



COR-VET
Career orientation
in vocational education and training in Europe
Reflections of the German partners
Workshop 4 in Modena, IT

**German Reflections on the fourth CORVET workshop
in Modena, IT
CORVET Project 22nd to 24th of April 2013**

From April 22nd to April 24th, 2013 the fourth workshop of the project COR-VET took place in Modena, Italy.

The team of the University of Paderborn (UPB) arrived in Italy on April 21st, 2013. The workshop was divided in three days and started with the first on 22nd of April in the early afternoon and was opened by the Italian partner Francesca Barbolini from ISCOM and the German coordinator Prof. Dr. Marc Beutner from the University of Paderborn in the localities of ISCOM in Modena. After a short introduction consisting of a structured overview about the Modena-workshop and its time schedule was given, Prof. Dr. Marc Beutner started with presenting the results of the evaluation of the third workshop that took place in London, United Kingdom on October 2012. Besides he pointed out special features so that COR-VET was named as one of the top five of LLP – Leonardo da Vinci projects in Germany. Referring to the results of the third workshop in London Prof. Dr. Marc Beutner stressed that there was a very positive assessment of this workshop.

As a second part of the first day some short presentations were given by Italy, United Kingdom and Germany. The short presentations dealt with chances and problems in career orientation in these countries and should present the other partners an insight about differences and similarities in career orientation.

Francesca Barbolini from ISCOM informed the partners about Italian career orientation. Career orientation in Italy is provided in two steps:

- first step during the last year of middle school and the (age 13/14)
- second step in secondary schools (age 17/19)

In step one the pupils visit high schools and the middle school teachers create a student profile. The second step introduced by Francesca Barbolini focused on the participants in field of carrer orientation in “Licei”, “technical” and “vocationals” as parts of secondary schools. Career orientation is done by internships, open days, conferences and discussions. In addition to each secondary school has a career orientation team and a psychologist to deal with the problems of career orientation.



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Moreover the students have the opportunity to use databases where they can offer their CVs to companies. In the post educational system the process of career orientation is fostered by Job Centers, Recruitment Agencies and adult vocational training institutions. The communication between the steps of the system and between institutions could be enhanced.

Raj Pathak from European Learning Network talked about chances and problems in the field of career orientation in the United Kingdom.

He stressed that the key players in UK are the “Department of Education”, “Schools and Governing Bodies”, and “Local Authorities”. Regarding VET he focused on the VET reforms. Already 1976 Callaghan wanted a better education. He demanded a vocation element for all - so industry could benefit from a well-trained workforce. Therefore vocational modular qualifications were established in the 80s. With focus on Mutton Raj provided also the main information on the qualifications framework with its 8 levels and the process of curriculum development. After a short focus on the Sector Skills Councils Alliance Raj pointed out the core element of the Leitch Review (2009), the STEM Audit (2010) - skills in science, technology, engineering and manufacturing and the Wolf Report (2011) in which the need for good information and professional career advice for young people was emphasised and Wolf stated that UK should learn best practice from Denmark, France and Germany. At the end of his presentation Raj Pathak introduced the concept which are widely used during career interviews in UK and presented the Career Advisor’s Four Stage Planning Model as well as new models for Career Guidance delivery in schools.

Prof Dr. Marc Beutner pointed out the German chances and problems concerning career orientation. He focused on the transition system in Germany and introduces career orientation aspects at the beginning of work life. Here he focused on the difference between “Vocational orientation in comprehensive schools” and “Vocational orientation in the transition system at vocational schools”.

Marc Beutner emphasized the problem of the heterogeneity of target group and that teachers in vocational schools often don’t know real business situations which is badly needed. Especially in the transition system individual support cannot be carried out every time. Also the Identification of steps is difficult. Often 4 or 5 steps can be identified, i.e.:

- (1) Individual self discovery
- (2) Discovery of possibilities
- (3) Individual opportunities
- (4) Realisation



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The main chances are the individual support, the opportunity for learners to focus on reflections on the labour market and their personal situations. Another big advantage is the chance to learn in authentic environments with focus on real processes, worktasks and activities.

But there are also problems like the methods of career planning are not common knowledge and the awareness of the use of Career planning and career orientation is not given in every sector. Moreover trained mentors and guiding personnel are needed. But nevertheless the positive aspects are much bigger as these four aspects may show:

- Creating individual paths of competence development
- Creating satisfied employees
- Overview on the competence pool in an enterprise
- Better match of employee and occupation

After some summarizing aspects from University of Paderborn (UPB), a guided tour to the center of Modena was prepared by the Italian host Francesca Barbolini and Flavio Caprizzi from ISCOM. At the end of the visit the first day closed with a common social dinner in a typical Modenese restaurant.

