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Improving guidance interventions at school
Handbook for teachers
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Introduction

The Widening the Future project: improving guidance interventions at school

Simonetta Pellegrini, Provincia di Siena

Early School Leaving (ESL) leads to missed opportunities for young people and a loss of social and economic potential for the European Union. The reasons why young people prematurely leave education and training are many and varied. Nevertheless, it is possible to identify some recurring characteristics: a strong link to socially disadvantaged situations and low-education-level backgrounds; the influence of educational factors, individual circumstances and socio-economic status; a lack of congruity between education, training curricula and labour market needs. Education and training systems often do offer pupils sufficient and personalized activities that help motivate them to complete their educational pathway and develop adequate coping mechanisms.

International studies point out that the Early School Leaving phenomenon is an emerging issue in several member countries, and thus the need to intervene in the early stages of education, within the framework of guidance actions at school, has become a priority. Toward this end, the Province of Siena has promoted and supported this project, the main aim of which is to initiate innovative interventions for career education and vocational guidance, addressing teachers and pupils mainly at the primary school level, but also in the last year of preschool and first years of lower secondary school. The project is intended to deal with the complex structural needs in this area, focusing on cooperation among schools, provision of appropriate training for school staff and testing the integration of primary school curricula with learning units specifically dedicated to career education and the development of Career Management Skills.

Along with the Province of Siena - the lead partner, directly involved in the field of education and in local interventions to prevent ESL - and Centro Studi Pluriversum - the management coordinator, a private consultancy company with specific experience in the field of career guidance and in the development of tools and resources to support related services -, other partners in this innovative experience were: Regione autonoma Friuli Venezia Giulia, a regional authority with a strategic role in terms of career guidance and educational services; the Institute of Educational Sciences of Bucharest, Romania, a research institute of the Romanian Ministry of Education and member of the ELGPN and Euroguidance networks; University College Capital UCC, Denmark, which provides higher education for teachers and practitioners in the field; CASCAiD Ltd, an English company...
associated with the University of Loughborough and specialized in designing new technologies for information management and career assessment; and DEP Institut, a private firm from Barcelona specialized in social research for education and information services.

The project partnership carried out a preliminary analysis of emerging needs for in-school guidance within the national contexts of each country involved, identifying and highlighting critical issues, useful resources and methodologies, expectations and potential areas for future intervention. The results of this first phase laid the foundations for the identification of quality learning processes for teachers and school counsellors, based on cooperative working and learning approaches, and for the development of learning units and pilot actions with pupils in schools.

The aim of this volume is to present and describe these activities and their final outcomes.

The first part of the book presents an overview of the key aspects of in-school guidance activities: the phenomenon of Early School Leaving from a theoretical and pedagogical perspective (Chapter 1); the European frameworks for Career Management Skills development and integration within educational curricula (Chapter 2 and 3); the role of school actors and good practices to implement guidance within school activities (Chapter 4).

Part II is dedicated to the core actions of the project and their results: research on emerging needs for in-school guidance carried out through national focus groups and an international survey (Chapter 5); training and international workshops offered to teachers and school counsellors (Chapter 6); pilot actions with pupils organised in more than 40 schools (Chapter 7).

Further resources and materials are available in the Annexes and on the project website: www.wideningthefuture.eu.

This brief introduction also offers us the occasion to thank all of the schools, teachers, practitioners and experts who contributed to the activities and to these outstanding results.
Part I
Early School Leaving and guidance actions at school
Chapter 1
Taking the long way:
Early School Leaving and guidance at school

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1. The concept of early school leaving (ESL)

In modern “knowledge-societies,” early school leaving is a problem not only for the individual who leaves education and training early, but also at the national and European levels. European trade, industry and labour markets are characterized by ongoing changes in structures and competencies needed to maintain employment. European welfare builds on the ability to succeed in international business competition. This means that the labour force must be mobile/flexible with regard to job functions, changes of field, education, location etc.

Mobication (mobility through education) is a necessity in European societies. EU lifelong learning programs and resolutions can all be viewed within this perspective – the need to maintain a labour force with relevant and up to date competencies. It can be difficult for individuals and societies to live up to these demands if significant numbers of young people fail to complete secondary education and construct an educational platform on which to build new knowledge and skills. In 2012, about 5.5 millions young people between 18 and 24 years of age had not completed secondary education and training in EU member states (EU 2013).

ESL can lead individuals to be marginalized from the labour market and social life, with negative effects extending to their families as well. At national and EU levels, ESL means that human resources risk being under- or unutilized.

As stated in the report Reducing early school leaving: key messages and policy support (EU 2013)

*ESL is a multi-faceted and complex problem caused by a cumulative process of disengagement.*

ESL has many meanings, so it is important that we are aware of how we define ESL when policies and initiatives to prevent and reduce ESL are designed.

In the above-mentioned report different definitions are mentioned because the EU member states define and measure ESL differently; three definitions are used in the report

ESL can mean leaving education and training systems:
- before the end of compulsory school;
• before obtaining a minimum qualification;
• before completing upper secondary education.

In this *Widening the Future* project we will use the definition used by the EU level:

> Those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training. (*EU 2013*)

ESL is a cumulative process building on multi-faceted factors at individual, family and socio-economic levels. All these factors, along with the students’/pupils’ experiences with the school/education system, influence their dropping out of education in complex ways.

In *Widening the Future*, the focus is on preventing ESL for all young people. Our focus has been on developing tools and themes to give young people career knowledge and skills so they can acquire an understanding of their own interests and personal qualifications and see education as a way to attain future professional and occupational goals.

### 2. Preventing ESL in schools – a general pedagogical perspective

The education system plays an important role in ESL. Both its structural characteristics and school climate influence ESL. In highly selective educational systems, students may become demotivated after embarking on an educational track that does not hold their interest, and the earlier the choice, the greater the risk of demotivation. Failure and consequent grade repetition can also cause demotivation (*EU 2013*).

Research shows that an appreciative and respectful social climate at schools, where the students feel that their strengths and abilities are recognized, has a positive influence in reducing ESL (*Hermansen 2006, Holst 2009, Andersen and Juhl 2006*). *Schools should be a place where pupils feel comfortable and supported, feel ownership of their own learning and can engage in the life of their school community (...) teachers need to strengthen their role as facilitators of learning* (*EU 2013*). Relations between teachers and students have a particular influence in developing students’ interests in learning and further education (*Holst 2009*).

Linda Gottfredson’s research indicates that already in early childhood, young people delimit their ideas about possible jobs and education according to gender and prestige in their social environment. The delimitation process is often an unconscious process that leads them to consider a few job functions of interest (*Gottfredson 1981 and 1996*). From a constructivist perspective, it is then up to schools to help young students deconstruct their delimitations and construct a broader perspective regarding their potential job functions and educations.
In working on students’ career skills and broadening their perspective, schools and teachers can benefit from cooperation with parents, local enterprises, local professionals and unions, etc. And in developing students’ career management skills, schools and guidance centres can benefit from working together.

3. The concept of career guidance in school

Over the last two decades, the concept of career guidance has changed dramatically due to changes in societal structures and the relationship between the individual and society.

The changes reflect societal developments – namely, the shift from the modern industrial society, where predictability and relatively steady structures characterized the labour market, to the current postmodern information society, where constant change characterizes jobs and vocations and creates a turbulent and ever-more confusing educational system due to the difficulties in predicting which skills will be in demand in the future.

At the same time, we know that individualization is created when young people are given great personal responsibility for taking the right decisions regarding career choices that will affect their lives. On one hand, young people in this situation have a much wider range of possible alternatives, but on the other hand they feel great pressure of expectations from parents, school or society in general. Anxiety about not making the right choice, loosing control of their lives, being a failure - such fears are widespread and almost a typical character trait of the postmodern youth.

In many ways the situation stresses the need for strong professional career guidance to support individuals, and not only as ‘quick-fix’-activities in conjunction with predictable transitions from primary to secondary school or from secondary school to the job market or further education. Career guidance or career learning activities must be integrated throughout school life, so that from the primary school level on, children are encouraged to link their curricular learning to the world of work.

Hence the objective of career education/career learning activities at the primary and lower secondary school levels is for each pupil to acquire a general knowledge about educational and vocational opportunities (the world of work) and to come to understand the value of effective learning and completion of an education or training programme.

Thus career learning activities should establish the foundation for each pupil’s future educational and vocational choices, planning and decision-making. And as a topic in school settings, it should be interpreted in a wide-ranging and holistic perspective. As a result of changes in family models, work life, new media utilization
habits etc., it can no longer be taken for granted that pupils will bring with them a basis of narratives or paradigms regarding work life from home, and it is important that all aspects of life are included in career education.

This understanding is in keeping with the European Lifelong Learning policy, and its current focus on development of citizens’ career management skills. Supporting career development means supporting a lifelong process of preparing to choose, choosing, and typically continuing to make choices and decisions related to career development issues.

In summary, we can conclude that because of the constantly changing societal context, the pedagogical approach to guidance actions with young students must reflect the following.

1. A shift from a narrow focus on one career choice to be made by the end of primary or secondary school to a broader perspective with a focus on career learning activities as an ongoing process from primary school through lower and upper secondary school.
2. A shift from a main focus on providing knowledge and giving advice (as if knowledge were the objective and there were one ‘right’ choice) to a focus on the individual’s construction of sense and meaning related to the ever-changing context through reflection and narratives.
3. A shift from ‘quick fix’ matching theory to a constructivist approach.

4. A constructivist perspective on guidance activities with young people and their role in prevention of ESL

Constructivist counselling is all about enabling people to design and construct their careers and lives in a meaningful way, constantly reflecting the ever-changing context they are dealing with in terms of personal relations, institutions and society. As a teacher or counselor you work with narratives, reflective questioning, recognition, investigation of life space, visualizing etc. The organizational set-up may alternate between face-to-face, group counselling, educational activities in class, collective arrangement, etc.

When working with school pupils in career education with the goal of preventing ESL and developing competences for future career learning and decision making, you must be aware of the fact that young people develop their understanding of the social world through relationships with others. The meanings they take from those experiences shape their values, identity and actions. The 21st-century tendency toward institutional individualization in western countries, which leaves young people with a sense of heavy individual responsibility with regard to building their future, should be met with counselling activities that involve significant
others such as peers, parents, family members and various types of role models. The school context offers a splendid opportunity to organize career learning as a wide range of activities and to let the youngsters share their thoughts about the future; methods may include guided group counselling among young people with similar issues, needs or wishes, in-class learning activities and dialogues, cooperation with parents, companies and educational institutions. Or, the teacher may go outside the school environment and call on other natural communities of young people, such as leisure clubs and activity groups. Going beyond schools and offices as authorized settings for providing counselling makes it possible to open up for new relationships between counselor and counselee and to benefit from peer groups.

5. Developing reflection skills

A core competence in today’s liquid society is reflection. One must continually examine one’s steps and decisions, so reflective questioning is one of the most valued and important activities in the guidance process. Questions are powerful tools, and asking questions as a counselor with the aim of leading the counselee to think more deeply about the self, the surroundings, the past and the future is closely related to active listening and to the skills of showing awareness and empathy. Questioning should never have the form or mode of an examination or interrogation. On the contrary, it should work as a powerful learning tool.

In order to help the counselee develop reflection skills in career education, the teacher or the counselor should not be the only one asking the questions. During the pedagogical process, children must develop questioning skills themselves and develop an open-minded approach to the world and to significant others in their surroundings.

Group work based on storytelling, exploration, positive feedback and testifying could be a fruitful way to support and develop curiosity towards different ways of thinking and of living, and to explore different kinds of task approach skills (Mitchell & Krumboltz) in changing situations.

In this way the counselor may help young people not only to learn from strangers (people different from them) but also to develop tolerance to changes in society and the labour market. They may learn to deal with the unforeseen and to capitalize on chance events (Krumboltz), since professional success today is not always the result of carefully laid plans:

When you make future plans, you better write in pencil and have an eraser ready (Krumboltz 2009)

As mentioned above, according to Gottfredson, the process of career choice begins even before the children start school, and is formed by subscription and de-
limitation. Her research calls for early intervention with guidance activities, which of course must naturally reflect the cognitive level of the pupils involved.

Moreover, the perspective of career learning activities should not be isolated, but should be integrated within all other school subjects as much as possible. Career learning must be a strategic effort in school and a responsibility not only for counselors and teachers but for the entire school. Every school subject should earn the aim to developing the pupils’ reflection skills and support their ability to create a meaningful life path by relating core professional competences to possible futures in the labour market. This is crucial to develop motivation for learning and to transform pupils into effective learners throughout their lives.

A constructivist perspective on careers education and the attempt to prevent early school leaving imply the possibility of developing career management skills as a general project of education. The professional competences of the counselors play a major role in such a project but the effort is a common responsibility for the whole school.

*On today’s journey to the future you don’t have the choice between the road less traveled and the road more traveled. No one has been where you are going. No one has experienced the future you will experience. The only choice you have is the road never travelled* (Gelatt, 2008)

**References**


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Chapter 2
Analysing the building blocks: Career Management Skills in a European perspective

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Career guidance is an essential component of modern education and training systems to empower younger and older generations towards the acquisition of 21st-century skills. Lifelong guidance has been receiving increasing attention at both European and national levels. Two Resolutions of the Education Council (in 2004 and 2008) highlighted the need for strong guidance services throughout the lifespan to equip citizens with the skills to manage their learning and careers and the transitions between and within phases of education, training and work.

In particular, the Resolution on better integrating lifelong guidance into lifelong learning strategies (2008) reinforces the mandate that lifelong guidance currently has in European education, training and employment policies. It also reflects the key role that high-quality guidance and counselling services play in supporting individual lifelong learning, career management and achievement of personal goals. The resolution identifies four politically significant priority areas:

- Priority 1. the development of career management skills (CMS);
- Priority 2. accessibility of services;
- Priority 3. quality assurance and evidence base for policy and systems development;
- Priority 4. co-ordination of services.

The European Lifelong Guidance Policy Network (ELGPN) regards career management skills as competencies which help individuals identify their existing skills and necessary learning goals to improve their employability and social inclusion. In November 2012 the ELGPN printed the European Resource Kit to help policymakers and other stakeholders review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from practices in other European countries. In particular, regarding CMS this ELGPN document highlighted a great variety of practices and experiences at all levels of education: In the compulsory education sector, CMS programmes tend to be delivered either as a standalone and timetabled subject, or as a series of themes taught across different subjects in the curriculum, or through extra-curricular activities. Previous EU projects also evidenced this variety of approaches, and highlighted the great need for a shared framework and related training materials and resources. One specific ELGPN policy review cluster
focused on the development and implementation of policies related to the development of career management skills (CMS) in member countries. These policies support the paradigm shift in guidance from a matching approach to a lifelong guidance approach, redefining the role of guidance as preventive rather than remedial, and introducing a long-term perspective focused on individual learning. Almost all ELGPN member countries have taken part in this cluster, indicating the interest in and the importance and urgency of this topic.

