructure and through peer learning activities to identify in more detail the areas of guidance where national developments could be enhanced through the ELGPN.

The mandate of the ELGPN was formally endorsed in the 2008 EU Council Resolution on better integrating lifelong guidance into lifelong learning strategies. This Resolution invited the Member States and the Commission, within their respective competences, to strengthen European co-operation on lifelong guidance, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with Cedefop.

During the subsequent second phase, the ELGPN has consisted of 26 member countries, with 4 additional countries as observers (Belgium, Bulgaria, Ireland, Romania). Both the ELGPN Steering Group and the whole-network Plenary Meetings agreed that the work programme for 2009-10 should be built around the four themes identified in the 2008 Resolution, linked to a range of different working methods: four Plenary Meetings, peer learning activities within field visits, task groups (6-8 members), commissioned technical work, and technical work funded from other sources. The themes were framed as four Thematic Activities:

- Career management skills.

- Access, including accreditation of prior experiential learning (APEL).
- Co-operation and co-ordination mechanisms in guidance policy and systems development.
- Quality assurance/Evidence-base for policy and systems development.

These four Thematic Activities have been implemented through a consistent process. Each has had a maximum of 10-12 participating countries, plus a lead country and a contracted expert to co-ordinate and support the activity in co-operation with the ELGPN Co-ordinator. In each case, the programme included two separate thematic field visits and a third synthesis meeting. The host country selected the aspect of the theme that was addressed in the field visit. The field visits provided opportunities for the host countries to influence their own policies and practices, and to involve key policy-makers within these processes.

In addition, the ELGPN 2009-10 work programme included two thematic Task Groups. Task Group 1 examined European education & training and employment policies from a lifelong guidance perspective and produced Policy Briefings related to the four 2004 and 2008 Resolution priorities. Task Group 2 examined the synergy between EU-funded projects and their links with lifelong guidance policies. Both of the Task Groups were supported by contracted experts.

1.2. Links with EU 2020 key processes

The EU has recently been revising the key policy drivers in education and labour market policies. The Council conclusions of 12 May 2009 on a strategic framework for European co-operation in education and training (ET 2020)² identified the role of lifelong guidance in its objective 1 ('Making lifelong learning and mobility a reality'). The "New Skills for New Jobs"³ as a joint initiative of DG EAC and the DG for Employment, Social Affairs and Equal Opportunities provides a more structured opportunity for the Member-States to examine what lifelong guidance can do in support of matching skills and jobs from both individual and labour market perspectives.

1.3. Conclusions

The establishment of the ELGPN was an initiative by the EU Member-States through the Open Method of Co-ordination. It is seen as a mechanism to promote co-operation at member-country level on lifelong guidance and to support the establishment of national/regional co-ordination structures covering the education and employment sectors. The ELGPN has also created an interface with parallel international

² http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

³ <http://ec.europa.eu/social/main.jsp?catId=568&langId=en>

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collaborative projects on policy issues of mutual interest, notably the biennial International Symposia on Career Development and Public Policy, thereby facilitating and promoting worldwide exchange of knowledge, experience and expertise in the field of policy and systems development.

The added value of the Network is related to the fact that in the European Union the Member-States face broadly similar challenges and problems. The ELGPN is a tool for policy-makers, practitioners and researchers to work together and share examples of good practice. It can thereby help to enhance national solutions to national problems. The goal is to help the Member-States and other participating countries to develop better-informed and more effective policies related to lifelong guidance.

From a wider EU policy perspective, the creation of the ELGPN helps policy-makers to meet the challenges they face in enhancing national reforms through implementing the Lisbon strategy, as well as the tools supporting the strategy (notably, the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). The ultimate added value of the ELGPN is not directly visible to citizens, but benefits them through its impact on how national lifelong guidance systems are developed.

**THE WAY OF COACHING :
SELF ESTEEM AND EMPOWERMENT -
THE BASIC TOOLS FOR FACING THE NEW JOB
MARKET**

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ABSTRACT

As a training and consultancy company, *Boston World* is accredited in Lombardy providing career guidance and job orientation services. Since the past year, we have been focusing on the unemployed and furloughed workers offering all the services co-financed by the region:

1. job orientation
2. skills assessment
3. *coaching*

Becoming increasingly focused on the latter since it was realised that a highly individual training approach is crucial: by working on the persons self-esteem she/he can be *empowered* to face the challenges caused by the current, unprecedented global crisis.

The conference paper and presentation intends to submit a *video testimony* of people who have been “riding the tiger and never dismounted it”: former executives in their forties and early fifties who have redesigned their profile, making the most of their career experience and acquiring new competences. The profile of a “*Professional coach*” has been introduced as an innovation, recognised and included in the *Regional Qualification Framework* (RQF), the most advanced system recognising qualifications in Italy. The cases of some newly qualified professionals will be presented demonstrating how they have been engaged as trainers themselves in order to support people who are undergoing the same fate of outsourcing or temporary unemployment. Other exemplary cases will illustrate how people have dealt with the end of their professional life and how – thanks to the “coaching package” – they have found ways and means to a new start.

THE WAY OF COACHING :SELF ESTEEM AND EMPOWERMENT THE BASIC TOOLS FOR FACING A NEW JOB MARKET

'A serious crisis should never go to waste'

Emanuel Lahm, Economics Adviser to President Obama

We do not change for the sake of it, or just because we wish to . We change only when we are forced to. We change to survive, to better fit in a different environment.

I am here to report a year-long-experience in Career Guidance Services in Lombardy, Italy, region of Europe. I represent BOSTON WORLD, an agency accredited by Lombardy in Career Guidance Services: job orientation, skill assessment, adult and continuing education services. As such we have been in the trenches ever since the explosion of the unemployment-compensation earnings and redeployment measures in April 2009.

Over the past twelve months BOSTON WORLD has completed 15000,00 hours of career guidance services for some 300 users, 10% of which are considering self-employment careers.

To look back it has been an eventful year. A time which will be remembered as a dark hour for most of the world, but also as the time when all the forces of change that had been playing for over a decade came to a momentum.

For years we had been told that “work” – meaning the structured form of employment which in most cases meant life-long commitment to one company – was changing. It had to. The old-way welfare system needed reforming. But it was only in fall 2008 that the international financial crisis pushed everything forward and we all came to face the worst crisis of the last 100 years. Well, I do not think we are only facing a crisis as such, what we are facing is a deep change of paradigm .

We are not here to discuss geo-politics but to tell you how we acted locally. Regione Lombardia responded immediately to the emergency with a package of services under the label “DOTE” (literally “DOWRY”).

A dowry of free services devoted to all citizens involved in a job crisis. The novelty, the real new quality of the event, was that it hit all sorts of people at all levels – from workers to executives, and at all ages – from the early twenties to mid-fifties. In particular, we saw that a dormant phenomenon, which had been working for some years already, touched new heights: the number of junior and senior executives laid off skyrocketed - more so in the age-span between early forties and mid-fifties. We at BOSTON WORLD had been in touch with an Association of former executives operating in the region with ever increasing numbers: UNBREAKFAST(1) . The name says it all : breakfast of the unemployed – in fact their distinctive trait is that they meet on a weekly basis in a coffee shop for breakfast, but that’s just an excuse for exchanging experiences and finding support.

With the aid of a specific tool – DOTE indeed – we finally had the chance to respond to the problem with new energy: BOSTON WORLD used all the services included in the DOTE voucher to screen and orient a group of former executives towards a new professional life. It was a group of nine people with different professional background – from marketing to ICT – ranging from the mid-forties to mid-fifties – all in need of a new challenge. Because, for all of them finding a solution to the loss of work certainly meant one thing: no going back to working for a company with an indefinite time employment .

In spite of different careers and professional profiles, they had all shared the same experiences after having been laid off: incredulity, rage, despair but after having met people with the same problems, they were ready for a new challenge.

BOSTON WORLD decided to integrate the orientation and assessment services with a course which could really make the most of their past experience and could give them the chance to embrace a new fulfilling career, where they could put to use their expertise and wisdom.

We had to find a team of professional trainers who would accept to work for roughly 50% of their usual fee in order to meet the financial limits of the regional funds and still offer a high-profile training service.

