

O.1 REPORT
DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS
WORKING WITH NEETS

PROJECT N. 2015- 1- IT01-KA202-004762
ECVET AND OER BASED ASSESSMENT AND TRAINING OF GUIDANCE PRACTITIONERS
WORKING WITH NEETS

INDEX

	Introduction	pag. 03
1	FIRST SECTION	pag. 04
	1.1 Analysis of the professional profiles	pag. 05
	1.2 Aim of the survey	pag. 07
	1.3 Definition of the sample	pag. 07
	1.4 Methodology and tools	pag. 08
	- <i>Interview to centres managers and supervisors</i>	
	- <i>Questionnaire for the operators working with NEETS</i>	
	- <i>The Focus Group</i>	
	- <i>Methodology employed in the Focus Groups</i>	
	1.5 Attachments: A1 Interview and A2 Questionnaire	pag. 10
2	SECOND SECTION	pag. 20
	2.1 Analysis of the guidance profiles in Italy: Matera and Vicenza	pag. 21
	Attachments	pag. 32
	2.2 Analysis of the guidance profiles in Spain: Valencia	pag. 74
	2.3 Analysis of the guidance profiles in Greece: Athens	pag. 82
	2.4 Analysis of the guidance profiles in Portugal: Gondomar	pag. 111
	2.5 Analysis of the guidance profiles in Poland: Lods	pag. 141
3	THIRD SECTION	pag. 150
	3.1 Conclusions	pag. 151

INTRODUCTION

This report gives proof of the research activities carried out within the Project ECVET.OER.NEET, as regards the Phase A.3 Research and Analysis of the survey “*Definition of the profiles of public and private guidance practitioners working with NEETs*”¹, in order to identify all the professional profiles recognised on a national, European and/or territorial level for the guidance practitioners working with complex users, such as the NEETs (Not in Education, Employment or Training).

The guidance practitioner’s job has become more and more demanding.

The guidance practitioners - both in a national or international environment - are required to be highly skilled, they must command their career, they must have certain aptitudes and be able handle many responsibilities.

Nowadays, all orientation and education contexts are considered as ever-changing learning environments and the practitioners are given increasingly demanding tasks, whether those are developed in a working context or in their professional community and, more generally, in relation to the social institutions.

However, despite the increasing complexity, education and update are still insufficient and scarcely meet the needs of the new professional requirements. On a national level, the training “continuous” is considered strategic for the promotion of the professional qualification and the differentiation in roles. As a matter of fact, it is widely recognised that a merely sporadic type of training, careless of the true needs, cannot provide with all the knowledge and skills necessary for a continuous and progressive professional development.

This means that the training of every guidance practitioner must be seen as a process that lasts for their entire professional career, and not as an accessory option. Thus, the education must:

- be focused on the development of an expected professional profile;
- be followed and certified in its quality;
- include long-term courses and not just occasional courses;
- be documented and evaluated.

On these conditions only a system can be built, where the continuous training becomes a certified system of professional qualification.

The beating heart that gives life to such a system is the free initiative promoting the individual development and improvement..

¹ Eurostat gave a definition of youth who are disengaged from both work and education (NEET), chosen by the Employment Committee (EMCO) in April 2010. The term was to be used in the integrated guidelines for the Europe 2020 programs. The definition of NEET includes: 1) unemployed persons (according to the International Labour Organization) not in any education nor training, 2) inactive persons (according to the International Labour Organization) not in any education and training. The definition “not employed” includes both unemployed and inactive, while “not in any education or training” means that persons that are employed and/or follow formal or non-formal education are not considered to be NEET. Although, from a political point of view, Eurostat’s definition of NEET might be too restricted. If the Member States decided to use this definition in the Youth Guarantee Programme, it might be difficult to be sure that all the participants meet the requirements to be considered NEET (for instance, certifying that a registered unemployed person has not received any education or training in the four weeks preceding the survey) and/or a person might be undesirably excluded from the YG programme.



FIRST SECTION

FIRST SECTION

1.1 ANALYSIS OF THE PROFESSIONAL PROFILES

During the years, the educational policies have had a generalist tendency which led to identify and enclose the position of a “good practitioner” as “standard”, this approach consisted of elaborating profiles, catalogues and expected professional skills, in some cases evaluated and certified.

It is obvious that this kind of attempt, if gone too far, might reduce in theoretical simplifications the complexity of the everyday actions of a profession. In fact, the specific skills required for such a profile are not static, but they evolve as politics, social, cultural and demographic changes take place, and they belong to a continuous process.

Moreover, each guidance practitioner cannot be defined in a static way, because their professionalism develops in relation to different aspects, which are not always identifiable and definable.

To illustrate this, one need only to consider the different professional motivations and personal aptitudes.

For this reason, to not make the definition of professional skills too inflexible, and to not alienate the righteous ambitions of professional development, it is necessary to have a reference framework to allow fairness and accuracy in the training courses for the professional qualification and differentiation.

The Table 1 illustrates the methodology employed to describe a professional figure.

PROFESSIONAL FIGURE/PROFILE	Professional figure/profile refers to the description of various types of characteristics (activities/tasks, skills, relations, responsibilities, requirements) linking similar working roles. The type professional profile is the “analytic” description of the characteristics of the professional figure.
TASKS	Substantial set of specific, homogeneous and combined activities, aiming to the production of an outcome, identifiable within a specific working process.
SKILLS	By skills is meant the totality of the individual characteristics contributing to the efficacy of a job, activity, task, performance. Dynamic complex of knowledge, competence, psycho-social resources necessary for the individual to have a professional behaviour in a working environment. The concept of professional skill implies the centrality of the individual, the relation to a specific context and the realization of a professional job.
Skills can be separated into:	
Basic Skills (Knowledge)	Those are, in a specific time and context, the minimum requirement for one’s employability. For instance, knowing a foreign language, basic knowledge of IT, economics, security, business organization, contracts and so on.
Cross Skills (Adapting)	Common to several working environments, not linked to specific roles, jobs or fields of expertise. The individual can transfer this kind of skills to any work environment. They allow the individual to adapt strategies already used to a new situation or task. So, the individual’s resources are combined based on the requirements of the different contexts he operates in. Examples of cross skills are diagnosis skills, problem-solving skills, negotiation and mediation skills, decision-making skills, communication and interpersonal skills.
Technical-professional Skills (Know-how)	These skills are necessary to carry out an activity. Those are specific skills, strictly related to a particular field of expertise and the individual’s job.
Social Skills	<ul style="list-style-type: none"> • Communication skills <ul style="list-style-type: none"> - Proper use of different types of language and knowledge of their educational value - Aptitude in facilitating the research and negotiation in groups • Reflective skills <ul style="list-style-type: none"> - About the social relationships - About oneself, in order to improve professionally • Collaborative skills <ul style="list-style-type: none"> - Collaborating with people, colleagues and institutions.

(TABLE 1)

1.2 AIM OF THE SURVEY

The aim of the survey is:

1. Mapping the professional profiles working with NEETs in the local Guidance Centres
2. Identifying the main differences and similarities
3. Creating a pool of common skills specific for NEETs.

1.3 DEFINITION OF THE SAMPLE

In order to create a sample representative of the European areas involved in the survey, the various persons chosen operate in guidance activities on different levels:

- Institutional and public level, involving operators working in Job Services,
- Private level, involving guidance advisors from licensed Training Agencies,
- Local freelance professionals.

The indicator used for the assessment of the results is represented by

- 30 guidance practitioners for each partner country, totalling **240** practitioners
- 10 Job Services Centres and Training Agencies for each partner country, totalling **60** guidance centres.

1.4 METHODOLOGY AND TOOLS

Many complementary tools have been used to better decode the quantitative and descriptive data gathered.

The tools used were: questionnaires, interviews, Focus Groups.

The questionnaires allowed a qualitative and quantitative data collection on two levels:

- Organizational and decisional, to manage the changes and the new professional needs generated by the NEET phenomenon;
- Operative, expressing both new and traditional skills, to guarantee specific performances for this new target.

For this purpose, two different survey tools have been employed:

1. Interview to the Centres managers and supervisors;
2. Questionnaire for the guidance operators working with NEETs.

The normative reference used for the creation of the data collection tools is the Agreement among the Government, the Regions and the local Institutions about the document “Definition of the operators’ minimum standards and professional skills in relation to the guidance functions and services existing in the different local contexts and in the education, training and job systems” (Agreement pursuant to article 9, paragraph 2, point c in accordance with the Legislative Decree No. 281 August 28th, 1997).

1.4.1 INTERVIEW TO CENTRES MANAGERS AND SUPERVISORS

The main aim of the interview was the exploration of the organizational and operative changes that took place in the guidance centres after the birth of the NEET phenomenon.

Thanks to the interview, in addition to the data collected with the questionnaires for the operators, it has been possible to add qualitative data useful to understand the organizational “coping” procedures employed by the management and the resources (studies, researches, comparisons) utilized to improve the standard performances supplied through specific actions. This allowed the recognition of efficient activities in the organizational process to be compared and shared with the other partner countries.

1.4.2. QUESTIONNAIRE FOR THE OPERATORS WORKING WITH NEETS

The questionnaire was mostly composed by multiple-choice questions.

The topics examined were the following:

- Personal data of the professional profile examined
- Everyday performances, fields of activity and specific activities
- Performances, fields of activity and specific activities addressed to NEETs
- Crucial activities of the performances
- Tools and methods employed in the performances
- Formal skills employed to explain the professional activities of the role examined
- Possible informal skills purposely addressed to NEETs
- Outcomes of the standard performances and the NEETs-related performances

The questions asked allowed the collection of important data used to build the guidance practitioner's profile and his skills, necessary to connect to the extremely complex and variegated NEETs community. The questionnaire also gave information about formal and informal skills specific for NEETs, used in the following steps of the project.

In order to collect verifiable and exact data, at least from a qualitative point of view, the CAWI (Computer Assisted Web Interviewing) methodology has been employed, using the Internet to make the questionnaire available.

This way, not only the costs were kept to the bare minimum, but it also made the collection of data fast and easily classifiable, thus making the following phases clearer and quickly comprehensible.

1.4.3 THE FOCUS GROUP

The Focus Group was created as a complementary tool to the questionnaires and its aim was to examine in depth the peculiar aspects identified during a first analysis of the data collected through the questionnaires, stimulating the guidance practitioners to a further consideration, for the purpose of gathering information about common goals and products to build the next steps of the project.

In particular, the focus group pursued the following goals:

- Making the guidance practitioners active protagonists of the project, enhancing their professional experience
- Mapping the skills necessary for the guidance activities, employed in every regional context
- Identifying, through a bottom-up process, skills necessary to be a guidance practitioner working with NEETs
- Educate and motivate the practitioners to acquire professional skills to work with NEETs.

1.4.4 METHODOLOGY EMPLOYED IN THE FOCUS GROUPS

The Focus Groups have been led using facilitation methodologies, which stimulated a productive and responsive participation from the practitioners who, based on their professional experience, had the chance to exchange useful working methods and build together, in an active process, the guidelines defining the standard skills specific for the NEETs guidance.

1.5 ATTACHMENTS

Attachment No. 1 – Questionnaire for Job Centres and Training Agencies Managers

Attachment No. 2 – Questionnaire for guidance practitioners to analyse the profiles

ATTACHMENTS - Section I

**INTERVIEW FOR THE MANAGER OF THE GUIDANCE CENTRES
(PUBLIC AND PRIVATE)**

1. What are the performance/activities carried out in your center?

Title of the performance/activity	Input of the performance/activity	Output of the performance/activity
1. Paths of guidance consulting		
2. Competence's assessment/mapping		
3. Other (describe): 3.1 _____ 3.2 _____ etc.....	3.1 _____ 3.2 _____ etc...	3.1 _____ 3.2 _____ etc...

2. What are the performance/activities that relate more directly to the NEETs?

Title of the performance/activity	Input of the performance/activity	Output of the performance/activity
1. Paths of guidance consulting		
2. Competence's assessment/mapping		
4. Other (describe): 3.1 _____ 3.2 _____ etc.....	3.1 _____ 3.2 _____ etc...	3.1 _____ 3.2 _____ etc...

3. What are the professional profiles who work to carry out each performance/activity?

Title of the performance/activity	Title/Denomination of the Professional Profile
1. Paths of guidance consulting	
2. Competence's assessment/mapping	
3. Other (describe): 3.1 _____ 3.2 _____ etc.....	3.1 3.2 etc...

4. Do you have individuated some critical areas in the specific performances carried out for the target group of NEETs?

#	Critical area	Causes of critical issues
1		
2		
3		

5. How did you face the critical issues?

6. Did you use research results/specific studies to face the critical issues?

7. Have you participated in national and / or international projects on this issue?

8. Have you conducted specific research activities?

QUESTIONNAIRE TO ANALYSE THE PROFILES OF THE GUIDANCE PRACTITIONERS

1. **Profile Definition:** _____
2. **Educational Qualification:** _____
3. **Years of professional experience:** _____
4. **What specific activities do you perform?**

<i>Planning of consulting paths for individuals and groups</i>	YES	NO
<i>Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Analysis and evaluation of training and professional development opportunities</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>User support in the definition of professional development projects and action plans</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Construction of questionnaires and drafts of interview</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Motivation of the user after any failures</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Carrying out consulting sessions</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Analysis of professional skills, performances and interests</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Carrying out of competence's assessment/mapping</i>	<input type="checkbox"/>	<input type="checkbox"/>

5. **Who are the beneficiaries of the activities that you carry out?**

Beneficiaries		Put an X in the appropriate options
Students	Graduated from a middle school	<input type="checkbox"/>
	Graduated from a high school	<input type="checkbox"/>
	Other (describe): _____	<input type="checkbox"/>
Young ELET (Early Leavers from Education and Training)		<input type="checkbox"/>

NEET (Not in Education, Employment or Training)	<input type="checkbox"/>
The unoccupied/unemployed	<input type="checkbox"/>
The unemployed that benefit from social security cushion	<input type="checkbox"/>
Women re-integrated into the labour market	<input type="checkbox"/>
Other (describe):_____	<input type="checkbox"/>

6. What characteristics have the NEETs to whom do you pay the specific performances of your role?

Age	
Immigrants	
Nationality of the country of origin	
The unemployed	Yes
	No
The Unoccupied	Yes
	No
With an educational qualification	Yes
	No
Gender	Male
	Female
Registered to Youth Guarantee Programme?	Yes
	No
Other (describe):_____	

7. Are there critical areas in your professional performance?

#	Critical area	Causes of critical issues
1		
2		
3		

8. What working tools and methods do you use to carry out the specific activities referred to your profile?

<i>Specific activities</i>	<i>Tools and methods</i>
<i>Planning of consulting paths for individuals and groups</i>	
<i>Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)</i>	
<i>Analysis and evaluation of training and professional development opportunities</i>	
<i>User support in the definition of professional development projects and action plans</i>	
<i>Construction of questionnaires and drafts of interview</i>	
<i>Motivation of the user after any failures</i>	
<i>Carrying out consulting sessions</i>	
<i>Analysis of professional skills, performances and interests</i>	
<i>Carrying out of competence's assessment/mapping</i>	

9. Which instrumental equipment / logistics is necessary to carry out the specific activities referred to your profile?

<i>Instrumental equipment / logistics necessary</i>	<i>Put an X in the appropriate options</i>
<i>Room/place/premises</i>	<input type="checkbox"/>
<i>Materials</i>	<input type="checkbox"/>
<i>Other (describe):</i> _____	<input type="checkbox"/>

10. What are the outputs / products of your activities?

<i>Outputs / products</i>	<i>Select appropriate options with X</i>	<i>Brief description</i>
<i>A professional and personnel plan coherent with the values</i>	<input type="checkbox"/>	

<i>and life choices of the user and in harmony with the specific social and working environment</i>		
<i>An action plan that defines the stages and procedures to be put in place in the short and medium term, which includes a training plan and/or a plan of job placement</i>	<input type="checkbox"/>	
<i>A portfolio of skills</i>	<input type="checkbox"/>	
<i>A summary / Final report</i>	<input type="checkbox"/>	
<i>Other (describe):</i>		

11. What skills do you use daily to carry out your activities?

Unit of competence/skill	Select appropriate options with X	Quantify the intensity				
		1	2	3	4	5
<i>Read and analyze needs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Building materials and tools of survey</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Identify training and professional development opportunities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Facilitate the development of professional development projects and of action plans</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Motivate the user after any failures</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Be able to communicate effectively</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Adopt flexible attitudes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Practice active listening and empathic communication</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Be able to work in a group</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Interact and collaborate with the local network of employment and training services</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Methodologies for conducting of individual and group interviews with guidance purposes</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The local labor market, employment and production trends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Legislation on the regulation of the labor market, education, universities and professional training</i>	<input type="checkbox"/>					
<i>Main types of employment contracts</i>	<input type="checkbox"/>					
<i>Main software applications and web-based services for the management of guidance services</i>	<input type="checkbox"/>					
<i>English language or other languages</i>	<input type="checkbox"/>					
<i>Other (describe)</i>	<input type="checkbox"/>					

12. What informal skills are particularly useful to carry out your activities?

13. Which result is guaranteed to the beneficiaries through the activities that you carry you?

Results for the beneficiary	Select appropriate options with X
<i>Activation of individual resources (skills, motivation, interests, habits)</i>	<input type="checkbox"/>
<i>Activation / strengthening of the ability to expose oneself, showing more cognitive and socio-emotional openness / availability / flexibility at the end of the consulting path</i>	<input type="checkbox"/>
<i>Strengthening the ability of analysis of: contexts, training opportunities, labor market trends, employment prospects, jobs / professions, etc., within which to place the development of own experience.</i>	<input type="checkbox"/>
<i>Other (describe):</i> _____ _____	<input type="checkbox"/>

SECOND SECTION

SECOND SECTION

2.1 ANALYSIS OF THE GUIDANCE PROFILES IN ITALY: MATERA AND VICENZA

O.1 REPORT

DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

Matera and Vicenza - March 2016

Editors

Maria Domenica Santarcangelo, Studio Risorsse S.r.l., Matera (MT)
Teresa Maltese, Studio Risorsse S.r.l., Matera (MT)
Cinzia Battistello, I.RI.GEM., Rosà - Bassano del Grappa (VI)

Contributors

Antonella Nota, Provincia di Matera (MT)
Elisabetta Bolisani, Provincia di Vicenza (VI)
Rosanna Ricciardi, Ricercatrice, Roma
Monica Miglionico, Studio Risorsse S.r.l., Matera (MT)

Volume 1, March 2016

This REPORT is a product /Intellectual Outputs produced in the framework of the Erasmus+ Project ECVET.OER.NEET “ECVET and OER based assessment and training of guidance practitioners working with NEETS”, coordinated by the Studio Risorsse S.r.l. (Matera, Italy).

Contacts: maria.santarcangelo@studiorisorsse.it; teresa.maltese@studiorisorsse.it; cinzia.battistello@irigem.it;
bolisani.elisabetta@provincia.vicenza.it; a.nota@provincia.matera.it

The survey in Basilicata and, in particular, in the province of Matera has been conducted by Studio Risorse S.r.l., training and guidance private Agency, and the Provincial Authority of Matera, institution responsible for placement public services. They worked together to raise awareness and to interest the local Job Centres and private agencies.

The same project was carried out in Veneto thanks to the partner I.RI.GEM and the active participation of the Provincial Authority of Vicenza, succeeding in involving other provinces of Veneto, at least in administering the survey to the managers.

The on-line survey administration and the consequent data collection and analysis involved 72 guidance practitioners, separated as follows:

- Matera and Basilicata: 36 questionnaires
- Vicenza and Veneto: 36 questionnaires

The number of interviews to managers and supervisors from guidance centres, job centres and private Agencies is 20, divided as follows:

- Matera and Basilicata: 10 questionnaires
- Vicenza and Veneto: 10 questionnaires

The data elaboration is shown below.

The Report presents a transversal reading of the data collected in the two Italian provinces involved: Matera, in Basilicata, and Vicenza, in Veneto, the detailed results of the survey are explained in the final considerations.

As regards the type of performances offered in the Job Centres, the main activities are Information Desk and first level guidance and, for some, System activities.

The activity of Guidance Counselling/Competence Evaluation (second level guidance) is encountered more often in private Agencies and in provincial Agencies, as it happens for the scholastic and transitioning Guidance.

As for the performances specific for NEETs, the data collected show that the predominant activities performed in the Job Centres are as Information Desk and first level Guidance for the Job Centres, whereas the main activities carried out by private and provincial Agencies are guidance counselling and school transitioning.

The **vital statistics** of the *profiles* show the presence of variegated roles, with a prevalence of Guidance Practitioners, Trainers, Administrators and Centre Supervisors.

Scarcely represented are the typologies of Social Workers Trainers, Training Designers and Labour Market Operators.

The analysis of the educational qualifications shows that the majority of people interviewed have a degree or have attended a specialization course (therefore indicating an elevated schooling level and the presence of specialized operators) and many of them have a diploma in the technical/administrative field.

On average, the operators have 25/30 years of experience in their job.

The main activities carried out by the operators are:

- Helping the consumer determine educational and professional development projects (67,7% in Matera and 75% in Vicenza)
- Analysis of the skills, performances and professional interests of the consumer (67,7% in Matera and 88,9% in Vicenza)
- Counselling interviews (64,5% in Matera and 83,3% in Vicenza)
- Analysis and evaluation of the professional development opportunities and action plans (51,6% in Matera and 52,8% in Vicenza)

And other lower but not less significant rates.

Complementarily, the interviews to the Managers made evident the relevance of specific areas of the performances addressed to NEETs and the reason why those are so important.

2.1.1 CRUCIAL AREAS

The challenges that the guidance practitioners must face are overall the same all over Europe, thanks to the Youth Guarantee Programme (YG).

The roles and the features the guidance practitioner’s job have become clearer in the last few years:

- Specific **skills** are required: each practitioner must have the skills necessary to guide and support the users, in addition to the capability to understand the social and cultural dimensions of the guidance
- A continuous **updating** and learning is necessary: the practitioners know the importance of acquiring new knowledge and they need to be able to be up with the time and efficiently use the information learned
- The **social** component is fundamental in order to operate in a professional and social community: the practitioner must have the ability to relate to people, be they the users, the professional community or the social community.

The following table shows the activities field and the issues observed during the survey:

Critical Activity	Causes for the criticality
Information Desk and reception	<ul style="list-style-type: none"> • Shortage of guidance practitioners in the Job Centres • Copious turnout of NEETs • Strict time constraints dictated by the implementing provisions of the regional programme
First level guidance interview	<ul style="list-style-type: none"> • Scarcity of appropriate spaces and planning in some of the Job Centres • Outdated technology and IT tools • Practitioners’ skills not suitable for the YG Programme activities requirements
Second level guidance - Lack of organisation in the Job Centres - Discontinuity in the service	<ul style="list-style-type: none"> • Lack of specific skills • Precarious contracts for practitioners coming from provincial long lists • Practitioners’ demotivation and PERSONAL AND PROFESSIONAL SKILLS

<p>- Scarcely homogeneous quality standards</p>	<ul style="list-style-type: none"> • The Individual Action Agreement (PAI), which supposes the NEET's subscription and the choice of the measures in the YG Programme, is signed before the second level specific guidance takes place, according to the YG Programme timing and procedures • The limitations due to the duration and timetabling planned in the YG Programme and the Individual Action Agreement, do not allow the normal development of the activity, for it has to happen in a few hours: this way, the NEET does not have enough time to process the information received by the guidance practitioner
<p>School guidance</p> <ul style="list-style-type: none"> - Demand higher than the number of practitioners - Difficulty in adapting the service offered to the complexity of the heterogeneous target 	<ul style="list-style-type: none"> • Lack of personnel • Lack of certain practitioners' skills
<p>System function</p>	<p>The local system (companies and labour market) does not easily answer to the integration requests coming from the underprivileged starting to know processes of integration and re-integration to the job market</p>

(TABLE n. 2)

It is obvious that there is the need to create a system within a more and more complex institutional context distant from the local realities.

Nowadays, it is necessary to organise and animate first and second level guidance programmes to:

1. Work starting from the users' skills
2. Build and plan individual or group professional projects
3. Involve the users in research activities and knowledge projects
4. Manage independently the progress in their learning
5. Plan and handle problem-situations
6. Acquire a longitudinal vision of the objectives to pursue
7. Establish coherent links between the needs encountered and the building of a professional project
8. Define and classify the NEET type.

2.1.2 POOL OF SKILLS NEEDED TO WORK WITH NEETS

The YG Programme is an EU initiative created to ensure the young aged 15-29 who are not in education nor they are working, to have new opportunities to gain skills and enter the labour market.

The complexity of the guidance practitioner's job, as it has been defined during the years after several social changes, needs a re-definition of the professional profile, taking account of the need of continually adapting to different situations when they need to be faced, of relating the job to what happens locally and outside the territory of competence, and of a changing from an individualistic point of view to a collective one for their profession.

Therefore, the skills required to work with NEETs must be strengthened in order to:

- Welcome, accompany and guide the users with job opportunities and with the definition of individual job projects aimed to accept every opportunity
- Train in a focused way aiming for the development and reinforcement of the skills promoting the entrance to the labour market and to the society
- Lead the users to their job, through researching professional opportunities
- Suggest getting closer to a more specific job through work activities to facilitate professional choices and youth employability
- Simplify, through a reading of the labour market, the youth entrance

Comparing the critical activity areas encountered during the survey about the analysis and definition of the guidance practitioner's profile, and the causes of the criticality and the NEETs guidance requirements recognised by the practitioners themselves, the necessary skills useful for the practitioners to work with NEETs can be listed.

SKILLS NECESSARY TO WORK WITH NEETS

WHAT TO KNOW	FORMAL AND INFORMAL PRACTICAL SKILLS TO HAVE	BEHAVIOUR TO ADOPT
<i>Local labour market and the production and occupational trends</i>	<i>Ability to work in groups</i>	<i>Curious</i>
<i>Secondary and tertiary education offers for the professional training</i>	<i>Read and analyse users' needs</i>	<i>Creative</i>
<i>Tools and methods to conduct an interview with guidance purposes</i>	<i>Knowing how to conduct an interview</i>	<i>Welcoming and with good manners</i>
<i>Professional requirements for the local labour market</i>	<i>Problem-solving skills</i>	<i>Pragmatic</i>
<i>Databases specific for the active job-seeking</i>	<i>Recognising opportunities of professional and educational development</i>	<i>Responsible</i>
<i>Professional requirements for the local labour market</i>	<i>Actively listening</i>	<i>Attentive</i>
<i>Jobs contexts and characteristics</i>	<i>Recognising characteristics of the job and its context</i>	<i>Looking at the overall view</i>
<i>Internet tools for the active job-seeking</i>	<i>Using Internet tools</i>	<i>Constructive</i>
<i>References to the legislation regulating the labour market, the education, the university and the professional training</i>	<i>Ability to re-motivate</i>	<i>Open-minded</i>
<i>Main types of employment contracts</i>	<i>Ability to communicate empathically</i>	<i>Cooperative</i>
<i>Methods of active job-seeking</i>	<i>Knowing how to conduct an early interview</i>	<i>Optimistic</i>
<i>IT systems</i>	<i>Being able to handle an interview***</i>	<i>Hopeful</i>
<i>Skills assessment methods</i>	<i>Working by targets</i>	<i>Brave</i>
<i>How to start an autonomous and entrepreneurial activity</i>	<i>IT skills</i>	<i>Flexible</i>
	<i>Ability to convey information</i>	
<i>Local network of job services and training</i>	<i>Interact and cooperate with the local network</i>	
	<i>Analysing the users' professional needs</i>	
	<i>Helping the user defining a professional aim and a plan of action</i>	
	<i>Ability to encourage the user to self-promotion</i>	
	<i>Ability to gather information about the local market</i>	

	<i>Time management skills</i>	
	<i>Conflict-solving skills</i>	
	<i>Organizational skills</i>	

(TABLE N. 3)

2.1.3 COMPETENCE GAP

In April 2013, the Council of the European Union adopted a Recommendation for the institution of a youth guarantee programme.

All the Member States committed themselves to guarantee that all the young aged below 30 should receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within the period of four months of becoming unemployed or leaving formal education.

The institution of a guarantee system for the young represents a long-term structural reform and a positive investment for the young's future and for the economy.

The planning and the realisation of a national youth guarantee system implicate a determined long-term commitment and a remarkable long and medium-term financial support.

Hence the awareness of a professional evolutionary development of the private and public guidance practitioners who have the problematic job crux of improving and updating the guidance procedures in favour of the "integration of the young within the labour market, especially the ones who are not working, nor in training or education, including the ones at risk of social exclusion and the ones belonging to marginalised communities, also through the realisation of the youth guarantee".

The Table No. 4 shows the outcomes resulting from the comparison of the skills of the guidance practitioners taking part in the survey, and the skills considered useful to work with NEETs.

The research phase made it possible to focus the survey activities towards the obtaining of qualitative and quantitative information useful to define the educational needs of all the practitioners working with more and more heterogeneous targets.

The defined skills will accompany the whole planning and realisation of learning itineraries, aimed to strengthen the guidance practitioners knowledge and increase the abilities required to efficiently and effectively perform tasks in specific working contexts and processes.