Member States were invited to take action to modernise and strengthen their guidance policies and systems. Since 2009, EU countries have been working on the idea of Career Management Skills (CMS) as a key concept to prepare people for the new challenges of a dynamic labour market.

Since a wide range of definitions of CMS is used across Member States, efforts have been made to develop a shared understanding of the concept itself. A definition proposed by Member States says: **Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self-oriented, educational and occupational information as well as the skills to make and implement decisions and transitions.**

In some countries a CMS framework is already in place.

For example, the Scottish framework on CMS is based on 4 areas:

1. self - competencies that enable individuals to develop their sense of self within society;
2. strengths – competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning, job and career opportunities;
3. horizons – competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life;
4. networks – competencies that enable individuals to work and live effectively with others in society.

In Denmark, there is an ongoing process for developing CMS, mainly in compulsory school. In a major 2014 reform of compulsory school, all subjects underwent major changes and are being made more goal-oriented, including the area of **Education and Jobs** (that is, career education in compulsory school).

This means that all pupils at the various levels of compulsory school must achieve competencies within three areas:

1. personal choice;
2. from education to job;
3. working life.

All three categories are described and broken down in order to make their meaning more operational for compulsory school teachers in the process of preparing learning activities.
For each area respectively, the learning objectives for pupils before completion of compulsory schooling are:

1. pupils can make career choices based on their own preferences and abilities;
2. pupils can assess correlations between education and business and job opportunities;
3. pupils can evaluate the connections between their own choices and various work and career conditions.

Work has just begun, and the major task of developing methodologies, models and practices remains. In the next few years, new practices will be developed in cooperation between the Danish Ministry of Education, practitioners in the field of guidance, representatives from Youth Guidance Centres in Denmark, researchers and relevant stakeholders. The hope is that, on the basis of existing experiences, knowledge resulting both from single projects and pilot actions (like *Widening the Future*) and research in the field of careers education will be spread consistently and become part of an ongoing European process in this area.

In some other countries, CMS are an integral part of school curricula: subject-based (e.g. France, Malta, Austria); cross-thematic (e.g. Czech Republic, Estonia, Sweden); and extra-curricular (e.g. France). Labour market approaches use diverse programmes including guidance support with traditional and online tools (for personal action and/or career plans, interactive assessments, occupational interest tests and career matching software).

For many countries, 2013-2014 has been an important period for progress in CMS-related policies. The period saw relevant new legislation in some countries (Italy, Portugal and Romania) and development in countries where some legislation was already in place (Czech Republic, Lithuania). Other countries developed national strategies (Hungary), national agreements between government, regions and local entities on lifelong guidance (Italy once again), or new general guidelines for schools that include CMS (MT, SE).

Finally, Member States have also been exploring new ways to support career management and skills development for people with special needs who require tailor-made services and resources. One of the main policy and strategy challenges identified for the future is the conceptualisation, design and delivery of a CMS framework that would be easily applicable to different target groups in different contexts throughout life.

In conclusion, measures to promote the acquisition of CMS, with different approaches or a mixture of them, can be found in European Member States. Policy implementation of CMS is supported by three elements: content development; professional service delivery; and well-trained staff. There is a need for a common understanding of the CMS concept, with customisation at the national level, in order to present this framework to policy-makers, national forums and stakehold-
ers. Also relevant is the active engagement of teachers, practitioners and experts willing to undertake actions to test the model at national and local levels.

In this sense, the project *Widening the future* shall be seen as part of the European effort to improve guidance policies and new practices and competencies for teachers and for guidance counsellors, as well as to support cooperation between schools, guidance experts communities, academic research centres and other institutions delivering guidance.
Chapter 3
Laying the foundations of pupils’ future paths: Early School Leaving and Career Management Skills in guidance activities at school

Maria Graziella Pellegrini, Ada Losco, Francesca Saffi
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1. Combating Early School Leaving – a European Union priority

The European Union has dedicated constant attention to improving the quality of school and training contexts, and in recent years the goal of meeting specific educational objectives by member Countries has taking on increased importance, leading European decision makers to identify interventions to be carried out in the educational sector as top priorities. This attention has been pointedly directed towards the “Europe 2020” Agenda, one of the main objectives of which is to reduce the rate of early school leaving to below 10%, and to bring the quota of university degree or equivalent title holders to at least 40%\(^1\). In particular, efforts to combat early school leaving hold strategic importance in terms of constructing contexts that make *intelligent, sustainable and inclusive growth* and progress possible as we move towards the Europe of 2020. In a 2011 Communication\(^2\), the European Commission underlined that non-completion of schooling with early school leaving is a phenomenon which, if not effectively combated, could have highly negative mid- to long-term consequences, leading to a general impoverishment of human capital. Efforts to combat early school leaving are thus an investment in the future, of not only economic but also social utility, in that they contribute to increasing the market availability of qualified workers, who are significant catalysts for growth and innovation. Considering that young early school leavers are at greater risk of unemployment, poverty and social exclusion and, if they are employed, often have more unstable and less well-paid jobs than those with secondary and higher degrees, we can expect that a reduction in early school leaving will have positive effects on employment and on the struggle against social exclusion, contributing to the achievement of other Europe 2020 Agenda objectives (a 75% employment rate for people between the ages of 20 and 64 and the reduction of the number of people at risk of poverty by at least 20 million\(^3\)).

\(^1\) Site dedicated to the Europe 2020 Agenda, http://ec.europa.eu/europe2020/index_it.htm
To develop an efficacious strategy for reducing the phenomenon of early school leaving, we must begin with an analysis of specific national, regional and local situations (in fact, early school leaving is the result of a series of causes linked to individual, educational and socio-economic factors which vary from country to country and region to region). But at the same time, we must deal with the problem in global terms, including a series of common policies regarding social, family, health and employment spheres. Various financing channels are available to apply towards planning an integrated intervention, structural funds first and foremost, and thus - in reference to increasing employment opportunities for young people and with particular attention to early school leavers and young people in long periods of inactivity – the resources of the recent Youth Employment Initiative (YEI), which, along with the European Social Fund and the resources of member States, lies at the basis of the Youth Guarantee (YG) initiative programs.

In the context of combating early school leaving, guidance pathways also play an important role, especially those aimed at boosting users’ self-management skills with regard to educational and career planning, which can in fact contribute to the development of greater decisional autonomy and greater awareness of the importance of following educational and training paths to completion. Guidance activities can fulfill various functions to effectively reduce early school leaving, namely preventive, immediate intervention and compensation functions. In terms of prevention, actions that boost personal orientation skills contribute to avoiding the difficult conditions that lead to non-completion of schooling. In terms of immediate intervention, a support and possible re-orientation process allows difficulties to be dealt with as they come up. Finally, in terms of compensation, a guidance and orientation pathway can help students who have already left school to identify suitable alternatives and opportunities for education, training or work experience. Presupposing that citizens can continue to build and develop skills over the entire course of their lives, it is clearly important in contexts in which people grow, train, work and live to provide ways to enhance their skills, through secondary educational and training pathways as well as job integration and re-integration programs. Since 2008, with the worsening of the economic crisis, decision makers have dedicated increasing attention to the quality of guidance

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4 Site dedicated to the Europe 2020 Agenda: http://ec.europa.eu/contracts_grants/funds_it.htm; in particular the intervention of the European Social Fund: http://ec.europa.eu/esf/main.jsp?catId=51&langId=it

5 Site dedicated to actions aimed at combating youth unemployment and enhancing youth employment opportunities: http://ec.europa.eu/social/main.jsp?catId=1036

6 Resolution of the Council and representatives of member State governments meeting within the Council on the reinforcement of life-long guidance policies, systems and practices in Europe (9286/04), http://eur-lex.europa.eu
services\textsuperscript{7}, recognizing the strategic importance of the skills enhancement process in every individual’s educational and career plan, as a strongly protective factor in facing the difficult employment and work situations that may arise over the course of a career.

\textbf{2. CMS approaches and challenges to deal with}

Within the sphere of career guidance pathways, the term Career Management Skills (CMS), as defined in EU documents, refers to a series of skills that provide individual users and groups with structured ways of gathering, analyzing, synthesizing and organizing information available in a given context regarding oneself, various occupations, and training and educational opportunities linked to the development of career pathways that fit the individual’s characteristics and viable professions. CMS or career orientation skills also focus on the capacity to make decisions and deal successfully with transitions, so the development of such skills can help users to handle their training and education and build on employment opportunities with a general sense of self-assurance\textsuperscript{8}.

In many European countries, policies aimed at facilitating the development of CMS have already been launched\textsuperscript{9}, including preparation of in-school programs that help young people to better plan and manage transitions between various educational, training and employment phases that will arise over the course of their lives. In the current, contemporary context, with the loss of the stability and predictability that often characterized career paths in the past, the development of orientation and career management skills is a process that must be undertaken with a certain urgency, and access to support tools and guidance pathways in every phase of life should be recognized as a right for all citizens.

Thus, for example, numerous universities in Europe have already set up career support services for students, adopting a CMS-based frame of reference and choosing pathways aimed at enhancing CMS. Many countries’ employment services also dedicate attention to setting up training and support pathways geared towards enhancing adults’ career management skills so as to prepare them to better deal with an increasingly competitive and changeable job market. School systems have also recognized the importance of creating guidance-based training pathways which, in secondary stages, translate into enhanced collaboration between school systems and the world of work, facilitating opportunities to al-

\textsuperscript{7} Resolution of the Council and representatives of member State governments meeting within the Council, Nov. 21, 2008, \textit{Better integrating lifelong guidance into lifelong learning strategies}, (2008/C 319/02), http://eur-lex.europa.eu


ternate study and work experiences, workplace visits, internships and encounters between young people and figures from important productive sectors\textsuperscript{10}.

In the initial stage, one effective strategy is to adopt guidance and orientation-based teaching\textsuperscript{11} that involves inclusion of references to CMS in teaching materials and everyday school contexts. In particular, it is useful to offer young students a series of occasions on which to examine their own personal characteristics and interests, linked to a gradual and increasingly profound awareness of the world of work and professions. This process of improving awareness of oneself and the professional context should be accompanied by activities that prepare students for the education and training required to achieve the professional objective identified as most compatible with their characteristics. Underscoring the value of training and education from a “career-building” point of view is, with most young people, an effective way of reinforcing their motivation to learn and their understanding of the value of the scholastic experience in planning and building their future. For students dealing with particular difficulties related to personal, family, social or school situations, for whom the risk of school leaving is high or who already show clear signs of disengagement, more personalized guidance should be offered, such as laboratory-type activities that provide a context conducive to self-exploration in situations of concrete success (i.e. the achievement of an objective, however simple it may be). Such efforts can trigger positive changes in self-image and bring about an enrichment of personal resources necessary for re-motivation and re-orientation of their educational paths. Enhancement of orientation and career management skills can thus take place, in the school context, through laboratory-type teaching modules that call for students’ active involvement in the realization of a practical/concrete experience aimed at developing self-awareness and presenting professional and educational pathways. In situations of particular school-leaving risk, actions can be geared specifically towards increasing students’ self-assurance and well-being within the school system and encouraging them to regain the motivation to learn and a sense of belonging to the context. In this sense, a positive conception of the person seeking to develop CMS is of fundamental importance: guidance interventions should focus from the outset on the person’s strengths, steering clear of evaluations that highlight only problems, failures, insufficiencies and distance from objectives.

In order to be effective, guidance interventions aimed at enhancing CMS must have the goal of developing every aspect of the personalities of the individuals involved, steering them through the specific situations they face and modulating the type of intervention based on each participant’s educational and relational

\textsuperscript{10} Note MIUR 19.02.2014, prot. n. 4232, Trasmissione delle Linee guida nazionali per l’orientamento permanente, www.miur.it

needs, in group contexts as well as individually.

In the current European context, decision makers and guidance professionals who intend to promote the CMS approach to guidance and training initiatives face a few challenges and elements that should be laid out here\(^\text{12}\):

- The need to define a national CMS framework for the various member countries, being careful not to discount their different curricular traditions.
- Identification of the levels at which to deal with various themes, based on users’ age and level of education, with appropriate differences between activities aimed at school-aged young people and those for adults within the sphere of employment services.
- The need to identify the CMS that best meet the particular needs of at-risk target groups.
- The challenge of integrating CMS into educational contexts, introducing them into planning as an autonomous “subject” or through the continuing curriculum, or as extracurricular activities.
- The need to develop innovative teaching methods that introduce experiential modes of learning, and to introduce a methodology to evaluate such activities.

According to the re-interpretation of the ELGPN (European lifelong guidance policy network)\(^\text{13}\), considering that in many member countries no national CMS framework has yet been developed, it is necessary to identify the resources to be utilized in various contexts, implementing a development program that is contemporaneously geared towards both the education/training and employment spheres, and that has a particular focus on the most at-risk target groups. The proposed approach is ambitious and requires that trainers/instructors themselves have specialized training and are able to work in partnership with others, both inside and outside school settings.

The *Widening the Future* project fits into this context through the realization of training programs for teachers and guidance professionals and the creation of occasions and tools for sharing best practices, contributing to the promotion of high-quality guidance interventions in the scholastic context, particularly at the primary school level. Through training opportunities and knowledge-sharing, the project has allowed teachers to plan guidance programs dedicated to pupils starting as early as first grade. Early intervention is in fact one of the project’s qualifying aspects, strengthening the preventive function of guidance efforts against the ingraining of situations of difficulty that lead pupils to develop hostility towards schooling and the scholastic system.


\(^{13}\) ELGPN Lifelong Guidance Policy Development: A European Resource Kit, cit.
Within the context of secondary school institutions, a greater number of experiences have already been recorded, in terms of prevention, intervention and compensation. There are numerous examples of pathways that have achieved positive results in terms of combating non-completion of schooling and increasing the quality of the school experience for students at risk of de-motivation\textsuperscript{14}. The following paragraph, to offer some examples, describes a few actions promoted in Italy by the Autonomous Region of Friuli Venezia Giulia.