We developed an innovative course to become BUSINESS COACH. In the face of this highly qualified, long-experienced group, we decided to push the innovative traits: we did not choose to follow only one particular school of coaching, as usually happens, but we opened the training path which followed all the basic skills required of a professional coach to different “schools of thought”. We decided that seasoned professionals such as our group, required a range of techniques and theoretical theories embracing different and integrating paradigms. The trainers we chose come from varying experiences and coaching techniques: Neuro Linguistic Programming, Gestalt, Transactional Analysis, Creative Thinking .

We thus managed to turn what at first could be a drawback into an asset: age and experience, which had played against them, now worked as a plus point – the very background necessary to turn them into credible coaches to deal with executives, their peers.

The course took-off in June. At that time in Lombardy coaching was not recognized as an approach in Career Guidance Services. While we proceeded, we knew we needed to create practical opportunities for our would-be coaches. In July Lombardy recognized coaching as a viable approach in Career Guidance services so we decided to give our would-be coaches the chance to practice. We initially started with those who had a professional background conducive to such an experience: in education and training services. All their interventions were closely monitored by our senior coach.

Let's listen to Massimo Cavalieri, the senior coach (2):

(interview transcript)

'I've been asked to tell a story, a story that has lasted about a year, an extraordinary, apparently casual, experience that has involved several people. On one side, there are many individuals, with different experiences, who at a certain point, all of a sudden, see their world collapse around them. ...economic crisis. Helpless..... at the mercy of circumstances and events....stuck. On the other side, some professionals, like myself. I am a Coach, I have been a Coach for many years now. I decided to start this job after re-examining my life. Well, these unemployed people have had all quite good professional skills to offer and they thoroughly brought their abilities into play again as they wanted to give their life a new direction - towards Coaching. At the beginning of summer, we started a Coaching path, a school in which each of us has acquired new skills, competences, abilities. We organized the school by adopting a variety of technology tools that would support individuals - from transactional analysis, to Neuro-Linguistic Programming, to creative problem-solving. We brought all this to class, we worked on it. The school has found support in a few institutions, among which the Lombardy Region, with which we have determined and developed the Coach profile. In class, we worked hard, we put ideas and concepts into practice, we created new skills. Also, these people have immediately brought their abilities into play with others, as they immediately had the chance to practice coaching with other people, bring their abilities into play again and create a new vision of life.'

At the same time we realized that the profile of COACH as a professional, was not recognized in the Regional Qualification Framework. As an accredited agency, we could apply for recognition and so we did. We took over four months to put on paper all the competences required by the profile in such a format which could be accepted by the Regional Committee in charge. We finally managed to have the profile recognized in December. It was a great push for our coaches. Let's listen to Paola Fioretti (3) speaking about her experience:

(interview transcript)

'I'm here to tell you about my experience as a Coach that has recently obtained a certification of the Lombardy Region Authorities in compliance with the Regional Framework of Professional Standards, in line with the EQF. I've reached this extraordinary goal after, let's say, a devastating working experience. Like many other former managers and executives, when the economic and financial crisis reached its peak a few years ago, I found myself out of work. We all had to bring our skills into play again by trying to find professional, entrepreneurial opportunities that were different from the ones we already had. To speak the truth, what I initially considered a catastrophic event has subsequently turned out to be a great opportunity from both a professional and human view point. Thanks to this, a group of colleagues, friends,

and I have found our professional dimension. We share very strong values and we're trying to pursue common complementary goals. Thanks to this experience, I'm now doing some coaching practice and I'm also in charge of some, let's say, short coaching sessions. I have developed a new professional profile that gives me a lot of satisfaction from both a working and human view point as all the elements and, let's say, all the tools of the trade that I have acquired have enabled me to find a universe both within me and within other people that I could absolutely not explore and appreciate before as I carried out other absorbing stressful tasks. So I now feel satisfied and successful from both a professional and human point of view'.

There is a special quality in their experience: they could immediately level with the coachees they met: they had gone through the same predicament. They perfectly knew how it felt, but they were also the living proof that there can be a “*second life*”. Actually sometimes this *second life* could be more fulfilling and more rewarding than their previous professional life.

Let’s listen to one of those people who underwent sessions with our new team of coaches. Daniele Alzati, former executive of a closed down company speaks emotionally about his experience (4):

(interview transcript)

HOW WAS IT THE FIRST TIME YOU MET A COACH?

It was a tough experience as I was not used to it. I was scared at first, aloof. But then it all turned into something positive. I got interested in what we were starting.

WHAT MADE YOU START?

I was made to start by the termination of a more than 30-year-long employment relationship. Thirty years spent in quite big companies that had led me to the post of Chief of the Production Unit. All of a sudden: bleakness, the abyss, and the termination of that type of job.

HAS THE PATH BEEN SUCCESSFUL?

It gave me the chance to change my mind about myself, as well as to regain confidence in the abilities one suddenly loses, or thinks not to have any longer. If in the past the phone wouldn't stop ringing, all of a sudden, nobody calls you any more. So, in such despair, meeting and following a path with the Coach has helped me regain confidence in what I am, what I had lost.

THE WAYS DIFFERENT COACHES HAVE WORKED?

I have met more than one coach during my training path. Each Coach has enabled me to complete a jigsaw, that, in the end, has given me the possibility to redevelop an awareness of my skills and start something new, which I could have never done six/eight months ago.

WHAT DO YOU THINK OF THE ADMINISTRATORS THAT HAVE DEVELOPED THE PROJECT?

Go on like this, because by so doing you can make people have or regain confidence in their abilities and future.

THE OTHERS IN THE GROUP

It's been a very interesting experience because a real group has formed. I can say that because, as I've been part of it, I've seen that, in a situation like this, a group – to all intents and purposes – springs to life.

YOUR PROFESSIONAL EVOLUTION AFTER THE COACHING PATH

Thanks to the process, I've turned from a 30-year employee into, I hope, a future entrepreneur.

This experience, encompassing all sort of people with different professional profiles and careers, proves how by working with creativity and innovative tools we can generate virtuous cycles, making the most of the Regional and European funds and invest them on the very same people who had been thrown out of the market. They all have a treasure of experience which should not be shattered, which can be indeed put to use to empower other workers.

Only by facing the present with the awareness that we need new tools for new challenges can we find the silver lining behind the dark cloud. For some people what they have been experiencing since last year is the end of the world. It is not so, but it is definitely the end of the world as we know it.

It's an end. It's a beginning.....

'THE WAY OF COACHING BEST PRACTICES in Career Guidance Services 2009-2010' is going to be published by BOSTON WORLD in English and Italian by June 2010.

1. UNBREAKFAST www.unbreakfast.it - The association was founded in 2006 – ever since they have dealt with hundreds of cases. In 2010, they amount to over 1000 members. Its vice President, Massimo Gozzetti, is also President of the Independent Professionals Network Association (16000 people in Lombardy only)
2. Massimo Cavalieri www.hrt.it - 50, journalist, trainer and coach. Has been working with leading Italian companies for over 15 years.
3. Paola Fioretti paola.energigozio.com, 44: worked for almost two decades in a major Italian banking group in the Training Department. Out of work for the past two years. Now self-employed as trainer and coach.
4. Daniele Alzati www.dadaconsulting.com, 52: employed with Siemens Group for over 10 years, then moved to Bartolini Group. Out- of-work after 30 years. Now started new career as a Safety Consultant

LANGUAGE PREPARATION OF MATHEMATICS TEACHERS

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ABSTRACT

University students should these days be offered, as a part of their professional development, an adequate language preparation.

Members of the Department of Mathematics in the Faculty of Education at Palacký University Olomouc, Czech Republic, have been working on a project of the European Social Fund - the Education for Competitiveness Operational Programme called The Innovative Approach to the Preparation of Prospective Teachers of Mathematics with the Use of Teaching Modules in the English Language.

It contributes to an enhancement of the status of mathematics teachers and helps their careers.

1. INTRODUCTORY NOTE TO TEACHING FOREIGN LANGUAGES AT SCHOOLS IN THE CZECH REPUBLIC

The acquisition of foreign-language skills helps overcome language barriers and contributes to increasing mobility of individuals in their personal lives, as well as during their studies and in their future jobs. Foreign-language skills allow people to get to know other countries, nations and their cultural traditions.