Some aspects, other than representing the real dimension of the practitioner's "quality", deeply characterise the practitioner and his "ideal" profile:

- Knowing the professional roles and the training contents
- The guidance skills, or competence in various action strategies and the ability to employ them

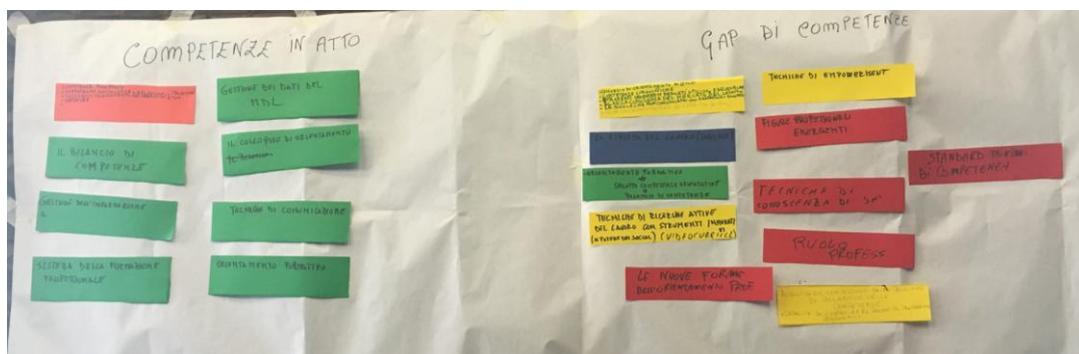
- The inclination to analyse and recognise the needs, seen as a distinctive characteristic of the practitioner’s professionalism
- Empathy, or the ability to identify with others and to recognise their identity
- Organisational competence in managing guidance procedures and contacts with the professional and educational context

Moreover, it is not to be underestimated, as it emerged from the questionnaires and the interviews analysed, the importance of the so-called “sensitive aspects” of the organisational level

- A positive environment
- The priority of analysing the needs to reach the objectives
- The clarity of the objectives and the expected users’ responses
- The constant attention paid to the IN SERVIZIO training
- The participation and collaboration of all the practitioners involved
- The use of the support offered by the local centres responsible for training and working

Among the other aspects thought to be useful to strengthen the skills, we find:

- The commitment and involvement of all the practitioners to help users in finding solutions
- The commitment to not practice in an autonomous way an individual relationship with the user, but take care of them and examine them in depth also within relationships and job networks
- The exchange of ideas and the collaboration with other practitioners through institutional exchanges, be they formal or informal, aiming to specific objectives..



SKILLS THAT NEED TO BE LEARNED TO WORK WITH NEETS		
WHAT TO KNOW	PRACTICAL ABILITIES	BEHAVIOUR TO ADOPT
Linguistic (English language)	Having a good fluency to communicate in a foreign language with the user	Linguistic flexibility
Professional roles		Hold the task
Analyse and recognise the user's needs	Lead an indicative interview	
Feedback restitution	Restitution of feedbacks	Sensibility
Labour market and occupational and productive trends	Locating educational and professional development opportunities for the user	
New emerging professional profiles	Using specific databases for the active job-seeking	
Empowerment techniques	Using empowerment techniques	Empathy and partnership
European and national competence standards		
Internet tools and techniques for the active job-seeking	Using internet tools and techniques for the active job-seeking	
Second degree guidance interview	Holding a second degree guidance interview	
Secondary and tertiary education offers and professional training		
Techniques and methods for the building of a professional project	Employ the techniques	
Jobs contexts and characteristics		
References to the legislation regulating the labour market, the education, the university and the professional training		
Main types of employment contracts		
Linguistic (English language)	Having a good fluency to communicate in a foreign language with the user	Linguistic flexibility

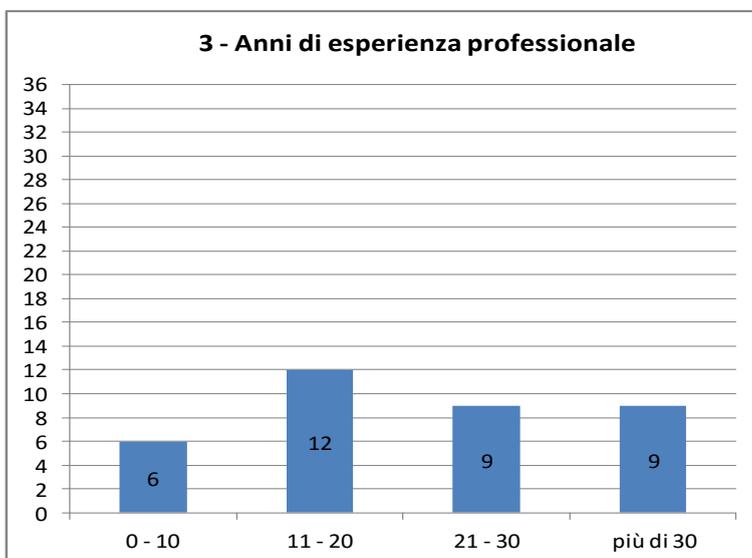
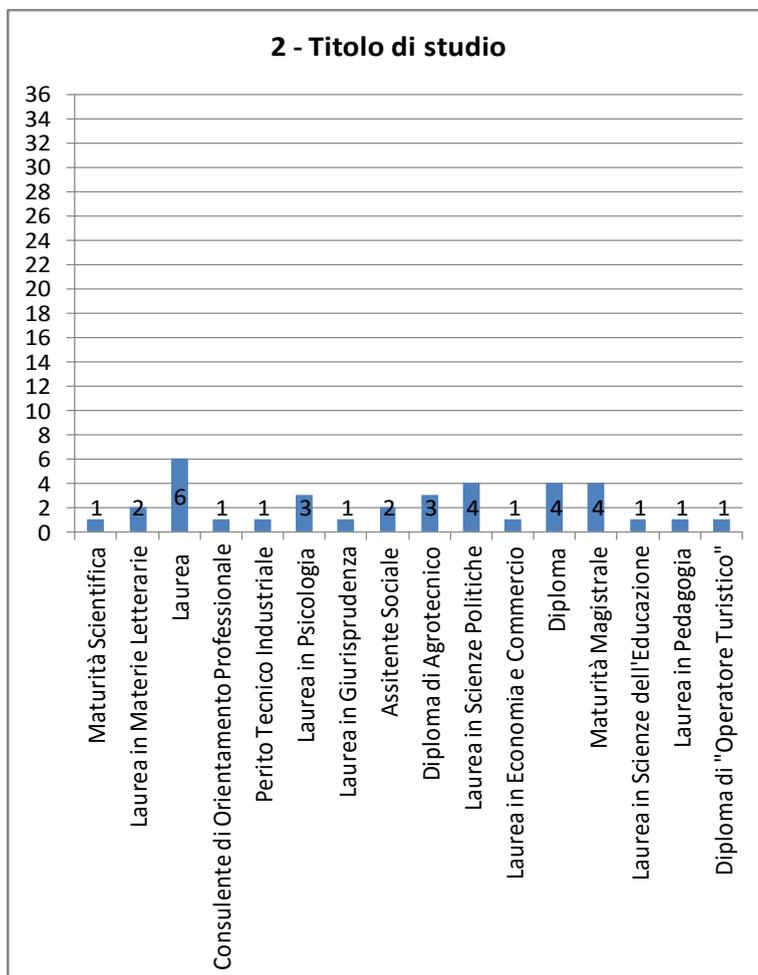
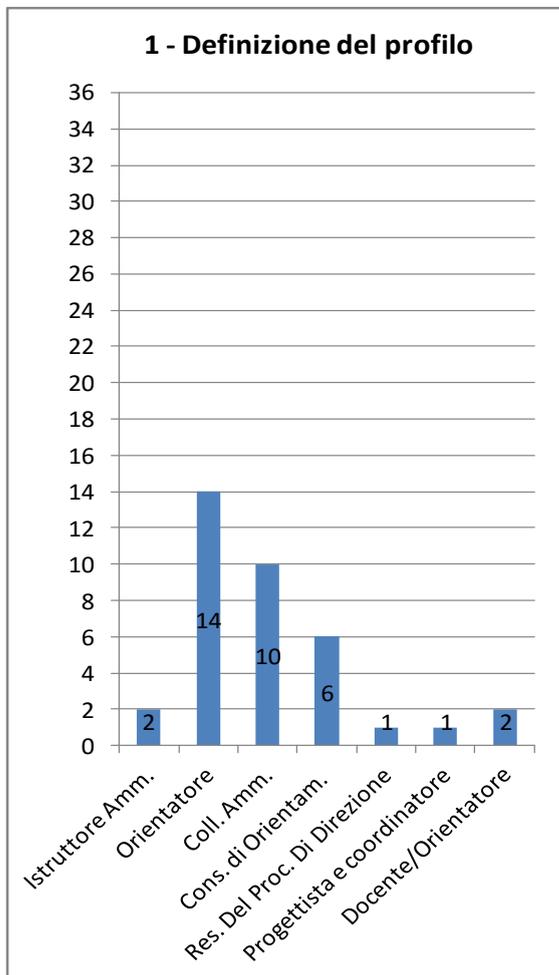
(TABLE N. 4)

2.1.4 ATTACHMENTS

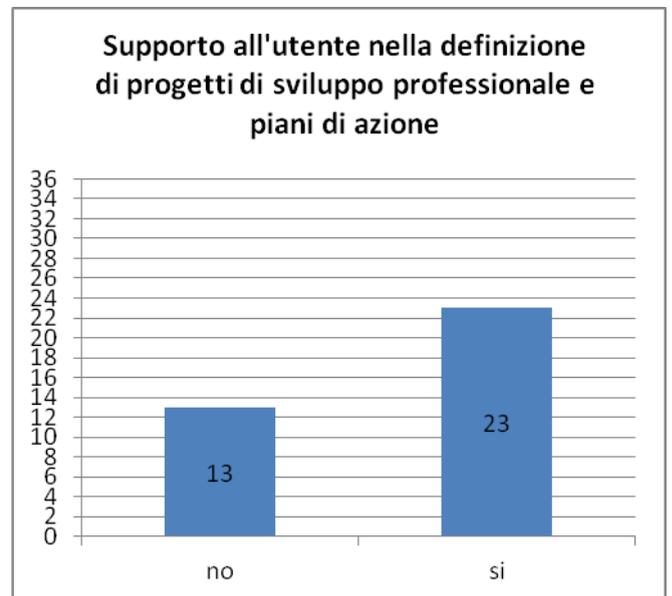
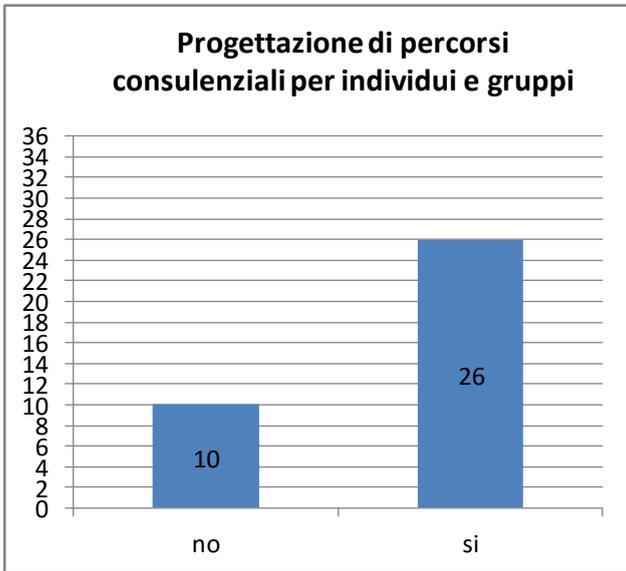
Attachment 3 – Processing of the data gathered

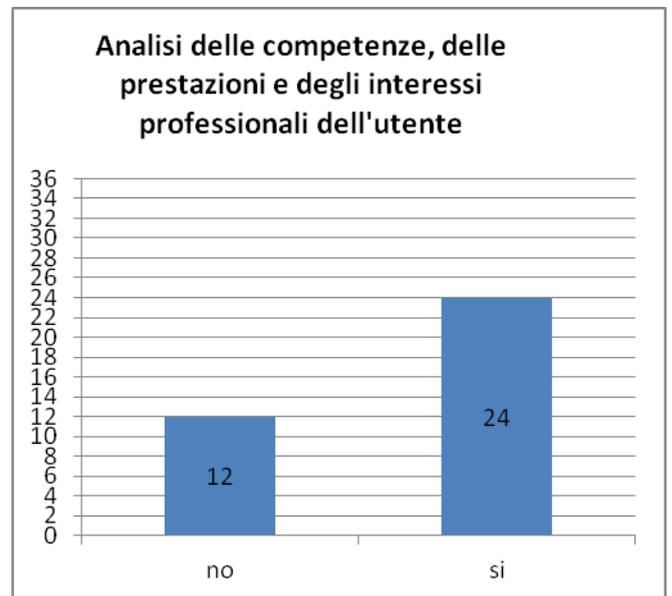
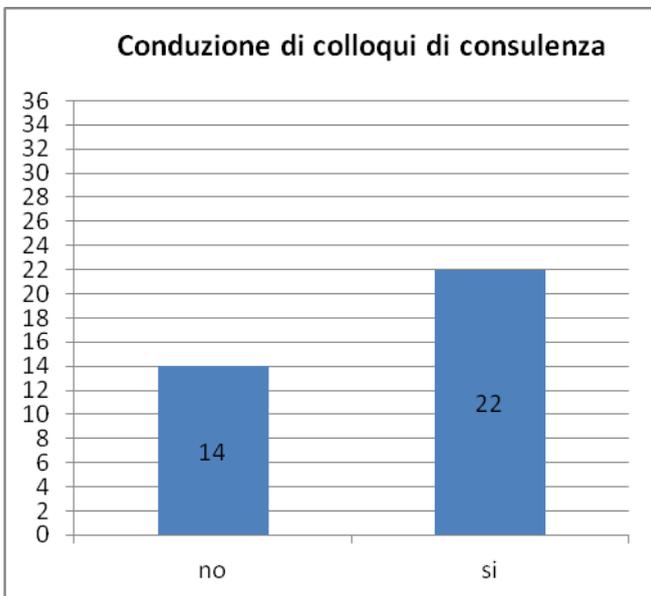
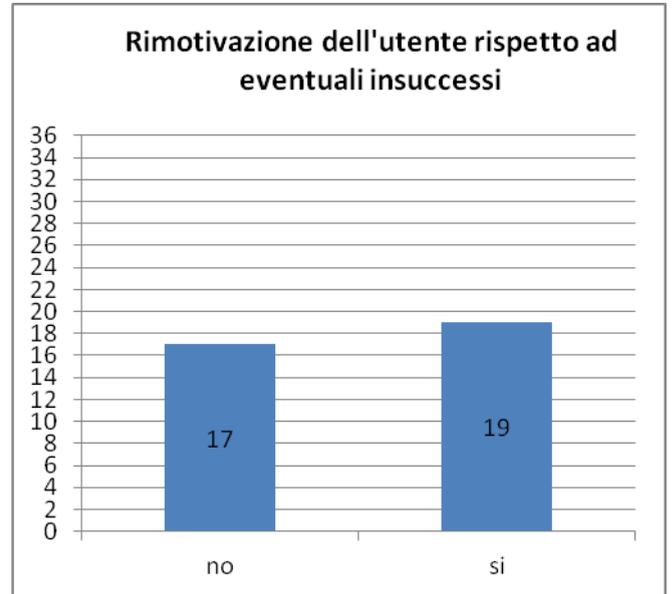
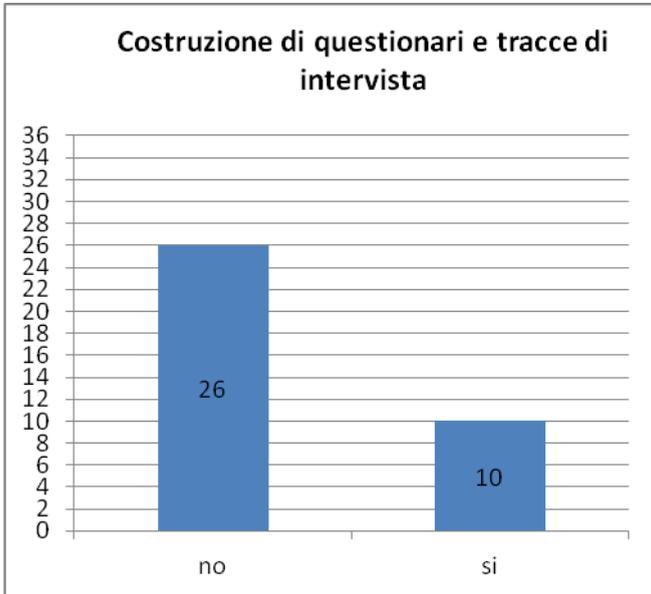
IO.1 Analysis of the guidance profiles in Italy: Matera

Attachments 3.1 Data elaboration

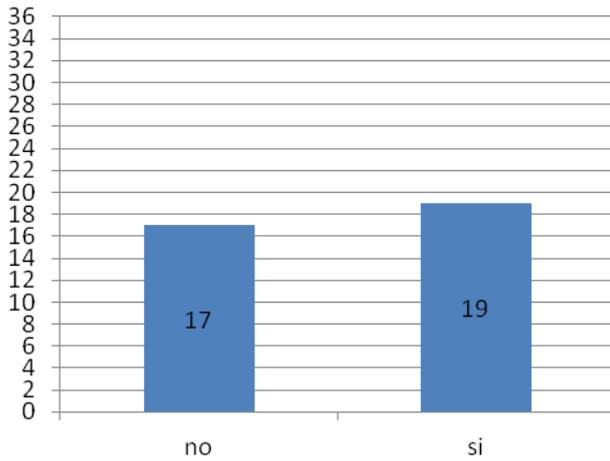


4 – What specific activities do you perform?





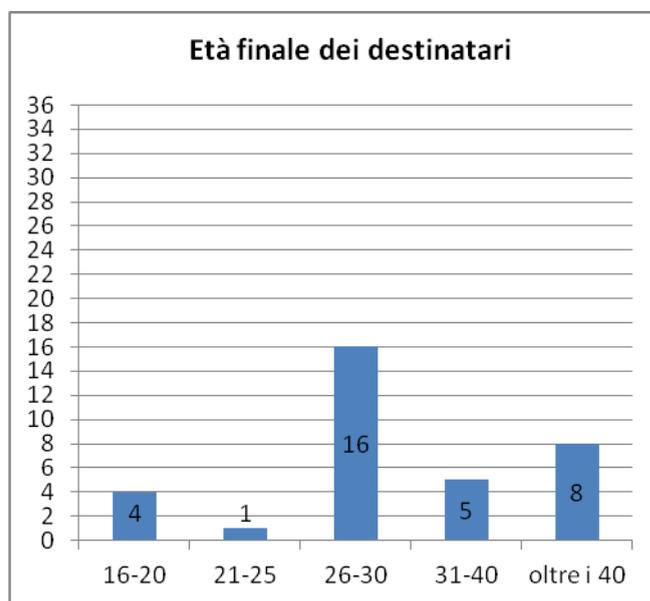
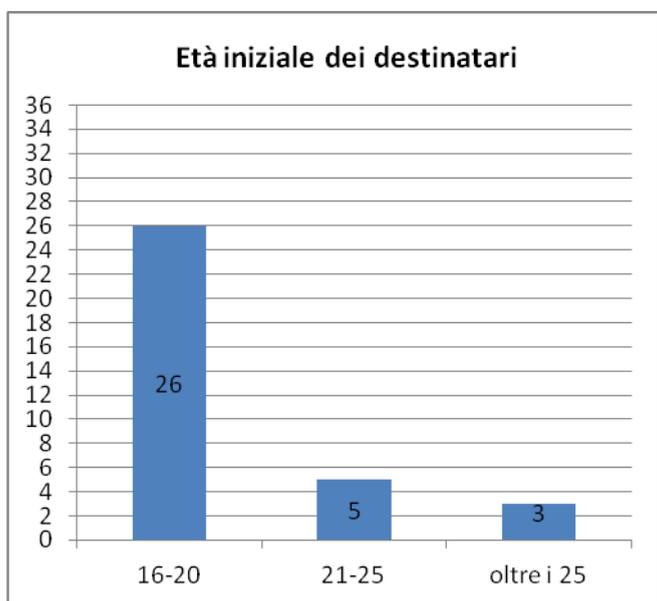
Conduzione e realizzazione di un bilancio di competenze



5 – Who are the beneficiaries of the activities that you carry out?

Beneficiaries								
	Graduated from a middle school	Graduated from a high school	Young ELET	NEET	The unoccupied/unemployed	The unemployed that benefit from social security cushion	Women re-integrated into the labour market	Other
NO	11	7	24	6	4	17	14	27
YES	25	29	12	30	32	19	22	9

6 – What characteristics have the NEETs to whom do you pay the specific performances of your role?



<i>Immigrants</i>	<i>Value</i>	<i>%</i>
NO	18	50%
YES	18	50%
TOTAL	36	100%

<i>Not in the Labour Market</i>	<i>Value</i>	<i>%</i>
NO	7	19,44%
YES	29	80,56%
TOTAL	36	100%

<i>Researching the first job</i>	<i>Value</i>	<i>%</i>
NO	2	5,56%
YES	34	94,44%
TOTAL	36	100%

<i>Genre</i>	<i>Value</i>	<i>%</i>
MALE	1	2,78%
FEMALE	1	2,78%
BOTH	33	91,67%
TOTAL	35	100%

<i>Nationality of the country of origin</i>	<i>Value</i>	<i>%</i>
<i>Different</i>	8	27,59%
<i>Italian</i>	11	37,93%
<i>Romanian</i>	1	3,45%
<i>Moroccan</i>	4	13,79%
<i>Romanian-Moroccan</i>	1	3,45%
<i>Libyan</i>	1	3,45%
<i>Italian -East European</i>	1	3,45%
<i>South African</i>	1	3,45%
<i>Malaysian-Senegalese</i>	1	3,45%
TOTAL	29	100%

<i>With an educational qualification</i>	<i>Value</i>	<i>%</i>
NO	3	8,33%
YES	33	91,67%
TOTAL	36	100%

<i>Youth Guarantee</i>	<i>Value</i>	<i>%</i>
NO	14	39,89%
YES	22	61,11%
TOT.	36	100%

7 – Critical issues

Critical area	Causes of critical issues
Organisation of reception service	<ul style="list-style-type: none"> - Operators deficiency - Big turnout of NEET - Limited time foreseen by National Programme
Guidance interview (first level)	<ul style="list-style-type: none"> - Lack of adequate rooms - So old technological tools - Operators skills not adequate to the activities foreseen by National Programme
Guidance interview (second level) - Lack of organisation in the office - Discontinuity of the service - Different quality standards	<ul style="list-style-type: none"> - Lack of specific skills - Job insecurity of external practitioner - Lack of motivation of guidance practitioner and their personal and professional characteristics - The Action Plan has to be written earlier than the the specialistic guidance, according to the procedures foreseen by National Programme in Basilicata region - The duties connected to the duration of the Action Plan in Basilicata region Programme for NEET don't give the possibility to realize the activities in the right way, because the guidance has to be done in so few hours.
School guidance: - So many requests and so few operators - So difficult to adequate the services to the complexity of the different target	<ul style="list-style-type: none"> - Operators deficiency - Operators skills not adequate to the activities
System function	The local system (companies and market) doesn't answer the requests of connection and integration of disadvantages people that starts Integration o Re-integration courses

8 – What working tools and methods do you use to carry out the specific activities referred to your profile?

TOOLS AND METHODS		
Planning of consulting paths for individuals and groups	Value	%
None	16	44,43%
Work Groups	1	2,78%
Questionnaires, sheets	3	8,33%
Basil web platform	1	2,78%
Internet	1	2,78%
Interview and competence mapping	1	2,78%
Not indicated tools	6	16,67%
Planning of specific courses	3	8,33%
Public announcement analysis and elaboration of form	1	2,78%
Didactic tools	1	2,78%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)	Value	%
None	13	36,11%
Work Groups	1	2,78%
Partnership with local associations	1	2,78%
Dissemination of national programmes	1	2,78%
Not indicated tools	11	30,56%
Interview at stakeholders	1	2,78%
Didactic tools	1	2,78%
Planning of specific courses	3	8,33%
Meeting	1	2,78%
Cooperation with schools	1	2,78%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Analysis and evaluation of training and professional development opportunities	Value	%
None	8	22,22%
Interview	5	13,89%
Not indicated tools	9	25,00%
Local and job researches	3	8,33%
Acquisition of competences	1	2,78%
Questionnaires, sheets, tests	5	13,89%
Isfol sheets and evaluation of work and training activities	1	2,78%
Self evaluation tools and evaluation tools	2	5,56%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
User support in the definition of professional development projects and action plans	Value	%
None	8	22,22%
Interview	6	16,67%
Not indicated tools	13	36,11%
Questionnaires, sheets, tests	2	5,56%
Study of entrepreneurs, guidance and monitoring ideas	1	2,78%
Analysis of Competence mapping	1	2,78%
Elaboration of individual Action Plan	2	5,56%
User support	1	2,78%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Construction of questionnaires and drafts of interview	Value	%
None	14	38,89%
Elaboration and validation of tools	1	2,78%
Not indicated tools	8	22,22%
Individual dossier, interview	1	2,78%
Evaluation of reference target	1	2,78%
Questionnaires, sheets	7	19,44%
Didactic tools	1	2,78%
Meeting	1	2,78%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Motivation of the user after any failures	Value	%
None	11	30,56%
Interview	7	19,44%
Sometimes	1	2,78%
Not indicated tools	9	25,00%
Motivation courses and exercises	1	2,78%
Critical issues analysis	2	5,56%
Positive experience analysis	1	2,78%
Actions to support transition phases	1	2,78%
Re-motivation	1	2,78%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Analysis of professional skills, performances and interests	Value	%
None	9	25,00%
Interview	4	11,11%
User support	1	2,78%
Not indicated tools	10	27,78%
Competence mapping	7	19,44%
Questionnaires	3	8,33%
Office forms	2	5,56%
TOTAL	36	100%

TOOLS AND METHODS		
Carrying out of competence's assessment/mapping	Value	%
None	14	38,89%
Proximity mapping	1	2,78%
Interview, sheets, questionnaires	4	11,11%
Not indicated tools	8	22,22%
Skills and competence analysis, self evaluation	5	13,89%
Individual Dossier	2	5,56%
Office forms	2	5,56%
TOTAL	36	100%

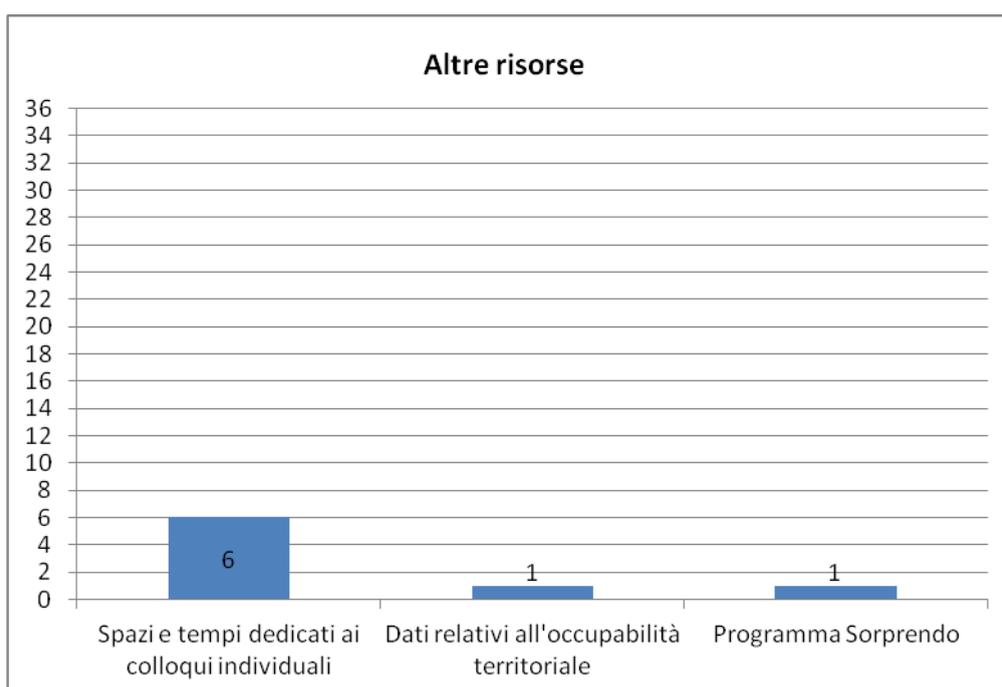
9 – Which instrumental equipment / logistics is necessary to carry out the specific activities referred to your profile?

