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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: School fairs

**Expert:** Herr Speckner, reference teacher of the „Erzbischöfliche Maria-Ward-Mädchenrealschule Traunstein/Sparz Middle School“

**Moderator:** Dr. Paola Menapace, PAT, Trento (IT)

### Presentation of the school:

“We, the Erzbischöfliche Maria-Ward-Mädchenrealschule Traunstein/Sparz – or short: Sparz, are a catholic school for girls. We are in Traunstein, near lake Chiemsee, 40km west Salzburg. The location of our school is very idyllic. That is already one reason why our pupils have reasons to feel at ease in our school. We equally set high value on being a place where they feel at home and taken care of. We are a Secondary School. So, we are teaching age 10 to 16. Quite several our pupils are changing to another school after graduation, to join secondary level 2 on order to do the university-entrance diploma. But most of them will start a vocational training.”

### Presentation of the job orientation activity:

“Our **job profile info-evening** plays an important role. We invite the pupils of ninth grade and their parents. The event is always scheduled for the last Thursday of November. By then the job counsellor of the job agency has already been to the school several times, and the students start to understand that it is a particularly important thing for them. Furthermore, in October the “day of apprenticeship” has already taken place in Traunstein (our town) and the weekend before our event the “job information fair” in Salzburg is on. These two events also draw the girl’s attention towards the issue. We invite to our **job profile info- evening** representatives of commercial, caring, technical and manual professions and as well of Senior High Schools. Partly they contact us to present themselves and their institutions. Partly we contact them to get a balanced variety. We invite between 8 and 10 to give a presentation about the essential aspects concerning their profession and the institution. Through the presentations we hope to arouse as much interest as possible in the girls and their desire to get more detailed information. To give everyone, the possibility of further discussion we move back to the schoolhouse. There every single speaker gets a classroom as a consulting room for one-to-one or group meetings and for further presentations. On demand we provide media

supplies. Or our guests bring their own media and install them in or in front of their room. Like that the schoolhouse really gets a bit the flair of a fair.”

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

The idea to organise a **job profile info-evening** was taken already at the beginning of the 2000 by the school. It was initiated by a group of motivated teachers. By now there is a team of five teachers coordinated by Herr Speckner working actively on the organization of this event.

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

The main goals of this activity is to give young women better chances to know job’s opportunities which are not culturally meant for women and to deal with the problem to attract more students towards fields like electronics and metal industries, which present more jobs opportunities at the local level.

“The basic objectives are to show possibilities, to transmit first-hand information, and to establish personal contacts with the companies.”

“We are trying to introduce them (the girls) to technical and vocational skills. At the same time, we want to support them the best way possible for their future career. Having to choose a career at the age of 15 or 16 is a real big challenge. They still are nearly children and have no idea what it means to choose a lifetime profession and to practice it, to compete in the job market, to earn 1000, 3000 or 10000 € per month and so on ... Therefore we start, right at the beginning of the year before the last one, to prepare them for that decision in the best way possible, so that they have already found a suitably path for themselves, when they graduate.”

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

The main audience are the students and their parents but the event addresses also local enterprises, secondary schools, and local labour agencies.

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

At the level of the school this job orientation activity is well established and known, at the regional level is very well known and appreciated even by other competing schools.

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

Hundred students pro year plus seventy/eighty more people (each student usually takes one or two parents).

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

The job orientation activity not only addresses the relevant “influencers” on the job decision making process (parents, pupils, teachers, peers) but also the relevant stakeholders on the local basis:

“We invite to our **job profile info- evening** representatives of commercial, caring, technical and manual professions and as well of Senior High Schools. Partly they contact us to present themselves and their institutions. Partly we contact them to get a balanced variety. We invite between 8 and 10 to give a presentation about the essential aspects concerning their profession and the institution.”

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

The activity is also aimed at showing how to enter the dual system in presenting to the young women technical jobs not only commercial jobs and giving them a broader view of the job's opportunities.

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

The school has not yet undertaken any monitoring activity to measure the real impact of this job orientation activity on the final job decision. The main influence reported by the reference teacher is the indirect one about the importance of the gender issue in presenting jobs, which are considered culturally for males and not for females. This in turn can have a positive impact on the local labour market.