They allow people to understand how important international cooperation and tolerance are, and they stimulate conditions for the cooperation of schools on international projects.

According to an up-to-date national statistics, over 500 thousand primary school pupils study English in the Czech Republic (from a population of 10 million), which makes our schools comparable with the schools in other EU countries. The second most-frequently taught language at Czech schools is still German, other languages include French and the recently evermore popular Russian. Unfortunately, primary schools in the Czech Republic still suffer from an inadequate number of qualified language teachers, which is caused - among other factors - by the low wages in this sector.

At present, primary schools are obliged to teach foreign languages in an extent of at least 9 lessons per week in 1st to 5th grades and 12 lessons per week in 6th to 9th grades. From 8th grade onward, pupils can choose to study another foreign language, but it is not compulsory. A major change took place during this school year (2009/2010): pupils are obliged to study English from the 3rd grade.

Framework Educational Programmes are the main curriculum-related documents in the Czech Republic. These programmes stipulate that foreign-language teaching involves educational techniques related to receptive, productive and interactive speech skills. Lessons should focus on language elements and functions related to personal issues, educational issues, work issues and public issues. Further emphasis is placed on communication skills and area studies related to a given language.

University students learn professional terminology according to the selected discipline of study. The aim of the project which we are about to introduce is to make sure that future teachers of 6th to 9th grades, studying at the Palacký University in Olomouc a combination of mathematics and another subject, are capable of using specialised English mathematical terminology. This will extend their qualification, facilitate their study of mathematics from English-language bibliography, and improve their chances of finding suitable jobs.

2. INTRODUCTION TO THE PROJECT

Some members of the Department of Mathematics in the Faculty of Education at Palacký University Olomouc have been working on a project of the European Social Fund (ESF) - the Education for Competitiveness Operational Programme (ECOP) called The Innovative Approach to the Preparation of Prospective Teachers of Mathematics with the Use of Teaching Modules in the English Language.

The aim of the project is to create a suitable optional elective for prospective teachers of mathematics. Its objective is to make students acquainted with the English mathematical terminology.

University students should these days be offered, as a part of their professional development, an adequate language preparation.

Common language courses usually do not deal with any mathematical terminology. One can learn in such courses only to count from one to one million. Prospective teachers of mathematics should know more. They should know how to treat the spoken language of mathematics. At least we want encourage the students to use English textbooks and teach them how to listen to an English mathematical lecture.

In spite of the fact that the project is aimed at prospective teachers of Mathematics in post-elementary schools, also prospective primary school teachers, high school teachers and maybe even students of English language could benefit from it. We introduce basic mathematical terminology used at schools as well as basic terminology of geometry, calculus and algebra. The seminar consists of three modules called *Geometrical Thinking*, *Functions and Graphs*, and *How to Solve Systems of Equations*. We emphasize English terminology and spoken mathematics. Everything is illustrated

with easy mathematical problems, mostly utilizing theory which students already know.

Students enrolled to this course are supposed to have some knowledge of English. Each module is planned for eight teaching hours, two hours per week. A part of the seminar is a possibility to visit the European School of Brno, Čejkovická 10, where mathematics is taught in English.

We have been teaching the new seminar this semester (February-June 2010) for the first time, providing some experience already.

3. MODULE FUNCTIONS AND GRAPHS

Now we will deal with the module Functions and Graphs which was created by the author of this contribution. The module introduces students to English terminology of mathematical analysis, especially those pertaining to functions and graphs. Students peruse texts of different levels: a text corresponding to 6th to 9th grade of primary school education, and study materials for university education.

3.1 SPOKEN MATHEMATICS – READING NUMBERS AND MATHEMATICAL SYMBOLS

The introduction of the module is devoted to spoken mathematics. Here we will show a part of a text created for students to teach them how to read numbers.

3.1.1 A TEXT FOR STUDENTS

At least two methods exist for reading numbers aloud. The choice of a method is decided for each number. For example it is easier to say *twelve hundred* than *one thousand two hundred*. A general rule of spoken mathematics is simplicity, that is, fewer words improve communication.

1 000 000, 10^6	One million
1 000 000 000, 10^9	One billion
1 000 000 000 000, 10^{12}	One trillion

107, 502, 751, 289	One oh seven, five hundred (and) two, seven fifty one, two eighty nine
1 284, 9 582, 4 687	Twelve hundred (and) eighty four, ninety five (and) eighty two, four thousand six eighty seven
12 985, 73 629, 46 772	Twelve thousand nine eighty five, seventy three thousand six twenty nine, forty six thousand seven seventy two

A lecturer may add variety and emphasis. For example, if only the size of the number is relevant, then 12 965 may be spoken as about thirteen thousand or roughly thirteen thousand or twelve thousand and something.

It is considered emphatic to express 1 284 as one thousand two hundred and eighty four. A lecturer may use voice intonation to add to the emphasis. To suppress emphasis 1 284 may be spoken as twelve eighty four. The more words used to read a number, the more emphatic is the result.

1.0, 1.01	One point oh, one point oh one
-5.67, -9.	Minus five point six seven, minus nine
5.67	Five and sixty seven hundredths
0.0001, $1E-4$, 10^{-4}	Ten to the minus four
0.009, $9E-3$	Nine thousandths
3.14159	Three point one four one five nine
3.14159	Pi, pronounced pie

A decimal 10.0 is read *ten point oh* or *ten* depending on the context. The use of *tenths*, *hundredths* and *thousandths* in the reading of decimals is normal in certain subjects, for example, engineering applications. A standard constant like 3.14159 appears in speech as *pi* rather than *three point one four one five nine*. The natural logarithm base 2.718 will be read as *two point seven one eight* or *base e* or just *e*.

3.2 CALCULUS TERMS

We will repeat terms of calculus like a function, graph of a function, slope, limit, derivative, maxima, minima and so on, this time in English. We repeat that pupils at junior high schools graph functions by making a table of *xy*-pairs that satisfy the function rule, then they plot the points and draw a smooth curve through the plotted points. But how do we know for sure what the graph does between the points we plot?

The answer lies in calculus, which provides a marvellous mathematical tool called a derivative to find a curve's exact shape between plotted points.

Let us show now some suitable tasks for students in the seminar.

Task 1.

The following theorems free us from having to appeal to the definition every time we need to find a derivative. Write the rules using mathematical symbols and then say them in words.

- Power Rule for Positive Integer Powers of x
- The (Constant) Multiple Rule
- The Sum Rule
- The Difference Rule
- The Product Rule
- Positive Integer Powers of a Differentiable Function
- The Quotient Rule
- Negative Integer Powers of a Differentiable Function

Task 2.

Write equations for lines using mathematical symbols:

- Vertical line through (a, b)
- Horizontal line through (a, b)
- Slope-intercept equation
- Point-slope equation
- General linear equation (A and B not both zero)

3.3 SCHOOL MATHEMATICS AND FUNCTIONS

We will introduce how mathematics students in post-elementary schools (ages 12–15) deal with functions and graphs.

We work with British textbooks of Mathematics, for example for 8th grade, see (2-4).

We can study the following topics: Graphs that tell stories, Graphs and charts, Linear equations and graphs, Quadratic and other functions.

4. SUMMARY

The experience we already have from teaching the seminar is positive. The seminar can be fun and at the same time very instructive for both the students and the lecturer (who must have talent in both Mathematics and English). The teaching in such a seminar is easy to adapt to the level of the student's knowledge in both subjects –

English and Mathematics. Students learn English mathematical terminology, improve their mathematical knowledge, and learn about foreign textbooks, because they are encouraged to speak English and use the English publications. A suitable addition to the seminar is listening to a native mathematics lecturer, for example on the Internet.

The article has been written in the context of the ESF project "Innovative Approach to Training Future Teachers of Mathematics with the Use of Teaching Modules in the English Language", reg. no. CZ.1.07/2.2.00/07.0104. This educational project is co-financed from the European Social Fund and the Czech state budget.