<i>Room/place/premises</i>	Value	%
NO	12	33,33%
YES	24	66,67%
TOTAL	36	100%

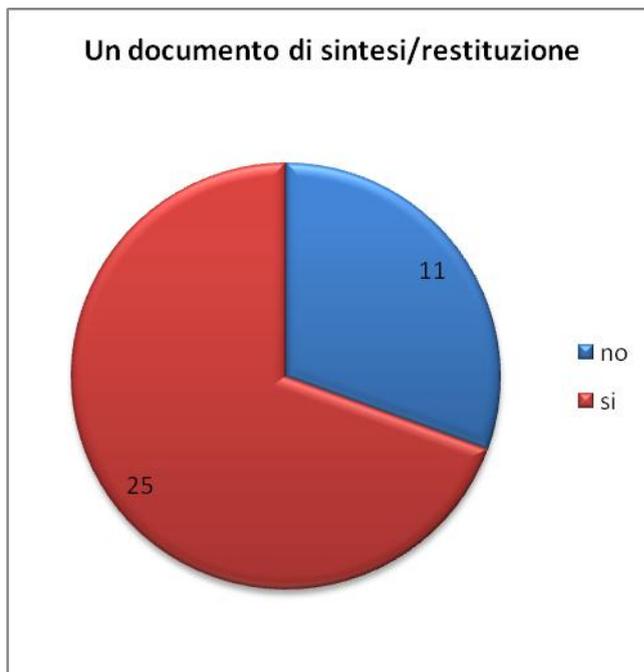
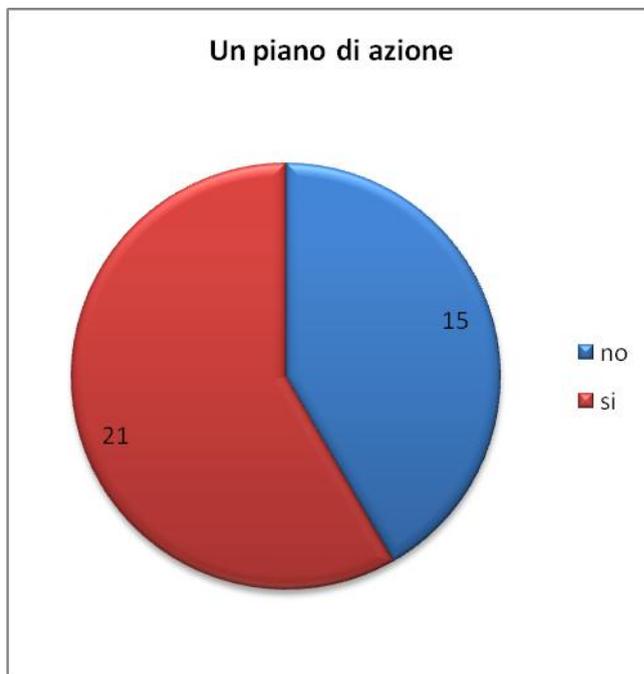
Rooms dedicated to the information and books consultation	Value	%
NO	15	41,67%
YES	21	58,33%
TOTAL	36	100%

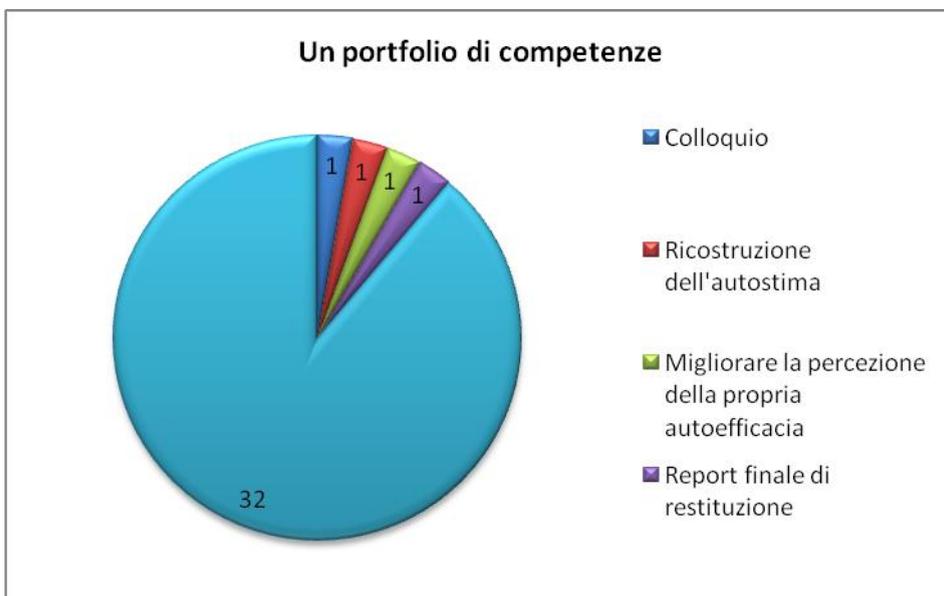
<i>Materials</i>	Value	%
NO	18	50,00%
YES	18	50,00%
TOTAL	36	100%

Other	Value	%
NO	28	77,78%
YES	8	22,22%
TOTAL	565	100%

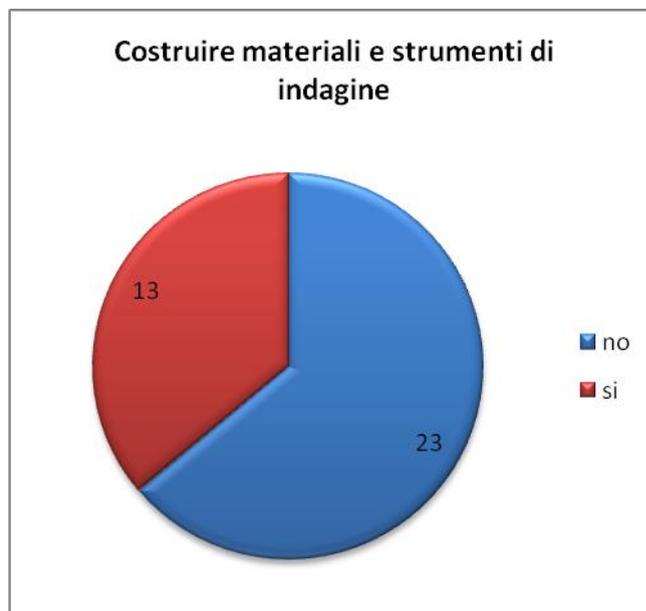
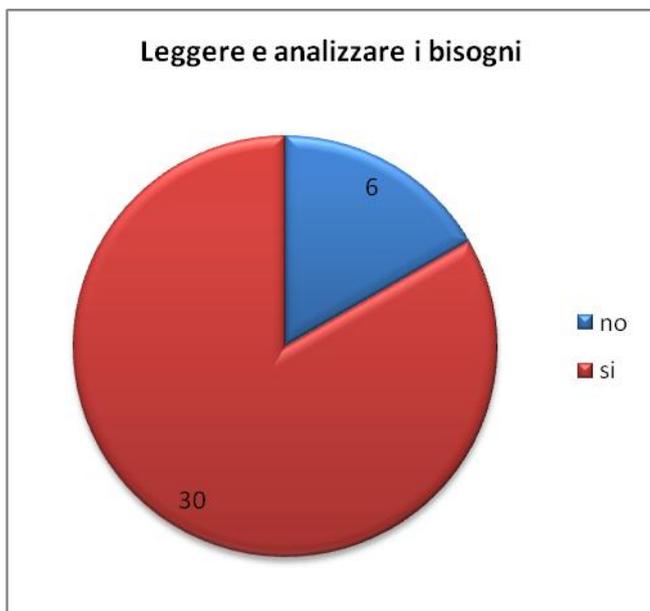


10 – What are the outputs / products of your activities?

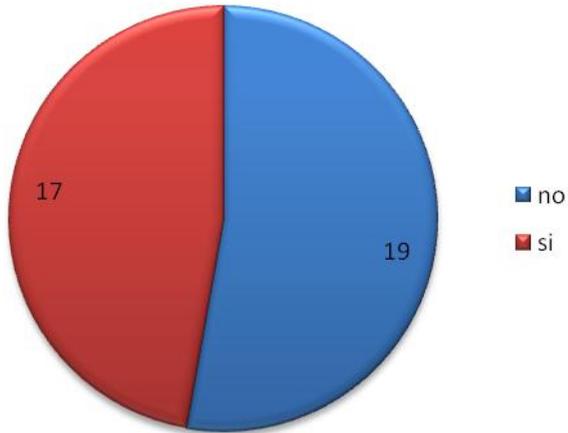




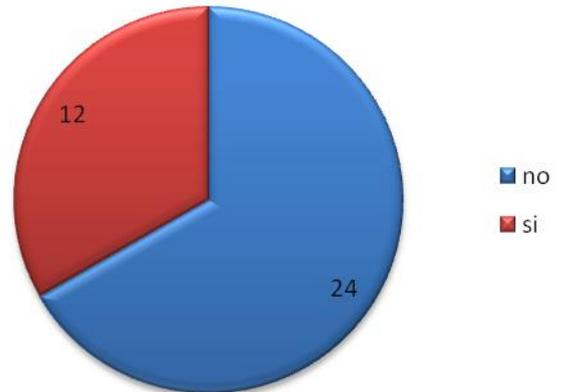
11 – What skills do you use daily to carry out your activities?



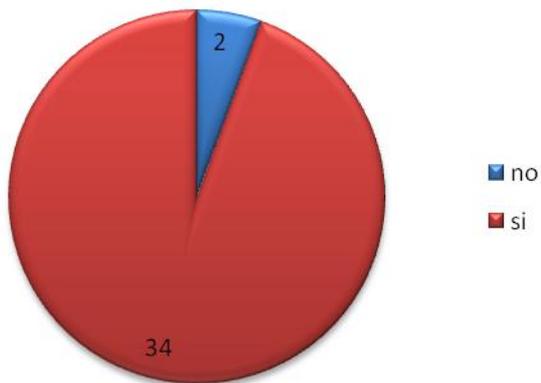
Individuare le opportunità di sviluppo formativo e professionale



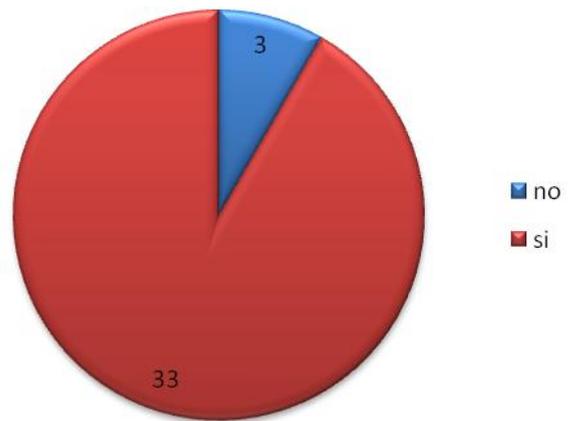
Facilitare la messa a punto dei progetti di sviluppo professionali e piani di azione



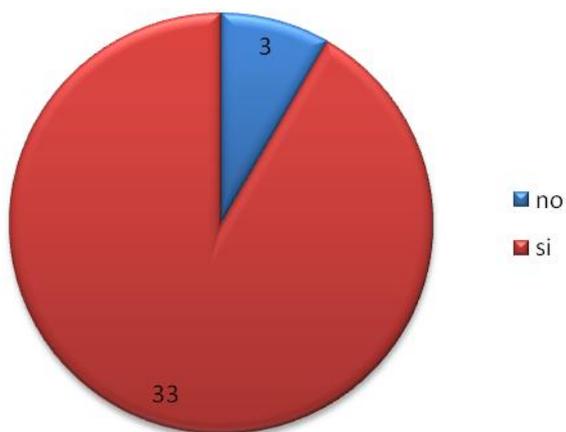
Rimotivare l'utente rispetto ad eventuali insuccessi



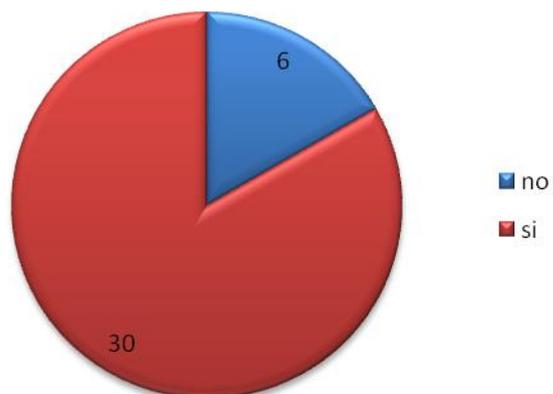
Saper comunicare efficacemente



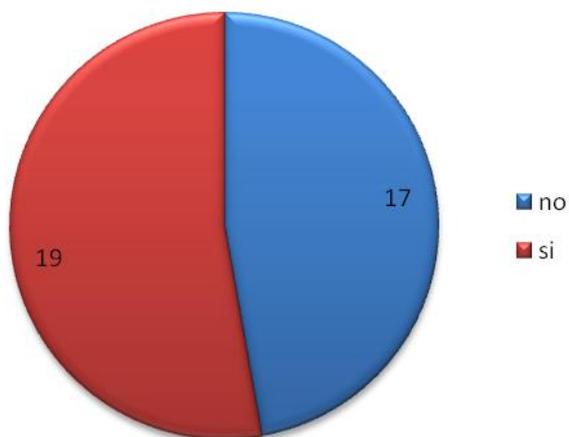
Assumere atteggiamenti flessibili



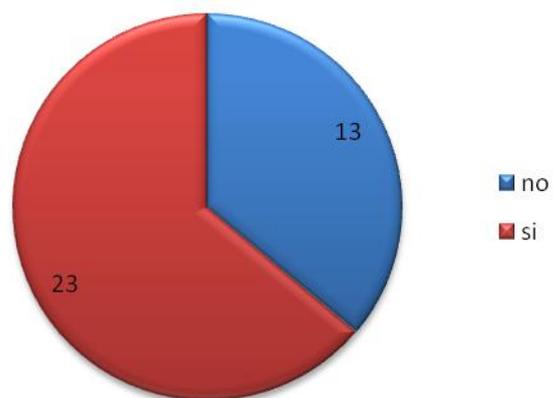
Praticare l'ascolto attivo e la comunicazione empatica



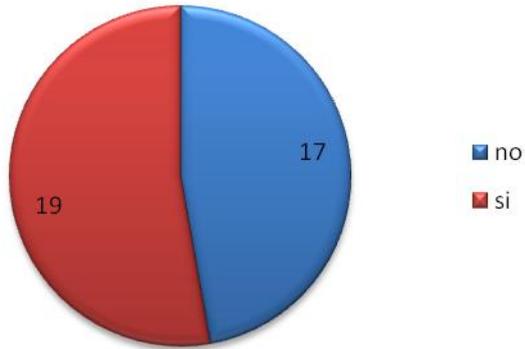
Saper lavorare in gruppo



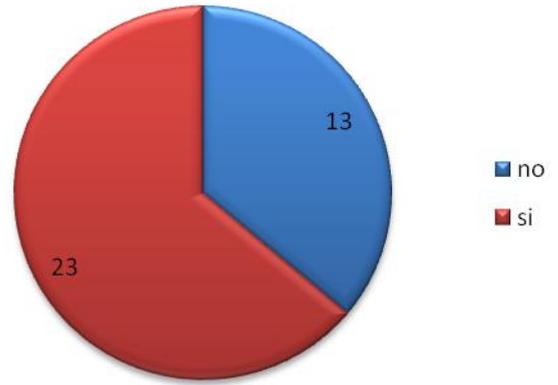
Interagire e collaborare con la rete territoriale dei servizi per il lavoro e la formazione



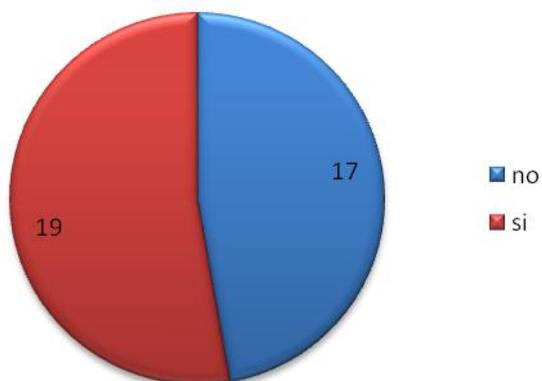
Metodologie per la conduzione di colloqui individuali e di gruppo con finalità orientative



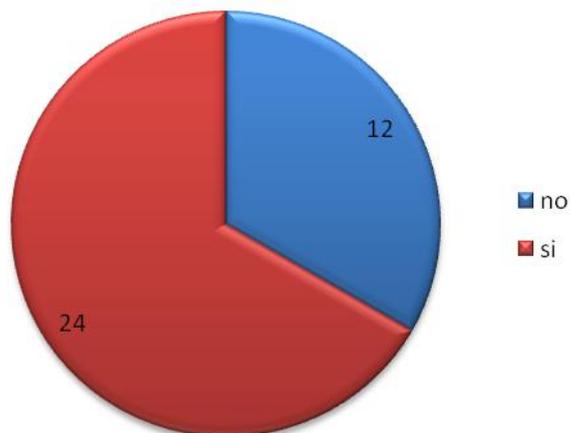
Mercato del Lavoro locale, trend produttivi e occupazionali



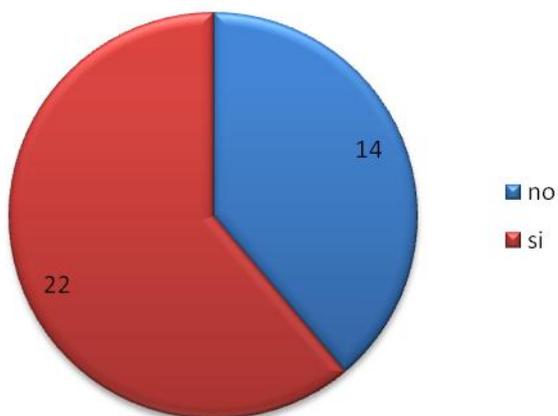
Riferimenti normativi in materia di regolazione del mercato del lavoro, istruzione, università e formazione professionale



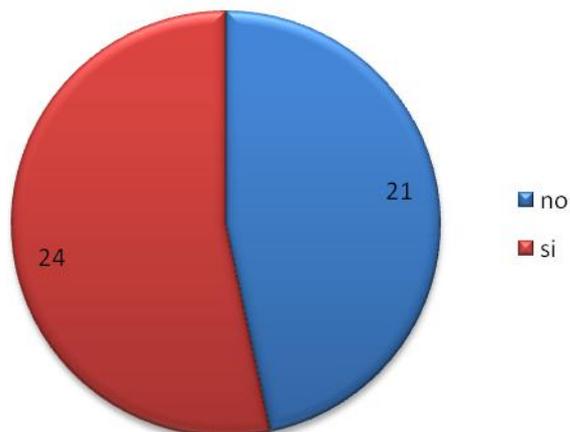
Principali tipologie di contratti lavorativi



Principali software applicativi e servizi web-based per la gestione dei servizi di orientamento



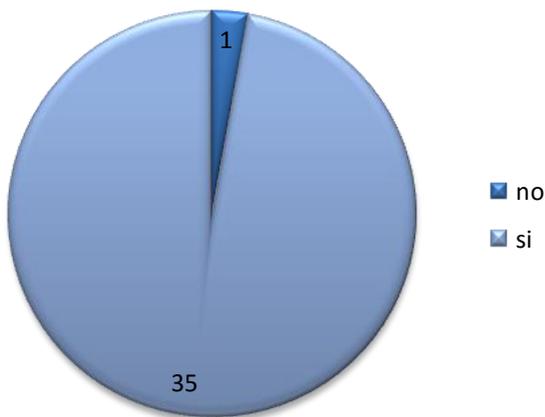
Lingua inglese



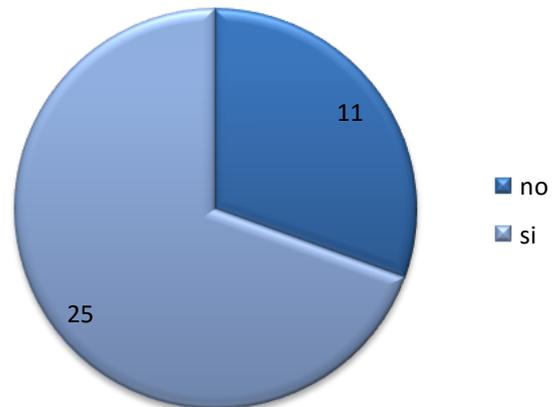
Informal skills
Work group
Problem solving
Reception and good behaviour
Active listening
Use of web tools
Re-motivation
Communication skills
Information transfer skills
To interact and cooperate with local stakeholders
To work goal by goal
Time management
Conflict management
Organization skills
Flexibility
Optimism
Responsability
Whole vision
Productive attitude

13 – Which result is guaranteed to the beneficiaries through the activities that you carry you?

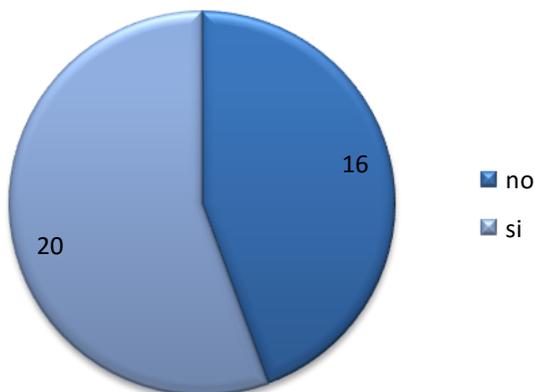
**Attivazione delle risorse individuali
(competenze, motivazioni, interessi,
abitudini)**



**Attivazione/potenziamento della
capacità di mettersi in gioco,
mostrando alla fine del percorso
consulenziale maggiore
apertura/disponibilità/flessibilità a
livello cognitivo e socio-emotivo**



**Potenziamento della capacità di analisi
del contesto, opportunità formative,
tendenze del mercato del lavoro,
prospettive occupazionali,
mansioni/figure professionali etc
all'interno del quale collocare lo
sviluppo della propria esperienza**

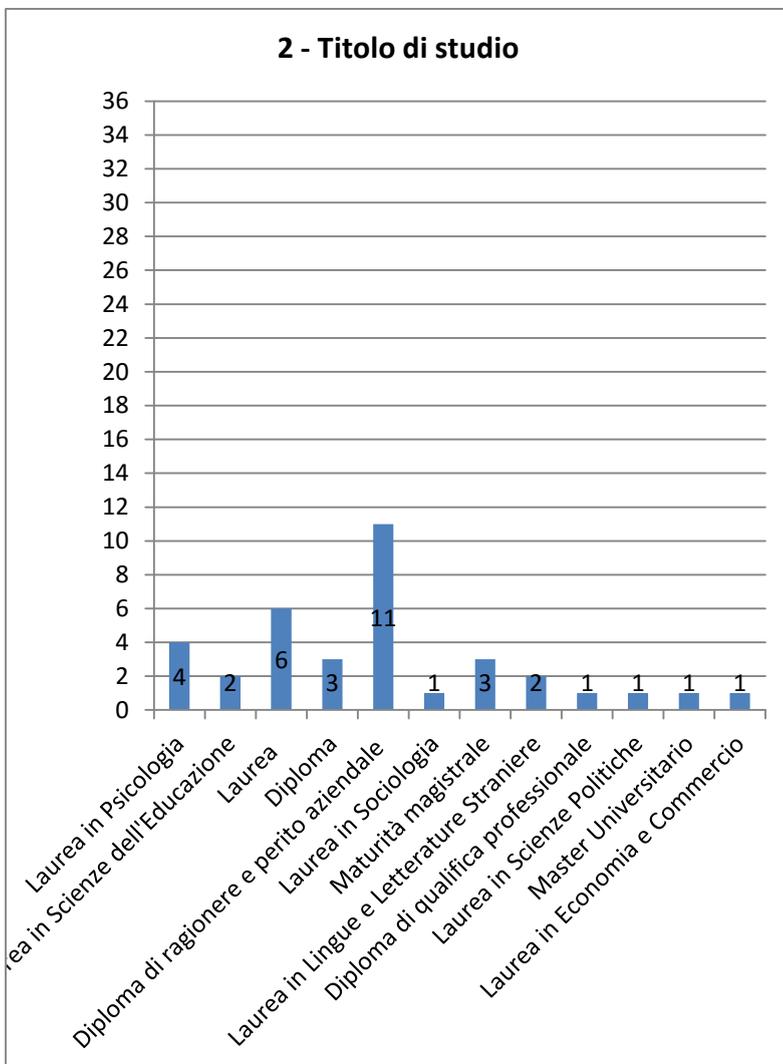
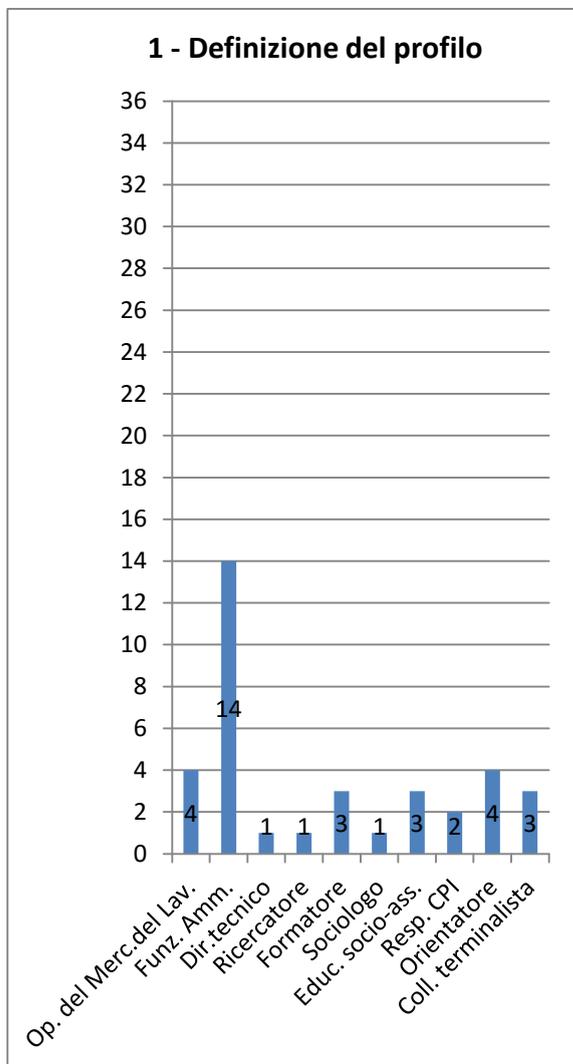


Altro



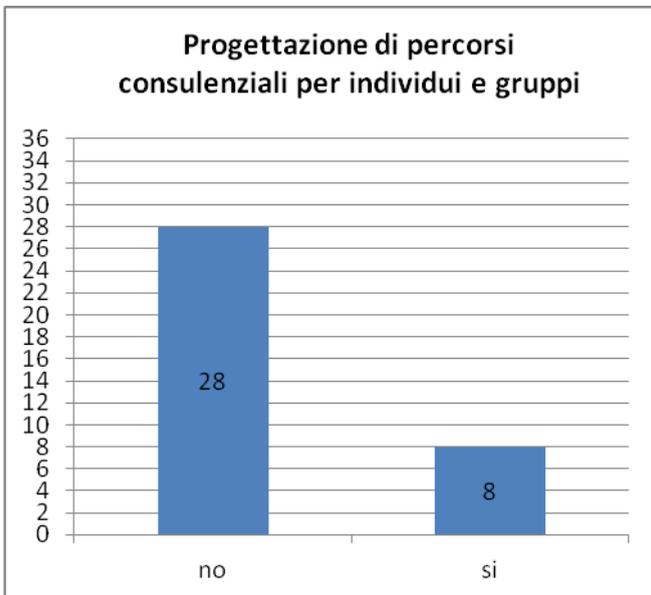
IO.1 Analysis of the guidance profiles in Italy: Vicenza

Attachments 3.1 Data elaboration

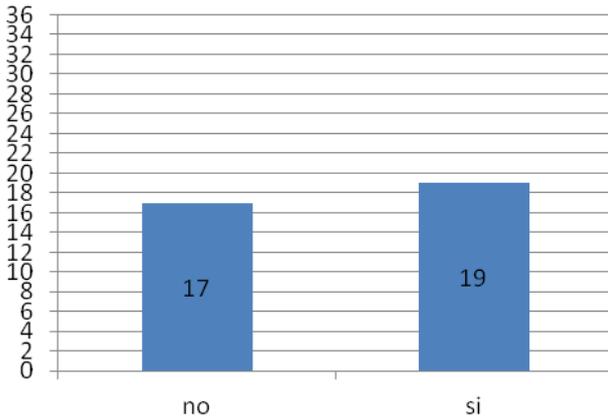




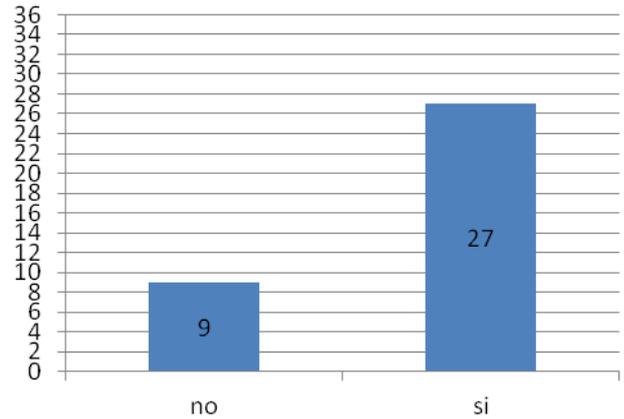
4 – What specific activities do you perform?