"We want to introduce the students to a broad spectrum of possibilities. They should be encouraged and get ideas they would not have thought of on their own. Especially girls tend to concentrate on the few jobs they have been in contact with so far: nurse, teacher, hairdresser, job assistant. On the other hand, few of them think about becoming a mechanic or an engineer."

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

More space for all the participating contributors is required. A particularly good teamwork and collaboration from the side of the school's director and colleagues. A good climate is also essential for the success of the evening.

"All in all, our **job profile info- evening** thrives from a good atmosphere. This is an especially important point. Problems concerning media or organizational breakdowns can always come up. The tight aisles in the schoolhouse and problems with the orientation create stress. And so on. Therefore, it is essential, that the referees like to be with us and that they transfer this positive attitude to the students and their parents. A good atmosphere in the house is nearly a guarantee for a successful evening. That's why we set a high value on not only thanking the referees officially in the plenary meeting, but also later, when we are going through the rooms and thanking each one for his/her efforts with some warm words and a little present, usually a bottle of wine."

10. *Which similar activities exist in other regions?*

There is another school doing a similar format, but it is more focused on the industries (SMEs).

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

Yes, with a lot of engagement from the side of the school's teachers, administrators, and directors.

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

The particularly good feedback in terms of personal satisfaction from the participating guests. The involvement of the school and the students is also a good indicator of the success of the initiative.

"Having the opportunity to establish personal contact to these people beforehand is surely helpful for our students. In our schoolhouse these people are the guests, and our students feel a lot more confident there than in the job interview. This confidence they can then use in their further job interviews at least partly. Maybe this is the main advantage of our **job profile info- evening**."

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

The organization of the speeches would also require a better planning to give all contributors equal opportunities to be represented.

“We also require a maximum speaking time of 5 minutes. But it is not easy to achieve that the presenters stick to the time limit. Everybody is keen on giving a lot of information and wants to present him/herself in the best way. For us, however, it is important that they comply with our requirements. 9 times 5 minutes already makes 45 minutes. Including the time needed to introduce and the applause in between you need to calculate an hour anyway. An abundance of information can easily get too much. Less is more! I would recommend considering the presenters observance of the time limit, when doing the invitation for the following year. But of course, we do not only pay attention to how long the referee speaks, but also to the content and their way of presenting. Of course, there are big differences. Over the years we have established a reliable staff of good speakers. However, it is difficult to handle, if everybody who takes part in our event also wants to give a presentation. It is sometimes not easy to make it clear to all the participants why this is not possible. If there are more concurring candidates, we give the possibility of rotation. The ones who didn't get a chance to speak this year will get a chance the following year.”

One of the challenges is how to be able to deal with the new Covid-19 situation in the future regarding the opportunity to “shift” this activity into a virtual one.

“Doing this in an online meeting would not work. Due to the situation we are not offering the evening now. Maybe next spring. Hopefully, we will be able to do it at all in the future.”

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

Some work seems to be done for better organizing the spaces inside the school.

“As difficult as the choice of the speakers is the distribution of the rooms. We try to bundle together similar professions and similar ways leading to a certain profession. This determines who gets which room. But of course, our guests are also seeking for special rooms. Everybody wants the most central and attractive room. And it is not always easy to handle upcoming animosities adequately and constructively.”

“We give our best to show the distribution of the rooms in a clear room-map. On the one hand we hope that like this the speakers get a comprehension on our decisions of distribution. But above all we want our students to have a good oversight who is there and where. These plans we lay out on every chair right in the beginning before the plenary meeting. We also add a list of the speakers in order of their appearance. Like that everybody is informed and finds his way.”

These spaces' problems are a challenge for the teamwork too, which seems to function not so effectively.

“Naturally, this also means that the rooms are correctly labelled. All these little details mean a lot of work for us. That is why we established an organization team for the **job profile info- evening** over the years. Around five colleagues were working together. Each one of them took care of two speakers and more possible guests. However, it is time consuming to coordinate a team. You must keep the overview, who talked with whom with what result. You must plan who takes care of which part of the prearrangements. Who is working out the room plan? Who is taking care of the room labels? And so on. In the course of time it turned out to be easier to me to leave everything in one hand and do everything my own. Maybe you are better team players and team managers and prefer to do it in teamwork. Somehow or other you must find out for yourself what suits you best, if you want to organize something like that.”