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DUALPLUS PEER-REVIEW-WORKSHOP

SHARING AND TRANSFERRING OF GOOD PRACTICES IN JOB ORIENTATION IN THE ALPINE SPACE

DATE:

Wednesday, 14 Oct 2020, 9 to 12 am

TOPIC: JOB COUNSELLING

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1. How was the idea born for the job orientation activity? Who initiated it?

In Trentino, this activity initially spread between the 90s and the 2000s, following the increasingly evident presence of professional figures from the psychological area within the orientation process. In that period, the focus of job orientation for young people shifted from information to interest in self and people's life plans.

2. What are the goals of the type of measure?

The main objective is to stimulate the student to reflect on himself and on those characteristics currently present that can allow better access to the world of work and better planning for such access.

3. What is the target audience of the job orientation activity?

The activity is carried out mainly with students from middle school onwards, with differences in approach. In middle school, the emphasis is still above all on the Self, while in the next cycle, it shifts to life projects and choices.

4. Is the job orientation activity well-established and accepted by the target audience?

It has now spread throughout the system and practised by all educational and training institutions. It is usual for students to have individual or group support to enhance knowledge of their characteristics and to understand how they fit into professional choices.

5. What is the average number of participants / target persons reached?

Through group activities, a school can manage to intercept all the students of a given year (for example, the first year of vocation educational training). In contrast, for individual activities, it is not possible, with current resources, to make it available to everyone. We can say that up to 30% of students can be involved in individual job counselling activities.

6. To which extent does the job orientation activity address the relevant "influencers" on the job decision making-process (parents, pupils, teachers, peers)?

Students are the main subjects, individually or in groups. Secondly, parents, who can be asked for a contribution (especially for middle school students), while teachers are often not involved in this practice.

7. Does the job orientation activity facilitate a holistic / differentiated view on the existing job or further education opportunities (promoting also the opportunities of dual education)?

Yes, because, for example, the use of qualitative methods during job counselling allows students to be informed in a more in-depth manner on the contents of individual professions, starting from their needs and characteristics and using the idea of the future they have.

8. What influence does the job orientation activity take on the final job decision?

The role of this method is to support the student in creating possible paths for future careers to experiment. The method does not make decisions for the student.

9. What resources are needed to successfully realize this activity?

Counsellors sufficiently trained on the psycho-social side and on knowledge of the world of work and professions. In applying qualitative methods, it is necessary to prepare material (sort cards, checklists, etc.) which is used by students during counselling sessions.

10. Which similar activities exist in other regions?

All guidance counselling activities have similar purposes and similar tools. In every Italian region, public or private support service is available for career guidance.

11. Is the job orientation measure transferable to other regions? What needs to be done for that?

Yes. To do this process, you need training for the counsellors and the production of supporting material.

12. What are the main achievements / indicators of success of this job orientation measure?

The primary indicator of success is the student's ability to build various professional development paths to test. The more paths and alternatives there are, the greater the level of success possible.

13. What are the problems / challenges related to the job orientation activity? What are the lessons learned?

The problems are related to the spread of individual counselling, which could be the best and most effective version of job counselling. Other issues are associated with the professionalism of counsellors, and with the integration especially with the activity of teachers in the classroom. What has been learned about this activity is that if it remains exclusively carried out within individual or group sessions managed by experts outside the school, then the risk is that it detaches too much from the educational experience and that in some way it becomes an alternative/opposite to this experience.

14. What can be done to further improve/ develop the job orientation activity?

Work on the training of operators and the training of teachers, preferably on shared projects, which combine teaching activity in the classroom with the job orientation process. Also work on the involvement of parents, to develop their skills in managing their child's orientation, to enhance their predispositions and future life plans.