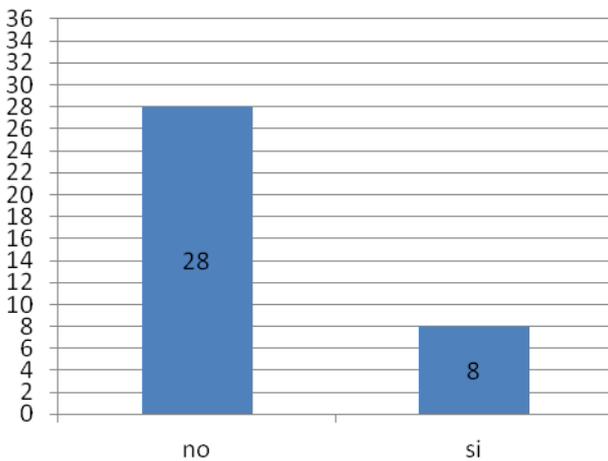
Analisi e valutazione delle opportunità di sviluppo formativo e professionale



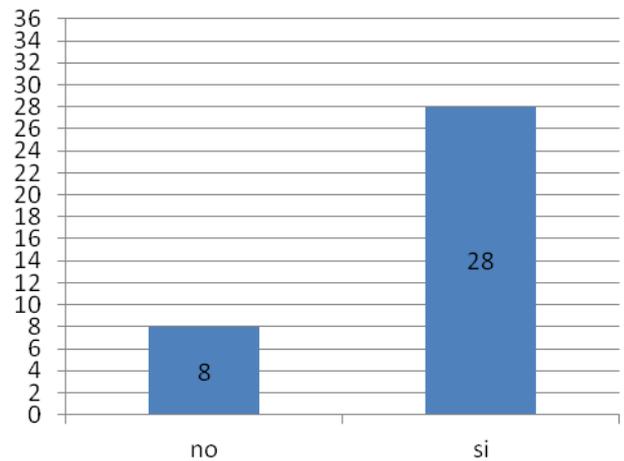
Supporto all'utente nella definizione di progetti di sviluppo professionale e piani di azione

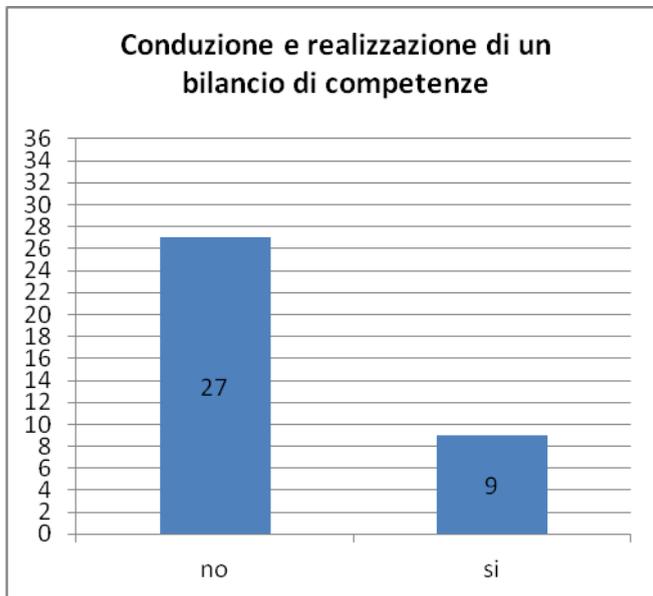
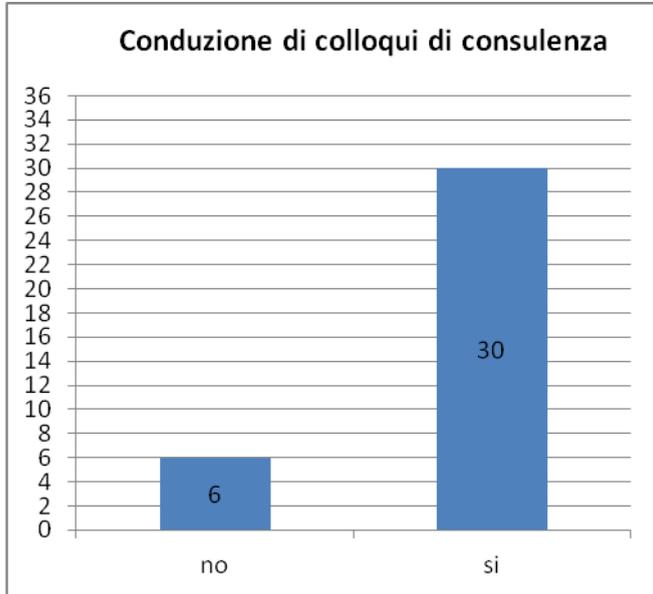


Costruzione di questionari e tracce di intervista



Rimotivazione dell'utente rispetto ad eventuali insuccessi

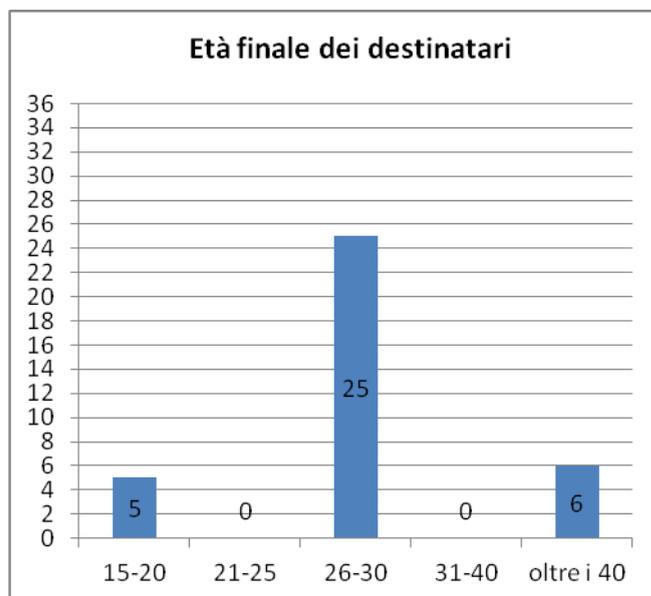
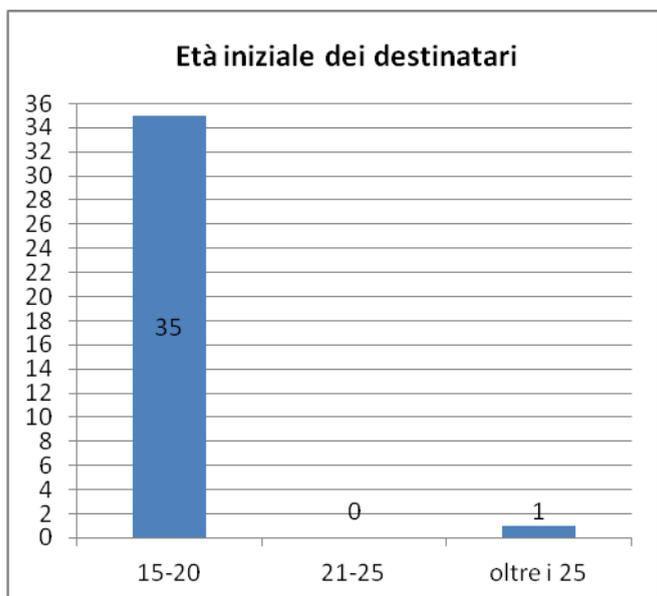




5 – Who are the beneficiaries of the activities that you carry out?

<i>Beneficiaries</i>								
	Graduated from a middle school	Graduated from a high school	Young ELET	NEET	The unoccupied/unemployed	The unemployed that benefit from social security cushion	Women re-integrated into the labour market	Other
NO	20	9	17	2	1	5	6	29
YES	16	27	19	34	35	29	30	7

6 – What characteristics have the NEETs to whom do you pay the specific performances of your role?



Immigrants	Value	%
NO	3	8,33%
YES	33	91,67%
TOTAL	36	100%

<i>Not in the Labour Market</i>	Value	%
NO	9	25,00%
YES	27	75,00%
TOTAL	36	100%

<i>Researching the first job</i>	Value	%
NO	0	0%
YES	36	100%
TOTAL	36	100%

Genre	Value	%
MALE	2	5,56%
FEMALE	0	0%
BOTH	34	94,44%
TOTAL	36	100%

Nationality of the country of origin	Value	%
Moroccan -Serbian	2	5,56%
All	16	44,44%
Magrebian, Slavic, Center African	1	2,78%
Burkina Fasu - Nigerian - Chinese	1	2,78%
European	1	2,78%
Ghana, Dominican, Cuban, Magrebian	3	%
Moroccan , Pakistani, Romanian	1	2,78%
Asiatic, African, East European	5	13,89%
Italian	4	11,11%
Italian, Pakistani, Moroccan , Romanian , Bosnian, Slovenian, Bangladesh	1	2,78%
Indian	1	2,78%
TOTAL	36	100%

<i>With an educational qualification</i>	Value	%
NO	4	%
YES	32	%
TOTAL	36	100%

Youth Guarantee	Value	%
NO	7	19,44%
YES	29	80,56%
TOTAL	36	100%

7 – Critical issues

Critical area	Causes of critical issues
Organisation of reception service	<ul style="list-style-type: none"> - Operators deficiency - Big turnout of NEET - Limited time foreseen by National Programme
Guidance interview (first level)	<ul style="list-style-type: none"> - Lack of adequate rooms - So old technological tools - Operators skills not adequate to the activities foreseen by National Programme
Guidance interview (second level) <ul style="list-style-type: none"> - Different quality standards 	<ul style="list-style-type: none"> - Lack of specific skills
School guidance: <ul style="list-style-type: none"> - So many requests and so few operators - So difficult to adequate the services to the complexity of the different target 	<ul style="list-style-type: none"> - Operators deficiency - Operators skills not adequate to the activities
System function	The local system (companies and market) doesn't answer the requests of connection and integration of disadvantages people that starts Integration o Re-integration courses

8 – What working tools and methods do you use to carry out the specific activities referred to your profile?

TOOLS AND METHODS		
Planning of consulting paths for individuals and groups	Value	%
Specific books	1	2,78%
Service pact, Individual Action Plan and specific web platform	1	2,78%
Interview	2	5,56%
Individual courses	1	2,78%
None	20	55,56%
Work Groups	3	8,33%
Information to companies	1	2,78%
Not indicated tools	4	11,11%
Consultancy for schools	1	2,78%
Life Design Model	1	2,78%
Needs analysis	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)	Value	%
Works in Informagiovani	1	2,78%
Working groups	2	5,56%
Periodical meetings	3	8,33%
None	21	58,33%
Realization of inclusion projects	2	5,56%
Information to companies	1	2,78%
Not indicated tools	4	11,11%
Needs analysis	1	2,78%
Links with vocational training centers	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
Analysis and evaluation of training and professional development opportunities	Value	%
Internet	3	8,33%
Database	5	13,89%
Research of job opportunities	2	5,56%
None	9	25,00%
Not indicated tools	7	19,44%
Promotion of guidance and training projects	5	13,89%
Competence mapping	1	2,78%
Collection of Curricula vitae	1	2,78%
Interview	2	5,56%
Problem solving	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
User support in the definition of professional development projects and action plans	Value	%
Individual Action Plan	5	13,89%
Competence mapping	3	8,33%
Not indicated tools	12	33,33%
None	4	11,11%
Interview	6	16,67%
Tests	1	2,78%
Informative sheets	1	2,78%
Strategy for the goals definition	1	2,78%
Promotion of guidance and training projects	1	2,78%
Database, Curricula vitae	1	2,78%
Disadvantages users support	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
Construction of questionnaires and drafts of interview	Value	%
Sheets	3	8,33%
Interview	4	11,11%
None	21	58,33%
Internet documents	2	5,56%
Questionnaires	1	2,78%
Role play	1	2,78%
Not indicated tools	4	11,11%
TOTALE	36	100%

TOOLS AND METHODS		
Motivation of the user after any failures	Value	%
Sheets	1	2,78%
Interview	11	30,56%
Personal transversal skills	1	2,78%
Not indicated tools	9	25,00%
None	7	19,44%
Courses about self-confidence	1	2,78%
Experiences analysis	3	8,33%
Coaching	1	2,78%
Informative Sheets	1	2,78%
Disadvantages users support	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
Analysis of professional skills, performances and interests	Value	%
Self-evaluation	1	2,78%
Interview	13	36,11%
Writing of a Curriculum Vitae	2	5,56%
Not indicated tools	10	27,78%
None	5	13,89%
Competence mapping	3	8,33%
Questionnaires	1	2,78%
Regional laws	1	2,78%
TOTALE	36	100%

TOOLS AND METHODS		
Carrying out of competence's assessment/mapping	Value	%
Self-evaluation	1	2,78%
None	27	75,00%
Documents Dossier	3	8,33%
Tools created by vocational centre	1	2,78%
Interview	2	5,56%
Individual sheets	1	2,78%
Not indicated tools	1	2,78%
TOTALE	36	100%

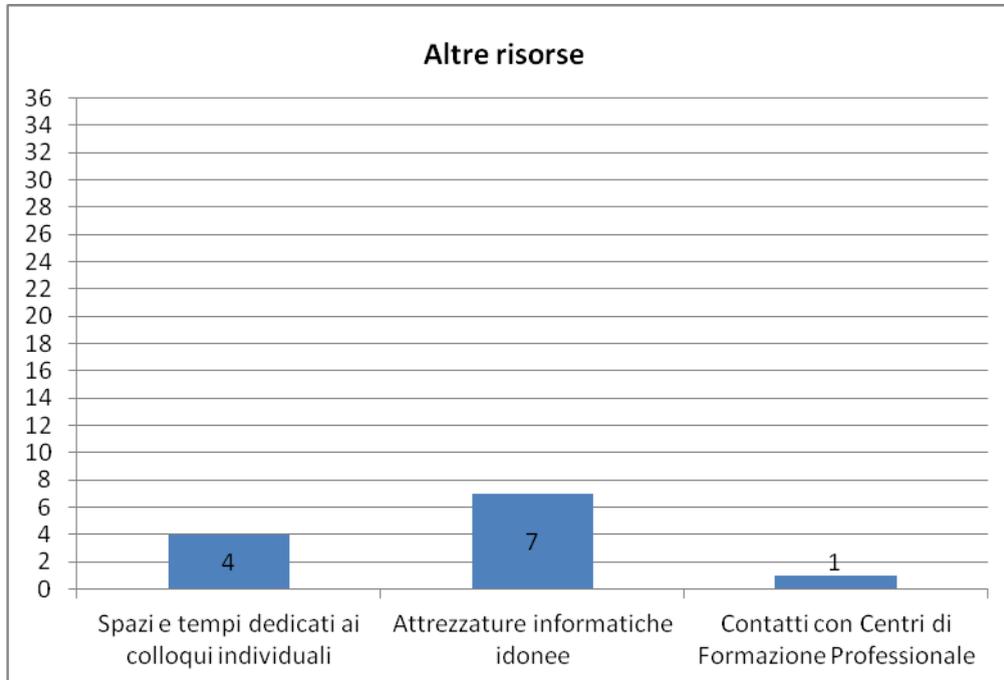
9 – Which instrumental equipment / logistics is necessary to carry out the specific activities referred to your profile?

<i>Room/place/premises</i>	Value	%
NO	20	55,56%
YES	16	44,44%
TOTAL	36	100%

Rooms dedicated to the information and books consultation	Value	%
NO	10	27,78%
YES	26	72,22%
TOTAL	36	100%

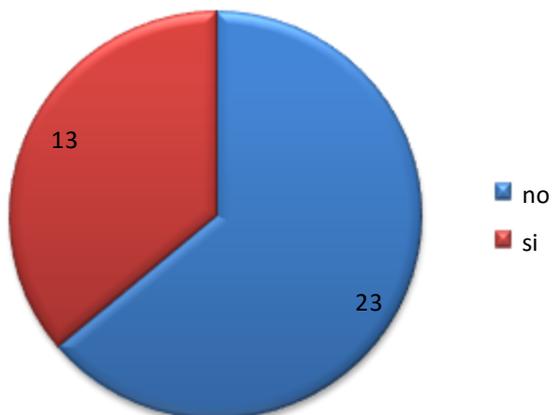
<i>Materials</i>	Value	%
NO	7	19,44%
YES	29	80,56%
TOTAL	36	100%

Other	Value	%
NO	24	66,67%
YES	12	33,33%
TOTAL	565	100%

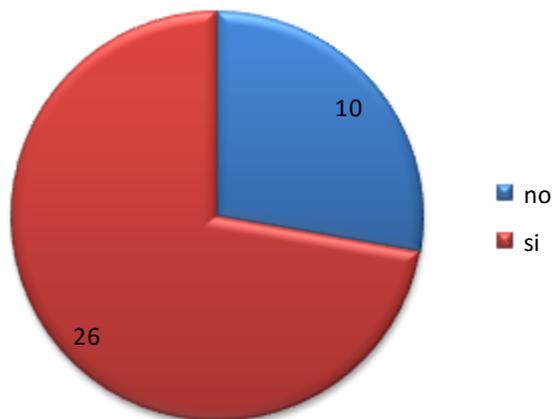


10 – What are the outputs / products of your activities?

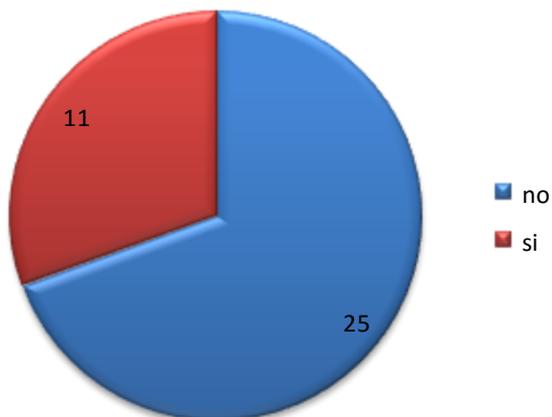
Un progetto professionale e personale



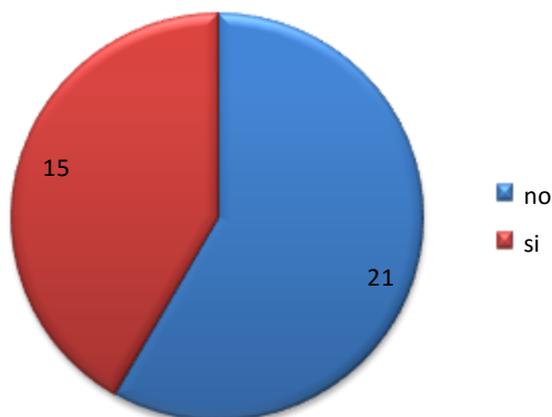
Un piano di azione

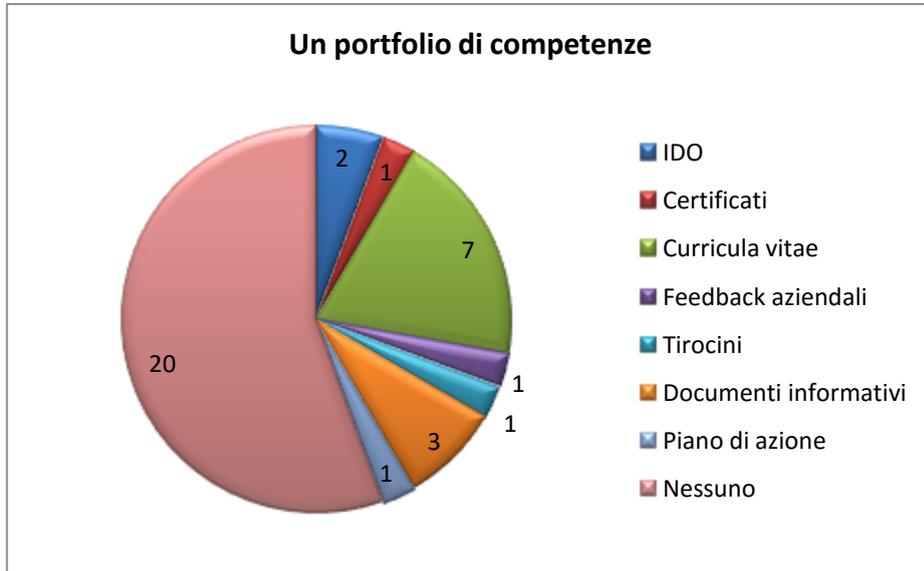


Un portfolio di competenze

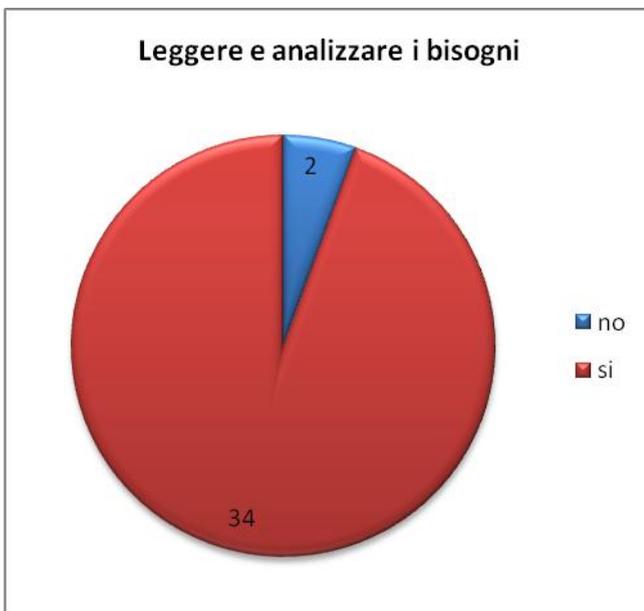


Un documento di sintesi/restituzione

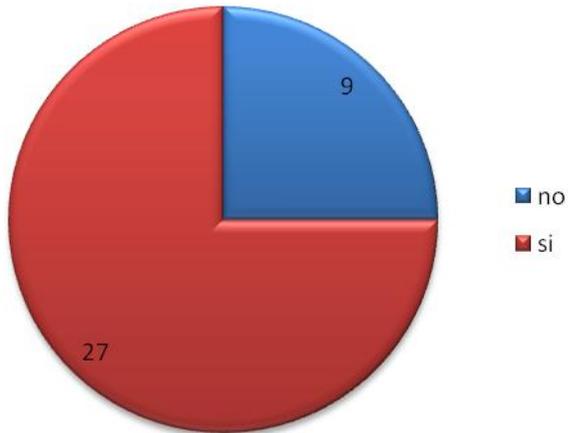




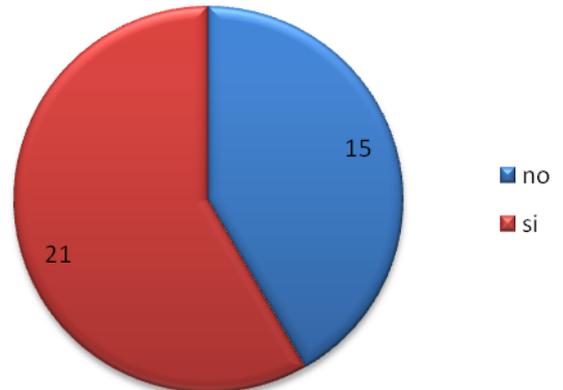
11 – What skills do you use daily to carry out your activities?



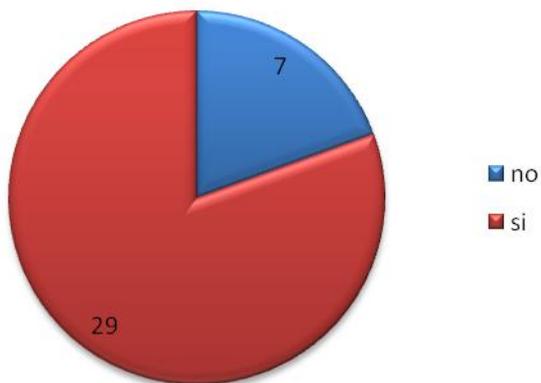
Individuare le opportunità di sviluppo formativo e professionale



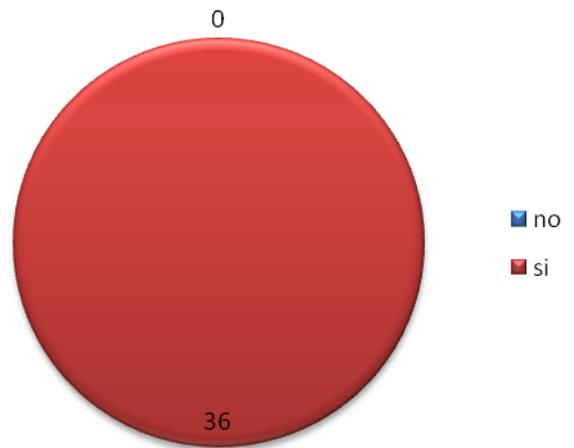
Facilitare la messa a punto dei progetti di sviluppo professionali e piani di azione



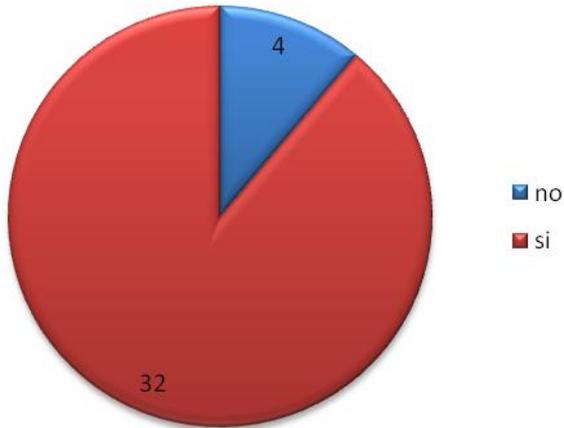
Rimotivare l'utente rispetto ad eventuali insuccessi



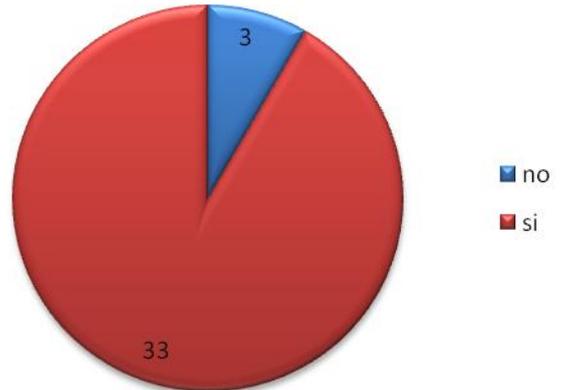
Saper comunicare efficacemente



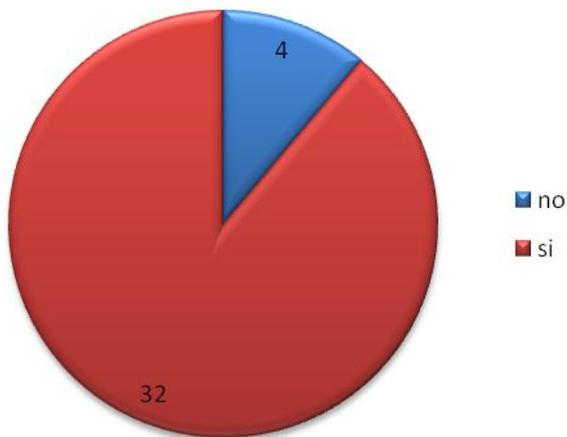
Assumere atteggiamenti flessibili



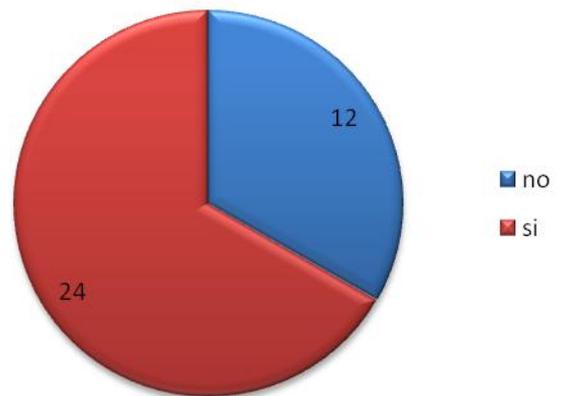
Praticare l'ascolto attivo e la comunicazione empatica



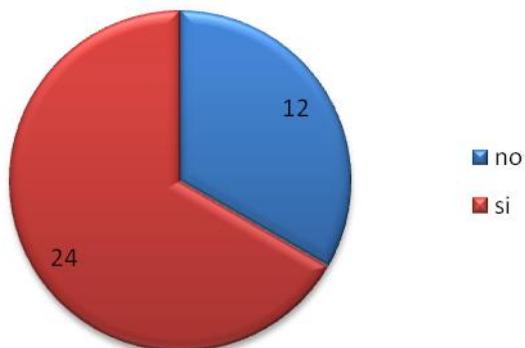
Saper lavorare in gruppo



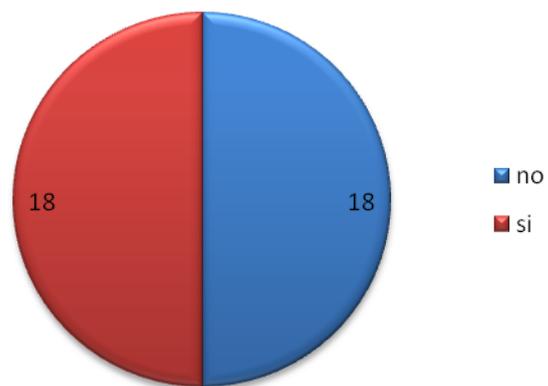
Interagire e collaborare con la rete territoriale dei servizi per il lavoro e la formazione



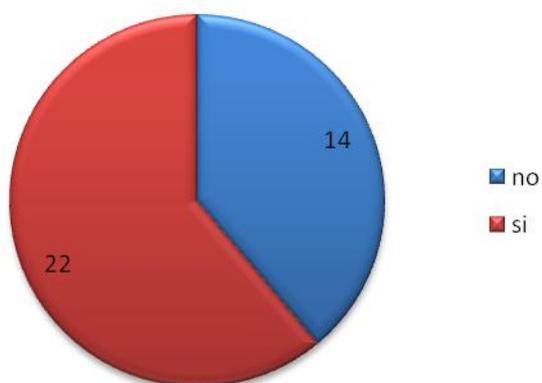
Metodologie per la conduzione di colloqui individuali e di gruppo con finalità orientative