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COACHING AND COUNSELLING FOR SMEs: a Pilot project “Excellent Lombardy”

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ABSTRACT

The economic crisis forces companies to pro-actively react by strategic management decisions. As part of the *National Confederation of the Craftsmanship for the SMEs* (CNA), *ECIPA Lombardia* has been proposing a series of meetings training projects for small and medium-sized enterprise, in great part conducted within the project “Excellent Lombardy”. The project is addressed to all entrepreneurs which are considering changes in their company management to positively face the challenge of the crisis. The proposal consists in individual assistance through coaching and counselling programmes:

Change management: sustainable and alternative strategies for the entrepreneur to innovate and change processes

- Knowledge delivery for up-skilling and acquisition of new skills
- New methods for organizational changes.

Counselling for entrepreneurs to support:

- Time management
- Stress
- Conflicting resolution – relations dynamics
- Leadership management

The conference contribution will show why the proposed services were widely embraced by the clients: in a very new take-up process, also the smallest enterprises (family companies) are participating in the project. This is a very recent development considering that, first, small enterprises have perceived counselling and labour market measures as highly expensive and, second, are operating on the market rather as craft companies without being aware that they

have to operate also as strategic players and entrepreneurs (need for entrepreneurial learning).

Introduction

The international economic situation determined several complexities in our regional and national economy. In particular, the SMEs, that have always been the economic power of the Lombardy Region, were strongly hit in profit and work force losses by the general crisis. Crisis determines changes and the changes that small and medium entrepreneurs had to go through were several and very complex, most of them were not ready and prepared to face those difficulties correctly.

In this presentation, besides including some interesting regional economic data, I will introduce an intervention project, designed by *ECIPA Lombardia*, in order to support the re-organizational changes that SMEs will have to face starting from the concepts that:

- A period of crisis could offer usable opportunities for company renewal.
- The necessary condition to make the change happen is that the entrepreneurs feel the *urgency* that, according to J. P. Kotter, is the only engine activating towards change.

At present times we are in the first phase of the project since it started only two months ago; later on in the presentation I will report two very remarkable cases that we are currently following.

ECIPA Lombardia

ECIPA Lombardia is a technical structure created with the purpose of responding to the needs of supporting, researching and developing, orienting and educating of businesses and SMEs in the Lombardy Region by the C.N.A. (National Confederation of the Craftsmanship for the SMEs).

ECIPA Lombardia has been active for over two decades and it has always been acknowledged as a fundamental institution for the Lombardy Region. The aim of the work and the projects carried out by *ECIPA Lombardia* is to support the development of businesses in Lombardy, to increase the professionalism and the efficiency of the employees and investors. *ECIPA Lombardia* realizes this goal through accepting it as a life long education program and providing professional support during critical times such as: Company establishment,

development and product variety, Company crisis, transfer between generations, etc.

Therefore the intention of *ECIPA Lombardia* is to organize patterns, present projects and direct them for the benefit of businesses and SMEs. The strength of *ECIPA Lombardia* is the use of a strategic choice to offer personalised answers to different problems proposed by several varieties of customers. For instance: marketing network establishment, investment of product and process renewals, company management and support and the improvement of professional efficiency.

ECIPA Lombardia has a solid experience managing financial projects and has the power to activate all the financial Regional, National and European funds (*ESF, L236, Fondartigianato*, etc.) in the way that will benefit the business in terms of decreasing the costs and facilitate company establishment and company improvement. *ECIPA Lombardia* is a cooperative company member based counting its biggest partner as the C.N.A. (National Confederation of the Craftsmanship for the SMEs). The Head Quarter is based in Milan; management, project administration, general adjustment, certification of efficiency, research and development, communication and regional relationship functions are fulfilled here.

Active members are located in other cities on the Lombardy area (Brescia, Como, Varese, Pavia and Mantova) and in all the other Italian Regions; here activities like coordination, secretarial, orientation and regional relationships are carried on. Many local offices of C.N.A. function as observation centres over the Region and the Unions, providing *ECIPA Lombardia* a closer look to every business and therefore a more precise approach.

ECIPA Lombardia has been certified according to the legislation of UNI EN ISO 9001/2000 for project planning, educational and orientation services. It is acknowledged by the Regional administration of Lombardy for educational and application services and as the research and technological transfer centre, the QUESTIO system. *ECIPA Lombardia* has held 75 education activities in the year 2008 and 2.202 people have attended these courses. The total education hours realized are 7.041 hours.

The economic situation of Craftsmanship in Lombardy

The craftsmanship represents a focal sector for our regional economy. At the end of the year 2009 the artisan enterprises in Lombardy were 265.727 with a decrease of 6.053 units compared to the end of year 2008. We can immediately interpret this reduction as the first effect of the crisis, it is indeed the first time

in ten years that the number of SMEs dropped. This decrease is evenly distributed in all the provinces in the Region. The heavier diminution is linked to the manufacturer department, representing anyhow the 27% of the total, while the construction department still stands up as most significant sector with over the 40% of active enterprises.

At the end of the year 2009 the regional craftsmanship represented the 18% of national craftsmanship, while in Lombardy the artisan enterprises embodies the 33% on the total of active companies. Working in the field are over 700.000 people with an average of 3 artisan enterprises every 100 inhabitants, this is to demonstrate the social outcome that this sector has locally.

This small reality is affected daily by consequences of the economic crisis, heavily and negatively effecting the area. The economic data provided by *Unioncamere (the union of the National Chambers of Commerce)* for the first trimester of the year 2010 are still not consoling. The production index on manufacture artisan enterprises still has a negative record (-3.7%), even if with a lower intensity compared to the year 2009 (-11% as the year average). However, we can report a light decrease in profits recording a new contraction of 4.4%.

The project: Excellent Lombardy

The goals of the project

The project *Excellent Lombardy* is a three-year long project financed by the Lombardy Region with the purpose of supporting the educational and life long learning areas. This critical economic moment brought several and complex changes in the SMEs world. Many enterprises survived the crisis, but many others, as we have seen before, are still facing great difficulties and struggle to create structured alternative strategies to widen their market or be competitive and re-collocate in the one they are already in.

Considering the facts, it strongly emerges the need of support for those, small and very small entrepreneurs, experiencing a transition phase. Most of the smallest entrepreneurs lack in management skills and therefore they live their company crisis in loneliness as an economic and personal tragedy, without considering a possible way out and a renewal for the business and the human capital involved. The inquiries on company needs gave the result of improving

the consciousness of *C.N.A. Lombardy* and re-think its role. As an association representing the regional craftsmanship, it has to create a structured system ready to provide concrete and effective answers to its members.

In this vision, the *Excellent Lombardy* project was pursued. The idea was to offer valid tools to satisfy the entrepreneurs and support the change that *C.N.A. Lombardy* is operating on a local level to come closer to its members. In this circumstance *Excellent Lombardy* represents an innovative tool for that audience and in some way a new challenge.

The general objectives of the projects are:

- Provide management tools to support changes
- Provide organizational support to the SMEs and the *C.N.A. Lombardy System*
- Provide counselling support to handle the difficulties brought along by the changes, both for the entrepreneurs and for *C.N.A. Lombardy* top management.

In the world of small and medium entrepreneurs, this project represents a innovative action for three different reasons:

- It allows us to define organizational change patterns (HR and systemic)
- It offers high-level professional counselling (organizational counselling), usually not provided for small entrepreneurs
- It gives the possibility to the enterprises and the association, to cross path and be oriented towards the same goal.

The structure of the project:

The project is divided, in every year of activity, between counselling and educational interventions. The counselling activity provides a total of 250 hours for the first year and a total of 150 hours for the two following years.

The counselling activity starts with a first phase, the coaching, during which we help the managers define a strategy (for companies) or leadership management (for associations); it continues with a deeper intervention, the organizational counselling. The organizational counselling interventions' aim is to work alongside with entrepreneurs on central issues such as:

- Leadership management
- Time management
- Stress management
- Conflict management
- Interpersonal communications

Both of those interventions work in a systemic vision with an analytic and transnational orientation.

The educational intervention provides a total of 100 hours. The concepts are defined based on the necessities emerged during the work groups.

The project, sees a support of other public funds to cover the educational activities foreseen for the employees.