3. A case study: the Autonomous Region of Friuli Venezia Giulia and initiatives for non-completion prevention and scholastic and professional re-motivation

Thanks to the utilization of regional and national resources and the European Social Fund, and with roots in a twenty-year-long tradition of school-based guidance interventions\textsuperscript{15}, during the period 2012-2014, the Autonomous Region of Friuli Venezia Giulia financed two initiatives aimed at enriching the schools’ curricular offerings and planning targeted interventions for students at risk of non-completion.

The first initiative, called Catalogo regionale dell’offerta orientativa (Regional catalogue of guidance offerings), is a three-year intervention that has allowed for the widespread diffusion throughout the region of quality guidance programs, previously tested in limited situations\textsuperscript{16}. The catalogue gathered more than fifty guidance activities planned by various actors within the regional guidance system (schools, professional training organizations, universities, public institutions and regional orientation centers). Utilizing experiential and laboratorial models of intervention, they are considered innovative responses to needs present in the territory that had not been met within the traditional scholastic context.

The overall project calls for the realization by the end of 2014 of guidance pathways for upper and lower secondary school students and professional training organizations, for a total of more than 15,000 training hours. Along with this initiative, another 1,300 hours of training will be provided for teachers and guidance professionals to update their guidance pathway management skills. The end users will be more than 16,000 students and teachers.

The catalogue is made up of five different types of courses. Two are aimed in particular at students at the lower secondary school and the two-year upper secondary/professional training levels: educational recovery support for students at risk of school leaving, and laboratory experiences aimed at increasing students’

14 Euroguidance, Cross border seminar 2012: National Surveys on Career management skills, cit.
15 Pombeni, M. L.; Vattovani, P. Centri dedicati per un sistema integrato di orientamento. Differenze per qualificare, Franco Angeli, Milan 2005
16 Project illustrated on the web site http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori/FOGLIA7
motivation and well-being at school to prevent non-completion. Two other types of courses are geared towards students finishing upper secondary school/professional training: educational guidance pathways to enhance educational and career planning skills, and laboratory experiences to reduce the distance between the scholastic experience and the job market or university. The final type of course is for teachers and guidance service professionals, and aims to enhance guidance intervention management skills.

The Regional catalogue of guidance offerings was made possible thanks to coordination among various service institutions, and involved a wide variety of professionals so as to deal with a range of different types of content. The catalogue can be considered a system-wide action, initiated by the Regional Administration to implement and improve the integrated system of guidance services, based on the principle of cooperative participation on the part of all guidance professionals working within the various institutions. To keep attention focused on the quality of the products/services offered, the process of expanding and disseminating the project’s activities is accompanied by constant monitoring, so as to alert organizers to any aspects requiring correction, and by training for instructors to improve their skills in managing the proposed interventions and activities.

The second initiative, entitled Instruction pathways for pupils who have not completed the first cycle of education, was carried out during the 2012-2013 and 2013-2014 school years, funded by regional financing, by a group of the territory’s professional training organizations. The initiative provided for the realization of 27 re-motivation and career guidance courses, for a total of 1,890 hours of training reaching 330 young people who, having had at least two school failures, were enrolled in lower secondary school but were at significant risk of non-completions. The project consisted of carrying out 70-hour laboratory-type guidance courses spread over the entire school year, held at Professional Training organizations and institutions in the territory, alternating with lessons in schools. During the process, educational visits to professional training centers in the territory were organized, along with in-class activities to encourage reflection on educational opportunities and choices upon conclusion of the first cycle of education, and on the consequences of risky behaviors such as the use of drugs or alcohol. The active, participatory methodology utilized lent value to personal and practical experiences, engaging participants and creating a climate of reciprocal trust through

17 Il Catalogo regionale dell’offerta orientativa della Regione Autonoma Friuli Venezia Giulia, Quaderni di Orientamento, 40, 1 semester, June 2012, http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori

18 Project on the web site http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori/FOGLIA5

19 The group referent described the project on the web page http://www.civiform.it/index.php?FORCE=1&PAGE=126
individual work, class or small-group discussion, educational visits, accounts of experiences and the use of audio-visual and computer-based materials. The informal educational context, along with approaches that favor self-management and active group work, contributed to stimulate participants’ curiosity and encourage them to discover and explore their own capacities and the educational and career opportunities available to them.

The re-motivation pathway aimed to develop social skills with their peers and with adults, decision-making skills to plan their educational and professional paths, practical management skills to deal with problems and hurdles in the scholastic context, and awareness of the external context, particularly with regard to the professional training and employment system.

Over 75% of the re-motivation course participants completed the school year with good results, obtaining promotion to the successive grade.
Chapter 4

School actors toward a common objective: roles and good practices for implementing guidance interventions

Marcela Marcinschi Călineci, CMBRAE/ISE

Career Management Skills are becoming increasingly important for success in any type of work environment. They can be learnt through formal career development programs in schools, or developed in a range of family, community and workplace environments. It is essential for primary-level schools to provide opportunities and support for all students to explore and develop educational and career plans, and individual pathways for success in school and life. Lack of support and guidance, lack of motivation and limited implementation of experiential learning and alternative teaching are some contributing causes of ESL. European documents underline that the availability and quality of counselling (psychological and emotional support) and career guidance in schools and training institutions increases students’ learning opportunities and flexibility to fulfil their dreams.

In this framework, counsellor and teacher cooperation becomes necessary to support pupils’ learning process and motivation, and the definition of specific objectives, roles and operative approaches for guidance interventions becomes a key aspect of an integrated system to prevent Early School Leaving.

1. Operative objectives and the role of teachers and counsellors

The main aim of primary school actors (teachers, school counsellors, directors, parents etc.), with regard to guidance and counselling, is to identify and to facilitate timely intervention, identification, monitoring and tracking activities. Early warning systems within the school can help to identify pupils who are at risk of dropping out.

They are responsible for creating a friendly and welcoming school organization culture based on confidence, trust and respect, encouragement, positive feedback and assertive communication. Students appreciate this sort of supportive climate, fundamental to encouraging a sense of belonging and a positive relationship between teachers and students. The role of teachers and counsellors in guidance and counselling activities lies in

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helping students to improve their relationships with others, identify their own resources, develop individual action plans (personal, social and career) and clear pathways for the future, in line with their personal resources (qualities, interests, features, objectives etc.) and societal norms. These activities must be based on the principles of empowerment, mutual trust and confidentiality. Another important objective is to help students cope with transitions from primary to post-primary school.

Teachers and school counsellors may implement various types of interventions: peer learning activities, mentoring programmes, guidance actions provided by external professionals, communication projects to support awareness and development of inter-school networks. They are also called upon to organize alternatives to the traditional curriculum activities, in correlation with the local and global situation regarding new types of jobs and qualifications, digital native skills, etc.) and personal needs (self esteem and motivational issues).

The taste of success that pupils can get through participation in appealing formal or informal activities may help to reduce the risk of ESL. The pathway to success entails guidance and counselling, which offers students the opportunity to learn more about themselves, to discover their potential and to explore all possible occasions for personal development, in order to analyse their options and make educational and career decisions. Students will become more involved in the process of defining their aims and objectives, planning their actions and recognizing results. They will manage changes with a certain autonomy, but with the help of a network that functions as a team, which involves schools and families along with other community resources such as NGOs, public institutions, private companies etc.

2. Characteristics of counselling and guidance interventions at school

What is guidance and educational counselling? It is a relationship, a special form of communication that involves active listening; a process through which students become aware of their learning process, career planning and personal development. The activity itself is designed to facilitate self-exploration and understanding. The process should help to identify thoughts, emotions and behaviours that, once accessed, may offer students a greater sense of the personal resources they can apply towards a self-determined change. People become engaged in guidance and counselling when a person, occupying regularly or temporarily the role of counsellor, offers or agrees explicitly to offer time, attention and respect to another person or persons temporarily in the role of client. The task of counselling is to give the client an opportunity to explore, discover and clarify ways of living

4 Hough, M., (1998), Counselling Skills and Theory, Scotland
5 Russell, J., Dexter, G., and Bond, T., (1992), Differentiation between advice, guidance, befriending, counselling skills and counselling, London Employment Department
more resourcefully and towards greater well-being. In educational settings, counselling is used alongside the term guidance to mean helping students find the right education or job in the future.6

Within schools, guidance and counselling interventions can be provided at three levels:

- as part of the day-to-day teaching process, through cross-curricular activities and lessons;
- linked with didactic activities, but through dedicated actions (career education, career guidance, personal development curricula, Career Management Skills learning);
- separately from teaching, delivered by specialists (school counsellors, school psychologists, psychopedagogues teachers).

The topics of these interventions should be: self-knowledge, self-esteem, self-sufficiency, emotional intelligence, assertive communication, conflict negotiation, stress and time management, diversity, gender dimensions, decision making, problem solving processes, team work, networking and personal marketing.

In delivering guidance interventions, teachers and school counsellors must respect some characteristics of the counselling relationship from the student’s perspective7.

1. **Being heard - really heard.** It feels as though the other person is really interested in me, and is trying to understand.
2. **Warmth.** This is when I feel welcomed by someone. As if they’re pleased to see me and really mean it. It seems as though they genuinely like me.
3. **Confidentiality.** This is very important if I’m to feel safe. I must be sure that the other person isn’t going to tell anyone else about what I’ve said, or even that I’ve been to see them, in case it’s embarrassing.
4. **Equal.** I like to feel like I’m someone. I’m on equal footing with the other person. So that they’re not acting in a superior way like an expert or have any power over me.
5. **Non-judgmental.** I don’t like the feeling of being judged or told off. Some people make me feel as though I’ve done wrong by the way they speak to me. I prefer to feel accepted as a person.
6. **I think counselling is only for people with problems.** I don’t have problems so I don’t need to see a counsellor. Guidance is providing information about education, concerning career, discovery and exploring the features of person. This activity means personal development and crisis-prevention.

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7. No limits. If I go to a specialist I should be able to talk about anything at all that is important.
8. Crying. It’s OK to cry, to express your emotions when you’re upset. Counselling should help you recognize, understand, express and manage your emotions and feelings.
9. Relationship. Counselling is a helping relationship. It’s about what happens between two or more people.

In conclusion, counselling means helping students to clarify and address their challenges, and this activity must be carried out by trained practitioners. It does not mean being a friend, caring in a parental way, treating or healing someone like a doctor, instructing, teaching or advising by using counselling skills. Counselling is based on a clear and explicit contract between the counsellor and the person seeking help and the boundaries of this relationship must be well identified. Teachers and counsellors must put in practice holistic competencies, in order to deliver and manage these interventions, and they need to participate in formal and informal trainings, provided by professional organizations.

3. Approaches and good practices for implementing guidance activities

3.1. Creating Pathways to Success

The document *Creating Pathways to Success* is a comprehensive education career/life planning program for Ontario schools (2013), which makes students the focus of their own learning, viewing them as the architects of their own lives. The mission of teachers is to influence students’ success, keeping in mind some basic assumptions: all students can be successful; success comes in many forms; there are many pathways to success; for each student, success is influenced by many factors (e.g., cognitive, emotional, social, physical).

The program is based on several general areas for exploration:
- Who I am? Knowing yourself
- What are my opportunities? Exploring opportunities
- Who do I want to become? Making decisions and setting goals
- What is my plan for achieving my goals? Achieving goals and making transitions

Students conclude the program with a document concerning their evidence of learning, a portfolio that contains materials, worksheets, information, comments, impressions, letters, articles, personal reflections, pictures, photos, drawings and graphics. Seven features describe the complexity of the program: knowledge- and skills-based, inquiry-based, developmentally appropriate, holistic, inclusive and

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differentiated.

### 3.2. Blueprint for Careers for England and Australia

The *Blueprint for Careers* is a framework that aims to support students in recognizing the importance of thinking about and developing plans for their careers. As outlined in the document designed by LSIS for England, *To do well in today’s work environment, people need to be self-reliant managers of their own careers. As well as having the technical skills and abilities needed to work in a particular role, people also need the skills, knowledge and attitudes to make good career moves. The skills, knowledge, and attitudes people need to manage their own careers can be understood as a set of competencies that can be developed and strengthened over time*.

The model consists of eleven career learning competencies, which guide the individual’s personal development in relation to his/her life, learning process and career goals. In the Australian version, these competencies are categorized in three areas, as shown in the table.

| Area A. Personal Management | 1. Build and maintain a positive self-concept. |
| 2. Interact positively and effectively with others. |
| 3. Change and grow throughout life. |
| Area B. Learning and Work Exploration | 4. Participate in lifelong learning supportive of career goals. |
| 5. Locate and effectively use career information. |
| 6. Understand the relationship between work, society and the economy. |
| Area C. Career Building | 7. Secure/create and maintain work. |
| 8. Make career-enhancing decisions. |
| 10. Understand the changing nature of life and work roles. |
| 11. Understand, engage in and manage the career-building process. |

### 3.3. Right to the target

A useful guide for teachers and counsellors was developed in Romania in 2008, as a resource for the national guidance and counselling curriculum. The model, entitled *Drept la ţintă* (in English *Right to the target. Practical ideas for tutoring and educational counselling*) comprises numerous practical worksheets for students, with teaching scenarios for each activity.

An example of an activity for 7-10/12 years old pupils:

**The Fountain**

Imagine that in front of you is a fountain.

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9 LSIS, (2012), *A guide to the Blueprint for Careers and its implementation*  
http://repository.excellencegateway.org.uk/fedora/objects/eg:2130/datastreams/DOC/content  
10 ABCD, (2003), Idem  
11 Călineci, M.C. et.al, (2008), *Drept la ţintă: Ghid de dirigenţie şi consiliere educaţională*
Take a look, as if in a mirror, into the fountain. 
Notice that it is clear, clean, cold water, that would be good to drink. 
Analyze your face, your emotions and your whole personality reflected in it. 
What can you see? Who you are? What do you want? What is the best thing you want to do? Can you see your motto, a vision of you? How can you characterize yourself? What are your favourite activities in the present in school, and in your future career? 
Please write a brief essay of around 5 lines about yourself, answering these questions.

Guidance and educational counselling in primary school are not only useful but also necessary key activities. This guidance activity can be described as learning by playing, in which the counsellor uses creative methods to support pupils in exploring their interests as well the labour market, in adapting to school requirements and in developing personal skills that will help them to choose consciously their educational and professional path, a fundamental contribution for the community and for living a fulfilling life.
Part II
Teachers’ trainings and pilot actions in schools
The experience of Widening the future
Chapter 5
Guidance in the wild: an international research on emerging needs within school contexts

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1. The research framework
Lack of motivation, low self-esteem, disruptive behaviors, learning and emotional difficulties are some of the causes of school failure and dropout during compulsory education. Guidance and counselling systems may represent an effective interface to help students in primary education develop the necessary skills to successfully complete their school paths, to feel themselves integral to their communities and to move into their chosen professional careers in the future.