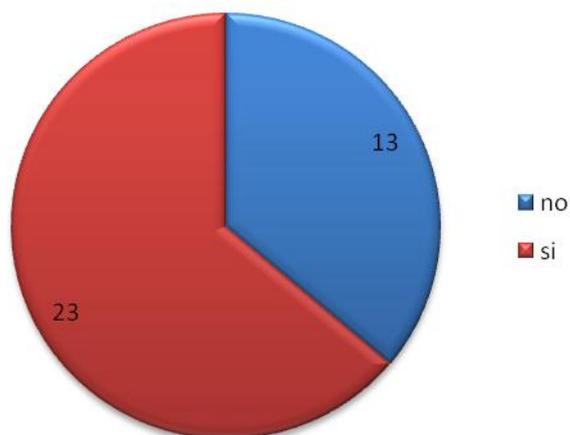
Mercato del Lavoro locale, trend produttivi e occupazionali



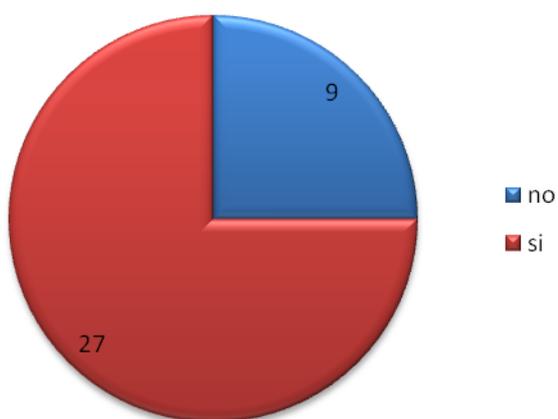
Riferimenti normativi in materia di regolazione del mercato del lavoro, istruzione, università e formazione professionale



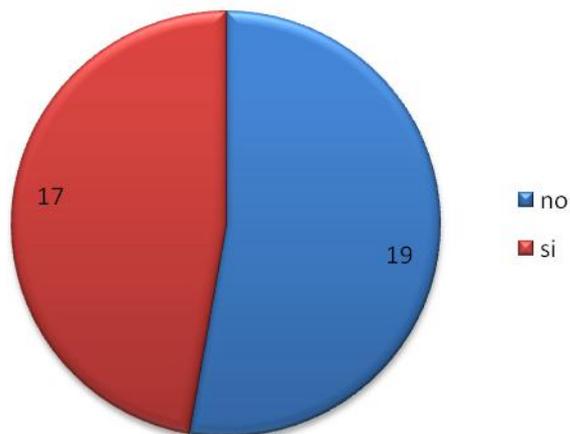
Principali tipologie di contratti lavorativi



Principali software applicativi e servizi web-based per la gestione dei servizi di orientamento



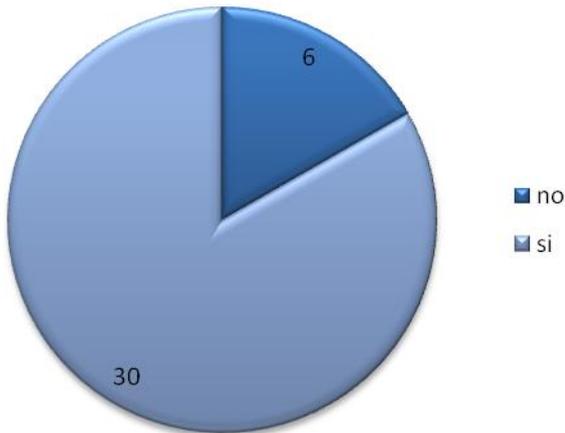
Lingua inglese



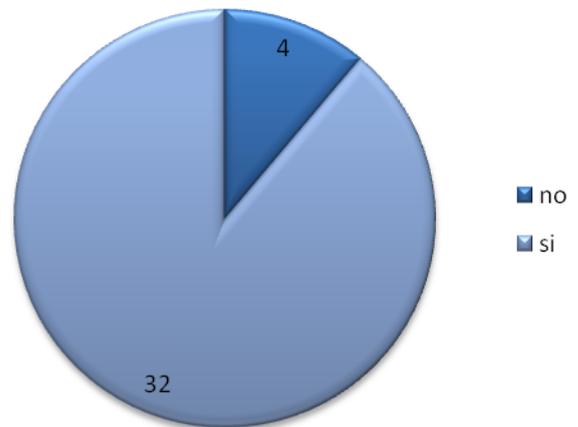
Informal skills
Work group
Problem solving
Reception and good behaviour
Active listening
Use of web tools
Re-motivation
Communication skills
Information transfer skills
To interact and cooperate with local stakeholders
To work goal by goal
Time management
Conflict management
Organization skills
Flexibility
Optimism
Responsability
Whole vision

13 – Which result is guaranteed to the beneficiaries through the activities that you carry you?

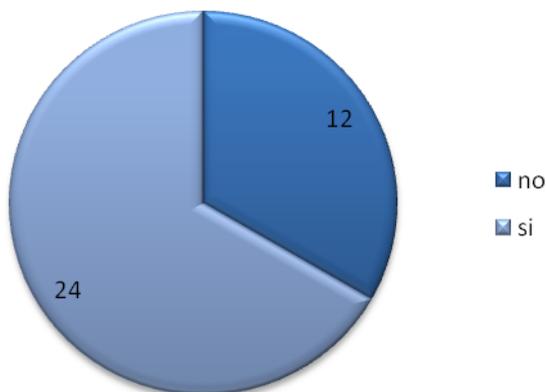
**Attivazione delle risorse individuali
(competenze, motivazioni, interessi,
abitudini)**



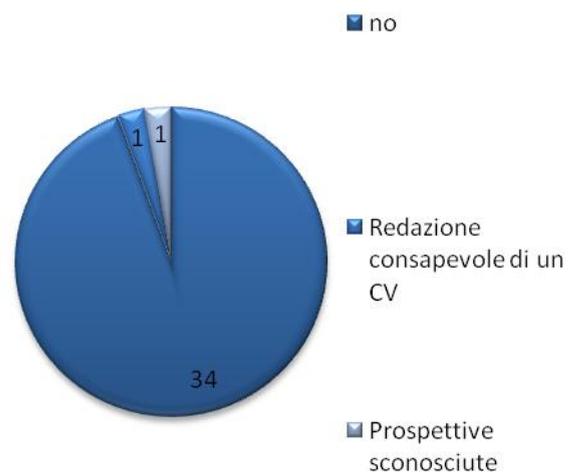
**Attivazione/potenziamento della
capacità di mettersi in gioco,
mostrando alla fine del percorso
consulenziale maggiore
apertura/disponibilità/flessibilità a
livello cognitivo e socio-emotivo**



**Potenziamento della capacità di
analisi del contesto, opportunità
formative, tendenze del mercato del
lavoro, prospettive occupazionali,
mansioni/figure professionali etc
all'interno del quale collocare lo
sviluppo della propria esperienza**



Altro



2.2 ANALYSIS OF THE GUIDANCE PROFILES IN SPAIN: VALENCIA

O.1 REPORT

DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

Valencia - March 2016

Editors

Raúl Linuesa Montero, Fundación CV Pacto Empleo Valencia
Pablo Recuenco García, Fundación CV Pacto Empleo Valencia

Volume 1, March 2016

This REPORT is a product /Intellectual Outputs produced in the framework of the Erasmus+ Project ECVET.OER.NEET “ECVET and OER based assessment and training of guidance practitioners working with NEETs”, coordinated by the Studio Risorse S.r.l. (Matera, Italy)

Contacts: r.linuesa@fcvpe.es; pau.recuenco@fcvpe.es

METHODOLOGY

The proposed methodology for elaborating this report has been focused on questionnaires to find:

- Real professional profile
- Practitioners' competences

The questionnaires have been sent to 131 entities from the province of Valencia, having received answers from 7. In total, we have received 7 manager questionnaires and 22 practitioners' questionnaires.

1. PROFESSIONAL PROFILE

All interviewed professionals are university people, specially trained in social areas such Social Workers, Psychology and Pedagogy.

- Labour experience in this frame goes from 1 to 11 years.
- Normally they carry on individual activities empowering the motivation, professional profile analysis and developing and exploring future opportunities.
- The profile of beneficiaries is Early School Leaver and NEETs between 20 and 24 years-old, all unemployed.
- No one is working on the frame of Youth Warranty and this is a big weakness.

2. CRITICAL AREAS OF PROFESSIONALS

- Lacking multilingualism
- Lack of capacity to cooperate with other stakeholders that are supporting Young people in network
- Lack of knowledge about labour market regulations.
- Lacking of capacity to get financial resources to fund projects which support Young people
- Lacking training background in different an specialized software
- Lack of knowledge about the working of the Educational System and its educative contents

3. METHODOLOGIES USED BY THE PRACTITIONERS

- Mainly elaboration of individual development plans
- Family interviews
- Different tools targeting mentoring and coaching
- Questionnaires

Some practitioners complain about the difficulties of cooperating in networking alongside other local stakeholders. There is a lack of coordination at local and regional scope.

4. EQUIPMENT

- Practitioners use the facilities provided by the entity/service
- Different printed materials
- The Net is a common point

5. FINAL PRODUCTS

All the activities, from a general point of view, are turning around the individual development plan.

6. COMPETENCES THAT PRACTITIONERS ARE USING DAILY

They have the competences to:

- To analyze the beneficiaries' needs
- To motivate the beneficiaries
- Good communication skills with beneficiaries
- Flexible attitudes
- To identify professional and personal opportunities for the future.

Practitioners are worried about the lack of use of:

- Evaluation of the process
- Networking with other stakeholders carrying on similar activities
- Lack of knowledge about labour market regulations and the different kinds of existing contracts
- English. They don't manage/use English in their job position.

7. INFORMAL ABILITIES

They are good at:

- Communication
- Listening
- Conflict management
- Observing/Observar
- Motivate
- Organization/Organizar
- Creativity

8. AS A RESULT OF THE INDIVIDUAL INTERVENTIONS

As an important result of the intervention with Young people with fewer opportunities, beneficiaries are able to:

- Using personal resources
- Developing soft skills

INTERVIEW WITH MANAGERS - PROFILE

1. What are the performance/activities carried out in your center?

Normally, the managers have pointed out that the main body of the center activity is analysis of needs of beneficiaries and guidance.

Job search support is another common activity.

2. What are the performance / activities that relate more directly to the NEETs?

Mainly, the practitioners develop an action plan to overcome the inactivity status of NEETs. Training courses are the most common solution to get NEETs back to be active.

3. What are the professional profiles who work to carry out each performance/activity?

Psychologists and pedagogues are the most common practitioners.

Social worker is also another normal profile.

4. Do you have individuated some critical areas in the specific performances carried out for the target group of NEETs?

Mostly, the critical areas in which the practitioners find difficulties are related to technical knowledge and knowledge about the rapidly changing legal environment of the socio economic conditions (labour market...).

5. How did you face the critical issues?

The managers don't have any special solution for this since it depends on the profile of the practitioner who is developing a concrete intervention.

Sometimes, they hire specialized staff but due to a lack of funding they can't hire them as a permanent contract.

6. Did you use research results/specific studies to face the critical issues?

After analyzing the seven answers, no center is using any kind of research or study to improve any area.

7. Have you participated in national and / or international projects on this issue?

Only one institution joined an European Project about NEETs related to train the staff in a KA1 Staff Mobility in developing materials for supporting NEET people.

8. Have you conducted specific research activities?

No manager involved in research activities.

FOCUS GROUP

A Focus Group was organized in Valencia at the beginning of March gathering 10 practitioners from 3 different youth support services (public and private).

The Focus Group was divided in three different stages:

1. Identifying the needs of young disadvantaged people, especially NEETs
2. Identifying what skills/tools... the practitioners need to work on such needs.
3. Questionnaires

So that, all these needs were found during the session:

- Lack of information. NEETs don't have information about where to address to receive support
- Many different services that do the same.
- Lack of capacity to find training resources.
- Difficulties for ESleavers to rejoin the educational system
- Mismatching between what they have studied and the requirements of the labour market.
- Lack of job opportunities
- No experience, no first opportunity

During the second stage of the session, the practitioners were defining in which areas mentioned above they work and how they work on them. Mainly,

Guidance – job search. As there is an already known lack of information phenomenon, practitioners have different tools and materials to be provided to the NEETs.

Career orientation. As there is a big gap between the educational system and the labour market, NEETs are totally lost. They do not know the requirements of the labour market. The practitioners analyze the career profile and define a training plan for improving the weakness of young people.

Networking. Practitioners pointed out that networking is a challenge for the future. There is not any official method to contact other stakeholders involved in the NEET or ESL phenomenon so they can't officially address young people to any specialized service according to their needs

Attachment A - Data elaboration

TOTAL QUESTIONNAIRES: 7 FROM MANAGERS (x2) AND 22 FROM OPERATORS (x2)

1.-	Position	Responses
	career counselor	12
	Educator	1
	social worker	6
	Psychologist	3
		22

2.-	Education	Responses
	Bachelor	22

3.-	Work experience	Responses
	12.-24	2
	5.-11	10
	0-4	10
	Total number	22

4.-	4. What specific activities do you perform?	Responses	
		Yes	No
	Planning of consulting paths for individuals and	22	0
	Planning and realization of actions to involve the	14	8
	Analysis and evaluation of training and professi	22	0
	User support in the definition of professional de	22	0
	Construction of questionnaires and drafts of inte	18	4
	Motivation of the user after any failures	22	0
	Carrying out consulting sessions	20	2
	Analysis of professional skills, performances an	22	0
	Carrying out of competence's assessment/map	22	0

5.-	Who are the beneficiaries?	Responses
	School	22
	High school	19
	ESLeavers	17
	NEET	18
	Unemployed	22
	Unemployed that receive social support	5
	Women going back to labour market	16

6.-	What characteristics have the NEETs to whom do you pay the specific performances of your role?	Responses
	Age	
	15-19	8
	20-24	10
	25-29	4
	Immigrants	6
	Nationality of the country of origin:	
	Romania	15
	Ecuador	11
	Colombia	10
	Unemployed	22
	Employed	0
	With an educational qualification	9
	Gender	
	Male	22
	Female	22
	Youth Guarantee	0

7.- Critical areas in the professional performance

Critical area	Responses	Causes of critical issues
English	16	Not able to speak English. Lack of capacity of Educational system to teach English
Networking	11	Lack of networking resources at local and regional scope
Knowledge about the labour market regulations	14	Rapidly changing frame. Labour market regulations change quickly
Knowledge about the Educational system	9	Lack of knowledge about the career contents
Timing	10	Lack of capacity to prioritize
Applying for funding	13	Total lack of knowledge about how to get funds for implementing youth projects
TIC	8	Lack of knowledge about some softwares
Training background	9	Lack of training background in the social areas (pshychology, social work)
Group work	3	Lack of capacity to manage a youth group

8.- What tools and methods do you use to carry out the activities relating to your profile?

Actions	Responses	Methods/tools
Planning of consulting paths for individuals and groups	22	Interviews, objectives plan
Planning and realization of actions to involve the territorial network and manager	10	Meetings with stakeholders
Analysis and evaluation of training and professional development opportunities	14	Questionnaires
User support in the definition of professional development projects and action pl	14	Mentoring and coaching
Construction of questionnaires and drafts of interview	12	
Motivation of the user after any failures	22	Face to face interviews, meeting with families
Carrying out consulting sessions	9	
Analysis of professional skills, performances and interests	12	Questionnaires targeting to detect the lacks in different areas
Carrying out of competence's assessment/mapping	11	Questionnaires

9.- Which instrumental equipment / logistics is necessary to carry out the specific activities referred to your profile?

Instrumental equipment / logistics necessary	Responses
Room/place/premises	22
Materials	22
Other	15 Internet

10.- What are the outputs / products of your activities?

Outputs / products	Responses	Brief description
A professional and personal plan	22	Targets for the future and steps to get them
An action plan that defines the stages and proce	22	Targets for the future and steps to get them
A portfolio of skills	20	Describing the already gained skills and the needs in term of skills.
A summary / Final report	11	
Other		

11.- What skills do you use daily to carry out your activities? Competences and skills	Intensity					
	1	2	3	4	5	
1 Read and analyze needs	0	0	0	1	21	22
2 Building materials and tools of survey	0	0	2	5	15	22
3 Identify training and professional development opportunities	0	0	1	5	16	22
4 Facilitate the development of professional development projects :	0	0	1	3	18	22
5 Motivate the user after any failures	0	0	0	0	22	22
6 Be able to communicate effectively	0	0	0	0	22	22
7 Adopt flexible attitudes	0	0	0	0	22	22
8 Practice active listening and empathic communication	0	0	0	6	16	22
9 Be able to work in a group	0	0	0	6	16	22
10 Interact and collaborate with the local network	1	2	6	9	4	22
11 Methodologies for conducting of individual and group interviews	0	0		8	14	22
12 The local labor market, employment and production trends	6	7	5	2	2	22
13 Legislation on the regulation of the labor market..	10	6	2	2	2	22
14 Main types of employment contracts	4	2	6	6	4	22
15 Main software applications and web-based services	3	0	5	1	13	22
16 English language or other languages	9	8	2	2	1	22
17 Other...						

12.- What informal skills are useful in your actions/work?	Responses
Communication skills	22
Active listening, empathy	21
Conflict management	20
Observation	18
Motivation	18
Organization	17
Creativity/empathy	17

13.- Which result is guaranteed to the beneficiaries through the activities that you carry you?	Responses
Results for the beneficiary	
Activation of individual resources	20
Activation / strengthening of the ability to expose oneself..	15
Strengthening the ability of analysis of: contexts,	12
Other ..	
Soft skills	12



Erasmus+

2.3 ANALYSIS OF THE GUIDANCE PROFILES IN GREECE: ATHENS

O.1 REPORT

DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

Athens - March 2016

Editors

Mary Tountopoulou, Ison Psychometrica (Gr)

Ioulia Despoinoudi, Ison Psychometrica (Gr)

Nikolaos Stathopoulos, Ison Psychometrica (Gr)

Volume 1, March 2016

This REPORT is a product /Intellectual Outputs produced in the framework of the Erasmus+ Project ECVET.OER.NEET “ECVET and OER based assessment and training of guidance practitioners working with NEETS”, coordinated by the Studio Risorse S.r.l. (Matera, Italy).

Contacts: martounto@ison.gr; stathopoulos@ison.gr

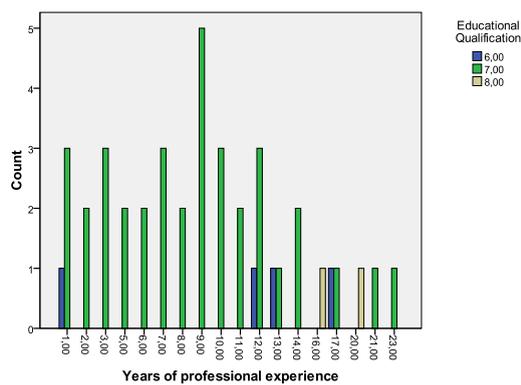
PART I: Profile of Guidance Practitioner's

1. Main features of guidance practitioners (operators)

In the following graphic (Graphic 1), we can see the distribution of operators that make up the sample of the different stakeholders according to the level of educational qualification (in Accordance with levels in the European Qualifications Framework - EQF of the European Commission) distributed by the number of years of experience.

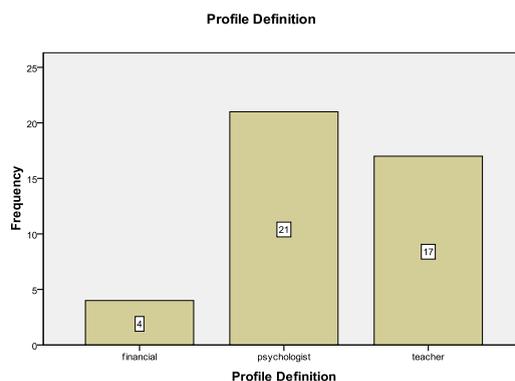
Among the 42 practitioners 9,5% (n = 4) holds level 8, 85,7% (=36) level 7 and the remaining 4,8% (n = 2) have the level 6 (in accordance with levels in the European Qualifications Framework - EQF).

Graphic 1. Operators Distribution



In graphic 2 we can make out the profile of the 42 counselors. Our sample is consisted of career counselors among whom (17) 40,5% are Teachers, (21) 50% psychologists and (4) 9,5% Financial analysts.

Graphic 2. Operators profile



2. Specific activities carried out by operators

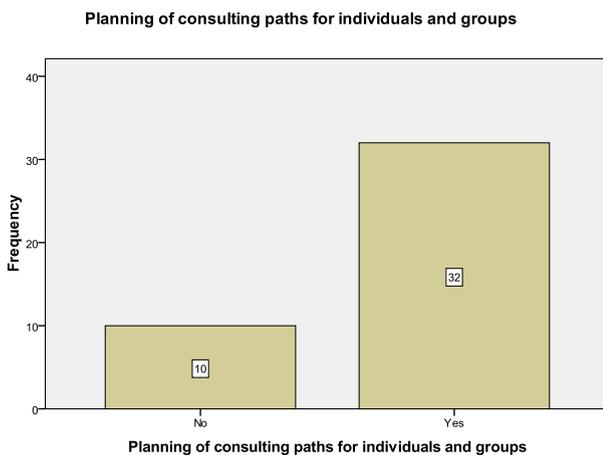
At this point there is a descriptive analysis of the main activities that operators perform in their day-to-day work and in the according to question 4 of the questionnaire to analyze the profiles of professional guidance through the following activities listed in the following table (Table 1).

Table 1. Activities addressed to operators

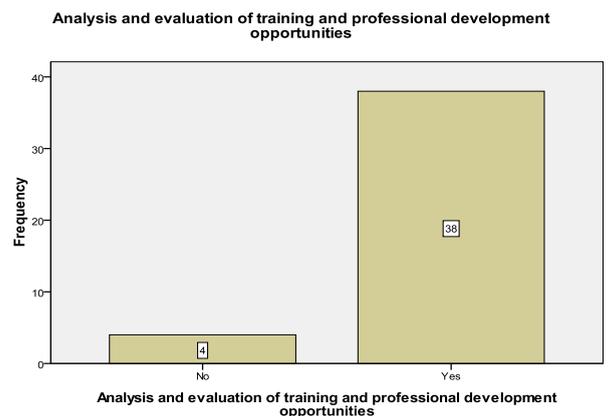
1. Planning of consulting paths for individuals and groups
2. Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)
3. Analysis and evaluation of training and professional development opportunities
4. User support in the definition of professional development projects and action plans
5. Construction of questionnaires and drafts of interview
6. Motivation of the user after any failures
7. Carrying out consulting sessions
8. Analysis of professional skills, performances and interests
9. Carrying out of competence's assessment/mapping

In the following graphics (Graphic 3, Graphic 4, Graphic 5, Graphic 6, Graphic 7; Graphic 8; Graphic 9; Graphic 10) we can make out the activities that counsellors perform mostly.

Graphic 3. Distribution of the operators according to the 1st activity in Table 1



Graphic 4. Distribution of the operators according to the 3rd activity in Table 1

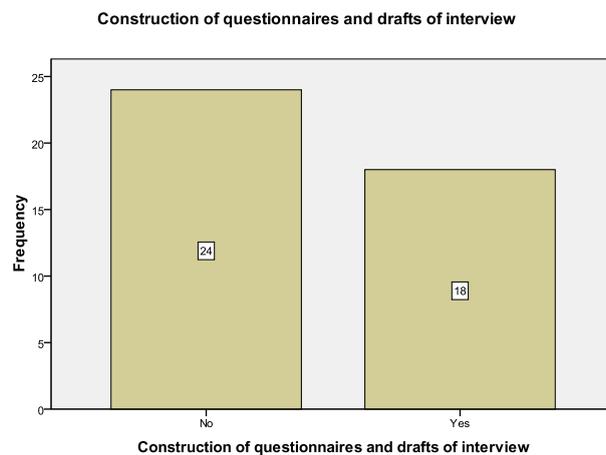


Both the graphics, 3 or 4, demonstrate that most of the operators develops the mentioned activities, 76.2% and 90,5%, respectively.

Graphic 5. Distribution of the operators according to the 4th activity in Table 1

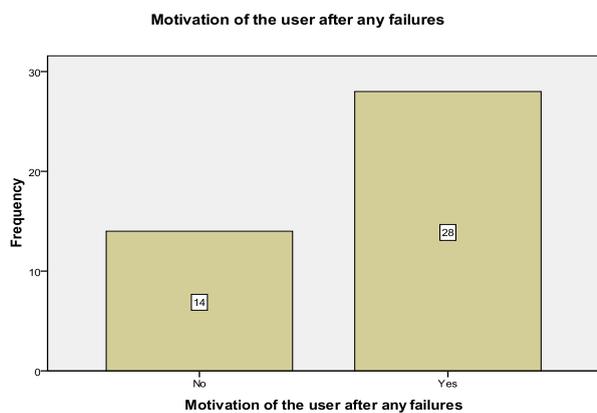


Graphic 6. Distribution of the operators according to the 5th activity in Table 1

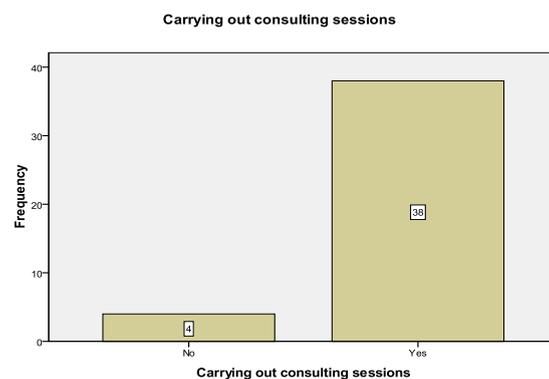


In the Graphics 5 and 6, we can see that 90,5% of the counsellors provide user support in the definition of professional development, whereas only 42,9% construct questionnaires and drafts of interview.

Graphic 7. Distribution of the operators according to the 6th activity in Table 1



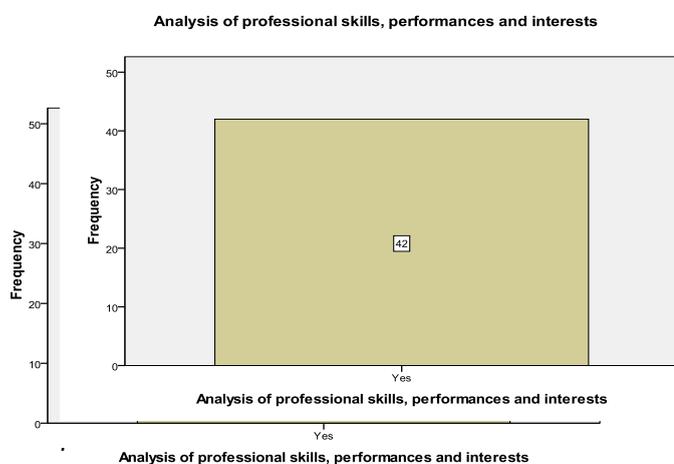
Graphic 8. Distribution of the operators according to the 7th activity in Table 1



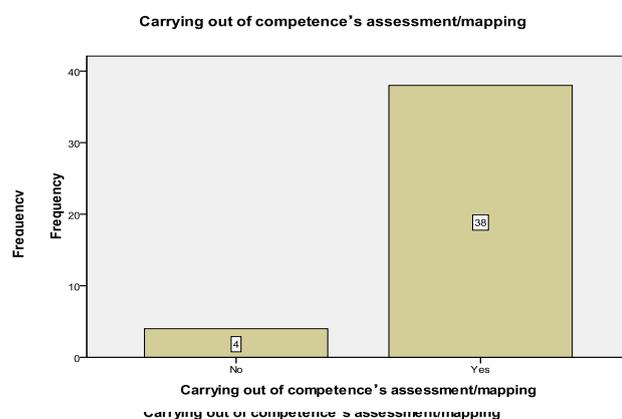
Continuing with the activities described in Table 1, it came up in graphics 7 & 8 that 66,7% and 90,5% of the counsellors go for motivation of the user after any failure and carry out consulting sessions respectively.

Finally, graphics 9 & 10 depicts the distribution of the operators according to the two last activities of: Analysis of professional skills, performances and interests; & Carrying out of competence's assessment/mapping.

Graphic 9. Distribution of the operators according to the 8th activity in Table 1



Graphic 10. Distribution of the operators according to the 9th activity in Table 1



According to the results obtained in the descriptive analysis in graphics 9 & 10, we find that most of the operators perform such activities analyzed, with an incidence of 100%; and 90.5% respectively.

In general, given the nine activities that operators conduct in their daily performance, we can note that the operators use all the nine activities daily at a range from 66.7% to 100%, with the exception of 5th activity “constuction of questionnaires” that only 42,9% of our sample said that they have it in their daily activities.

3. Socio-demographic description of the beneficiaries

In socio-demographic analysis of the beneficiaries who are assisted by operators that make up our sample, the following results it is shown in the following table (Table 2).