Case Studies

Regarding the two following success stories we must underline the fact that this project is in its early stages since it started no more than two months ago. We bring as models the first two cases we had and we will focus on the different developing steps.

Company Alpha

This company, leader in fine equipment tools distribution, has been for over a year in a situation of crisis. The enterprise is composed by two top managers and 15 employees (all included in layoffs).

Up till the counselling request the two entrepreneurs declared to have never considered an alternative strategy (to those they usually have) to face this very critical time. They have decided to participate to project for two main reasons:

- The possibility of being followed during the phase of layout of the new organizational strategy.
- The possibility of being followed on a personal level to strengthen their self-empowerment skills.
-

The intervention started a couple of months ago and today we have reached the following results. The two entrepreneurs:

- redefined the company organization chart.
- created the new company mission and vision, sharing it with all the employees.
- defined the educational interventions considered “urgent” for the staff. This definition is really important and consists in a focal point since it gives a systematic side to the whole intervention, considering also their personnel.

Company Beta

This is a web communication and design company. Smaller than the previous example, is composed by one entrepreneur and 3 employees. The company

needs are to develop and re-collocate more stably in the referred market rethinking the sales and marketing strategies. The entrepreneur requested the intervention for several reasons:

- the possibility of being supported in the planning of organizational functions.
- structure a work team based on democratic principles.
- support in the phase of planning a new marketing strategy.
- support the role management.

The action plan consists in interviews with the staff with the purpose of sharing company values.

We are activating a first hypothesis of roles and functions re-definition; at the same time we are activating an individual counselling to facilitate the work team management.

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THE “CANDIDATE CARING PROCESS”: INNOVATIVE TOOLS FOR JOBSEEKERS

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ABSTRACT

As a human resource company accredited in Lombardy, *Epoché Service Integrator* is providing personnel research and selection, training and consultancy to enterprises in Northern Italy. The presentation will demonstrate the “*Candidate Caring Process*”, a project geared to the specific needs of workers who are only temporarily excluded from the job market. In a labour market characterised by heavy labour legislation, special job-matching techniques are necessary in order to help those outside the labour market to find a new job opportunity as soon as possible. In fact, during the global economy crisis working in the area of personnel recruitment does not simply mean finding the right person at the right time. High-quality recruitment policies consist also in strengthening those who are currently outside an active working environment.

Two specific *vocational training schemes* tailored to every person’s “requalification potential” will be presented: ‘marketing skills’ and ‘human resources management’. The training courses are partly financed by a *voucher system* launched by the *Lombardy Region*, allowing every jobseeker to choose the training provider of her/his preference. One of the success factors of the training is the high degree of attention which is paid to the candidate’s *individual profile* by a detailed analysis of skills and competences (‘bilanci delle competenze’). In summary, everybody who has lost her/his job - for instance due to restructuring of the company - needs to be kept continuously skilled-up in order to maintain her/his employability.

INTRODUCTION

In a job market which is so segmented, complicated, and deeply affected by a crisis which does not appear to have an end in sight, the major difficulties are faced not only by first time job seekers, but also, if not even more so, by those who are forced to leave their jobs perhaps as a result of a downsizing or restructuring exercise in their

company. In many instances we have to deal with highly professional people, in their 40's or 50's with a vast working experience behind them, but who, either because of their personal difficulty to accept their new circumstances or because they have received high compensation packages in their most recent employment, are difficult to place in such a fragmented labour market which no longer has clear points of reference.

These professional profiles need to be guided in their reintroduction to the job market and it is therefore important to underline the important efforts of the *Lombardy Region* in 2009.

Epoché Service Integrator has been involved, since its foundation in 2002, in recruitment and training services. Our company, being accredited, has decided to work in collaboration with the *Lombardy Region* through the "Doti Lavoro"¹ system in which a candidate who has lost his/her job and needs to find other employment is guided through a series of steps as part of the Candidate Caring Process.

THE STEPS OF THE PROCESS

1. The Welcoming Interview:

This is quite an informal meeting between one of the recruitment specialists of an accredited company or agency and the jobseeker who would like to follow the programme. The meeting essentially consists of a conversation during which the candidate speaks freely about his/her previous work experience and future aspirations. The role of the recruitment specialist is to explain the technicalities of the "Dote Lavoro" system and also to underline that it is completely free.

In synthesis, the meeting foresees the following:

- a. The verification of the candidate's requisites
- b. Orientation and information related to the available services
- c. Commitment on the part of the operator to follow the candidate through the process

2. Orientation Interview (or 2nd level interview):

This meeting is more focused on the previous job experiences of the candidate, specifically with the aim of understanding which training is necessary and the subsequent enrollment in courses focused on improving current and/or acquiring new skills which will best allow the quick placement of the candidate in a suitable job. At the same time, the candidate is offered a cycle of "Servizi al Lavoro"² which consist in:

- a. Constructing or re-writing an effective Curriculum Vitae
- b. Interview role plays
- c. Identification of the best job seeking tools depending on the career path the candidate wishes to follow

3. Defining the path:

¹ Free service offered by the Lombardy Region to job seeking residents who are unemployed

² Job seeking tools

The main product of this step is the PIP³ which foresees the assistance on the part of the operator in the definition of training and/or work experiences which are value-adding for the candidate. Specifically, this would refer to:

- a. Transforming individual needs into competencies/knowledge/abilities
- b. Networking between companies specialized in training which prepare courses which may be of interest to the candidate

4. Competency Assessment:

The competency assessment consists in reviewing the individual competency form, allowing the identification of abilities and the elements to bring forward and value in the candidate. The objective is to define a Personal Development Plan in order to reach specific goals.

5. Tutoring and Counselling:

This service consists of the following activities:

- a. Orientation on the mechanisms of the labour market
- b. Update of the Curriculum Vitae and the preparation of a cover letter
- c. Practical preparation of the job interview
- d. Assistance both to candidates and enterprises in the job matching phase

6. Scouting and active job seeking:

The service foresees supporting the candidate by defining the job seeking strategy with specific focus on:

- a. The identification of professional opportunities
- b. Evaluation of job opportunities
- c. Applying for the job
- d. Contacting and visiting the potential employer

7. Follow up and management of PIP⁴:

Once the candidate has been successfully reinserted into the job market, there is a final step which checks the degree of conformity with the PIP which was traced out in the early phases of the process. This is a necessary part of the process which enables the operators to monitor whether the process has been correctly followed in all its steps and the success rate of the programme.

³ Piano di Intervento Personalizzato, please see sample document in Appendix

⁴ See step 3

MAKING THE DIFFERENCE FOR SUCCESSFUL JOB MATCHING

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ABSTRACT

Epoché Service Integrator is a human resource company accredited in Lombardy and providing personnel research and selection, training and consultancy to enterprises in Northern Italy. The company is dedicated to a thorough analysis of the HR needs of its client companies. Each company – in particular SMEs – are small microcosms in their own right, with individual rules, working culture, codes and – most importantly – values. If a candidate is inserted in an environment where she/he does not fit perfectly, negative repercussions will be felt on both sides.

The conference paper and presentation intends to demonstrate:

- *selected cases illustrating the methodology for choosing the right person*
- *how to avoid pitfalls when searching for personnel, and*
- *all stages of a comprehensive job-matching process.*

In fact, the first stage of the recruiting process consists in a detailed job description. The company looking for new staff usually needs to be guided in order to define the right selection criteria. At a second stage, the appropriate channel for contacting potential candidates is identified. Finally, the selection of personnel is undertaken by instruments such as interviews, personality questionnaires and assessment centres. In essence, recruitment companies have a twofold responsibility: economic consultancy for the HR management department of the contractor and a social responsibility towards the candidates.

Introduction

Human Resources consultants have a substantial twofold responsibility, in particular for job matching. This duality is due to the fact that a recruitment consultant has two clients: the company looking for people to hire and the candidate looking for a job. The consultant's aim is to place the right people in the right position and vice versa to find the right job for the right person.

Pre-hire assessments provide the easiest and most effective way of eliminating uncertainties in the hiring process. A Human Resources Manager should always use valuable tools for increasing consistency and improving the success of the hiring process. Companies which utilize poor hiring practices in their hiring process continually lose money due to increased turnover, decreased productivity, and in extreme cases, negligent hiring lawsuits. These hiring decisions become costly mistakes because they are made with inadequate information about the candidate.