From this perspective, the Widening the Future partners designed an international research project to investigate emerging needs for guidance activities in primary and lower secondary school contexts. The research involved schools and teachers in 5 European countries (Italy, Spain, Romania, Denmark and the United Kingdom) and consisted of two phases: national focus groups, carried out face to face; and an international online survey entitled World of Work, carried out through a standard questionnaire translated into 5 languages.

The overall results of these two activities are presented below. The focus group outlines and the World of Work questionnaire are available in Appendix B. Research on emerging needs.

2. National focus groups on guidance at school

The national focus groups were designed to collect school actors’ impressions, ideas and beliefs about educational counselling and guidance, in general and in primary schools, as well as to enhance understanding of pupils’ guidance needs and school professionals’ training needs. There were more than 40 participants including primary school teachers, school counsellors, psychopedagogues, school directors, primary and secondary school inspectors and practitioners from youth guidance centres and centres for psychopedagogical assistance and educational resources.

2.1. Emerging needs of school practitioners and pupils
In this section, an overview of emerging needs gathered in the 5 countries is presented.

Overall, the focus seems to be on: supporting pupils’ motivation to complete their
learning paths; on collaboration between different actors, both in terms of institutional networks (schools and other organisations) and pupils’ personal networks (teachers, parents and families); and on improving pupils’ knowledge (of real world activities and jobs) and personal skills (self-knowledge, coping mechanisms, decision making skills etc.).

**Pupils’ motivation and learning environment**
- focus on learning problems and improving academic skills to recover academic shortfalls, supporting motivation and tackling socialization problems, with particular attention to disadvantaged students;
- focus on the students’ perspective, to make them feel useful (learn), listened-to and understood (communication), active (participation), accepted, in a state of well-being and with a good rapport (inclusion and socialization);
- understand the issue of dropping out with regard to social changes, habits and life styles;
- tackle specific issues and problems emerging in this first phase of the education system (primary education level).

**School system and services**
- build collaboration and support between teachers, students and families, integration and active participation of families and creation of a support network for pupils made up of teachers, counsellors and parents;
- develop personalized support activities;
- develop counselling activities that help students to discover their potential and become active in planning their learning and training paths;
- support a strong relationship with school counsellors;
- support expression and clarification of parents’ and school practitioners’ expectations regarding students.

**Pupils’ knowledge and personal skills**
- boost pupils’ emotional intelligence, increase their self-confidence and adaptation skills;
- promote students’ self-knowledge (strong and weak points) and prepare them to cope with real-world situations;
- support students in developing strategies they can use in the future and improving their communication and decision-making skills;
- provide more information and support awareness regarding school offerings and future job opportunities, starting with their parents’ professions and information and sensitization regarding career education and guidance;
- improve students’ knowledge about jobs through personal experiences;
- improve pupils’ knowledge about their own education plan, growth and development, offer them up-to-date information and support their abilities and opportunities to make informed and autonomous choices about their education.
2.2. Good practices and tools for guidance activities

Participants also indicated different types of good practices, teaching resources and technologies, to support educational counselling at school, which, to a certain extent, deal with the emerging needs identified in the first part of the focus groups. They are presented below according to category.

**Good practices at the system level**
- development of networks and cooperation between institutions;
- exchange of good practices between schools;
- testing of innovative methodologies and guidance models;
- training seminars and meetings for school staff;
- training projects for school staff;
- projects to support interdisciplinary teaching;
- support for accessibility and visibility of school counsellors’ activity;
- support for taboo disruption;
- studies on school systems of other countries.

**Teaching resources, techniques and tools for actions with pupils**
- documents and materials for planning actions and education plans;
- curricula for pupils’ personal development;
- documents about transition from infancy to primary and primary to secondary school;
- pre-vocational training;
- flex-term classes;
- role plays in various situations and organisational contexts and for different jobs;
- drama and art activities;
- group and classroom activities;
- tutoring and mentoring activities;
- narrative guidance;
- interviews with parents and other activities with families about jobs and careers;
- local informational visits (factories, parents’ workplaces, etc.);
- psychometric and other psychological tests;
- questionnaires on interests to promote self-knowledge;
- materials for pupils (worksheets, books and guides, games, journals, movies and images, newspapers).

**Technologies and IT tools**
- on-line platforms for learning;
- video chat tools;
- counselling on Facebook and other social networks;
- software and games to explore future opportunities and careers.
2.3. Expectations and proposals for the future

At the end of the information-gathering process, participants were asked to express their wishes and expectations for the future, in the form of proposals. Again, these aspects are matched with the results of the previous focus group, and provide an overview of the main areas of potential structural and systemic intervention regarding career education and vocational guidance activities for primary level education.

Main area of intervention identified

- Inclusion of interventions in a wider framework, such as European programs, funding and research.
- Visibility and accessibility of guidance services and activities.
- Focus of guidance actions on information and counselling about the education system, careers and entrepreneurship.
- Cooperation between and within organisations and contact with real-world activities: guidance centres, schools, enterprises, teachers and school counsellors, parents and families.

Primary school teachers and specialists also consider it useful to develop specific guidance and counselling activities and create appropriate and specific guidance resources and educational materials about careers for this age level, such as educational software, educational books, worksheets, image sets etc., as well as through the use of new technologies.

Finally, all participants expressed a strong interest in specific counselling and guidance training, in particular offered in-service. The training pathways proposed to teachers and school counsellors should deal with the identified needs and topics such as:

- the role of counsellors and tutors;
- adaptation of curricula;
- developmental psychology;
- motivation and learning modalities;
- school transitions;
- stereotypes and taboos;
- networking strategies and personal marketing, from the perspective of both teacher and pupil;
- and in general, methodologies, operative techniques and resources for guidance and counselling, including up-to-date new technology.

As part of these efforts, it is also very important to promote team activities involving teachers and counsellors and the sharing of experiences, locally and internationally, to improve counselling and career guidance standards.
3. World of Work: international online survey

For the World of Work survey, a framework designed for the United Kingdom was selected to serve as the outline for the questionnaire. The main aim of the survey was to investigate which types of guidance-related activities participants utilize within their schools, and which of the actions in the framework teachers or counsellors felt they needed the most help with. The ACEG framework, the selected reference model, is fairly simple and yet comprehensive for the primary school level. The questionnaire based on the framework was translated for each country and the questions delivered using an online system.

In total there were 65 respondents to the survey. The largest group of respondents were primary school teachers, followed by head teachers mainly from the UK (Figure 1). There were also deputy heads. In those countries where counsellors work in primary schools, these were invited to complete the questionnaire.

In the following paragraphs, the results of the survey are presented by question, with an overview of the answers and indications of specific aspects by country.

![Figure 1. Participants role](image)

3.1. Current activities and resources and activities for which schools require more support

There are some marked differences among countries when it comes to the career information materials and content pupils have access to. In Romania and Denmark, most schools have access to some content. However, it is clear that the majority of schools surveyed have access to no work-related materials, as indicated in Figures 2 and 3.

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Most schools are confident that they help pupils understand what they are good at and what they enjoy, and that they are given the opportunity to talk about what they want to do in the future. However, other responses are markedly less positive. There are some career-related activities going on in each country, but this is not as consistently positive as the student-centric work. This difference is then reflected in the activities most schools reportedly would like help with (Figure 4).
Most respondents feel that opportunities for students to understand themselves and what they might want to do in the future are covered reasonably well, but other activities require more support. In particular, Enterprise activities, interaction with local employers and access to computer-based job information are the most in demand, followed by specific career-related activities like career days or special assemblies.

3.2. Potential future activities and their benefits

In all countries, respondents feel career work should be focused on giving pupils information and support to broaden their choices in the future (Figure 5).

The other benefits responses included:
- placing school learning within a wider context;
- increasing knowledge of opportunities in the local area;
- enhancing confidence and determination;
- making students more aware of their own potential and abilities;
- clarification of educational opportunities begins early – it starts NOW!
Respondents were also asked which activities would benefit their students (Figure 6). The top three activities they indicated would benefit primary school students are: access to web-based material on the world of work; visits to/from local companies; meeting role models who might inspire them. Remarkably, the lowest scores are for the classroom or lesson based activities.

Figure 5. Which of the following benefits would results from the provision of more information and advice about future opportunities?

Figure 6. Which of the following would benefit pupils at your school?
3.3. Aspirations and gaps in the provision of world of work related activities

Finally, we asked two open questions related to world of work activities in primary schools in general as well as in regard to respondents’ own schools. A summary of the responses and comments follows.

Further comments regarding world of work/aspiration activities in your school/primary schools in general

- It would be great to broaden experience and heighten aspiration.
- Our children thrive on experiencing opportunities first hand. We feel that involvement in the project will widen the ambitions of our children, who come predominantly from families who do not work. We feel that this is an area in which Primary Schools require support. Funding has previously been directed at the KS3/4 age ranges and therefore the work done in this area by Primary schools has been more superficial.
- The problem is always fitting it into curriculum time.
- It needs to be a bigger focus.
- I think this is a vital aspect of children’s learning and often overlooked by business for junior education.
- The most successful activities are those related to interventions by specialized persons in certain fields (career days) and visits to companies / institutions / factories etc.
- Students should be informed about the various educational opportunities, but they should not make decisions at such an early age. It’s too much pressure. If possible, create diverse work related to UEA teaching.
- I developed a course with students in particular to examine how in the local area there could be opportunities for summer jobs – i.e. jobs that very shortly would be within their age range. It was very motivating for them and many of the students developed reflections on responsibilities, rights, presentation and first impressions, working hours, applications etc.
- I have to stress that I think it’s very, very early to allow students to relate to their future. Far from everyone is aware of who they are at that age.
- I believe that the guidance and knowledge of the world of work that can be done in the primary (and secondary levels) loses effectiveness if not included in a organic route (not hard, of course - open, but giving awareness of the work that is taking place). Episodic experiences, even if very rich, build little; even simple actions included in a critical route, the way through primary and secondary school, I think are certainly effective, and it is easier to insert them into curricular and interdisciplinary activities.
Gaps in offerings regarding the world of work and student aspiration at your school(s)

- More focus on the future and on working life will be good – especially contact with people from outside will be positive.
- Some students lack insight into what society expects of them in relation to a worker’s life.
- No gaps to report, but we lack funds available to the school to do special projects, although much is being done in daily learning.
- Lack of qualified personnel to carry out such activities.
- Much more time is needed for such activities in schools.
- Lack of curricular materials and technology with tailored information about the world of work.
- Lack of support materials and curriculum framework to overcome related difficulties.
- Exposure to the breadth of the world of work is difficult. Pitching raised aspirations at some groups of students can be complex without real life exemplars.
- More hands-on activities and dealings with companies.
- We need a more cohesive approach and we need to work harder in raising career aspirations.
- Real sustainable links with local businesses to broaden children’s understanding of the workplace.

Overall the survey underlined the importance of the *Widening the Future* project from the schools’ point of view. Most participants saw the relevance of introducing the world of work to young students at an early age and the value it can have in orienting and motivating children. Most would like more help developing programmes to look at the world of work, but time – fitting this into a packed curriculum – and funding are major issues.
1. Methodological approach and objectives

The aim of widening the scope and enhancing the quality of guidance activities in schools entails improving teachers’ skills and knowledge on the subjects in question. Within this perspective, one of the *Widening the future* core actions was the development of training pathways for teachers based on cooperative learning approaches.

The project has adopted as its pedagogical approach the methodology of Participatory Action Research (PAR) to promote the direct and active involvement of school teachers as researchers. The main aim of this methodology is to create and share new knowledge, based on the emerging needs of each of the involved target groups. This new knowledge should also be useful in solving concrete problems and improving the quality of career education in each context. This means that teachers play two roles at the same time: they are experts who share their own experiences and define emerging needs and problems; and they are researchers who collect and evaluate the experiences and resources of others.

This process was tested through cooperative twinning trainings during three learning events, one in Italy, one in Romania and an international workshop in Spain, and with the support of an e-learning platform for collecting and sharing the best proposals and resources across working groups from all 5 countries involved in the project.

The concept of twinning training resulted in a much broader range of cooperation activities and closer interaction among teachers than with other traditional forms of training. The twinning groups were given several opportunities to share both methodological and operational experiences, enhancing in-house resources that had been utilized in different contexts for tackling similar problems.

In this model, the role of school staff is central: during the twinning training sessions, teachers were motivated to reflect on the quality of their guidance interventions and on how to improve their skills and teaching resources.

The twinning training model envisages school as a learning community, which can grow through cooperative efforts promoted by the teachers. This process should be supported through a well-organized set of informational, educational and guidance resources, provided with the aid of new technologies. Improvement of quality in learning and guidance processes is the ultimate goal, to be achieved through
the development of key teaching skills, made possible through the support and help of other teachers and the testing of innovative tools and methodologies.

The following schema represents a possible formal model for this process.

<table>
<thead>
<tr>
<th>Starting from needs and experiences</th>
<th>Reflection on action</th>
<th>Identification of priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection and selection of resources, tools and practices</td>
<td>Sharing ideas and planning actions on the field</td>
<td>Sharing ideas and planning actions on the field</td>
</tr>
<tr>
<td>Strong relationship between theory and practice</td>
<td>Documentation and evaluation</td>
<td>Implementation and improvement of guidance activities at school</td>
</tr>
</tbody>
</table>

New knowledge available within the learning community of teachers, practitioners and researchers

Developing on the above model, a group of experts at Centro Studi Pluriversum created the online platform for the project, to facilitate and support the cooperative learning approach. Training materials are available at: www.wideningthefuture.eu/moodle. The e-learning platform was the main support tool for the team of experts and participants in the training sessions (teachers, school staff etc.) allowing them to acquire an in-depth theoretical and methodological knowledge on the main aspects of guidance and career education and to share information and experience (through chats, forums and webmeetings). Furthermore, the platform allowed for the monitoring and reporting of training paths and exchanges across the groups in a consistent way, providing the means to share the teams’ working documents step by step and to collect real-time feedback on them (comments, suggestions etc.) that proved very useful in the final evaluation of the project and of its results as well.

Two twinning training sessions were organised in Siena and Bucharest in the fall of 2013, with workshops, visits and working groups for teachers and experts. The activities were planned according to a common framework (training model), the outline of which was drafted by the experts from the partnership before and during the May 2013 international meeting in Copenhagen, and their final results were presented during the international workshop in Barcelona in Spring 2014. In designing each event, geographical and social context aspects were taken into consideration, as well as specific needs resulting from the direct involvement of local schools, teachers and experts. The training model is in Annex C.