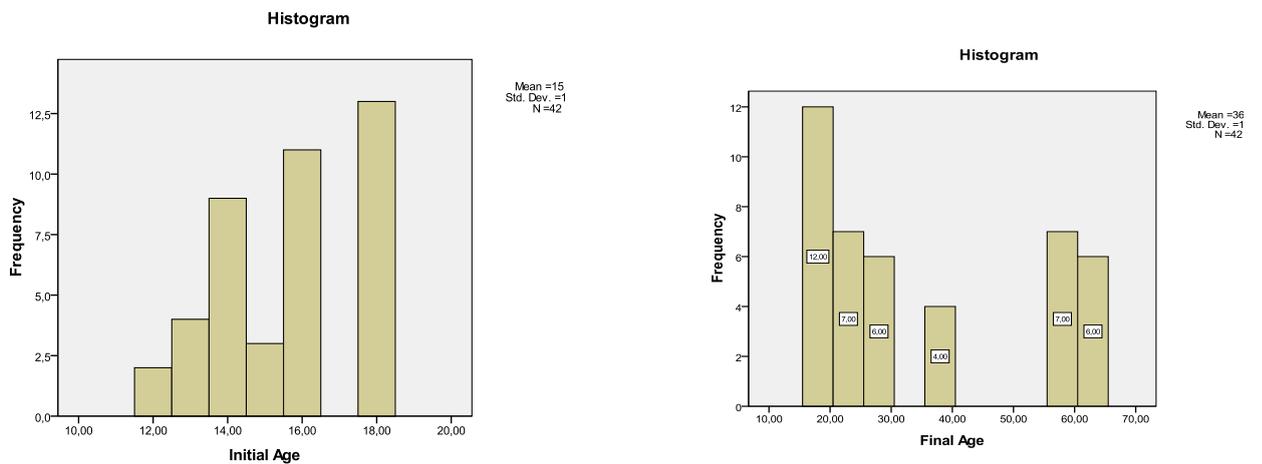
Descriptive Statistics		Students Graduated from a middle school	Students Graduated from a high school	Young ELET (Early Leavers from education and Training)	NEET (Not in Education, Employment or Training)	The unoccupied / unemployed	The unemployed that benefit from social security cushion	Women re-integrated into the labour market
N	Yes	38	36	14	28	30	18	16
	No	4	6	28	14	12	24	26

Table 2. Distribution of beneficiaries attended by operators

According to the data presented, most operators include in their daily attendance the different clusters of beneficiaries at a range from 33.3% to 90.5%.

In the question about the the initial and final age of the beneficiaries who are assisted by the operators, the distribution goes according to the following graphs (Graphic 11; Graphic 12).

Graphic 11. Distribution of the initial age of Beneficiaries **Graphic 12.** Distribution of the final age of the Beneficiaries



Although the range of the initial age is less than the final, the initial age range is from 12 to 18 and the final from 18 to 65.

In relation to immigrants variable and nationality of the country of origin, there was the following distributions as shown in the tables below (Table 3 and 4).

Table 3. Distribution of immigrants beneficiaries attended by operators

Immigrants		Frequency	Valid Percent
Valid	No	18	64,3
	Yes	10	35,7
	Missing	28	

Table 4. Distribution of beneficiaries attended by the operators according to the nationality of the country of origin

Nationality of the country of origin		Frequency	Valid Percent
Valid		36	85,7%
	Albania	1	2,4%
	Albania and Europe	1	2,4%
	Europe	3	7,1%
	Several countries	1	2,4%
	Total	42	100%

The next tables (Table 5, 6 and 7) shows the descriptive analysis according to the variables: unemployment; unoccupied ; and educational qualification.

Table 5. Distribution of beneficiaries attended by the operators in accordance with unemployment

<i>The unemployed</i>		
	Frequency	Percent
No	6	14,3%
Yes	22	52,4%
Missing	14	66,7%
Total	42	100%

Table 6. Distribution of beneficiaries attended by operators according to the unoccupied variab.

<i>The unoccupied</i>		
	Frequency	Percent
No	8	19%
Yes	28	66,7%
Missing	6	14,3%
Total	42	100%

In both variables operators indicated almost the same results according to the variable unemployment and unoccupation.

Table 7. Distribution of beneficiaries attended by the operators in accordance with the qualification

With an educational qualification		Frequency	Percent
Valid	No	13	31%
	Yes	23	54,8%
	Total	36	85,7%
	Missing	6	14,3%
Total		42	100%

When it comes to the educational qualification of the beneficiaries, it seems that most of them (54,8%) have an educational degree.

In the socio-demographic analysis of the beneficiaries we have to take also into consideration their gender. The distribution of beneficiaries according to gender is as following (table 8).

Table 8. Distribution of beneficiaries attended by operators according to gender

Gender		Frequency	Percent
Valid	Male	2	4,8
	Female	4	9,5
	Both - Male and Female	30	71,4
Missing	System	6	14,3
Total		42	100,0

Finally, in the next table (table 9) we can see the distribution of the beneficiaries according to their registration in the Youth Social Program.

Table 9. Distribution of beneficiaries attended by the operators in accordance with the registration in the Youth Social Program

Registered to Youth Social Programme		Frequency	Percent
Valid	No	18	42,9
	Yes	4	9,5
	Both -No and Yes	14	33,3
	Total	36	85,7
Missing	System	6	14,3
Total			100,0

4. Skills that operators use to carry out their activities

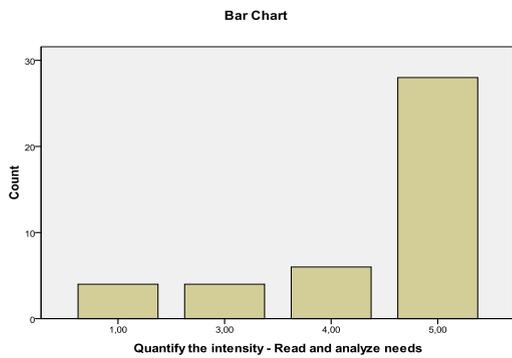
The skills that are part of this analysis are listed in the table below (Table 10)

Table 10. Unit of competence/skill list held by operators

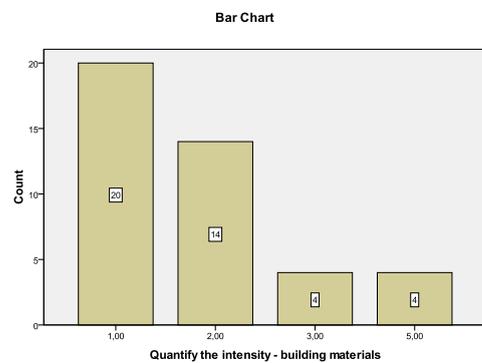
Unit of competence/skill
1. Read and analyze needs
2. Building materials and tools of survey
3. Identify training and professional development opportunities
4. Facilitate the development of professional development projects and of action plans
5. Motivate the user after any failures
6. Be able to communicate effectively
7. Adopt flexible attitudes
8. Practice active listening and empathic communication
9. Be able to work in a group
10. Interact and collaborate with the local network of employment and training services
11. Methodologies for conducting of individual and group interviews with guidance purposes
12. The local labor market, employment and production trends
13. Legislation on the regulation of the labor market, education, universities and professional training
14. Main types of employment contracts
15. Main software applications and web-based services for the management of guidance services
16. English language or other languages
17. Other (describe)

According to the data obtained, we expose in the next graphics the frequencies distribution of the questioned competences in the previous table (Graphic 13 to Graphic 28), due to the intensity assigned to them, that varies from a scale of 1 to 5 and according to the competences the operators have chosen as used on a daily basis.

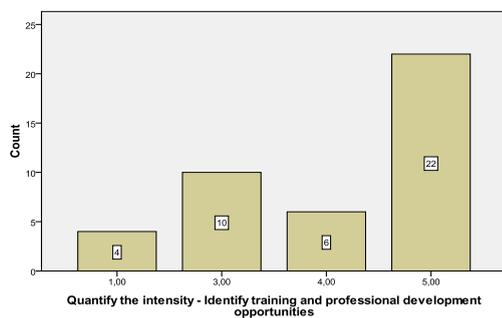
Graphic 13. Read and analyze needs



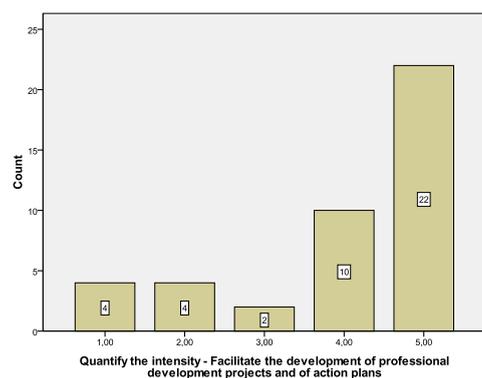
Graphic 14. Building materials and tools of survey



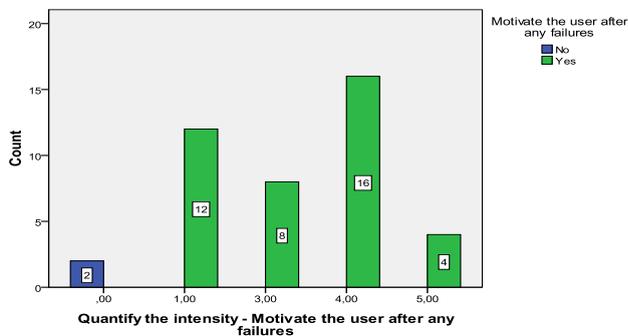
Graphic 15. Identify training and professional development opportunities



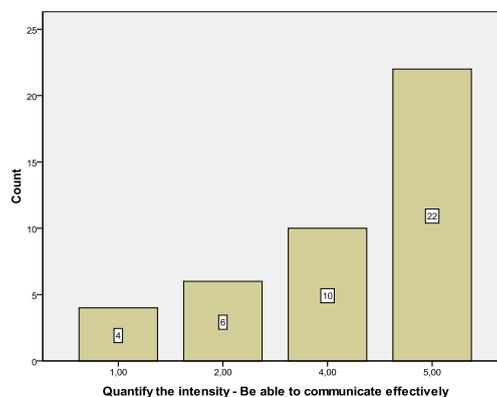
Graphic 16. Facilitate the development of professional development projects and of action plans



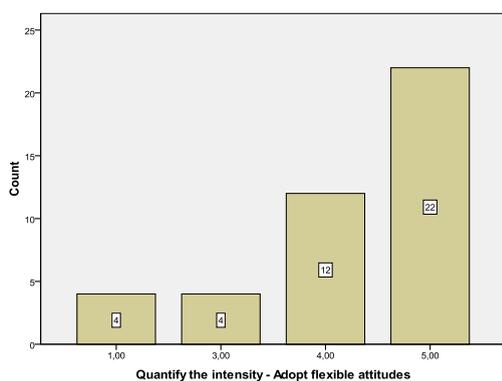
Graphic 17. Motivate the user after any failures



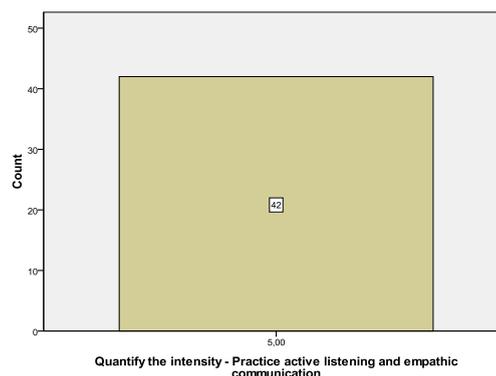
Graphic 18. Be able to communicate effectively



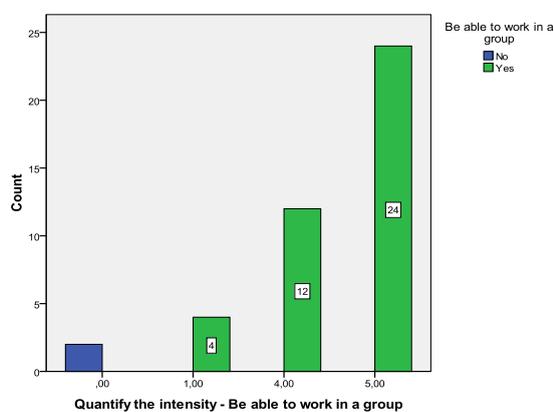
Graphic 19. Adopt flexible attitudes



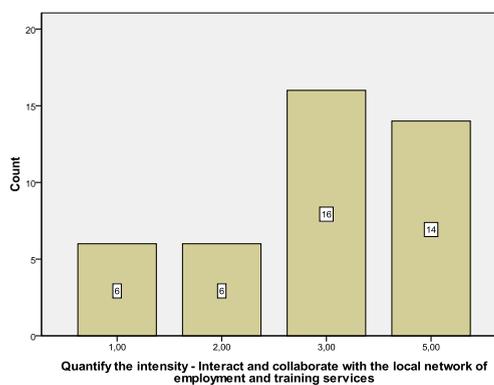
Graphic 20. Practice active listening and empathic communication



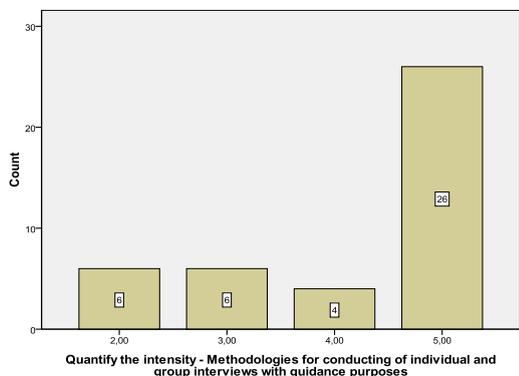
Graphic 21. Be able to work in a group



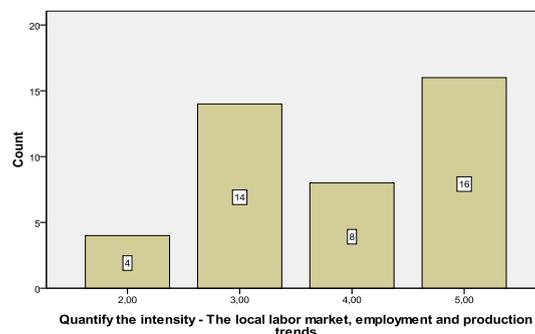
Graphic 22. Interact and collaborate with the local network of employment and training services



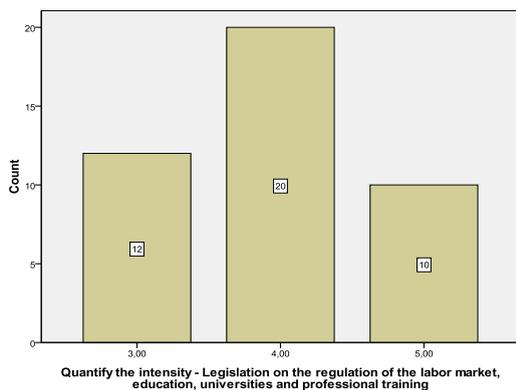
Graphic 23. Methodologies for conducting of individual and group interviews with guidance



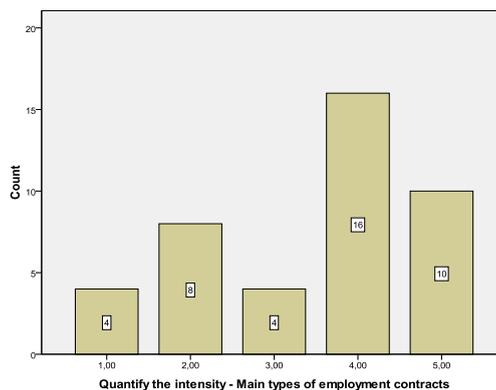
Graphic 24. The local labor market, employment and production trends



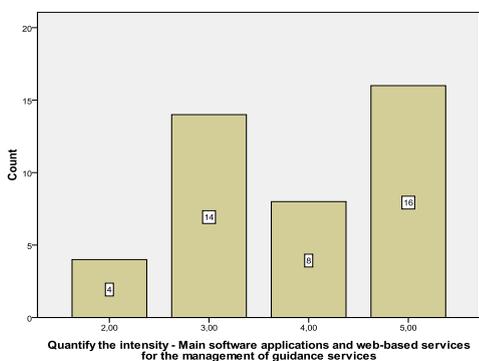
Graphic 25. Legislation on the regulation of the labor market, education, universities and professional training



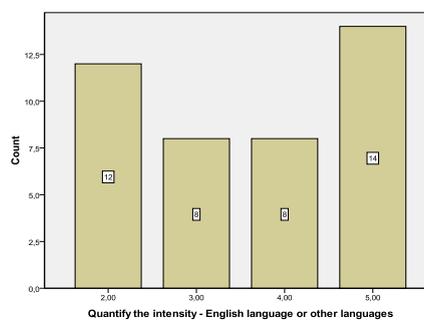
Graphic 26. Main types of employment contracts



Graphic 27. Main software applications and web-based services for the management of guidance services



Graphic 28. English language or other languages



The descriptive results in the 17 graphics depicts that not all operators marked all competences to guide their daily work basis, which in a way would be expected given that the operators deal with different target groups and offer different services as well according to the special needs of their clients.

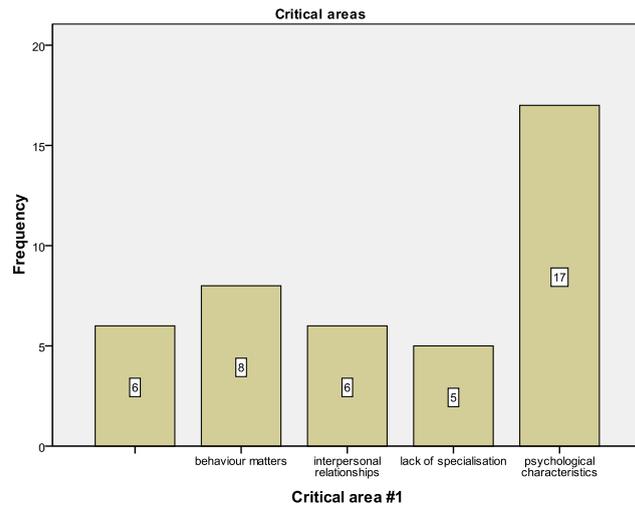
Also, there was difference in the levels of intensity of importance that the operators chose for each competence.

Taking into consideration the level of intensity, it came up that the operators believe as more important among the competence they need to their job the following: ***Practice active listening and empathic communication; Read and analyze needs; Methodologies for conducting of individual and group interviews with guidance purpose; Be able to communicate effectively; Adopt flexible attitudes; Be able to work in a group, and Facilitate the development of professional development projects and of action plans*** take a leading role in most of the operators who responded with 100%, 66.7%, 61.9%, 52.4%, 52.4%, 57.1% and 52.4% respectively.

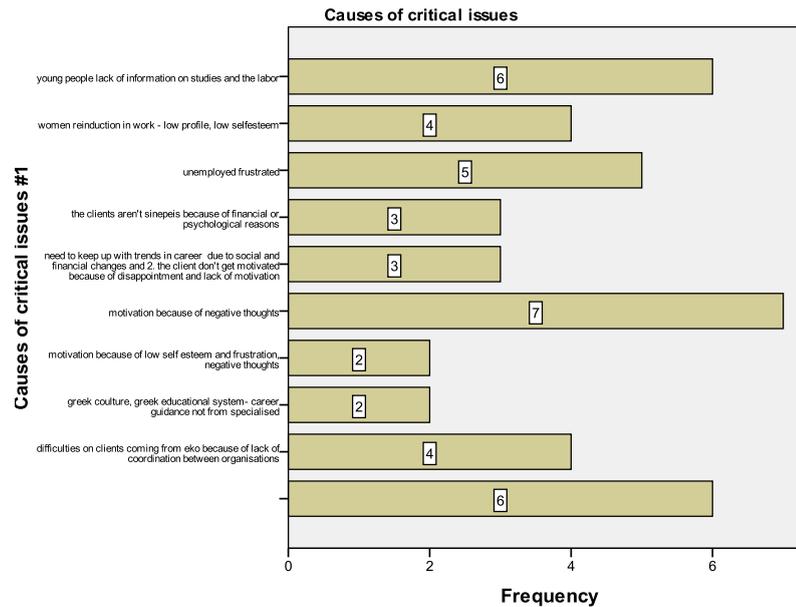
5. Critical areas in the professional performance of the operators

In the question about the main critical areas in their profession and their causes, the answers that the counsellors gave are shown on the following charts (Graphic 29 and 30).

Graphic 29. Main Critical Areas



Graphic 30. Causes of critical Issues



According to graphic 29, it came out that the career counselors point out that the most critical issue in their job with Neets are the **psychological characteristics** of this group(40,5%), following by **behaviour matters** (19%) and **interpersonal relations among clients and counselors** (14%).

On the last place they put the **lack of specialisation** of counsellors (11%). Referring to the reasons of the main critical issues (graphic 30), it seems that most of the counselors believe that NEETs have **lack of motivation** in taking action on the career counseling because of **negative thoughts** (16,7%).

The next important cause of critical issues came up to be the **lack of information** on studies and the market labour on the young people (14,9%), which leads to **wrong and unrealistic choices**.

One more reason that the counselors mentioned as a cause of their difficulties in their job with NEETs is the fact that the unemployed persons are usually **frustrated and disappointed** and they hardly take up any action in career guidance(11,9%).

There were also mentioned some other causes, like difficulties on clients coming from vulnerable groups because of lack of coordination between organisations, the greek culture and the greek educational system, where career guidance is being conducted by not specialised operators, the lack of motivation because of low self esteem and frustration, and the low profile and selfesteem of women who want to get back to work

6. Tools and methods used by operators

In question 8 of the questionnaire on the profiles of guidance professionals, were analyzed the methods and tools used commonly by the professionals through a predefined set of specific activities according to the following table (Table 11).

Table 11. Lists of specific predefined activities

<i>Specific activities</i>
1. Planning of consulting paths for individuals and groups
2. Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)
3. Analysis and evaluation of training and professional development opportunities
4. User support in the definition of professional development projects and action plans
5. Construction of questionnaires and drafts of interview
6. Motivation of the user after any failures
7. Carrying out consulting sessions
8. Analysis of professional skills, performances and interests
9. Carrying out of competence's assessment/mapping

Among these specific activities, we got the following results were the responses were grouped into clusters according to the qualitative analysis made and according to each specific activity analyzed in the following nine tables that follow (Table 12; 13; 14; 15; 16; 17; 18; 19; e 20).

Table 12. Tools and methods use by the operators on **Planning of consulting paths for individuals and groups**

Categories	<i>Count</i>	<i>Percent</i>
assessment	11	26,2
interview	16	38,1
questionnaires	2	4,8
role playing	7	16,7
use different evaluation methods	2	4,8
Total	42	100,0

Table 13. Tools and methods use by the operators on **Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)**

Categories	Count	Percent
Missing	12	28,6
information	18	42,9
meetings	4	9,5
networking	8	19,0
Total	42	100,0

Table 14. Tools and methods use by the operators on **Analysis and evaluation of training and professional development opportunities**

Categories	Count	Percent
Missing	12	28,6
assesment,tests	19	45,2
career days	3	7,1
information on employment and education	4	9,5
internet search	4	9,5
Total	42	100,0

Table 15. Tools and methods use by the operators on **User support in the definition of professional development projects and action plans**

Categories	Count	Percent
Missing	7	16,7
assesment,tests	20	47,6
group sessions	2	4,8
resources for studies and professions	9	21,4
role playing	4	9,5
Total	42	100,0

Table 16. Tools and methods use by the operators on **Construction of questionnaires and drafts of interview**

Categories	Count	Percent
Missing	11	26,2
interview	20	47,6
online platform	1	2,4
statistic analysis	10	23,8
Total	42	100,0

Table 17. Tools and methods use by the operators on **Motivation of the user after any failures**

Categories	Count	Percent
Missing	8	19,0
active listening	2	4,8
cognitive rehabilitation	1	2,4
counselling	9	21,4
empathy	6	14,3
group meetings	2	4,8
interview	14	33,3
Total	42	100,0

Table 18. Tools and methods use by the operators on **Carrying out consulting sessions**

Categories	Count	Percent
Missing	9	21,4
counselling	27	64,3
role playing	6	14,3
Total	42	100,0

Table 19. Tools and methods use by the operators on **Analysis of professional skills, performances and interests**

Categories	Count	Percent
missing	8	19,0
360 evaluation	3	7,1
counselling	11	26,2
interview	5	11,9
tests	15	35,7
Total	42	100,0

Table 20. Tools and methods use by the operators on **Carrying out of competence's assessment/mapping**

Categories	Count	Percent
Missing	11	26,2
assesment methods	21	50,0
interview	6	14,3
porftolio	1	2,4
portfolio	3	7,1
Total	42	100,0

According to tables 12 to 20, it seems that the operators use different tools and methods on the nine activities shown on table 11. Though, there was a high number of missing answers, that shows that either the operators don't carry out such an activity or for several reasons they didn't answer on that question.

However, having in mind the given answers, it came out that the major used tools/methods are the following: in the activity "Planning of consulting paths for individuals and groups" the interview and the role playing; in the "Planning and realization of actions to involve the territorial network and management of contacts" the information and networking; in the "Construction of questionnaires and drafts of interview" the interview and the statistic analysis; in the "Analysis and evaluation of training and professional development opportunities" the assesment methods-tests; in the "User support in the definition of professional development projects and action plans" the assesment methods-tests and the resources for studies and professions; in the "Motivation of the user after any failures" the counseling methods, the interview and the empathy; in the "Carrying out consulting sessions" the counseling methods; in the "Analysis of professional skills, performances and interests" the tests and the counselling

methods and lastly in the “Carrying out of competence’s assessment/mapping” the assesment methods and interview.

In general, the tools that the operators use mostly on their activities are the interview, the counselling methods and the assesment methods-test.

7. Instrumental equipment necessary to carry out the specific activities by the Operators

At this unit, we can see the equipment and the premises that a counselor needs in order to carry out his/her daily activities. The results are shown on the the following tables (Table 21 e 22).

Table 21. Room / place / permises and Materials

Room/place/premises			
		<i>Frequency</i>	<i>Percent</i>
	Yes	42	100%
	Total	42	100%

Table 22. Others

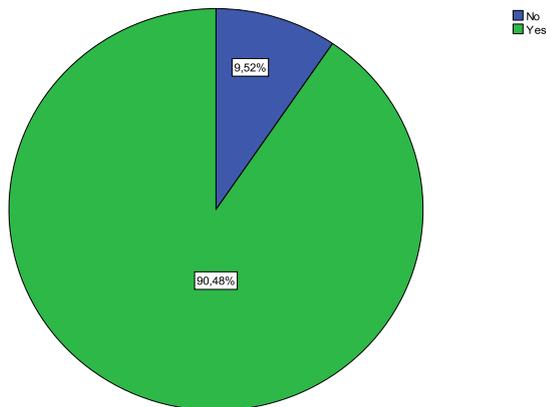
Others			
		<i>Frequency</i>	<i>Percent</i>
Valid	Yes	4	9,5%
	No	38	90,5%
	Total	42	100%

As it is obvious in table 21 all counselors said that they need a room and several material in their daily activities. When questioned to describe other types of resources used every day in carrying out their activities, 9.5% of the total sample said that they use internet and social media resources.

8. The outputs / products of the specific activities carry out by the Operators

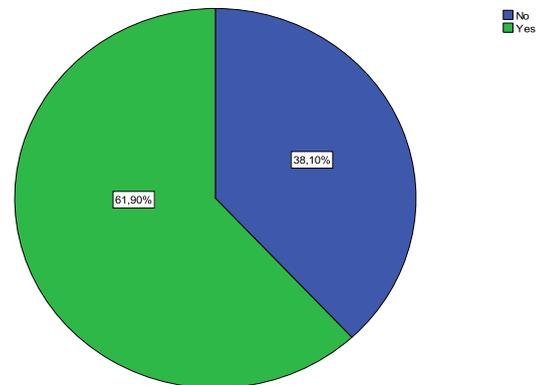
Graphic 31. A professional and personnel plan coherent with the values and life choices of the user and in harmony with the specific social and working environment

Outputs / products - A professional and personnel plan coherent with the values and life choices of the user and in harmony with the specific social and working environment



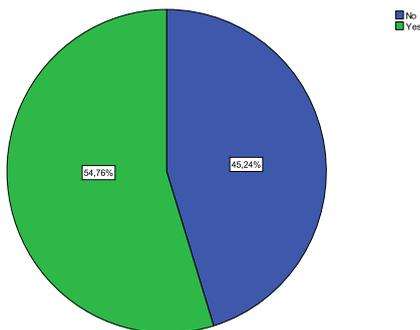
Graphic 32. An action plan that defines the stages and procedures to be put in place in the short and medium term, which includes a training plan and/or a plan of job placement.