A successful hiring process falls back on three focal points:

1. Using objective instruments to weigh-up candidates and to compare the results
2. Drawing-up a job description starting from the profile of the best performers
3. Falling back on structured recruiting methods

On the other hand, making a mistake in hiring decisions could have serious consequences on people's lives. Being hired for the wrong position could ruin one's life in terms of mental health and social relationships.

Case study: the story of a failure

1999 was the beginning of the new economy era. This changed the way of doing business and the concept of people management. One of the biggest changes was in the time needed for doing things: the "old economy" companies had their methods and took their time for all business processes, from the selection and procurement of master batches to the way of managing people; the "new economy" companies lived on a "here and now" philosophy, thanks to the introduction of the new technology.

A big French company, specialized in internet services, such as websites, housing and hosting, wanted to enter into the Italian market and did this through the acquisition of two small firms: a data center in Milan and a software developing company on *Lago Maggiore*. The owner of one of the two companies was hired as Country Manager of the French company: he was in charge of finding a location in Milan and of hiring a team of developers, sales representatives and staff. "Mr. Country Manager" was a very visionary person with an extremely business-like orientation, but with no organization experience. **FIRST MISTAKE**

After having drawn-up a business plan and a draft of an organization chart, he charged a recruiting company with finding the right personnel to hire in order to build the organization starting from people.

Of course he could not define the job description starting from the existing situation... but he did not want anybody to help him. **SECOND MISTAKE**
His job descriptions were just a list of technical requirements.

The recruiting strategy was based on traditional media (newspapers), very expensive but with few results. **THIRD MISTAKE**

Since he had six months for the starting-up of the company, the recruiting company had to find 25 people in two months. The candidates should have had advanced technical competencies on the innovative development tools... but these kind of profiles still did not exist on the labour market. **FOURTH MISTAKE**

The recruiting company found a consistent number of personnel who could be in line with the requested qualities, but with no experience in this kind of business and organization.

In order to motivate the candidates to accept this challenge, the company offered a considerably high salary (average €40.000 for a junior software developer).
FIFTH MISTAKE

The end of the story: the company failed to hold up against the business competition from the other better structured, new economy companies, and went bankrupt. More than 30 people lost their jobs, and had a lot of difficulty in finding new ones, because of their excessively high salary expectations compared to their little experience.

Conclusion

What makes the difference for successful job-matching process?

1. Pre-hiring assessment
2. Hiring strategy
3. Objective assessment tools
4. Internal and external salary equity

Electronic references

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REPROTOOL - A SOFTWARE TOOL FOR MANAGING LEARNING OUTCOMES

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ABSTRACT

This paper presents ReProTool Version 1.0, a tool which provides the means and ensures that academic curriculum design/re-engineering takes place considering various student-centered learning pedagogical methods and input from industry (employers, professional associations). The tool focuses on the Bologna Process and Learning Outcomes (LOs). LOs express what a student/graduate is expected to be able to do after completing a programme/course of study. Employers can therefore identify what knowledge, skills and competences applicant poses and match them to their own requirements, thus making a more informed decision when employing people.

1. INTRODUCTION

The Bologna process (European Commission Education and Learning, 2008) aims at developing a European Educational Framework of standards, definitions and concepts so as to provide the basis for European countries to transform their educational system according to this framework. This will result in comparability/compatibility of the various European educational systems which will then result in collaborations amongst educational institutions, exchanges of students and teachers within Europe and transparency and transferability of qualifications, the latter being very important when looked from the point of view of prospective employers.

One of the first and most important concepts developed by the Bologna process is the European Credit Transfer System (ECTS) that provides the framework for measuring the student workload in courses/modules/programmes and thus calculating the credits of these courses/modules/programmes. Another important concept recently introduced is the concept of the Learning Outcomes (LOs) (Kennedy et al. 2006), which allows courses/programmes to be expressed in terms of what a learner/student is expected to know by the end of the course/programme. Employers will thus be able to identify what students are able (or at least should be able) of doing after completing their programmes/courses. Furthermore, by studying descriptions of studies expressed in terms of LOs and thus comparing with what they expect graduates to be able to do, employers could provide input for the re-engineering of programmes taking into consideration industry requirements. Finally the European Qualifications Framework (EQF 2010) provides the basis for mapping the National Qualifications Framework (NQF) of each European country to this framework, thus transitively, mapping each

country's educational system to another country's system. Examples of such NQFs are the Irish NQF (Irish 2010) and the UK NQF (UK 2010)

All the aforementioned concepts/standards are based on the fundamental philosophy of the student-centered learning model, according to which the learning process should be built focusing on the student and not the teacher and the teaching process (teacher-learning model). The student workload calculated by both students and teachers leading to the course/programme ECTS, and the development of the Learning Outcomes of the courses/programme viewed from the student perspective, ensure that the student has an active role in the development and re-engineering of academic curriculum. Student-centered learning moves away from traditional teaching environments through which students are spoon-fed with information provided by the teachers and utilizes teaching/learning methods/techniques, through which students assume an active role and teachers become facilitators and co-coordinators of the student learning process, rather than information providers. Such methods/techniques include amongst others, problem-based learning, simulation exercises, group projects, research work, etc.

The rest of this paper is organized as follows. Section 2 explains how Learning Outcomes support student-centered learning. Section 3 explains the need for ReProTool. Section 4 presents version 1.0 of the tool. Finally, Conclusions presents our current and future work.

2. LEARNING OUTCOMES

Learning Outcomes (LOs) and the writing of course syllabi using ECTS provide the chance to teachers to rethink the course/programme curriculum from the student perspective and reconsider the content of the course as well as the delivery (teaching/learning) and assessment methods, soliciting feedback from various stakeholders, amongst others industry, employers and professional associations. Rethinking of the curriculum and its delivery is a lengthy process carried out periodically by universities in order to adapt programmes of study with current research issues, state-of-the-art developments and industry demands. This process is usually carried out manually without using a customized software tool. The tool proposed herein is a tool which aims at automating many tasks carried out manually and thus improves the re-engineering process of programmes of study.

One recently developed methodology for programme re-engineering and quality assurance is the Tuning Methodology (Gonzalez and Wagenaar, 2008). The methodology conforms to the Bologna Process directives and provides the framework for design and development of academic programmes. According to the Tuning Methodology, the first stage in designing a new programme is to build its profile, which includes among others, its aims and objectives, as well as the LOs. In order to make sure that the LOs are achieved, the Tuning Methodology utilizes various matrices that relate the LOs with the various courses.

Currently, the Tuning Methodology has been adopted by many universities both in Europe and in Latin America (Beneitone et al., 2007; Keravnou-Papailiou, 2006). TunTool (Pouyioutas, 2009; Pouyioutas et al. 2010), is the first software tool that was proposed to support the methodology and automate some of the tedious tasks that the users of the methodology have to perform. ReProTool is basically a new version of

TunTool that incorporates LOs as defined in EQF in terms of knowledge, skills and competences.

3. THE NEED FOR AUTOMATION AND REPROTOOL

When building the degree profile of an academic programme, one needs to define its LOs. Ideally, existing definitions could be utilized rather than reinventing the wheel. Thus, one could select as many LOs (Knowledge, Skills, Competences) from a pool of such resources and then modify and add new ones accordingly. This not only would reduce the effort needed for building the programme profile, but also and more importantly perhaps, it would create programmes that are compatible to a certain extent (of course one may argue that this compatibility would have a drawback such as reducing creativity and innovation). There is currently no database of LOs that would allow downloading of these resources. The creation of such a database would allow one to select and use them as part of the programme profile under development, thus benefiting from the aforementioned advantages.

Another time-consuming and tedious task one faces is the verification that the programme's LOs are met by at least one course of the programme. Matrices could be constructed and checks could be made in order to accomplish this. Furthermore, if one needs to find the LOs achieved by a course or the courses that achieve a particular LO, s/he should consult the hard copy or electronic matrices and produce manually in both cases the required information. This happens because there is no database to store the relationships between LOs and courses. A software tool based on such database could produce automatically the required information.