2. International Twinning Training - Improving in-school guidance interventions in Siena

The first 4-day training session was carried out in Siena (Italy) in September 2013, and comprised workshops and visits. The active and participatory methodologies
and peer tutoring strengthened the results of the learning process, through both practical work and the use of some career guidance tools.

The program included:

- overview of training framework, aims, resources and e-learning tools;
- overview of career guidance frameworks within Europe;
- specific pedagogical framework for guidance at school adopted by the project;
- resources for career guidance at school (Paws in Jobland software and Iconographic Professional Interests Inventory – 3IP);
- working groups on theoretical perspectives and points of views (for revising and improving the pedagogical framework to apply to guidance actions in schools);
- working groups on resources (presenting, testing and evaluating training tools and career guidance resources);
- some examples of theoretical and methodological approaches (best practices already applied by teachers and counsellors);
- visits to primary schools;
- working groups on the final proposals for the Learning Units for pupils on Career Management Skills;
- group and individual evaluation of the workshop.

Some key words resulted from an analysis of the final brainstorming sessions: sharing ideas with other teachers; different contexts but similar needs of the children (i.e., need to be prepared to manage a complex life); challenge; evidence of learning (how to collect it: not only data, but connection between needs and results); for their life, for themselves and for society; we do different things but we are still working towards the same objectives; working as a team at international, national and regional level; appreciation; multidisciplinarity; wish to improve a common way of working and to spread the experience to other schools; relevant role for ICT in the future.

Participants reflected on and exchanged ideas/experiences on guidance intervention at school and worked together effectively. The results of the satisfaction survey showed that the event met participants’ needs and expectations. Most of them found the training very useful and appreciated the opportunity to work in a group. The feasibility of transferring this new knowledge into their daily work in class also received a very good score. As for the teaching approach of the trainers, participants greatly appreciated the trainers’ expertise and their ability to effectively and clearly conduct interventions, as well as the level of interaction and cooperation achieved in the group.

These were the main learning outcomes identified by both expert trainers and participants.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Know-how and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• frameworks on CSM for careers and work-related education;</td>
<td>• investigating, analysing and identifying needs of pupils to prevent disorientation and early school leaving;</td>
</tr>
<tr>
<td>• policy systems, standards and procedures on guidance and counselling</td>
<td>• how to design, programme and manage guidance pathways and activities;</td>
</tr>
<tr>
<td>focusing on primary –lower secondary school in different countries;</td>
<td>• how to monitor, asses and evaluate guidance pathways, plan and activities;</td>
</tr>
<tr>
<td>• international and national legislation and programmes on lifelong</td>
<td>• how to measure learning outcomes;</td>
</tr>
<tr>
<td>guidance and key competencies;</td>
<td>• creating an integrated curriculum based on key competencies/CSM standards in primary school</td>
</tr>
<tr>
<td>• innovative models, projects and tools of career guidance for pupils;</td>
<td>• using and adapting good educational tools/materials on guidance, considering specific needs of pupils and the cultural context;</td>
</tr>
<tr>
<td>• teaching and mediation strategies focusing on guidance.</td>
<td>• how to use e-learning platform based on Moodle 2.4 technology;</td>
</tr>
<tr>
<td></td>
<td>• networking skills, especially focusing on local contexts in the fields of education, training and careers.</td>
</tr>
</tbody>
</table>

3. International Twinning Training - Improving in-school guidance interventions in Bucharest

The second training session was carried out in Bucharest (Romania) in October 2013.

The program included the following activities.
• presentation of the Institute of Educational Sciences, Euroguidance Romania and the project and its training resources;
• overview of guidance and counselling at school (roles, framework, actions, types of activities);
• overview of the Danish national guidance framework;
• presentations on application of web 2.0 tools in counselling and guidance.
resources (such as Paws in Jobland software);
• presentation of the emotional intelligence longitudinal programme (Romania);
• visits to primary and secondary schools, in Bucharest and in surrounding areas;
• in-class simulations of guidance actions and career education lessons at the schools visited (subject: self-development);
• working group on self-introduction and on designing a mind map about aims and expectations;
• focus group with students and teachers (subjects: why guidance and counselling activities are important for students; benefits for the future; models for career plans etc.);
• working groups on career guidance resources presented;
• evaluation of the training.

These were the main learning outcomes identified by expert trainers and participants.

| Knowledge                                      | • Guidance and counselling at school: roles, framework, regulations in Romania |
|                                               | • Similarities and differences between educational counselling, school counselling, career guidance and counselling, personal development (abilities and attitudes) |
|                                               | • Guidance and counselling frameworks and the systems in the 5 countries involved in the project |
|                                               | • Use of web tools for career counselling |

| Know-how and skills                           | • Personal creativity development |
|                                               | • Self-esteem development |
|                                               | • Supportive approach |
|                                               | • Use of diverse learning modalities, methods and tools: personal presentations, mind maps, art techniques (metaphors, drawing, collages, posters), worksheets, online learning and platforms, on-line software (Paws in Jobland) |
|                                               | • Use of diverse resources for guidance and counselling activities |
|                                               | • Team work and communication skills |
|                                               | • Open mind views development |

| Key Competences                               | • Personal management |
|                                               | • Learning and career paths exploration |
|                                               | • Career building |

The participants evaluated the training pathway as very good, for the following reasons: the wide range of activities it offered (meetings with experts and other teachers; actions with students from different types of schools and geographical areas); the possibility of putting different approaches into practice (face to face guidance sessions, e-counselling, personal development curriculum, guidance and counselling interventions). The event also created the opportunity to collect many resources, exchange professional experience and share methodologies, strategies
and best practices in order to support pupils in developing better competencies to cope with the requirements of school and, in the future, of the labour market.

The final brainstorming sessions produced the following key words: very good project; participants worked as a real team; concrete results (such as the web platform with several resources); opportunity to create a network of specialists in the field of guidance and career counselling; exchange expertise and best practices.
Chapter 7
Making it real 2: pilot actions with pupils

Rachel Nelson, DEP Institut

1. Introduction
The aim of the pilot actions within the *Widening the Future* project was to test and evaluate different guidance activities and actions with primary school students. The specific actions taken within each context were chosen based on the analysis of guidance needs at the primary level as well as the current activities and priorities of the schools involved. The pilot actions were also a method for creating new knowledge about guidance activities and intervention at the primary school level, focused especially on students aged 7 to 12.

The pilot actions were designed in advance and outlined in each context. Every pilot action was defined in terms of the timing, the number of students that would participate, other possible beneficiaries, the resources required, and a short description of the activity. The teachers or practitioners carrying out the activity were asked to document the activities as well as to evaluate the results, reflect on lessons learnt and make suggestions as to how to improve the activity or learning unit.

Pilot actions were carried out in five different countries, and the approaches varied by country and even by region or school within each country. The various pilot actions are briefly summarized here so as to highlight the common elements and methodologies used to meet the overall goal of carrying out career guidance and developing career management skills within primary schools.

2. Pilot Actions
Italy
Within the Friuli Venezia Giulia region, 5 Instituti Comprensivi, which include preschool, primary and lower secondary level schools, participated in the pilot actions.

Within these schools, activities were designed for 6 ages of study (ages 5 to 11), as well as a specific activity for students with special needs. For each age, activities were designed to cover three areas within the sphere of career management skills: personal choice, knowledge of the labour market, and knowledge of the educational and vocational system. Activities incorporated reflection, drawings, testimonies from parents and professionals and visits to local workplaces and peer guidance from older students.
In Siena, practitioners worked with students of various ages (5 to 12-years-old), carrying out a variety of activities. The activities proposed included talking about and drawing pictures regarding their family members’ (parents and grandparents) jobs, in the case of the younger children, and interviewing family members and describing the jobs, in the case of older children. They also involved parents, who were interviewed about their jobs, and organized workplace visits so the youngsters could see how those jobs are carried out in a real-life situation. Finally, activities were developed to support self-knowledge, and the game of charades was used to broaden the students’ perspective on the jobs and professions available to them.

Spain
The approach chosen by DEP Institut for pilot actions within their context was to use a proven guidance tool for primary students. The innovative feature of this activity was that the tool used, Paws in Jobland, is in English. Thus the pilot action combined a career education activity with language learning. DEP Institut involved 5 schools in Catalonia in the pilot actions. The schools selected had both English language learning and ICT tools as priorities within their pedagogical models.

The pilot actions aimed to allow students to explore careers and the world of work, to understand the link between school and the world of work, to develop vocabulary and concepts related to the world of work and to practice reading, listening and writing in English.

More than 14 teachers, tutors and guidance practitioners were directly involved in the pilot action activities, most often working in teams including an English language teacher and a guidance practitioner or group tutor. Other teachers and tutors were also informed about the pilot action activity.

In each of the schools the pilot actions were structured in a similar way. Students had time to freely explore the Paws in Jobland program and read or listen to the testimonies about jobs included in the program. Another part of the activity was guided through worksheets, which permitted students to reflect on different types of jobs as well as on how the tasks, activities and studies they undertake in school can translate to the world of work. This activity served another aim of the Spanish pilot actions, which was for pupils to understand the link between the skills and knowledge they develop in school and the skills that they will need to be successful in the future.

Over 215 students between the ages of 7 and 11 participated in the pilot action activities, about which students and teachers completed surveys upon conclusion. Their feedback was positive, with the actions seen as enhancing both students’ perspective on the jobs and professions available to them as well as their vocabulary in English.
Denmark
The Danish pilot actions focused on innovation and entrepreneurship. The projects were organized by UU Copenhagen in cooperation with Young Enterprise in Denmark.

One of the projects, entitled The best school, dedicated a week of classes to working on concepts and skills related to innovation and entrepreneurship. The project involved 6 schools in Copenhagen. Pupils were asked to reflect on their school and how they would ideally like them to be. Students had to work in groups and as a class to develop their ideas into a presentation. They created a prototype of what their ideal school would look like and presented it at City Hall.

The Café project involved 13 class groups of pupils from different schools around Copenhagen, and included a visit to a local café where students could analyze the activities and job profiles of this type of business. Students were then asked to develop a café at their own school to serve other students. Through this activity, the students learned about entrepreneurship and were able to develop other new skills that could be applied to careers.

United Kingdom
In the United Kingdom, the first step in the project organizers’ approach was to survey primary school administrators about their current career education and guidance practices. The survey aimed to identify schools’ needs and interests in terms of career education activities, resources and support.

The pilot action in each school consisted of two sessions that combined presentations and discussions about the world of work with the completion of Paws in Jobland activities. The sessions presented the world of work and gave students a basic understanding of careers, and also encouraged students to look outside their immediate area, offering them the opportunity to reflect on professions in different environments, such as in coastal areas or the countryside.

Romania
12 schools were involved in the Romanian pilot actions, which were developed for different age groups ranging from age 5 to 11. The various activities were aimed at developing self-knowledge, understanding emotions, developing career management skills and introducing students to the world of work.

Many of the activities, especially with younger students, focused on familiarizing them with the world of work and increasing their understanding of different professions. These activities also had a self-knowledge-building element, with students encouraged to reflect on their personal characteristics, strengths and limitations, and to work on emotional identification, perception and expression. The Romanian pilot action activities also introduced students to new situations and new vocabulary related to the world of work and the study of subjects like...
mathematics and economics. These activities helped students to develop self knowledge and an understanding of the role of professions in society and the importance of living a balanced lifestyle, as well as skills related to business and entrepreneurship.

In addition, other pilot actions focused on developing cooperation among students and improving conflict mitigation and teamwork skills. These activities focused on the role of communication in every aspect of life, as well as developing skills for building positive relationships.

The Romanian pilot actions made use of a variety of resources and methodologies, including brainstorming, discussions, drawing of pictures, poster making, presentations, role plays, working in groups, completing worksheets and guided activities, art-creative techniques, case studies, etc.

3. Conclusions

The variety of Widening the Future pilot actions were adapted to the characteristics and interests of the different actors involved. However, the pilot actions had the common aim of developing, testing and evaluating career guidance actions with primary school students in order to broaden their horizons and were focused on early development of career management skills in the youngest students. They sought to have students reflect on their own personal characteristics, strengths and self-image. The activities also incorporated learning of new terms and vocabulary related to business, mathematics and/or a foreign language, accompanying activities that developed other skills, many related to entrepreneurship.

The pilot actions introduced primary school students to the world of work, and many of the activities aimed to encourage students to explore professions. These activities allowed young students to reflect on the professions of those in their closest circles (parents, grandparents, etc.) and communities, as well as think about how jobs and work affect society and lifestyles.

Over 40 schools were involved in the pilot actions. These schools collaborated with the project partners to design and carry out career guidance and career management skills development activities with students ranging from age 5 to 13. The diverse project actions involved teachers, school counsellors, tutors and guidance practitioners, and reached over 1,300 students.
Chapter 8
Pedagogical perspectives on guidance at primary school: Learning Units to build Career Management Skills

Giovanna Del Gobbo, Università degli Studi di Firenze

1. Guidance: a new challenge for schools

To understand the significance of the concept of guidance in primary schools, we must consider this level of schooling as a fundamental segment in the individual education process from a lifelong learning perspective. In fact, asserting that learning continues throughout the entire arc of life means acknowledging that every person has an enduring capacity to learn that does not end with the completion of formal education, but that does have its fundamental premises in formal education. European policies have for some decades now adhered to this principle, creating educational opportunities in various spheres of individuals’ lives and sustaining the centrality of learning managed by the subject him/herself, who must learn in school above all. The condition for continued learning, in a constructive rapport with all contexts of life in adulthood as well, is that the subject be aware of his/her own educational needs, and be able to interpret them to serve his/her fulfilment. All of these requires the capacity to choose educational paths, and also to lend value to non-formal and informal experiences in terms of learning for personal fulfilment and the construction of a life plan, as an individual, as a worker and as a member of a democratic community. Schools in primis are responsible for making each person capable of managing his/her own educational process with an eye towards fulfilment. In fact, the school has the professional duty to accompany the development of skills required to guide and manage education in a continuum running from school to work to everyday life, in a diachronic and synchronic sense.

Schools are increasingly called upon to begin laying these foundations from a very early age, to help young people build the key skills that will allow them to find their own paths to satisfaction and their careers as well as the social sphere.