Outputs / products - An action plan that defines the stages and procedures to be put in place in the short and medium term, which includes a training plan and/or a plan of job placement



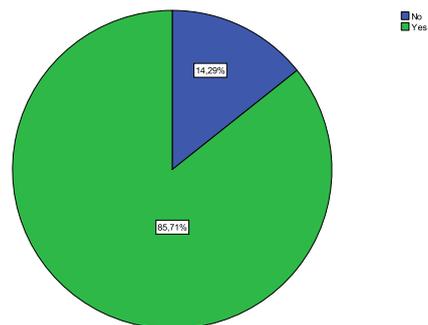
Graphic 33. A portfolio of skills

Outputs / products - A portfolio of skills



Graphic 34. A summary – Final Report

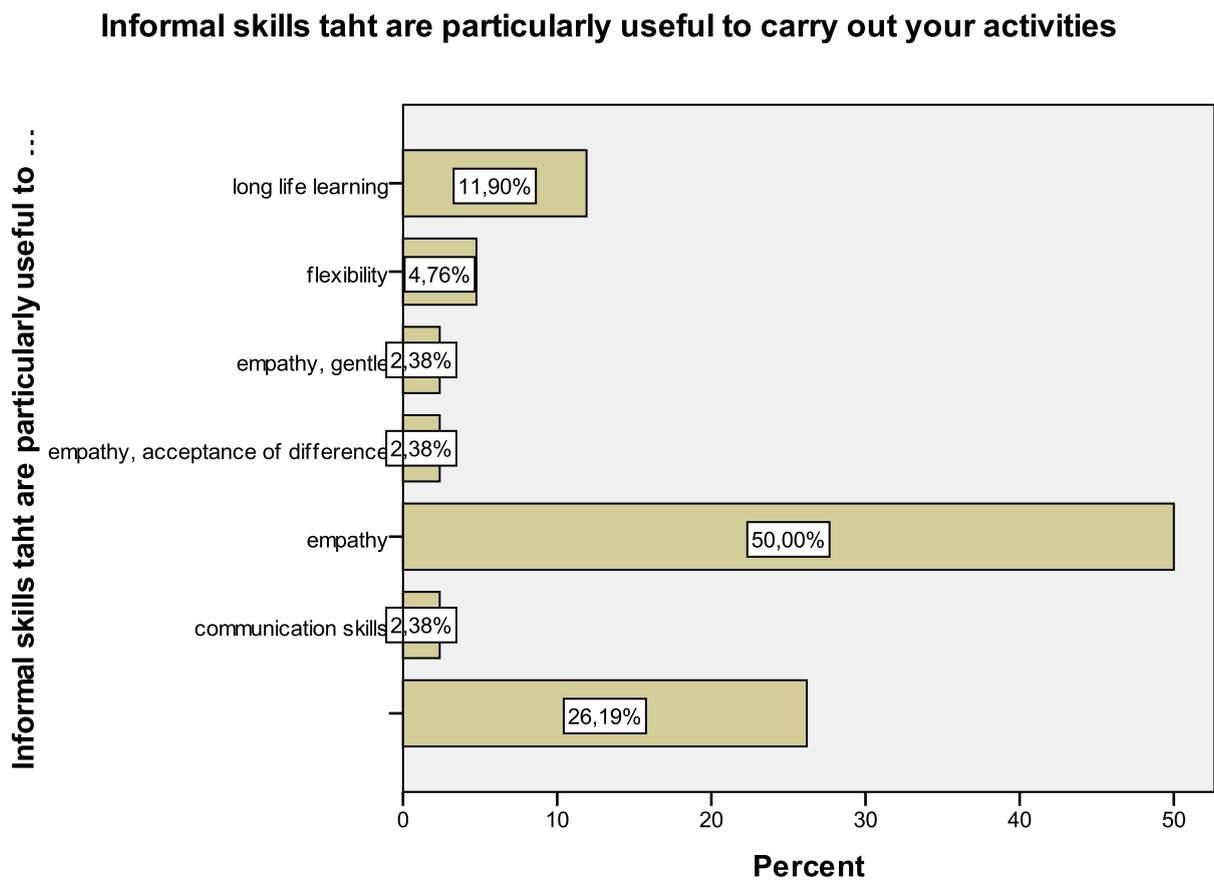
Outputs / products - A summary / Final report



With regard to the outputs / products resulting from the activities carried out by operators according to the predefined categories, in the four graphics above (Graphics 31, 32, 33, and 34) depicts that the majority of the professionals responded that they produce all the above products, in a range from 54,76% to 90,48%.

9. Informal skills that a Career Counselor should carry

In an open question about the informal skills that are necessary for a career guidance, in order to carry out his activities successfully, the persons of our sample gave the following answers (Graphic 35):



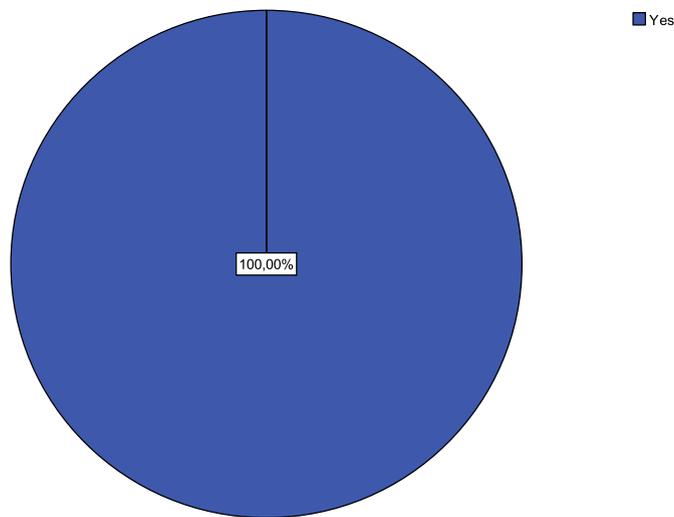
Graphic 35. Informal skills are particularly useful to carry by the Operators

According to graphic 35, the career counselors believe that **empathy** is the major informal skill needed in career counselling, following by **long life learning** and **flexibility, acceptance of difference**, and **communication skills**.

10. Result guaranteed to the beneficiaries by the Operators through their activities carry out

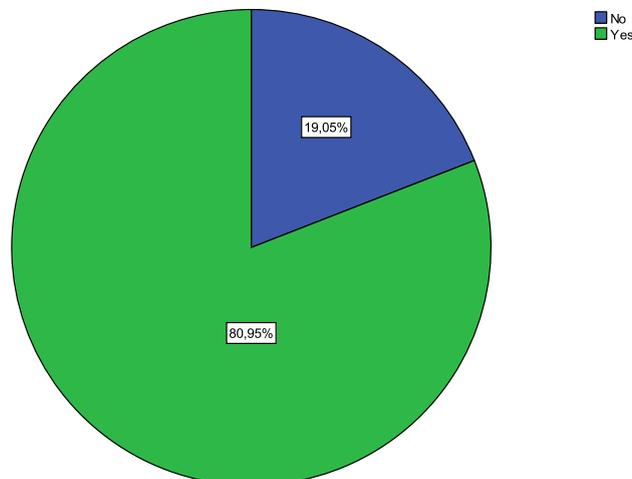
According to the last question of the questionnaire on the profile of professional guidance on the results guaranteed to beneficiaries by operators and in terms of a list of at least 3 types of results, the following distributions were obtained according to the three following graphics (Graphic 36; 37; and 38).

Results for the beneficiary - Activation of individual resources (skills, motivation, interests, habits)



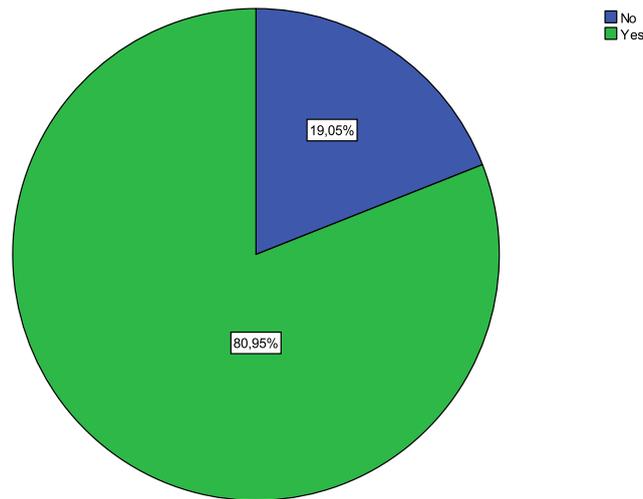
Graphic 36. Activation of individual resources (skills, motivation, interests, habits)

Results for the beneficiary - Activation / strengthening of the ability to expose oneself, showing more cognitive and socio-emotional openness / availability / flexibility at the end of the consulting path



Graphic 37. Activation / strengthening of the ability to expose oneself, showing more cognitive and socio-emotional openness / availability / flexibility at the end of the consulting path

Results for the beneficiary - Strengthening the ability of analysis of: contexts, training opportunities, labor market trends, employment prospects, jobs / professions, etc., within which to place the development of own experience



Graphic 38. Strengthening the ability of analysis of: contexts, training opportunities, labor market trends, employment prospects, jobs / professions, etc., within which to place the development of own experience.

The results obtained and distributed by the three highlighted graphics, show that most guidance counselors declare that the result of their activities on the beneficiaries cover all the operating 3 types of the pre-established results in a range from 100%, 80.95% and 80,95%, respectively.

Part II

2. Analysis of the interview for the managers

To find out the training needs and the view of the managers on the career guidance activities and competences, there were conducted interviews with 5 managers from 3 public and 2 private organisations. The organisations that took part in the interviews were: Public: Centre of vocational guidance of municipality of Athens, Kesyp

- centre for teenagers and young adults, and the Manpower Employment organisation;
- private: Institution for Vocational Guidance and Counselling, Centre for long – life learning.

The interview was based on one structured questionnaire

1. Interview for the manager of the guidance centres

2.1. Intervista per i responsabili dei centri di orientamento

The script of the semi-structured interview for the manager of the guidance centres, consists on eight questions shown in the following table (Table 28).

Table 28. Questions in the Interview for the manager of the guidance centres

Questions	Categorization
Q.1 What are the performance/activities carried out in your center?	Input and Output of the performance on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping
Q.2 What are the performance / activities that relate more directly to the NEETs?	Input and Output of the performance on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping
Q.3 What are the professional profiles who work to carry out each performance/activity?	Input and Output of the performance on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping
Q.4 Do you have individuated some critical areas in the specific performances carried out for the target group of NEETs?	Critical area and Causes of critical issues
Q.5 How did you face the critical issues?	Open question
Q.6 Did you use research results/specific studies to face the critical issues?	Open question
Q.7 Have you participated in national and / or international projects on this issue?	Open question
Q.8 Have you conducted specific research activities?	Open question

According to the data collected in the interviews with the managers, the answers on each of the questions are the following:

Question 1

a. Paths of guidance consulting

All the 5 managers said that they carry out activities to help their clients in their paths of guidance and more specific they said that through personal counselling and need analysis they help people in making their action plans

b. Competence's assessment/mapping

The 4 organisations declare that they go on competence's assesment through tests and questionnaires and therefore they make the match between clients' competence and studies or labour market. The Manpower employment organisation was the one that doesn't go on the assesment of competence of their clients; instead they inform their clients on the training courses and open job places, so as to place them in the right job or training.

Question 2

In question 2 the answers were similar to question 1 as all the 5 managers said that they don't change their activities or outputs when dealing with NEETs. They use the same methods and tools.

Question 3

Regarding the professional profiles, the managers point out that in their majority the operators have studies on humanity courses, like psychology, social working, education and additionally they have master degree or further training in career counseling.

Question 4

As for the critical areas, there were mentioned several areas, like difficulties because of the characteristics and behaviors of the clients, which result in lack of motivation and apathy, while the financial status of the clients influence their attitudes towards vocational guidance. One more critical area that was mentioned, refers to the lack of cooperation between several public organisations and lack of financial resources of the public organisations.

Question 5

In facing the critical issues, the majority of the managers said that they use cooperation with other organisations and clients as well.

Question 6

In question 6, only the 2 private centres said that they use research results to face the critical issues.

Question 7

Only two of the managers, one from public and one from private sector, responded that their organisations have participated in national and European projects.

Question 8

None of the organisation has conducted specific research activities.

Extra Material:

National Organization for the Certification of Qualifications and Vocational Guidance
(www.eoppep.gr)

http://www.eoppep.gr/images/SYEP/2o_EGXEIRIDIO_FOITHTON_teliko.pdf

<http://e-stadiodromia.eoppep.gr/>

<http://www.eoppep.gr/teens/>



2.4 ANALYSIS OF THE GUIDANCE PROFILES IN PORTUGAL: GONDOMAR

O.1 REPORT

DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

Gondomar - March 2016



UNIÃO DAS FREGUESIAS
de Gondomar (S. Cosme), Valbom e Jovim

ECVET AND OER BASED ASSESSMENT
AND TRAINING OF GUIDANCE
PRACTITIONERS WORKING WITH NEETS

Editors

João Pedro Constâncio, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Alcídio Jesus, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Ângela Barbosa, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Contributors

Carla Vale, Diretora do Centro de Emprego e Formação Profissional de Gondomar (PT)

Vitor Moura Pinheiro, Diretor Executivo Programa Nacional Garantia Jovem

Volume 1, March 2016

This REPORT is a product /Intellectual Outputs produced in the framework of the Erasmus+ Project ECVET.OER.NEET “ECVET and OER based assessment and training of guidance practitioners working with NEETS”, coordinated by the Studio Risorse S.r.l. (Matera, Italy).

Contact the editors: joao.constancio@uf-gvj.pt or alcidio.jesus@uf-gvj.pt or angela.barbosa@uf-gvj.pt

Cite this report as follows:

Constâncio, J. P., Jesus, A. & Barbosa, Â. (2016): Report on the definition of the Profiles of thirty Portuguese guidance practitioners who work with the NEET, as well five guidance centres (public and private) managers, and their training needs analysis from both – practitioners and managers.

Intellectual Output 1 in the framework of the Erasmus+ ECVET.OER.NEET Project

Introduction

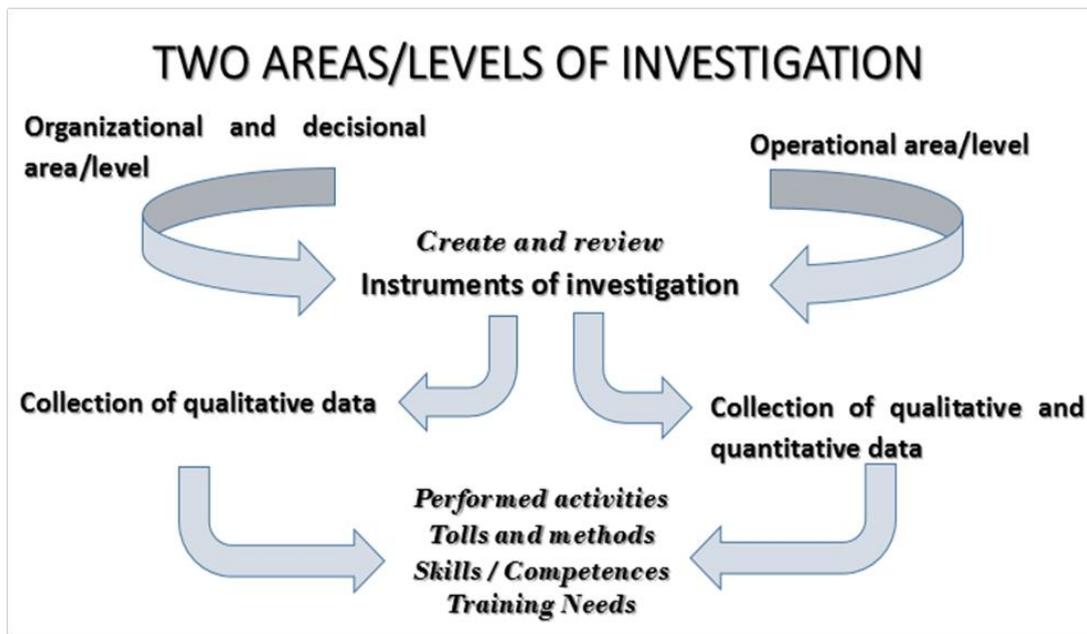
We hope that to the reader, although a certain amount of statistical information that contains in this report, can confirm our commitment to the results that we will achieve. We also will take into consideration to try to give an understandable way of this report, to integrate in the end of it a theoretical framework, even restricted but useful to achieving a greater comprehensibility of the extracted data.

1. Levels of investigation

We started this report presenting and distinguishing the two levels/areas of research carried out by each partner and consequently outlined planning to achieve the outputs linked to the activity 3 - Research and analysis.

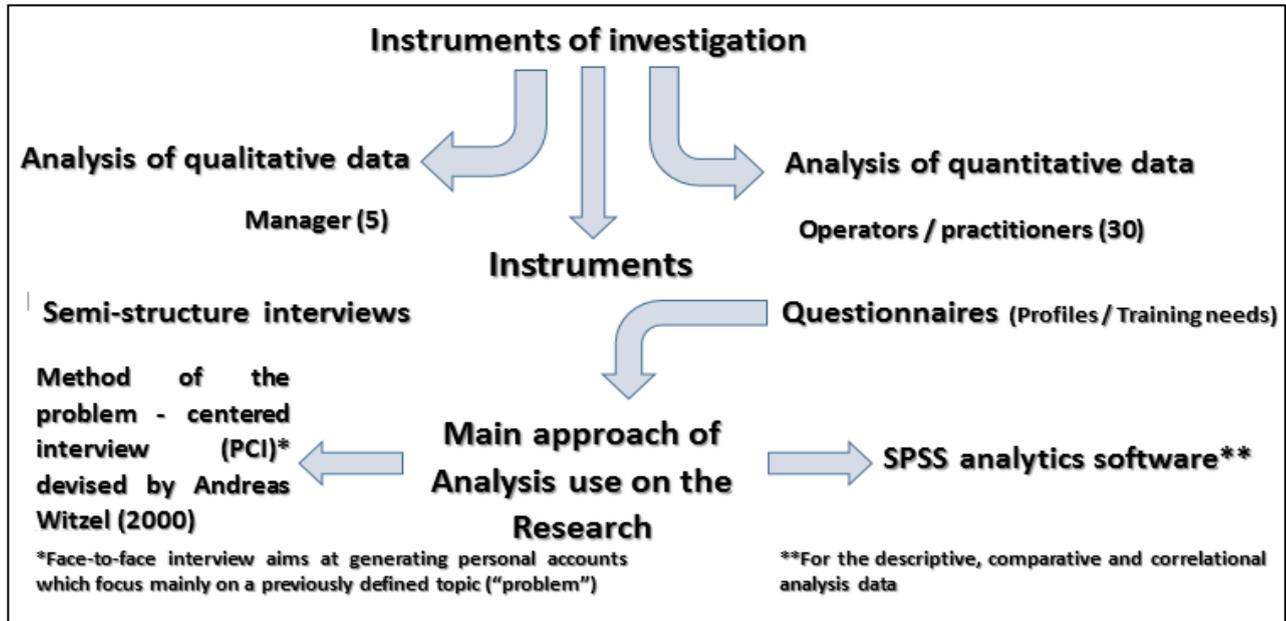
In the following figure we show the planned scheme (Figure 1).

Figure 1. Scheme planned for the implementation of outputs from the activity 3



Based on this plan, and after review of the research instruments developed and reviewed by the partners, the process that was carried out is in according to the following approach that we present in the following figure (Figure 2).

Figure 2. Approach scheme followed in the investigation

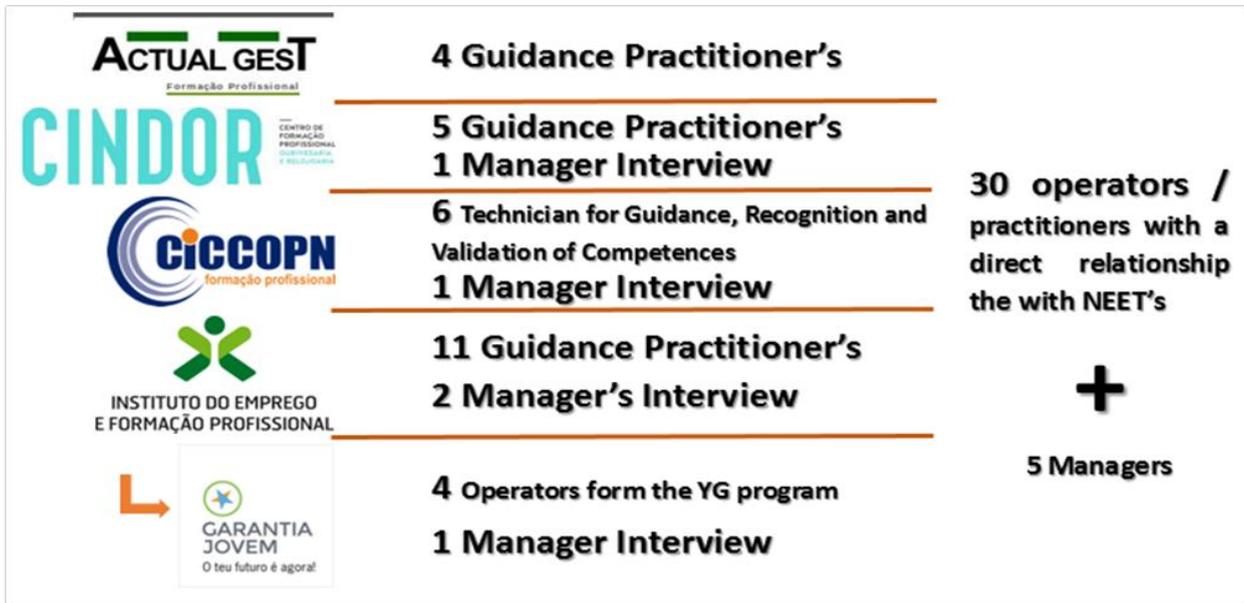


With this, we want to emphasize that the approach to the interview with the managers (qualitative analysis), is clearly distinguished from the analysis of questionnaires administered to operators (quantitative analysis) that are necessarily related to the created instruments and methods and techniques used to analyze the results.

2. Composition of the sample

In the composition of our sample, we assume to constitute a heterogeneous sample to thereby obtain a broad knowledge of the phenomenon to be addressed, namely, the operators experience exposure of different organizations in their day-to-day work with NEET's. In the following figure we show the stakeholders that are part of it.

Figure 3. Composition of the sample



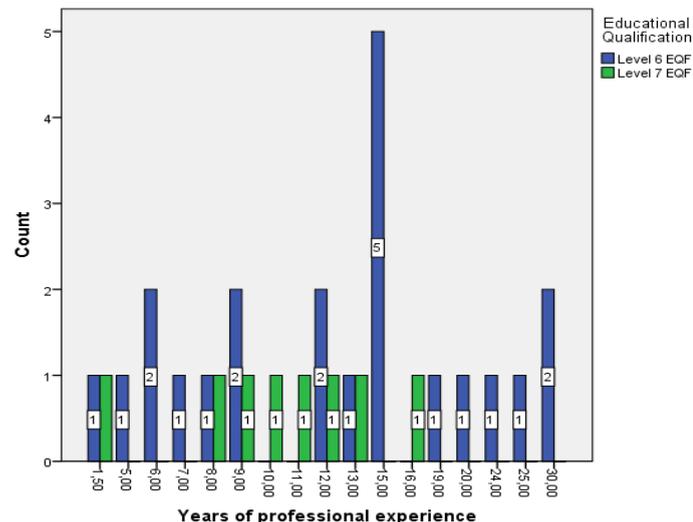
The first three stakeholders correspond to Training institutions (VET) and the penultimate concerns the Institute of Employment and Training (governmental organization) with the most specialized sub-delegation of a team's Youth Guarantee Program.

3. Main features of guidance practitioners (operators)

In the following graphic (Graphic 1), we present the distribution of operators that make up this sample of the different stakeholders according to the level of educational qualification (in Accordance with levels in the European Qualifications Framework - EQF of the European Commission) distributed by the number of years of experience.

Clearly this graphic, we are able to verify the heterogeneity of the groups according to the variable - level educational qualifications, ie, from the 30 operators around 26.67% (n = 8) holds level 7 and the remaining 73.33% (n = 22) have the level 6 (in accordance with levels in the European Qualifications Framework - EQF).

Graphic 1. Operators Distribution



4. Analisi quantitativa: somministrazione dei questionari agli operatori di orientamento

4.1. Attività specifiche realizzate dagli operatori

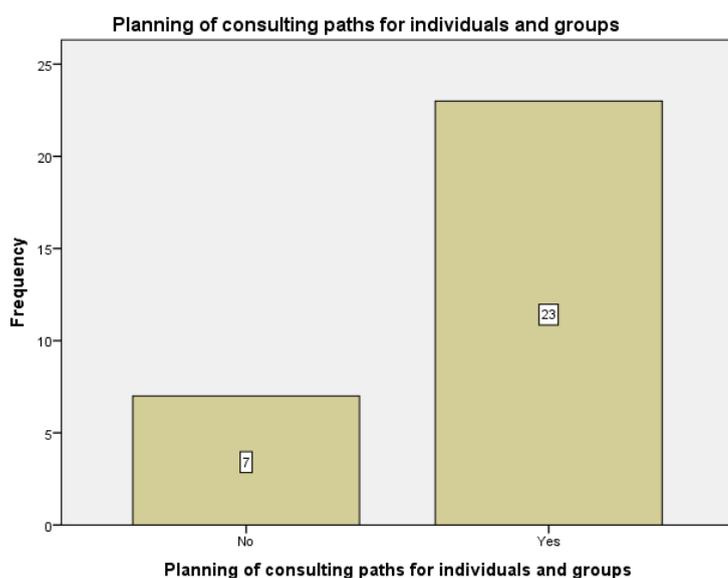
At this point we display a descriptive analysis of the main activities that operators perform in their day-to-day work and in the according to question 4 of the questionnaire to analyze the profiles of professional guidance through the following activities listed in the following table (Table 1).

Table 1. Activities addressed to operators

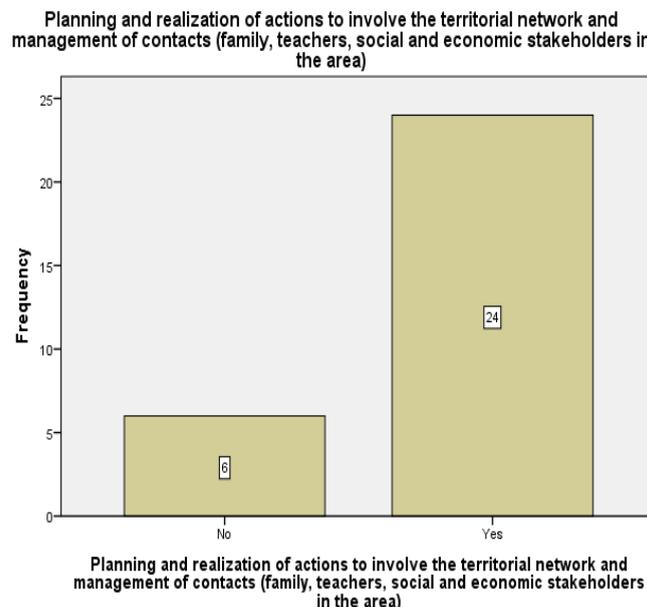
1. Planning of consulting paths for individuals and groups
2. Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)
3. Analysis and evaluation of training and professional development opportunities
4. User support in the definition of professional development projects and action plans
5. Construction of questionnaires and drafts of interview
6. Motivation of the user after any failures
7. Carrying out consulting sessions
8. Analysis of professional skills, performances and interests
9. Carrying out of competence's assessment/mapping

According to the results, we will expose the following 9 graphics its frequency distribution of those activities (Graphic 2, Graphic 3, Graphic 4, Graphic 5, Graphic 6, Graphic 7; Graphic 8; Graphic 9; Graphic 10):

Graphic 2. Distribution of the operators according to the 1st activity in Table 1



Graphic 3. Distribution of the operators according to the 2nd activity in Table 1



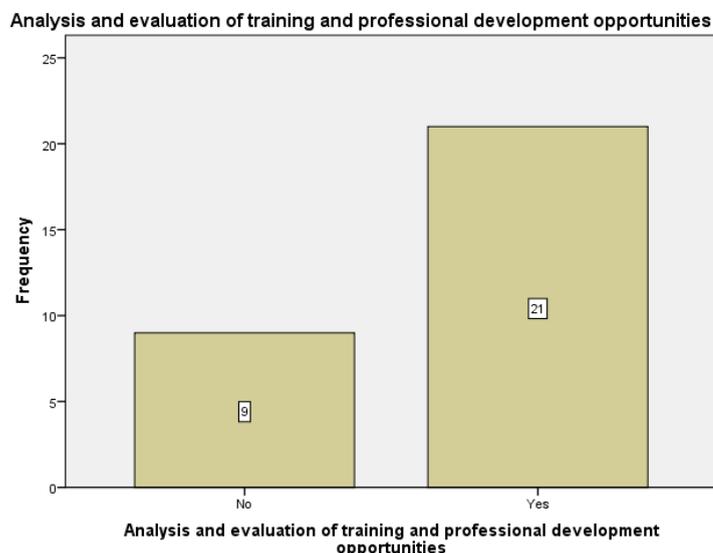
Both the graphics, 2 or 3, demonstrate that most of the operators develops activities discussed, 76.67% and 80%, respectively.

In the Graphic 4 and 5, and in accordance with the following Table 1, we will discriminate the results according to the following activities:

- Analysis and evaluation of training and professional development opportunities;
- User support in the definition of professional development projects and action plans.