Furthermore, the database could store for each course its own LOs, its assessment methods, its learning methods and the expected student workload. This basically would automate the completion of the student forms which are used to calculate the student workload and thus the number of the ECTS of the course, reducing even more the time and effort needed for building further the programme components. The automation would also allow what-if analysis and perform workload and ECTS recalculations very fast and error-free. The system would also check the semester breakdown of the programme of study in terms of the 30/60 ECTS requirements per semester/year. When it comes to the student calculations of their workload during a course and therefore the course ECTS, the system would allow the fast processing of all student forms and would produce average workloads for each course and each LO of a course, and the average ECTS of the course, as estimated by the students.

All the aforementioned advantages of automating the application of the methodology used for designing/developing academic programmes of study clearly indicate the need for the tool. ReProTool, provides a database of resources (programmes, courses, LOs, etc.) that can be accessed and shared by many users.

4. PROTOOL VERSION 1.0

ReProTool supports three main user types, and thus provides three password-controlled authorised areas, namely programme coordinators, faculty members and students. The system also supports a system administrator area. The welcome screen interface allows users to login using their login name and password in one of the aforementioned areas.

4.1 System Administrator Area

The System Administrator area provides the administrator the tools for managing (creating/editing) the end-users of the system and assigning them authorization privileges. Thus, the administrator is responsible for the maintenance of the data pertaining to institutions, programmes of studies, faculty, co-ordinators and students (Figure 1). Figure 2 shows how the administrator can set the number of hours for 1 ECTS (ranging from 25 to 30).

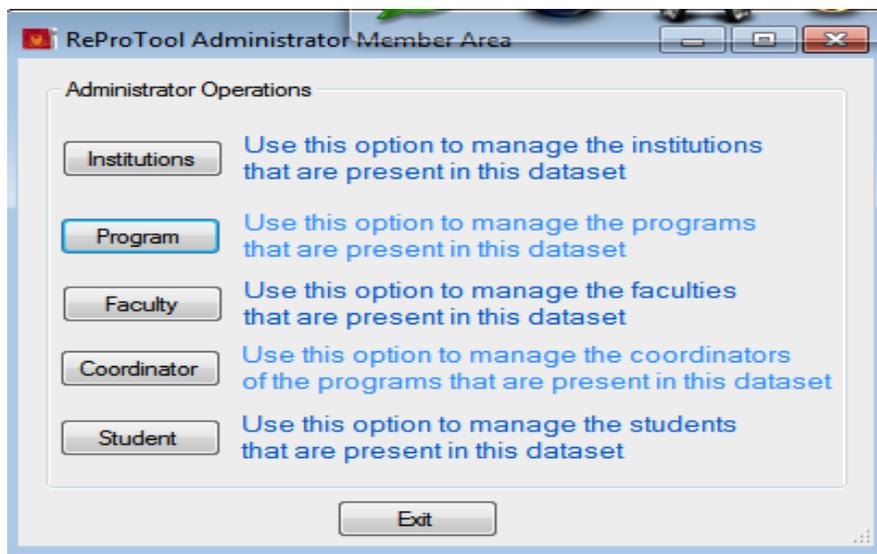


Figure 1: The System Administrator Area

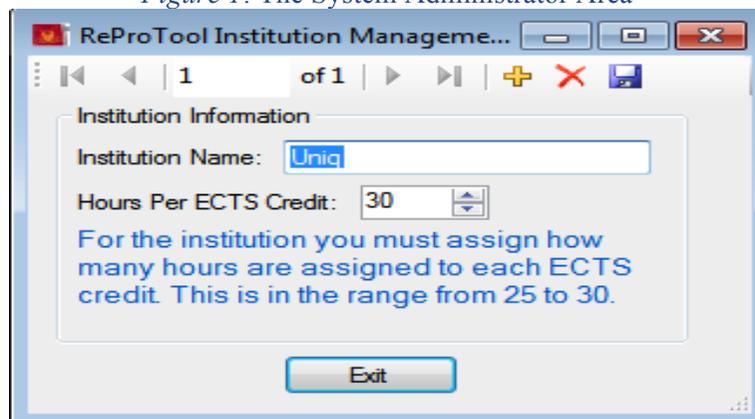


Figure 2: Setting the Hours for the ECTS (Institutions)

4.2 Programme Coordinator Area

The Programme Coordinator area assists academic faculty to set up programmes. The first interface screen provides programme coordinators a list of programmes for which they are responsible. Once selecting one of the programmes, the coordinator is

redirected to the specific programme's screen interface (Figure 3) that allows one to create/edit courses and assign them to the programme under consideration. Furthermore the screen interface supports a Reports menu choice that allows the generation of reports including amongst others, LOs of a course, LOs of a programme vs. the programme's courses, LOs of a programme not covered by any course and a Programme's total ECTS and Semester's total ECTS.

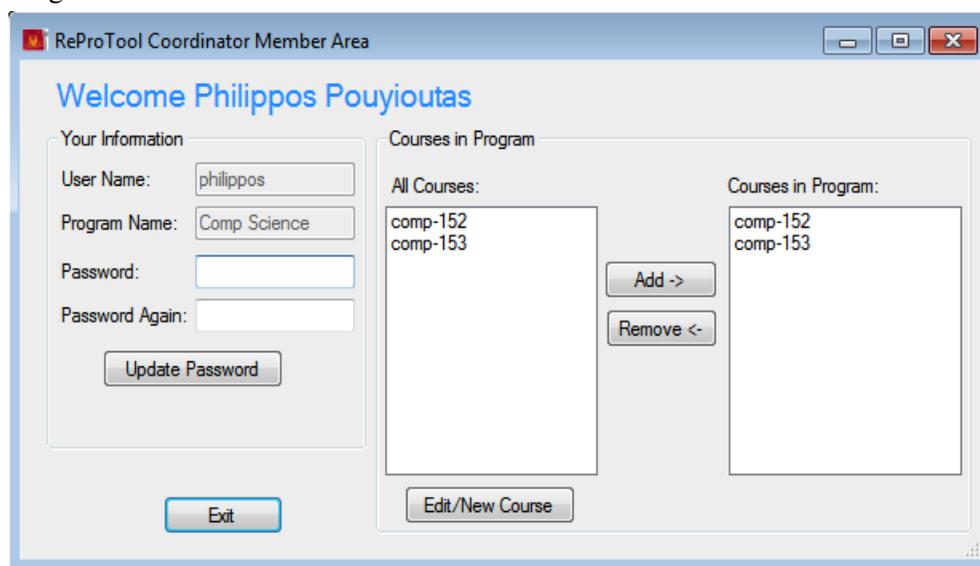


Figure 3: Setting the Courses of a Programme

4.3 Faculty Member Area

The Faculty Member area provides a screen interface that allows faculty to access the courses that they teach (Figure 4) and thus they are authorized to modify. Once a faculty member chooses a course, s/he is redirected to the screen interface shown in Figure 5 that prompts the completion of the Course ECTS Calculation Teacher form. This form lists the course's LOs, the associated educational activities (teaching/learning methods), the assessment methods and the estimated student workload (number of hours) that students are expected to spend on each LO. The total student workload in hours and thus the total ECTS of the courses are automatically calculated. The Reports menu choice allows one to access and compare with the student estimated workload and ECTS and hence make any amendments if needed.

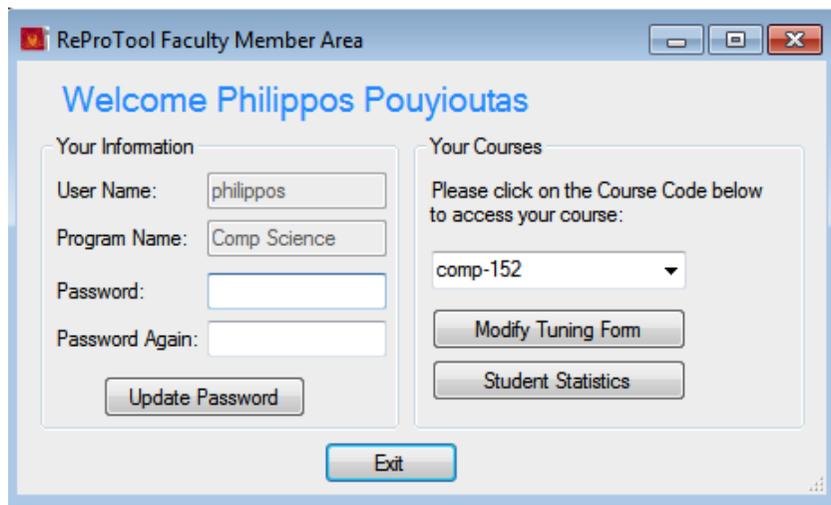


Figure 4: The Faculty Member Area for Selecting a Course.