The second day of the workshop started with a long presentation by Ali Erdem from Kirşehir Milli Eğitim Müdürlüğü about the changes in the educational system and VET and chances and problems in career orientation in Turkey. Ali Erdem provided information about the 4+4+4 system which means that learners obliged to take 12 years of education between the ages of 6 and 18. Ali stressed that gaining experience in businesses is the fundamental. This is an important element for learners who attend vocational and technical education in Turkey. Therefore internships and workplacements are seen as useful and necessary.

In Turkey the concentrated process of decision making is one of the problems concerning career orientation. The school managers are not as autonomous as they should be. The legal frame has to be updated and there is an insufficient participation of companies. Also a testing system which based on occupational standards does not exist at the moment and the teachers have to be trained concerning guidance and career orientation. Moreover job placement services have to be enhanced. One main aspect can be seen in the ideas and expectations of the parents. Not only the skills and interests of a learner are relevant but the image of job. So even if a learner does not want to be a doctor he or she has to become one if the marks are good enough. So a cultural focus has to be changed and that seems to be very difficult.



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After all presentations concerning chances and problems in career orientation the results of the COR-VET-Survey were presented to all partners by Prof. Dr. Marc Beutner. He presented that the gender structure in the survey was very equal. The learners and teachers who answered the questions stated that the transition from school to work is an important or very important factor (87,9%). In all COR-VET partner countries this rating of importance was very high. The learners also showed the need to general information on future job opportunities (87,7%). Although the responding persons were not sure if enterprises should support the transition process or not, they were pretty sure that teachers should support the transition process of their students into the world of work.

Although the real situation is quite different the chances of getting an apprenticeship are seen as much easier in Turkey as in Germany and UK. This shows a general perception mistake of the Turkish learners which can be problematic concerning their career process. The same perception mistake exists concerning the perception of the chances of getting a job after school.

In all countries the participants answered that the combination of practical and theoretical experiences are important and that this is established already quite well.

The learner also provided information where help is needed:

1. In the field of finding their strength
2. In the field of self-discovery
3. In the field of requested qualifications and
4. In the field of Information about enterprises and the labour market

The most surprising result is that the teacher cannot provide this help because they themselves demand:

1. Help concerning discovery of strength of the learners
2. Material about vocations
3. Material about professions and qualifications
4. Help concerning interview situations
5. Help concerning the evaluation of communication skills
6. Help concerning the evaluation of social skills

Later an active working phase began and for this reason partners and learners were divided in two parts. One part consisted of the COR-VET core project partners and discussed the results of the COR-VET questionnaire. Besides they orientated themselves on the following aspects:

- Discussion of similarities and differences



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- How can these data help to make a common European approach more concrete?

Further Information about the survey has been given by Rasmus Pechuel from Ingenious Knowledge and Prof. Dr. Marc Beutner from UPB Germany.

The second part consisted of the learners. The learners made use of European data to discuss the topic what the benefits of the results in the field of European career orientation are. To reach this aim they made a discussion and prepared a short presentation. The Learners pointed out that the main benefit is the free development of the learning opportunities. By direct comparison of education systems in Europe, especially the strengths of these can be expanded more strongly. Independent of moral concepts of their own country Learners can choose a career that fits to their competencies and personal skills. Through the European cooperation, for example, necessary consulting skills of the teachers can be identified in order to integrate them in their daily work life.

After lunchtime all partners visited two different vocational schools, one in Modena and another one in Maranello. These visits gave a clear impression of vocational education in Italy and offered the chance to discuss the chances and problems in this field directly with the teachers in their didactical environment.

The third and last day of the workshop started with a reflection of the last two days by Prof. Dr. Marc Beutner. The short presentation by the learners about the benefits of a common European approach was also giving at the beginning.

A common approach discussion on similarities and differences between the countries by all partners took place and was moderated by Prof. Dr. Marc Beutner from the University of Paderborn. He took core elements from all approaches in the different partner countries:

1. Modern didactical structure via addressing processes and tasks
2. Individualisation / Personalisation
3. Advice and Guidance

Marc Beutner provided Implementation characteristics which were also taken from all partner countries:

- Online Support,
- Integration of work experiences
- Implementation in different parts of the educational system



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- Combination of activities on different levels:
local – regional – national – inter (supra)national

And last but not least he discussed element of the didactical integration like:

- A didactical material pool
- Step-by-step modules
- External and internal Integration
- The idea of a European Certificate – Euro COC - European Career Orientation Certificate

After this discussion the next steps of COR-VET, like tasks, the dissemination strategy of COR-VET and further information and suggestions for the final workshop in Paderborn, Germany were talked over.

Before the fourth workshop finally closed a feedback evaluation of the Italian workshop from Francesca Barbolini and Flavio Caprizzi occurred. The workshop closed with a cordial goodbye till the final meeting in Paderborn, Germany in June 2013.