We can assert that every person is the text of a context, in the sense that he/she is an individual unit that constantly interacts with the surrounding environment: traditionally, basic educational needs are generally considered as existing within a context, so it seems that the individual must equip himself to respond to externally-arising needs. The concepts of Lifelong Learning and Lifelong Guidance, on the other hand, focus on the text, the protagonist of the action, the individual in all his specificity who must respond to his own educational needs in order to achieve self-realization in interaction with the surrounding environment.
On the pedagogical level, this reflects a theoretical model situated within the framework of cognitivism and post-cognitivism. It is an approach that recalls the contextualist model identified with developments in cognitivism, and allows the activated learning process to be identified with categories that define it as mediated, situated and distributed experience. This pedagogical conception thus considers the subject in conjunction with his surroundings (the context: physical environment, social relations, etc.) as a single educational unit within the sphere of which the learning process takes place. The learning process unfolds through complex interactions with the life context, and cognition is defined in each situation through relations the subject creates with everything around him. The capacity to utilize all of the characteristics of a physical and social situation for educational purposes allows the subject to recognize and make explicit the cognitive resources of specific situational configurations, and to activate personal and contextual cognitive functions.

It is within this framework that the task of guidance must be placed in order to identify educational means and strategies geared towards the construction of a relational mind capable of contextualizing and grasping links and connections, so as to intervene in the learning process in a proper and efficient way.

In this sense, guidance is not information, but is a transversal axis of didactic efforts fundamental for supporting learning: and it is here that we can comprehend the deeper meaning of lifelong guidance and define a different role for the teacher.

What is the difference between the teacher/educator and the guidance counselor? The crux of it lies in the passage from a teaching-focused method (centring on content and instruction processes) to a method that focuses on learning, or rather on accompanying learning. Guidance accompanies, supports, informs and trains. Lifelong guidance is the tool on which lifelong learning is based. It is the foundation upon which life plans are constructed, and in this sense is a form of investment in social capital. And this is what European documents and the work of the *Lifelong Policy Guidance Network* (ELGPN) have been underscoring for several years now.

So it is clear that it is not a question of simply helping students make relevant and meaningful choices with regard to their future education and careers, although guidance is certainly a tool for the prevention of school leaving and the drop-out phenomenon, as well as an efficacious way to raise the level of instruction and professional training. But its function does not end with a technical intervention: guidance must become an essential component of education and a recognized area of learning, in order to guarantee the continuing formation of informed and competent citizens.
Ideas and suggestions have come from various European state school systems. Certainly there are countries, including Denmark, Finland and Great Britain, that have a consolidated framework within which guidance-oriented education has a place throughout the entire course of education, beginning in primary/elementary school. The presence of a work-based approach merges with support in the construction of a dynamic and discriminating individual identity.

In Italy, Departmental Decree 54 in particular indicates that guidance actions must help the subject to pursue scholastic and educational success and give him the capacity to make decisions coherent with his dreams and expectations. The Decree underscores the importance of guidance that is structured and systematic, not merely occasional, and above all not based on merely offering information. Only through this change in perspective can guidance truly offer a service that supports lifelong learning.

This type of perspective also requires the school to be able to dialogue with the world around it. If we consider the actors - the protagonists of guidance as an accompaniment to the construction of the skills that are essential for autonomous management of one’s own path to fulfilment -, it is evident that we cannot fail to
consider the family, as well as local institutions, local services and the business community.

For the school, it is a matter of defining a system of communication with the various subjects and organisms involved in education to develop joint initiatives aimed at students, families, school staff and other professionals. As noted above, in order to favour the promotion of a culture of lifelong guidance, it becomes necessary to consider the contexts and then to promote and strengthen territorial networks and facilitate inter-institutional links and synergies.

2. Towards the construction of Learning Units

Underlining the importance of the context and of a network of subjects who can offer a contribution with diversified roles and functions necessarily entails the presence of a core network that manages the process and keeps it unified and coherent. In fact, within this framework, it is the School that must carry out an essential function of managing educational processes, and must be able to coordinate and utilize the contributions of the various actors to meet the objectives of guidance.

It is the school’s task to provide guidance-based education aimed at constructing and strengthening overall guidance skills, i.e. the prerequisites for the construction and strengthening of self-orientation skills which the subject can stockpile and implement throughout his life. The school can utilize disciplines in a guidance-oriented sense, drawing from them the resources best suited to giving young people capacities they can use in their self-orientation process and guiding them to learn with discipline, rather than to learn disciplines. In this sense, the instructor has the role of guidance tutoring, or a tutorial function that sees him as a mul-
tiplier of educational resources, facilitator of individual and/or group dynamics, guide through learning processes, optimizer of training processes, and mediator between educational institutions and society.

For teachers, it is a matter of changing their point of view, interpreting guidance contents/activities as learning objects and considering the results of learning as steps towards skills (Baldacci, 2010; Gardner, 1993, 2007). This means being able to de-structure one’s own practices and find new and different pedagogical implications in them (Mariani, 2008). It entails a commitment to develop reflective skills with which to re-examine guidance practices (Schön, 1993) and also to develop learning networking skills (Orefice, 2010).

It is fundamentally a shift from input to output; from what the teacher does to what the student learns, so that make learning the focus does not remain a mere slogan. For the school, it is a matter of taking a position rooted in a series of learning processes (cognitivism/constructivism), with consequent methodological choices (active/participatory/exploratory), and focusing on the concept of skills as the flywheel of educational activities that are transformed into learning units.

The introduction of the concept of skills into scholastic pedagogy is quite recent, and there is no precise, generally agreed-upon definition of it. The motivation behind this new assertion that knowledge acquired at school must be translated into skills is linked to criticism of teaching/learning methods that lack true comprehension of knowledge and tend towards verbalism, to the mere capacity to talk about certain subjects, without having a real awareness of them and without knowing how to use them outside the scholastic context. The concept of skills has thus been linked to the capacity to consciously and effectively use knowledge in relation to meaningful contexts that entail not only the ability to parrot learned information, but also to solve problems (Baldacci, 2006). Skills entail both an external aspect - a pertinent act – and an internal aspect – the mental mastery of the
Improving guidance interventions at school

processes of action. So, a skill is defined both in terms of observable performance and the flow of cognitive operations that take place in the subject’s head. A skill implies both knowing (declarative knowledge) and being able to do (procedural knowledge), but it is something else as well. As specified by an OECD definition, every skill involves cognitive dimensions, abilities, attitudes, motivation, values and emotions which, along with other social and behavioural factors, contribute to the fact that a skill can also be indicated as the capacity to respond to individual and social needs (OECD, 2003). Skills are instruments of action (for example, in problem solving), and in that sense they require both cognition and meta-cognition: a real skill is not limited to mastery of its execution, but comprises a certain representation of its structure and criteria, although this does not necessarily develop into a capacity for verbal description of it. A skill is thus not only the capacity to do, but also to explain how to do and why to do.

Clearly, the acquisition of skills must not be confused with the achievement of objectives. In fact, the development of skills is an indirect process, a long-term side effect of the attainment of educational objectives. So, objectives serve as gradual indicators to ensure the development of skills and render their assessment coherent. Hence the need to proceed with the planning of learning units, which are the bricks with which to construct skills.

Learning units are segments of micro-curriculum associated with an educational area, with specific indications of objectives to reach, prerequisites, contents, processes/activities – means – and assessment schedules and methods. Once objectives have been identified, the choice of content, activities, methods, instruments and evaluation systems follows coherently. All of the choices take on meaning with reference to the skill to be gained, and all of the choices take on educational value to the degree to which they allow for learning in various scholastic contexts (depending on age, discipline, territory, etc.).

3. Learning Units for the construction of Career management Skills: the contribution of Widening the Future

While the relationship between skills, objectives and methodologies lies at the heart of a curriculum, it is certainly a challenging task to translate it into an educational reality. Moreover, we can only define Learning Units for the construction of Career Management Skills if we can identify and define key skills necessary for constructing self-orientation capabilities in a constant, lifelong process of redefinition.

A few suggestions can certainly be found in the European Guidance Kit, based on the following skills, which can be applied across the board to schools’ didactic activities:

• capacity to monitor, from a guidance point of view, the educational process
in progress, through conscious reflection on its evolution and the identification of possible strategies for improvement (capacity for self-orientation and self-monitoring);
• capacity for personal planning;
• capacity to communicate, collaborate and participate;
• capacity to act autonomously and responsibly to solve problems;
• capacity to identify connections and relations, acquire and interpret information, decide and choose.

Imparting these skills requires that specific criteria be applied to the didactic methodologies to be utilized, which must be appropriate to the context and the subject, but above all endogenous and motivational, and inclusive.

It is mainly within this framework that the schools involved in the Widening the Future project have defined examples of Learning Units, based on an evaluation of their own didactic practices. LUs can be analyzed in terms of relevance (the centrality of the skills considered), coherence, appropriateness and pertinence (methodological-didactic choices) and efficaciousness (the possibility of obtaining valid educative results).

Overall, an attention to innovation is relevant here, for the definition of skills and their expression in terms of objectives. Attention to contexts and to the local dimension is also important.

It is also interesting to focus on two other criteria in analysing the results produced by the project: sustainability and transferability. The sustainability of the Learning Units produced by the schools must be defined in juridical, social and economic terms and within the cultural framework of the school. These elements can be found in learning units that call for the involvement of families (social and cultural sustainability), a focus on integrating guidance activities into the scholastic curriculum (institutional and cultural sustainability), a focus on networking (institutional and economic sustainability) and the consideration of implications for teaching skills (professional sustainability).

The transferability of the project’s results is closely linked to the structures of the planned activities, based on surveying and comparing educational best practices and refining good teacher training practices. The various schools’ structures, the specificity of contexts and the particular characteristics of the institutions are all factors that make each experience unique. But at the same time, the ultimate aim of the Project requires a focus on possibilities of modelling these experiences so as to make them transferable best practices. This does not mean that the work carried out by the schools must or can be completely and exactly replicable; rather, it is the concept of best practices that helps to explain the sense of transferability.

In fact, a best practice is not a single, non-repeatable success story, but is part of
Improving guidance interventions at school

an effort to make a model of a problem and its solutions: it is the empirical construction of the development of an experience or experiences which, in terms of efficacy of results, internal quality and contribution to the resolution of specific problems, is sharable and potentially realizable in other contexts as well. Within the definition of *best practice*¹ we find two important aims: to guide public sector choices regarding the adoption of models or instruments that have been tested and found to be successful, and to promote sharing and transmission of know-how. These two aims characterize the *Widening the Future* project.

The project encouraged and supported - through both its web space and international seminars in Siena, Bucharest and Barcelona - a *positive contamination* among European schools.

To better understand the idea of the transferability of the project, it is useful to highlight the logical link between the concept of best practice and models of educational practice. So-called educational best practices have had various systematizations: for example, a best practice should be both bottom-up – i.e., build on a base of exemplary and positive experiences presumed to be transferable to other contexts – and top-down – i.e., require the envisioning of a systematized group of hypotheses to be verified on an empirical basis. In effect, the project offered the possibility of comparing bottom-up practices, even evaluating the contribution of individual schools and teachers, as well as the possibility of facilitating the systematization and analysis of these practices, taking into consideration two consolidated cultural frameworks – those of Denmark and England –, and also the European framework established by the guidance Kit. In addition, the seminars, organized in collaboration with university institutions, offered the opportunity to evaluate didactic activities in development with theoretical and methodological templates.

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¹ www.unesco.org/most/bphome.htm
and present models for actions that are generally considered appropriate by professional practitioners, thus acting as proposals and examples that are appreciated for their usefulness and working feasibility. This process was set in motion through the focus groups and the constant communication among practitioners that the project facilitated.

Best practices must also be distinguished from success stories, although such stories are certainly present in descriptions of said practices, and some also emerged during the Project’s international encounters, especially in Barcelona. In fact, best practices by their nature convey the idea that improvement of quality and the introduction of useful elements is not only possible, but represents a reachable and thus sharable goal. Best practices are derived from a process of modelling solutions considered to be satisfactory after having been tested in a given educational context. Experimentation with LUs, and the resulting contamination, will be advantageous, offering further elements of transferability.
Chapter 9
Lessons learnt and future perspectives

Giulio Iannis, Centro Studi Pluriversum
Joergen Brock, Danish Ministry of Education/ELGPN

Make your life a dream, and a dream, a reality
Le Petit Prince, Antoine-Marie Roger De Saint-Exupery.

Widening the Future was not only a nice title for this project, but from the outset has represented the idea of talking with pupils about their dreams, and the challenge of understanding how to make them real through education. The challenge for the future must begin in primary school, helping children to build the skills necessary to lend value to their dreams and to express all of their talents and learning potential. In the following pages we have attempted to transmit not only the content of this fruitful process of learning and cooperation among teachers, but also the enthusiasm and great motivation that animated their work in schools and evaluation sessions.

In looking on the results of this project, there are good reasons to be satisfied with both the process and the outcomes.

Throughout the working process, there has been a continuous focus on developing and experimenting in the field of careers education and in sharing experiences from the different countries involved, and as part of the project there have been different inputs from external and internal participants in order to broaden the basis from which to further develop practices, methodologies, concrete methods and tools. The process in itself has proven to be efficient, with both the teacher training sessions the new Learning Units created for young pupils for guidance actions at school.

The Learning Units have been developed through the project reflect on one hand the diversity of methods, learning objectives and approaches in the arena of Career Management Skills, which can be seen as solid evidence of the results attained by the project, and on the other, the overall concept that working with Career Management Skills at a Europe-wide level is a key aspect - as outlined in the European recommendation - to reach the overall goals of the 2020 strategy. One important aim of this strategy is to develop methods to reduce early school leaving. CMS is one of many efforts made towards this, goal and teachers’ and guidance counsellors’ efforts can be seen as a crucial part of this struggle. By developing ways to improve pupils’ active participation in activities that aim to prepare them for the future - as has always been the case in this project - and by focusing on developing personal, social and vocational skills, this project can
inspire teachers, guidance counsellors and others working in the field of education and learning activities for young people. In fact, teachers were protagonists in every phase of project activity, and were able to translate the pedagogical tools and models they learned through local focus groups and international twinning training sessions into practice, to the direct benefit of their pupils. The decision to use a participatory working approach, activating bottom-up learning and evaluation processes, proved to be quite challenging, but equally efficacious and capable of generating collaborative methods and results as positive as they were unexpected. In fact, this active involvement produced the important result of the Learning Units, which were designed cooperatively, shared across working teams and then put into practice in schools, proving to be successful. The Units are a concrete operational instrument that can be used in the future as well, and in diverse geographical contexts, and are immediately transferrable from school to school. There seems to be evidence to conclude that these activities have found a place and are mobilizing pupils’ energy, enthusiasm and reflection, and that pupils are thus being empowered to be better prepared for further education and future work. In our modern society (the liquid society), there is an increasing need to be reflective and innovative, and to experiment with ways of empowering pupils as part of their basic training at school. And this project has added knowledge, evidence and experience to the ongoing process of developing strategies and methodologies and sharing experiences amongst teachers, guidance counsellors and other practitioners from different countries.