4.4 Student Area

The Student Area mainly provides a screen interface, which allows students to record the number of hours they spend every week in a course. The total number of hours is automatically calculated by the system and displayed on the form. The system also calculates the average total number of hours spent by all students in the course and thus calculates the average student workload that is translated into the course ECTS as estimated by the students. At the time of writing the paper, this is under development.

Welcome to visual basic

Course General Information

Course Code: comp-153
Course Name: visual basic
Total Hours: 18
Total ECTS: 0,60

Course Aims: To be set by the course leader

Course Objectives: To be set by the course leader

Course Detailed Information

Learning Outcome: learning 1 Student Workload: 20

Learning Methods:

All Learning Methods: laboratories, lectures
LM in Course:

Assessment Methods:

exam

Learning Outcome	Learning Methods	Assessment Methods	Student Workload
learning 1	lectures, laboratories	exam	18

Figure 5: The Faculty Member Area for Assigning Learning Outcomes.

CONCLUSIONS

This paper has presented the ReProTool which can be used for the re-engineering of academic curriculum using the Bologna Process directives. The use of the tool in designing and developing academic programmes using Learning Outcomes and ECTS syllabi, forces academicians to rethink from the student perspective the curriculum content and the teaching/learning methods and techniques and from the employers perspective, the expected knowledge, skills and competences that graduates should have in order to enter the job market. The tool is still under development, thus not all functionality described herein is currently available. We expect to have the full functionality implemented by July 2010.

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AN ILLUSTRATION OF CAREER COUNSELLING AND (RE)ORIENTATION THROUGH « PERSONAL TRAINING LEAVE » IN FRANCE

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PART 1 : WHAT IS A GRETA

First, let's make a short presentation of our Greta, the Greta Tertiaire Nord 77 so that our audience know who we are more precisely

- The Greta is a public institution, under the authority of the Ministry of National Education. We are part of the GRETA network (*250 GRETAs in France, geographically organised*)
- A few figures
Budget 2007 : €5,3 million
 - 72 permanent staff
 - 200 trainers (*temporary, independent, National Education teachers on extra hours*)
 - 10 training sites
 - 7,500 trainees/year
- Funds providers :
 - The state and European funds : 12 %
 - The Ile de France Region : 38 %
 - Private funds (companies and households) : 50 %

The C.I.F. scheme is funded by private funds, we'll see how in a moment.

We primarily organize long training programmes (in general between six months and one year, full time) for job seekers but also training sessions for employees, particularly for the Individual training leave scheme, which we will present now.

PART 2 – A DEFINITION OF C.I.F.

What is individual training leave?

In the 70's, the French system of ongoing vocational training was progressively established in its current form.

On the basis of negotiations between government, management and Unions, a first agreement was signed in 1971, compelling firms to contribute financially to their employees' training. The C.I.F. scheme has existed since then.

Its objective is to promote employees and also job seekers through projects not necessarily linked to the training and political orientation of the company.

For employees, it is a right of absence from work, under certain conditions, enabling a person to follow a training course of his choice:

- at his initiative and individually;
- regardless of a possible participation in training courses forming part of the employee's company training plan

It is a personal project.

The training can be conducted

- during all or part of working hours, the absence must not exceed one year full time or 1200 hours part time
- outside working hours
- during a period of unemployment

The training should enable to :

- gain access to a higher level of qualification,
- change jobs or professions,
- prepare or sit for an examination.

The candidate is not supposed to choose a course that relates to his current occupation, because this would be part and funded by the company's training plan, which is a completely different scheme from the CIF scheme.

Applications of people who want to change orientation are highly favoured.

Now what is the path leading to a C.I.F, and who are the people and instances involved in that scheme

PART 3 - THE PEOPLE AND INSTANCES INVOLVED

1. APPLICANT – TRAINEE

All employees are eligible for individual training leave, regardless of the type of employment contract. During the CIF, they continue to be employed by their company, and the time spent in training counts towards the calculation of the paid leave and years of service. On their return after training, the employer must guarantee

the former job back, but is not obliged to offer a new job taking into account the qualification acquired during the training.

Many people choose the CIF because it is an opportunity to change career and orientation, it illustrates the fact that fewer companies and fewer employees consider lifelong employment in the same company as their goal. The company cannot offer the same work during an entire career, as business is changing quickly, following the economy.

Employees also want to be or have to be 'job-hoppers', who can or have to change jobs every few years in order to :

- find new challenges,
- find a new job if made redundant
- be less dependent on just one employer,
- increase their income

To meet the resulting requirements from all the changes occurring, the concept of 'employability' was invented. This concept implies that an employee must develop his competences continuously during his working life, and adapt his skills and knowledge to developments on the labour market.

2. EMPLOYER

The second actor of the CIF scheme is the employer.

The request of the employee can be postponed by up to nine months if the employer thinks the absence of the employee will be damaging the running of the company.

The motivation for refusal cannot be in regard to the choice of the training.

The company pays through authorized joint bodies or OPCAS

3. OPCA

Authorised joint collection bodies (OPCA - organismes collecteurs paritaires agréés) are responsible for collecting and redistributing the financial contributions due by companies for professional training. They are authorised and overseen by the State. They apply the priorities of the branches in professional training. On top of this primarily financial purpose, some of these bodies also provide support or consulting activities for companies and employees in their branch: assistance in determining skills requirements, putting together comprehensive employment and training solutions

4. GRETA

Last but not least, our organization is the fourth actor of the CIF scheme. The candidates know us and choose us through their company or OPCAs.

Our institution is dedicated to helping employees and job seekers in the choice of a suitable orientation. In that objective, the counselor's task is triple when examining a CIF candidate's application, and when meeting each candidate individually :

- Economical : choice of a qualification with real outlets on the job market
- Legal : criteria of eligibility : financed by the company through OPCA, as we saw before
- Pedagogical : counselling in regard to the academic and professional background of the candidate, assessment of his degree of autonomy and motivation. We use a questionnaire settled by OPCAs and ourselves, this questionnaire will be part of the application and examined by the OPCA when examining applications.

QUESTIONNAIRE / MEETING WITH CANDIDATES INCLUDES

- age
- highest level of education
- type of highest education (management, technical etc...)
- examination of present skills
- expertise and of what kind, at what level (computing, banking...)
- examination of the interests of the candidate
- examination of the candidate's motivation through interview and letter of motivation,
- work experience
- development of an individualized learning plan : weak points, strong points, topics to be worked on more specifically during training. If necessary, tests are suggested in French, English, Mathematics, computing etc. But the target is only to advise the candidate, these tests are not selective. If the candidate has the required academic level, he will not be refused. These tests have been developed by teachers specialized in each field
- information on the candidate's rights and obligations
- labour market information
- career counselling

PART 4 – RESULTS – A FEW FIGURES

60 % of applicants get the right to get the training

Among the trainees, 80 % manage to pass their diploma

More than one person out of two finds a job in a different company, and leave the company that financed the CIF.

CONCLUSION

In this way it can be considered a French exception, companies finance the CIF through OPCAs, it is a legal obligation. But they don't necessarily directly get benefit from the training the employee has followed. Their benefit is elsewhere, this scheme encourages mobility and has a social dimension, it favours the dialogue between all social partners. It promotes lifelong learning, an asset in a quickly changing and demanding labour market. Lifelong learning for all has become a widely shared policy objective within OECD countries and beyond. It is seen as a necessary condition for individual success in the labour market and social well-being as well as a basis for democracy and citizenship. It is also believed that the competitiveness of national economies depends heavily on the capacity of societies to encourage and to facilitate lifelong learning.