The project evaluation process was based on the same logic of cooperation, with significant contributions from all of the members of the partnership and from the two external experts who actively participated in the most important phases of the project, working side by side with the working groups and playing the delicate role of “critical friends”. This role was played by Joergen Brock (Danish Ministry of Education/ELGPN) and Giovanna Del Gobbo (University of Florence), who took it on actively, personally participating in both training events (Siena and Barcelona) and the coordination and result-sharing phases of the project (Siena). Project evaluation was thus an active and participatory phase: the experts made their know-how available to positively support the working groups in their comprehension of the concept of Career Management Skills and in the construction of Learning Units. This constant presence of the evaluators was fundamental to the pursuit of the project’s objectives according to schedule and with the qualities necessary to render the international working groups’ results useful on a wider scale. The evaluators also provided technical and methodological support to the team that managed and coordinated the project, advising them of potential problems and proposing solutions and strategies for dissemination. In particular, this collaboration with the evaluators allowed the entire team to constantly maintain a European perspective, enhancing links with the work of the ELGPN network and
underscoring aspects of transferability of the processes tested in schools, and the pedagogical resources utilized.

In terms of future developments, from the results of the emerging needs research and the interactive sessions following activities, clear needs were expressed with regard to developing guidance and careers education at primary and lower secondary schools, and training for teachers and guidance counsellors to improve practitioners’ competencies and develop methods and practice. This indicates that although there may be developed and described strategies at the EU level and also to some extent at national and local levels, the need for concrete training for teachers and guidance practitioners is evident and clearly expressed. Furthermore, looking at the content of learning units and learning objectives, there is a clear connection between what is being worked with at the local school basis in all of the countries participating and the overall aim of career management skills (CMS) as defined in the European Lifelong Guidance Policy Network (ELGPN). Thus, in this sense, the main outcomes of this project can be seen as an effort made by school teachers, school counsellors, and guidance counsellors to empower pupils at an early age (preschool, primary and lower secondary school), which will then become part of the European effort to improve guidance policies and specially to develop new practices and skills for teachers and guidance counsellors. Finally, the methodologies and approaches applied within the project will also be considered as ways to develop and improve cooperation between schools and guidance organisations.

This project has been a long and pleasant journey with special friends who have chosen professions that involve helping others make the best decisions for their careers, studies and working lives. Now, it is time to reflect about the lessons learnt and to forge new pathways for improving and widening future perspectives for career education and guidance at school. There is a wide range of emerging needs with regard to career education at school, both for pupils and for parents, including the need to better prepare school staff in this field of intervention. These are very good reasons to work hard to move in this direction, and also to improve and apply the project’s results and outcomes in other European contexts.
Part III
Annexes - Models and resources
Annex A. Collection of guidance resources

Within the sphere of the *Widening the Future* project, the *Analysis of Emerging Needs* work unit focused on gathering and schematizing tools and instruments currently in use in the various institutions involved in the project. The aim of the effort was to facilitate the sharing of good practices regarding early childhood educational guidance.

The collection of existing tools, along with the creation of national focus groups with engaged observers and professionals involved in in-school guidance activities, constituted the informational base for development of shared intervention methodologies and innovative guidance pathways for young users. The tools gathered were then analyzed and, in some cases, adapted and distributed to institutions involved in the project.

For the purpose of collecting information about currently utilized tools and resources, a standardized descriptive form was created, available in Italian and English and accessible to all those involved or interested in the *Resources* section of the project web site.

The structure of the guidance resource/tool descriptions is based on the theoretical and technical framework of the *Idee e strumenti per orientare* database\(^1\) set up in 2006 by the *Guidance Service* of the Autonomous Region of Friuli Venezia Giulia\(^2\), as part of a project called Ri.T.M.O (*Risorse Territoriali Motivazione Orientamento*) carried forth using European Community funds between 2000 and 2006 in the Region of Friuli Venezia Giulia. The database provides on-line technical assistance to practitioners in the fields of education, guidance and professional training, and serves to support the planning and management of educational guidance activities in other spheres and sectors as well. *Idee e strumenti per orientare* lends value to and spreads awareness of already-existing education guidance tools and offerings that are the fruit of the planning and experience of various territories and professional figures, so that they can be utilized by other teachers and practitioners. The dissemination and sharing of guidance materials allows for progress in planning by providing already-consolidated starting points on which to build. It also facilitates the development of new materials and improvements in the quality of guidance pathways geared towards various target users.

**Form for guidance resources description**

The information requested for the description of the tool or resource serves to allow for quick indexing of the materials collected. The descriptive form includes the option – in order to present a thorough picture of the resource – of inserting a downloadable attachment or a link to an existing web page.

The form requires the compiler to illustrate the tool or resource, the activity within which it will be utilized, theoretical/methodological references, information regarding any copyrights or rights to ownership of materials, the general type or category of the resource, the type of support on which it is available, the age range of intended beneficiaries and a few general notes on where and how to find it.

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\(^1\) [http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori](http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori)

<table>
<thead>
<tr>
<th>Title of material/tool</th>
<th></th>
</tr>
</thead>
</table>
| Description of activity the resource is used for | 1. Content of activity  
2. Estimated time required  
3. Results expected |
| Methods/how to use the tool |  |
| Author/Edited by |  |
| Publisher/intellectual property |  |
| Based on (publication) |  |
| Date of publication/creation |  |
| Type of material/tool - format | - Didactical play  
- Questionnaire  
- Form/Template  
- Web Site  
- Interactive Software  
- Track of interview  
- Video  
- Other: (describe) .......................... |
| Type of support material - format | - Slides/tracing paper/power point presentation  
- On line  
- Printed/booklet  
- CD ROM/DVD  
- Other: (describe) .......................... |
| Beneficiaries | - Students in primary school (I and II year)  
- Students in primary school (III, IV and V year)  
- Other: (describe) .......................... |
| Availability | Is the material accessible for all?  
Is it covered by Copyright? |
| Notes |  |
| Upload the material | Attachment in PDF, .doc or image files |
| Website references | if available online |

Within the sphere of the project, participating school teachers, along with guidance practitioners and consultants from various partner institutions, were invited to add their tools/materials, and access to the form was promoted by other teachers and practitioners not directly involved in the project.

**Repository of resources and results**

The compilation process went quite smoothly, and the data gathered have been organized by macro-type; users also have the possibility to perform detailed searches, consulting comprehensive materials available for download or in the form or linked websites to be explored at leisure.

The collection consists of 49 resources, organized into 8 typologies by format (Table 1). For 38 of the resources, support materials were also reported as links or uploaded into the repository (Table 2).
The collected resources are aimed at primary school pupils.

- 16 resources are for use during all 5 years of primary school;
- 18 are more suitable for classes III, IV and V;
- 4 are directed specifically at students in classes I and II;
- some materials are also appropriate for preschool and/or secondary school.

Finally, with regard to didactic objectives, the collected resources focus on:

- prevention of school leaving and facilitation of integration within the school environment;
- development of a positive sense of personal identity within society;
- enhancement of personal strengths, learning and professional objectives;
- development of social, communication and networking skills;
- development of planning and decision making skills regarding education and career paths.

**For further information on methodologies:**

1. Methodological guide to the database Idee e strumenti per orientare (in Italian): http://reteorientamento.regione.fvg.it/AreaDati/DownLoad/guidaMetodologica.pdf
2. Regione Autonoma Friuli Venezia website dedicated to guidance practitioners (in Italian): http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori
3. Resources for teachers and school counsellors on the project website: http://www.wideningthefuture.eu/resources
Annex B. Research on emerging needs – Forms

The project partners carried out research on emerging needs using quantitative and qualitative techniques, to identify specific needs related to educational and career counselling resources for teachers and school counsellors for use in developing in-school guidance activities. The first step was the organisation of national focus groups, and the second was an online international survey. The methodological approach and the results of the research are presented in Chapter 5. This annex presents the outline used for the focus group and the survey questionnaire.

National focus groups on guidance at school

Outline

1. Organizational information
   Time: dates
   Duration: of each session
   Number of participants: max 12
   Participant profile: school counsellors, career and educational counsellors, primary education teachers, school headmasters and directors
   Location: organization name, city, country
   Focus group moderator: an expert in the field or a school guidance counsellor
   Data recording: type of minutes (audio, video, transcripts)
   Note: in case of recording in the form of paper notes, please assign this task to someone other than the moderator. The person who keeps the minutes should not be active during discussion and should note all expressed opinions and details. He/she will be an observer.

Participant selection criteria
- Participants should be from different schools/institutions (1-2 people per school/institution).
- They should be staff who participate in developing and implementing activities specifically related to curricula and guidance.
- They should have a variety of professional experiences, educational backgrounds and training.
- Schools should be located in different areas and have different forms (rural/urban, public/private etc.).
- the project should ideally involve schools with different profiles in terms of curricula, performance, processes, results etc.

2. Guidelines for conducting the focus group

2.1. Introduction

Focus groups may have one or two moderators.

Step 1
- The moderator briefly introduces him/herself (profession, role in the project, etc.)
- He/she explains the essence of the focus group method.
- He/she gives an overview of the theme and of the purpose of the meeting.
- He/she clarifies the duration of the focus group (1 ½ hours)
- Participants are asked to give their consent to record the session (in the chosen for-
mat) and are informed that records will be used strictly for study purposes and that confidentiality is guaranteed.

Step 2
Moderator explains the rules to effectively develop the focus group:
• there are no correct or incorrect answers;
• all the information provided by all participants will be considered of value;
• the focus group is not intended to test participants’ knowledge of the topics covered;
• ideas and opinions should be honest and will be respected by colleagues;
• participants should try to avoid repeating ideas communicated by other participants.

Step 3
The moderator presents the topics for discussion in a visual presentation.

2.2. Interview guide
During the focus group, the moderator should not attempt to influence participants’ opinions or offer advice or explanations.
The activity begins with each participant introducing him/herself briefly: name, expectations for the focus group, personal qualities, educational background.

The moderator prompts the participants using the following questions/topics for discussion.
1. Your opinion of educational counselling in your country ...
2. What do you think about educational counselling in primary school?
3. What do you consider to be the advantages/benefits of educational counselling services for your students?
4. In your opinion, educational counselling for children enrolled in primary schools means...
5. The role of the guidance system and of the school is...
6. List some issues/problems that children encounter at the primary education level
7. Your students’ most important needs are...
8. Give some examples of good practices (methodologies, tools) in educational counselling that you consider to have an impact on children.
9. Which resources used in educational counselling do you think are important to meet pupils’ needs (in terms of self-esteem, communication, team working, decision making, career management skills etc.)? Please list some available resources used in your country.
10. Your training needs in educational counselling concerning specific resources (tools, guides, brochures, leaflets, lessons, programmes etc.) are...
11. What is your opinion about school curricula, time tables and schedules for counselling activities in primary level schools?
12. From your perspective, list some suggestions to improve resources for educational counselling activities.
13. If you were to give an award for educational counselling resources or practices in your country, it would be for...

2.3. Debriefing
The moderator presents some of the results and conclusions of the meeting and thanks participants for their presence and contribution.
3. Reporting

The report will be available in an electronic version and will contain the focus group outline, the moderators’ presentation and detailed minutes of participants’ answers (transcripts). It will be accompanied by an attendance sheet, which includes date, location and participants’ signatures.

<table>
<thead>
<tr>
<th>Participant n.</th>
<th>Add a column for each participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>Brief description of experience, educational and professional path</td>
</tr>
<tr>
<td>Years of experience</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>In current institution</td>
</tr>
<tr>
<td>What do we mean by ‘guidance’?</td>
<td>for example in their school in the project related to Career Management Skills</td>
</tr>
<tr>
<td>Emergent needs</td>
<td>for example, regarding: school leaving phenomenon in general integration and socialization pupils’ choices motivation</td>
</tr>
<tr>
<td>Educational and teaching resources and technologies available</td>
<td>General indications regarding resources they know and/or have used Participants may fill out a separate form to describe each resource in detail</td>
</tr>
<tr>
<td>Wishes and expectations</td>
<td></td>
</tr>
<tr>
<td>Training needs</td>
<td></td>
</tr>
<tr>
<td>Interest in training paths in this field</td>
<td></td>
</tr>
<tr>
<td>Concluding ideas and advice</td>
<td></td>
</tr>
</tbody>
</table>

World of Work at primary school
Online survey questionnaire

Please note: questions with a red asterisk require a response

1. Your name... *

2. The name of your school or organisation... *

3. Please select which of the following best describes your role: *

- Teacher
- Deputy Headteacher
- Headteacher
- Local Authority
- Other (please specify)

4. In your school(s), which of the following do pupils in Years 5/6 have access to? (please select ALL relevant answers) *

- World of work-related activities
- World of work-related work projects
- Role models from the world of work
- Careers action planning
- None of the above

5. In column one, please indicate which of the following world of work-related activities you undertake with Year 5/6 pupils. In column 2, indicate which activities you would like more resources, training or support for (select ALL that apply).*

<table>
<thead>
<tr>
<th>Activities undertaken</th>
<th>Require more support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils describing what they are like, what they are good at and what they enjoy</td>
<td>☐</td>
</tr>
<tr>
<td>Pupils talking about what they would like to do in the future</td>
<td>☐</td>
</tr>
<tr>
<td>Discussions about the main employment options in the area</td>
<td>☐</td>
</tr>
<tr>
<td>Case studies of jobs/careers of pupils’ parents/carers, etc</td>
<td>☐</td>
</tr>
<tr>
<td>Talks from people about their jobs</td>
<td>☐</td>
</tr>
<tr>
<td>Visits to local employer/s</td>
<td>☐</td>
</tr>
<tr>
<td>Use of computer software containing information about jobs</td>
<td>☐</td>
</tr>
<tr>
<td>General research into jobs</td>
<td>☐</td>
</tr>
<tr>
<td>Activities based on the concept of enterprise</td>
<td>☐</td>
</tr>
</tbody>
</table>
World of work-related games □ □
Career/aspiration days/weeks □ □
Special assemblies or events □ □
Equal opportunities activities □ □
None of the above □ □

6. Is specific information about learning and work options for the future provided for Year 5/6 pupils at your school(s)? *

Yes □
No □

7. For Year 5/6 pupils, which of the following benefits would result from the provision of more information and advice about future opportunities? (please select ANY that apply) *

□ Raised aspirations
□ Widened horizons
□ Challenged stereotypes
□ Other benefits (please specify)

8. Which of the following would be of benefit to Year 5/6 pupils in your school(s)? (please select ANY that apply) *

□ Access to age-specific websites containing information about future options
□ New world of work-related curriculum materials
□ Opportunities to learn together with parents/carers in the classroom
□ Visits to/from local companies
□ Undertaking projects with local companies
□ Visits from stereotype-challenging ‘role models’
□ Meetings with Careers/Personal Advisers (one-to-one or group activities)
□ Visits to/from colleges/universities

9. Do you have any further comments related to world of work/aspiration activities in your school/primary schools in general? *

10. Please use the box below to highlight any gaps in provision regarding the world of work and student aspiration at your school(s) *

11. Would you like further information about world of work/aspiration activities, exercises and lessons for pupils? *

Yes □
No □

Thank you for completing this questionnaire!
Annex C. Twinning Trainings model

As part of the project, the partnership developed a training model for teachers and school staff based on a twinning approach. Objectives, methodological aspects and results of the two twinning trainings organised during the project are reported in Chapter 6. This annex presents the training model and templates.

Training for teachers on career education and guidance at school
Model and templates

1. General information
Duration: 4 days
Location: organization name, city, country
Training modality: blended; face-to-face and e-learning for self-study
Trainers: external experts in the field, from different organisations and countries
Moderators and tutors: experts from organisers and school guidance counsellors, from different organisations and countries
Participant profile: school counsellors, career and educational counsellors, primary education teachers, school headmasters and directors, from different organisations and countries
Number of participants: max 20, at least 2 working groups in different countries
Supporting tools: e-learning platform, based on Moodle or other LMS, with training materials
Set of resources: set of tools and good practices for guidance at school collected, analysed and shared prior to the training activity and made available and presented during the training.

2. Schedule, activities, contents and objectives

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>• Welcome</td>
<td>• Short training on guidance frameworks within Europe</td>
</tr>
<tr>
<td></td>
<td>• Presentation of the agenda</td>
<td>• Project resources and e-learning platform</td>
</tr>
<tr>
<td></td>
<td>• Self-Introduction of participants</td>
<td>• Work groups on a common framework for guidance intervention at school</td>
</tr>
<tr>
<td></td>
<td>• Sharing aims and expectations</td>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Objective</strong></td>
<td><em>Improving the knowledge of theoretical and methodological approaches used by teachers and counsellors</em></td>
</tr>
<tr>
<td></td>
<td><em>Creation of ideal conditions for the active involvement of all participants</em></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Visit to a school</td>
<td>Working groups on resources</td>
</tr>
<tr>
<td></td>
<td><strong>Objective</strong></td>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td></td>
<td><em>Sharing experiences and understanding different points of view, approaches and school contexts</em></td>
<td><em>Testing and evaluating the training tools and resources</em></td>
</tr>
</tbody>
</table>
| Day 3 | • Visit to a school  
• Meeting with other teachers/experts  
**Objective**  
*Sharing experiences and understanding different points of view, approaches and school contexts* |
| --- | --- |
| Day 4 | • Working groups on resources  
**Objective**  
*Testing and evaluating the training tools and resources*  
• Working groups on proposal for pedagogical resources and tools to design/adapt  
**Objective**  
*Drafting a report on the training experience and a proposal for developing and improving the best resources in other contexts* |
|  | • Presentation of the proposal  
• Evaluation of the workshop  
**Objective**  
*Sharing the proposal and evaluating the workshop* |

### 3. Training report model

<table>
<thead>
<tr>
<th>Training title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
</tr>
<tr>
<td>Authors of the report</td>
<td></td>
</tr>
<tr>
<td>Contacts</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**

<table>
<thead>
<tr>
<th>Description of target audience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Training needs identified</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>Methodologies</td>
<td></td>
</tr>
</tbody>
</table>
Training activities

| Date | Day 1 – date  
Repeat table for each day of the training and enter as many lines as the activities of each day |
|------|---------------------------------------------------|

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
</table>

| Description of activity n. | Time  
Title  
Speakers/Tutors  
Description of Content  
Focus  
Results |
|---------------------------|---------------------------------------------------|

<table>
<thead>
<tr>
<th>Training materials</th>
<th>List training materials used/created and brief description (title, author, content, format, availability and links)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources and references</th>
<th>List resources, tools and methodologies presented/described/quoted during the training and add their references (i.e. website and author or author contact info)</th>
</tr>
</thead>
</table>

Learning outcomes

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know-how and skills</td>
<td>List</td>
</tr>
<tr>
<td>Key Competences</td>
<td>List</td>
</tr>
</tbody>
</table>

4. Brief results of the participants satisfaction survey

5. Conclusions, recommendations and follow-up plan for further activities

6. Annexes

1. Training Programme/Agenda
2. Participant attendance list with signatures and contacts
3. Training materials and other resources made available in class or links for download
Annex D. Pilot Actions and Learning Units

One of the main challenges of carrying out Pilot Actions in 5 different countries and contexts is having a common framework. In order to achieve the common goal of testing guidance actions in primary schools, a Learning Unit framework was used to facilitate the outlining, description and comparison of the diverse activities and actions carried out in the various contexts.

A ‘unit of competence’ refers to a segment, a micro-curricular unit related to an area of learning, with the precise specification of the objectives to be achieved. The Learning Unit also details the pre-requisites, content covered, the processes or activities carried out and the methods or instruments used. Finally, the Learning Unit model should also specify the verification method or tools used to evaluate students’ learning.

Once the objectives of a Learning Unit are defined, the next steps are to choose the contents or the material to be included in the unit. Once this has been defined, the activities, methods and instruments must be chosen. The final step, which must be directly related to the objectives, is the selection of the evaluation system or systems to be used to evaluate the activities and the unit in general.

A brief presentation of each Pilot Action and Learning Unit is available in the DVD attached to this volume as well as on the project website.

**Italy**

<table>
<thead>
<tr>
<th>Geographical areas</th>
<th>Siena province &amp; Friuli Venezia Giulia region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools involved</td>
<td>Pre-school, Primary school, Lower secondary school</td>
</tr>
<tr>
<td>Age or year of students involved</td>
<td>Levels: Preschool, Primary 1-5, Lower secondary 6-7, Ages 5-12</td>
</tr>
<tr>
<td>Staff involved</td>
<td>Teachers</td>
</tr>
<tr>
<td>Other beneficiaries</td>
<td>Parents, relatives, local professionals, other local residents, students from other schools/grades</td>
</tr>
<tr>
<td>Short description of the Pilot Action</td>
<td>More than 20 different learning units were developed for the pilots. Content ranged from career education information (jobs, job descriptions, work abroad, economic sectors and socio-economic environment), to vocational guidance (learning styles and abilities, training paths for future jobs), to improving personal skills and knowledge (self-knowledge, self-awareness, decision making, social and communication skills, coping strategies, personal well-being, reasoning approaches) and exploring interests and attitudes related to the world of work. Activities proposed to pupils included: drama, performance and role playing; playing, singing and listening to music; watching films and videos; games; visits to work places; collection and processing of information; interviewing relatives and professionals; job mapping, description and classification; drawing and design; vocabulary-building exercises; critical reading and creative writing; creation of books, games and cards; self-assessment; reporting; peer guidance with older students; group reflection and discussion; practical workshops; planning, organisation and management activities.</td>
</tr>
<tr>
<td>Duration of the activities</td>
<td>5 to 40 hours per unit or bespoke for each pupil</td>
</tr>
</tbody>
</table>
Spain

<table>
<thead>
<tr>
<th>Geographical areas</th>
<th>Catalonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools involved</td>
<td>Primary school</td>
</tr>
</tbody>
</table>
| Age or year of students involved | Levels 2, 5 and 6  
| | Ages 7-11 |
| Staff involved     | Teachers, observers, guidance practitioners |
| Other beneficiaries | Other teachers, tutors, school directors |
| Short description of the Pilot Action | The Pilot Action introduced Paws in Jobland (educational online software) and combined career guidance activities with English language lessons. The sessions included guided activities with worksheets and time for pupils to freely explore and play with Paws. |
| Duration of the activities | 2 1-hour sessions per class |

Romania

<table>
<thead>
<tr>
<th>Geographical areas</th>
<th>Bucharest area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools involved</td>
<td>Preschool, Primary school and preparatory classes</td>
</tr>
</tbody>
</table>
| Age or year of students involved | Levels: preschool, preparatory class, primary 1-4  
| | Ages 5-11 |
| Staff involved     | Teachers, school counsellors |
| Other beneficiaries | Other teachers, parents |
| Short description of the Pilot Action | Pilot actions focused on personal skills, self-development and self-knowledge, communication and conflict negotiation, emotional intelligence, self-esteem, relationship building and interaction skills, diversity and acceptance, writing and math skills linked with entrepreneurial activities, personal and work-related well-being, career knowledge.  
| | Activities carried out with the students ranged from art and drama (drawing, poster creation, role-playing, story telling, presentation and performance, creative writing, acting), to self-reflection, self-presentation and self-assessment, to team building, brainstorming, discussion and group reflection.  
| | Some pilot actions also included mapping information, planning and organising activities, crafting and practical workshops. |
| Duration of the activities | 50’ to 3 hours per Learning Unit |
### Denmark

<table>
<thead>
<tr>
<th>Geographical areas</th>
<th>Copenhagen area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools involved</strong></td>
<td>Primary school</td>
</tr>
<tr>
<td><strong>Age or year of students involved</strong></td>
<td>Levels 2-3 and 4 Ages 8-10</td>
</tr>
<tr>
<td><strong>Staff involved</strong></td>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Other beneficiaries</strong></td>
<td>Other teachers, parents, career guidance practitioners, other pupils from the school, headteachers, the Mayor of Children and Youth</td>
</tr>
</tbody>
</table>

**Short description of the Pilot Action**
The learning units developed for the pilot asked pupils to: 1) develop a project for a café for other students in the school; 2) develop ideas for the best school in the world. Content of the activities regarded careers in general, innovation and entrepreneurship, cooperation, planning and organising, design and decoration. Individual and art activities included planning and practicing innovative methods, creating and delivering presentations, visits, art and drama workshops, cooking.

**Duration of the activities**
One week / 25 to 30 lessons per project

### United Kingdom

<table>
<thead>
<tr>
<th>Geographical areas</th>
<th>Hertfordshire and Suffolk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools involved</strong></td>
<td>Primary school</td>
</tr>
<tr>
<td><strong>Age or year of students involved</strong></td>
<td>Levels 5-6 Age 9-11</td>
</tr>
<tr>
<td><strong>Staff involved</strong></td>
<td>Teachers, PSHE coordinators, other staff</td>
</tr>
<tr>
<td><strong>Other beneficiaries</strong></td>
<td>Parents/carers, neighbours and friends of students involved in the homework, local employers</td>
</tr>
</tbody>
</table>

**Short description of the Pilot Action**
During the pilot, primary schools were surveyed to identify what they offer in school on careers and the world of work. Gaps were identified and 6 learning units were developed to deliver sessions on the world of work and introduction of Paws in Jobland (educational online software).

Subjects of the learning units regarded mainly career descriptions, basic understanding of the world of work, employability skills, communication skills.

Activities included: using all the features of Paws; using additional materials (quizzes, worksheets, guessing games, presentations,); evaluation and skills assessment; participation in events outside of school and contacts with local employers.

**Duration of the activities**
90’ to 120’ per class

### 3. Common elements across countries
The Learning Units developed in conjunction with Pilot Actions in the 5 countries, while diverse and utilizing different methodologies and instruments, did have common elements.

Many of the Learning Units focused on student self-development. This included, for example, actions in which students would take quizzes or interest tests, or perform reflection activities to get to know themselves better (self-awareness and self-knowledge). Other Learning Units focused on self-development by working on skills such as communication and networking, social interaction, planning and entrepreneurship, coping strategies and critical thinking.

Another main area of focus was exploration of careers, since the Pilot Actions often had the objective of introducing the world of work to students in these first levels of education. Activities included interviewing relatives and local workers, talking about jobs in the community or jobs within a certain sector and visiting workplaces and local businesses.

4. Collaborators

Italy
- Istituto Comprensivo di Gemona del Friuli
- Istituto Comprensivo di Manzano
- Istituto Comprensivo “San Giovanni” di Trieste
- Istituto Comprensivo di Palazzolo Dello Stella
- Istituto Comprensivo di Maniago
- Istituto Comprensivo Monteroni D’Arbia e Murlo
- Istituto P.A. Mattioli

Spain
- Escola Garbí Pere Vergés Badalona
- Escola Garbí Pere Vergés Esplugues
- Escola Internacional del Camp
- Escola Thau Barcelona
- Escola Thau Sant Cugat

Romania
- School No. 195
- Gymnasium School Principesa Margareta
- Secondary School Step by Step
- School No. 192
- School No. 36
- School No. 99
- School No. 311
- School No. 59
- School No.147 Petrache Poenaru
- Dinu Lipatti National College Of Arts
- Kindergarten No. 209
- European School of Bucharest

Denmark
• UU Copenhagen
• Young Enterprise - Fonden for innovation og entrepreneurship
• Several schools in the Copenhagen area

United Kingdom
• Ashtree Primary School
• Broxbourne Primary School
• St. Bernadette Primary School
• Gainsborough cluster of primary schools
• Ipswich cluster of primary schools
• Forest Heath cluster of primary schools
DVD – Table of contents

Project
*Widening the future* project – Presentation PDF
*Widening the future* project – Brochure PDF

Handbook
Handbook EN – Publication PDF

European conference ‘Career education at primary school’
Programme of the conference - PDF
Conference footage – MPG4

Pilot actions and Learning units
Index of Pilot Actions and Learning Units - PDF
Pilot Actions presentation - PDF
Learnig Units presentation - PDF
This manual was developed as part of the project WIDENING THE FUTURE for helping teachers and guidance practitioners to design and improve career education and guidance interventions at school.

The pages of this manual present the methodological aspects and the outcomes of this project, highlighting the new framework of Career Management Skills and the results of the pilot actions carried out in five European countries.

This handbook provides readers with a broad overview of the project and a series of suggestions and information useful for widening and exploiting the model and the training resources in other schools and contexts.