Graphic 4. Distribution of the operators according to the 3rd activity in Table 1

Graphic 5. Distribution of the operators according to the 4th activity in Table 1



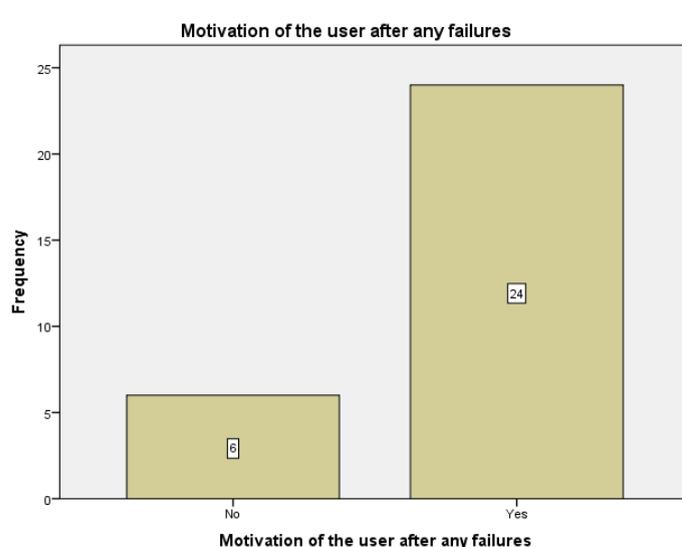
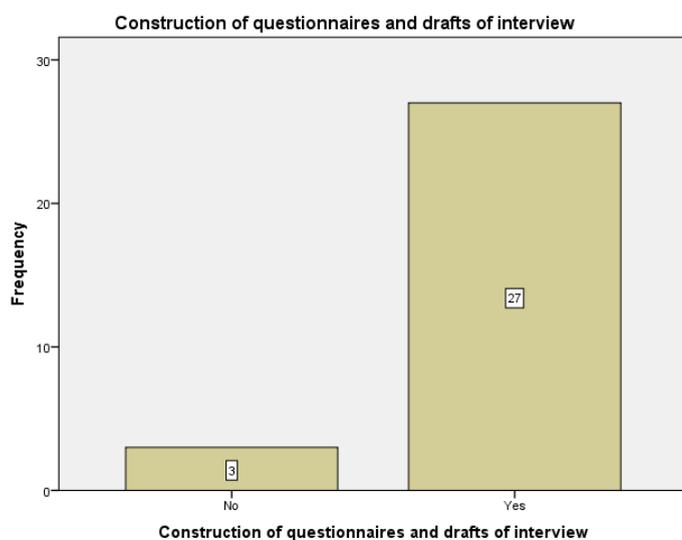
Similarly to the previously viewed activities, however with lower expression, it appears that most of the operators perform such activities, in particular 70% and 63.33%, respectively.

Continuing with the activities described in Table 1, we will examine the following activities:

- Construction of questionnaires and drafts of interview
- Motivation of the user after any failures

Graphic 6. Distribution of the operators according to the 5th activity in Table 1

Graphic 7. Distribution of the operators according to the 6th activity in Table 1

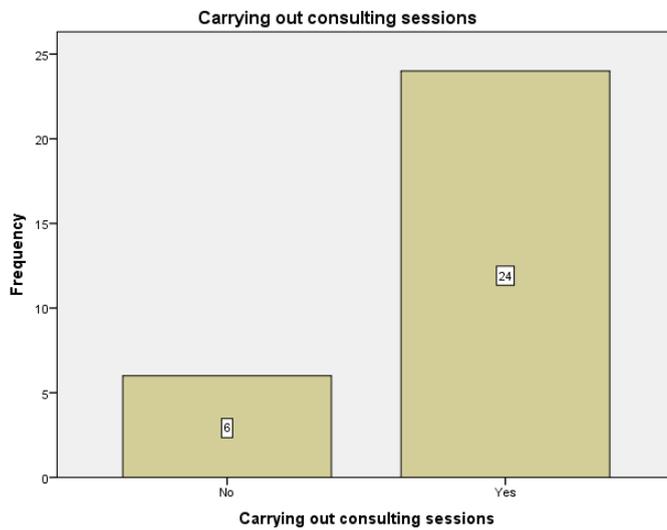


Also the activities questioned, the same behavior is observed, i.e., most of the operators, and here with a greater expression, demonstrated 90% and 80%, respectively.

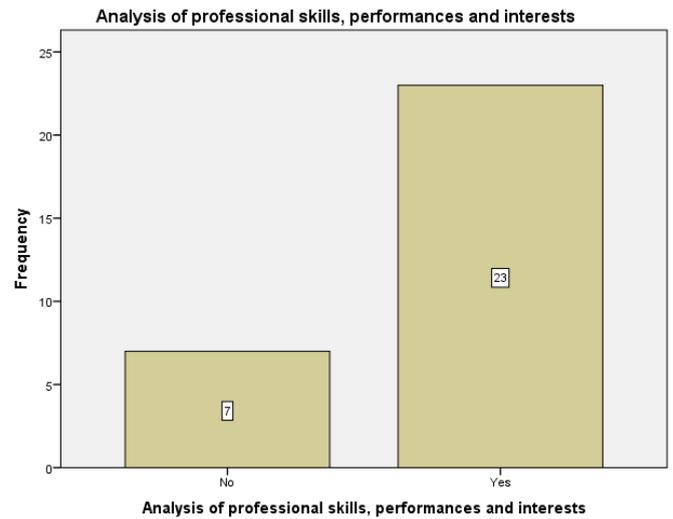
Finally, we will examine the other activities that make part of the question 4 of the questionnaire to analyze the profiles of professional guidance:

- Carrying out consulting sessions;
- Analysis of professional skills, performances and interests;
- Carrying out of competence's assessment/mapping.

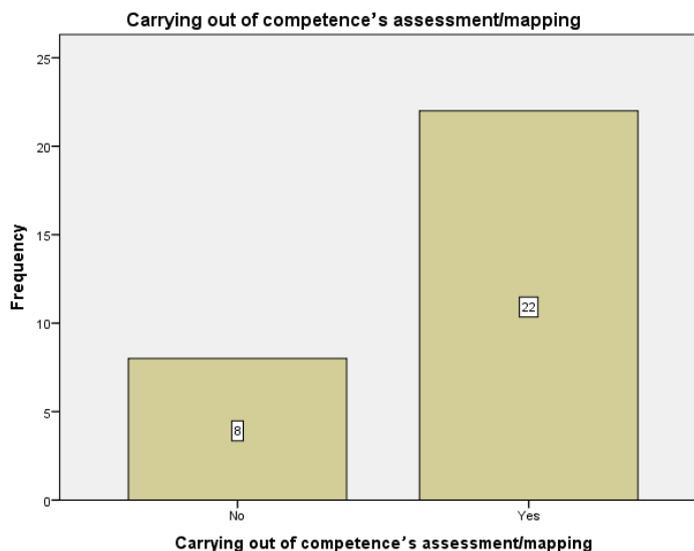
Graphic 8. Distribution of the operators according to the 7th activity in Table 1.



Graphic 9. Distribution of the operators according to the 8th activity in Table 1



Graphic 10. Distribution of the operators according to the 9th activity in Table 1



According to the results obtained in the descriptive analysis of these latter activities, we find that most of the operators perform such activities analyzed, with an incidence of 80%; 76.67%; and 73.33% respectively.

In a global analysis and given the nine activities approached to operators in their daily performance, we can note that they are located on a percentage scale ranging from 63.33% to 90% in their performance activities..

4.2 Socio-demographic description of the beneficiaries

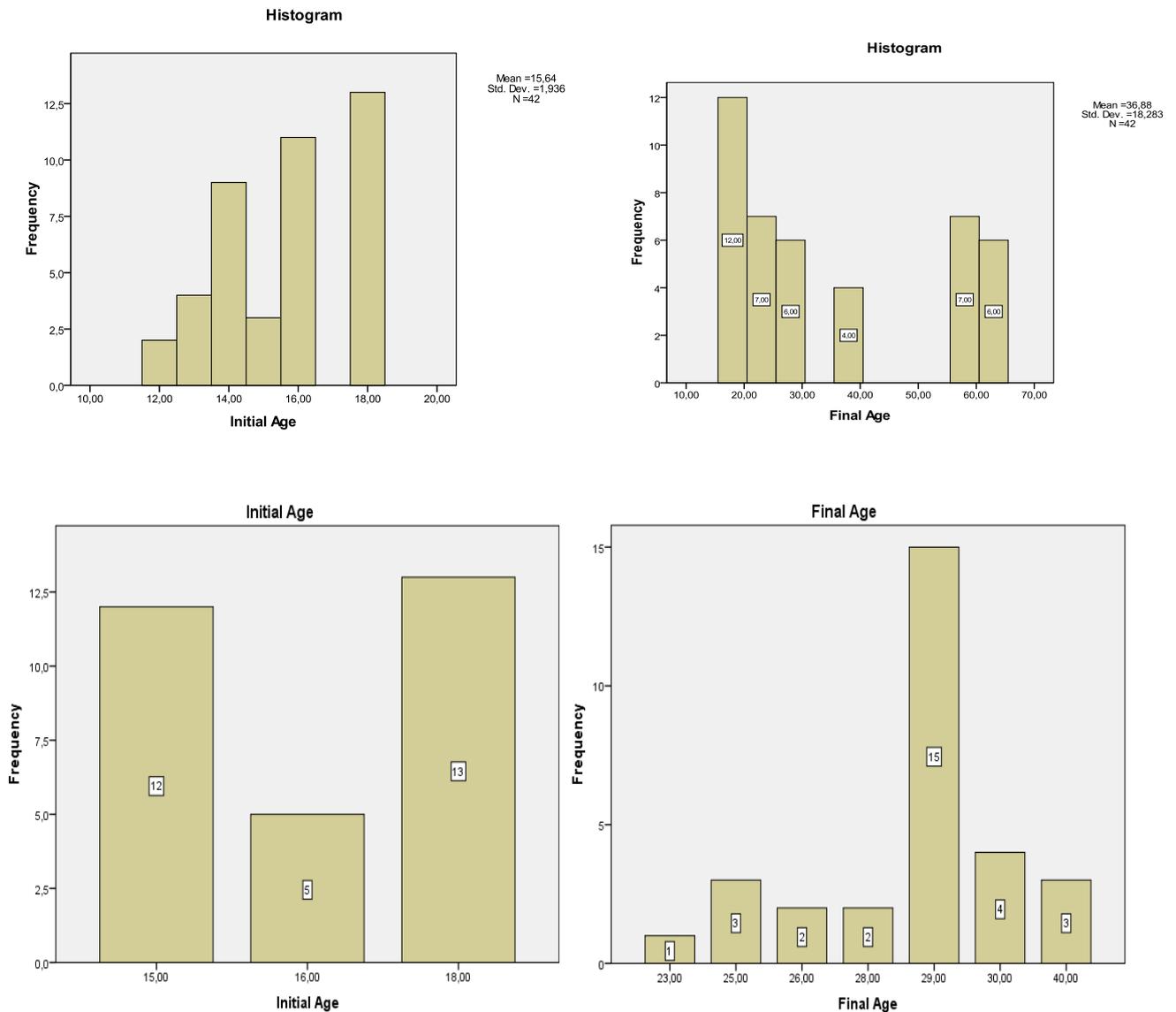
In socio-demographic analysis of the beneficiaries who are assisted by operators that make up our sample, the following results are shown in the following table (Table 2).

Table 2. Distribution of beneficiaries attended by operators

Descriptive Statistics		Students Graduated from a middle school	Students Graduated from a high school	Young ELET (Early Leavers from education and Training)	NEET (Not in Education, Employment or Training)	The unoccupied / unemployed	The unemployed that benefit from social security cushion	Women re-integrated into the labour market
N	Valid	30	26	28	28	29	29	26
	Missing	0	4	2	2	1	1	4

According to the data presented, most operators include in their daily attendance the different clusters of beneficiaries with an amplitude ranging from 86.67% to 100%.

When asked about the initial age of the end of the beneficiaries who are assisted by the operators we verify the following distribution according to the following graphs (Graphic 11; Graphic 12).



Although the range of the initial age is less than the final, the initial age range is 15 to 18 and the final 23 to 40 of age.

In relation to immigrants variable and nationality of the country of origin, there was the following distributions as shown in the tables below (Table 3 and 4).

Table 3. Distribution of immigrants beneficiaries attended by operators

Immigrants		Frequency	Percent
Valid	No	18	60,0
	Yes	12	40,0
	Total	30	100,0

Table 4. Distribution of beneficiaries attended by the operators according to the nationality of the country of origin

Nazionalità del paese di origine		Frequency	Percent
Valid		2	6,7%
	Portugal	19	63,3%
	Portugal and Eastern European	3	10,0%
	Portugal and countries from PALOP and Eastern Euro	6	20,0%
	Total	30	100%

The following tables (Table 5, 6 and 7) will expose the descriptive analysis according to the variables: unemployment; unoccupied ; and educational qualification, respectively.

Table 5. Distribution of beneficiaries attended by the operators in accordance with unemployment

Disoccupati		
	Frequency	Percent
Valid	29	96,7%
Mancanti	1	3,3%
Totale	30	100%

Table 6. Distribution of beneficiaries attended by operators according to the unoccupied variable

Inoccupati		
	Frequency	Percent
Valido	29	96,7%
Mancanti	1	3,3%
Totale	30	100%

In both variables operators indicated the same results according to the variable unemployment and unoccupation.

Table 7. Distribution of beneficiaries attended by the operators in accordance with the qualification

With an educational qualification			
		Frequency	Percent
Valid	No	1	3,3%
	Yes	28	93,3%
	Total	29	96,7%
	Missing	1	3,3%
Total		30	100%

Finally, the socio-demographic analysis of the beneficiaries will demonstrate their distribution according to the gender variable and according to their registration in the Youth Guarantee Program, set out in the following tables (Table 8 and 09).

Table 8. Distribution of beneficiaries attended by operators according to gender

Gender			
		Frequency	Percent
Valid	Both - Male and Female	29	96,7
Missing	System	1	3,3
Total			100,0

Table 9. Distribution of beneficiaries attended by the operators in accordance with the Youth Guarantee program registration

Registered to Youth Guarantee Programme			
		Frequency	Percent
Valid	No	22	73,3
	Both -No and Yes	7	23,3
	Total	29	96,7
Missing	System	1	3,3
Total		30	100,0

Now we pass the next point, exposing the competence units used by operators in their daily activities.

Therefore, we will now analyze the distribution of the exposed competences in question 11 of the questionnaire to analyze the profiles of professional guidance.

4.3 Skills that operators use to carry out their activities

The skills that are part of this analysis are listed in the table below (Table 10).

Table 10. Unit of competence/skill list held by operators

Unit of competence/skill
1. Read and analyze needs
2. Building materials and tools of survey
3. Identify training and professional development opportunities
4. Facilitate the development of professional development projects and of action plans
5. Motivate the user after any failures
6. Be able to communicate effectively
7. Adopt flexible attitudes
8. Practice active listening and empathic communication
9. Be able to work in a group
10. Interact and collaborate with the local network of employment and training services
11. Methodologies for conducting of individual and group interviews with guidance purposes
12. The local labor market, employment and production trends
13. Legislation on the regulation of the labor market, education, universities and professional training
14. Main types of employment contracts
15. Main software applications and web-based services for the management of guidance services
16. English language or other languages
17. Other (describe)

According to the results obtained we expose in the next three graphics its frequencies distribution of the first three exposed competences in the previous table (Graphic 13, 14, and 15), due to the intensity assigned to them, that varies from a scale of 1 to 5 and according to the competences they have chosen as used on a daily basis as guidance professionals.



UNIÃO DAS FREGUESIAS
de Gondomar (S. Cosme), Valbom e Jovim

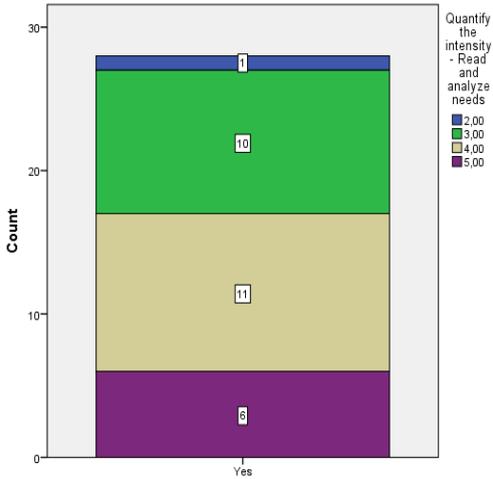
ecvet.
oer.
neet

ECVET AND OER BASED ASSESSMENT
AND TRAINING OF GUIDANCE
PRACTITIONERS WORKING WITH NEETS



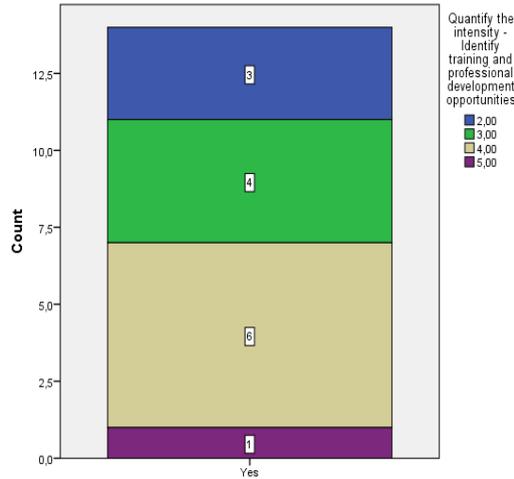
Erasmus+

Graphic 13. Read and analyze needs



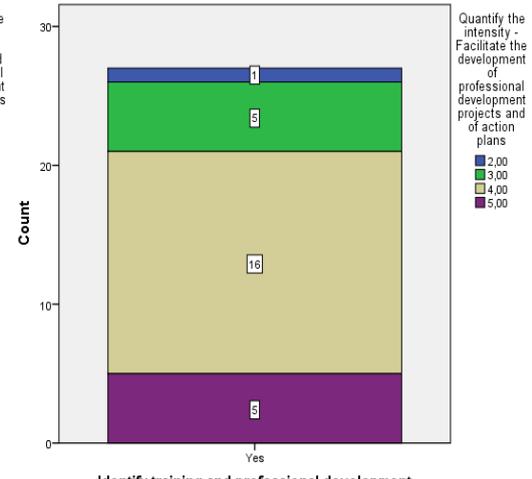
Read and analyze needs

Graphic 14. Building materials and tools of survey



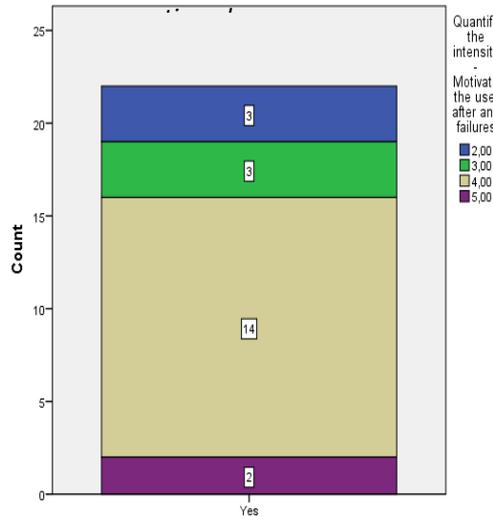
Building materials and tools of survey

Graphic 15. Identify training and professional development opportunities



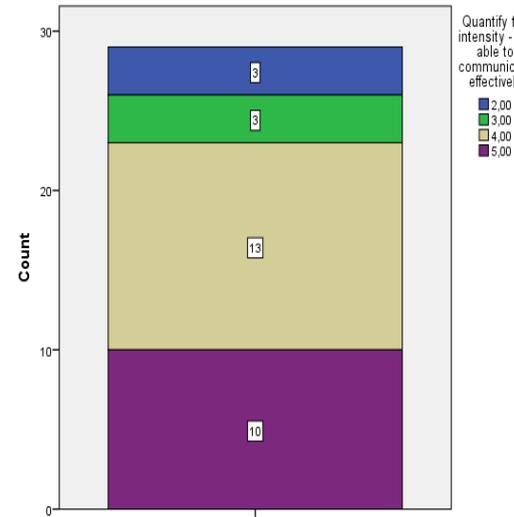
Identify training and professional development opportunities

Graphic 16. Facilitate the development of professional development projects and of



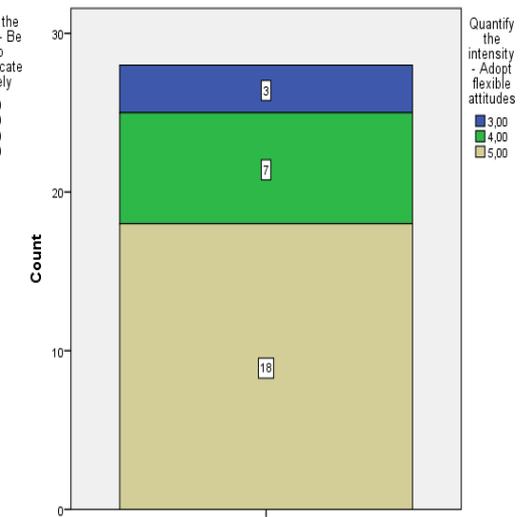
Facilitate the development of professional development projects and of action plans

Graphic 17. Motivate the user after any failure



Motivate the user after any failures

Graphic 18. Be able to communicate effectively



Be able to communicate effectively



UNIÃO DAS FREGUESIAS
de Gondomar (S. Cosme), Valbom e Jovim

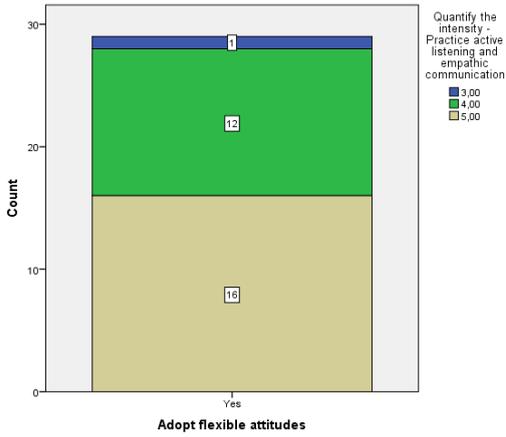
ecvet.
oer.
neet

ECVET AND OER BASED ASSESSMENT
AND TRAINING OF GUIDANCE
PRACTITIONERS WORKING WITH NEETS

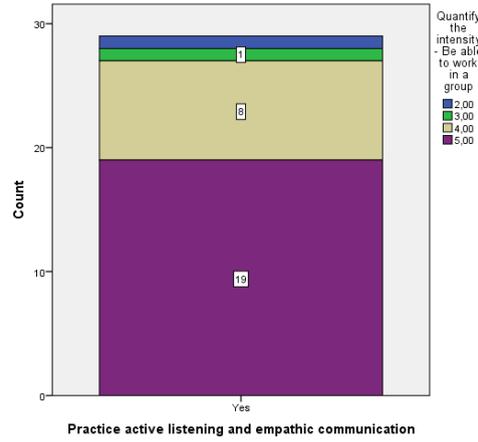


Erasmus+

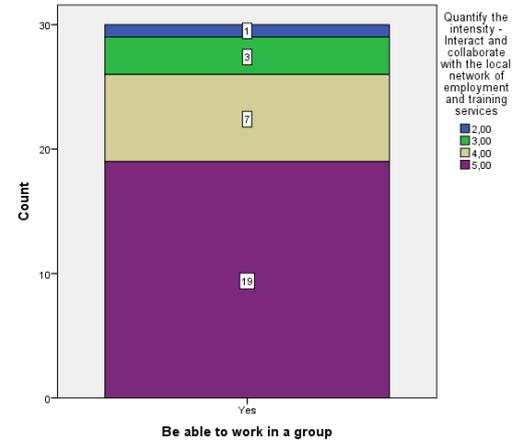
Graphic 19. Adopt flexible attitudes



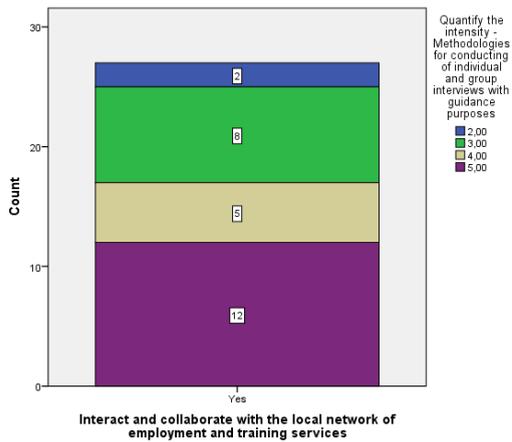
Graphic 20. Practice active listening and empathic communication



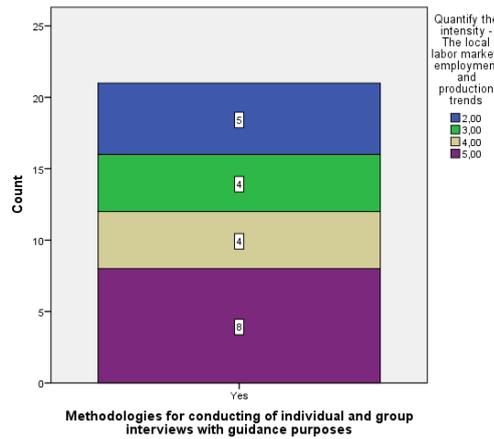
Graphic 21. Be able to work in a group



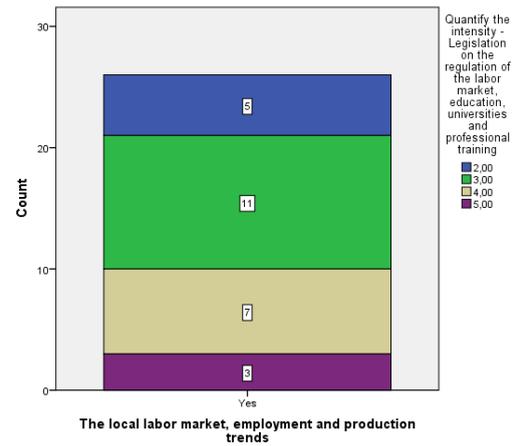
Graphic 22. Interact and collaborate with the local network of employment and training services



Graphic 23. Methodologies for conducting of individual and group interviews with guidance purposes



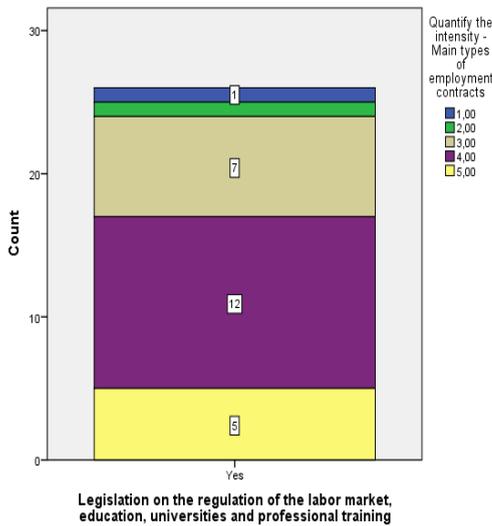
Graphic 24. The local labor market, employment and production trends



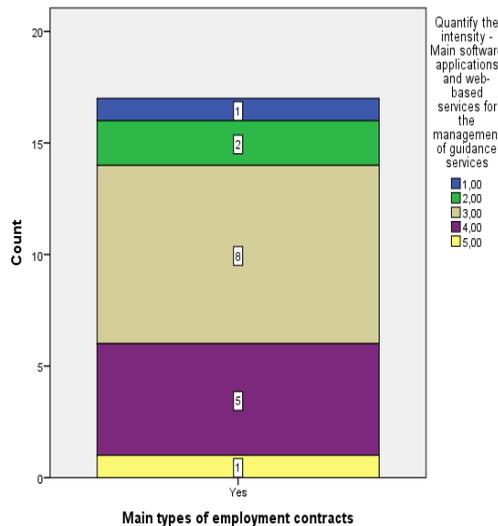
For the last, we expose the remaining graphics relating to the following competences:

- Legislation on the regulation of the labor market, education, universities and professional training;
- Main types of employment contracts;
- Main software applications and web-based services for the management of guidance services;
- English language or other languages.

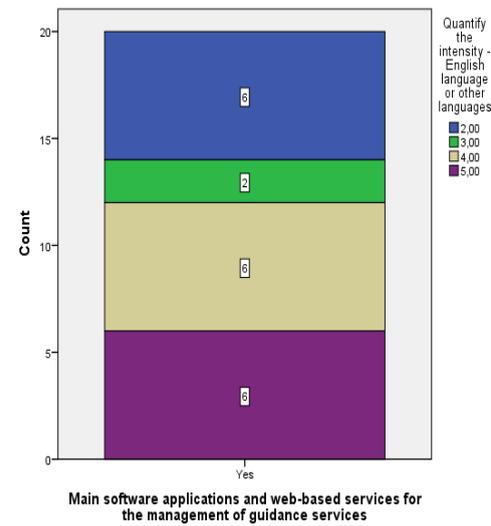
Graphic 25. Legislation on the regulation of the labor market, education, universities and professional training



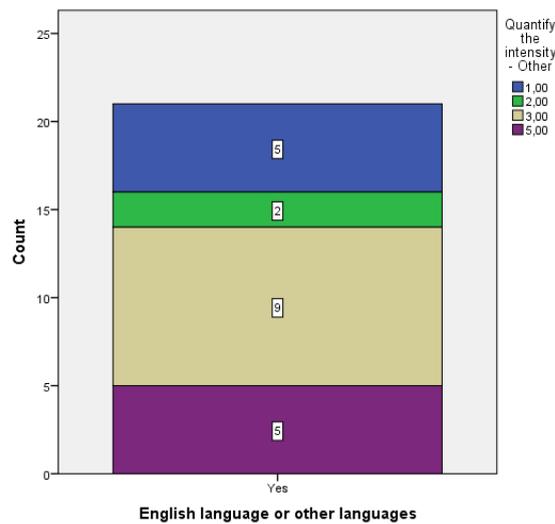
Graphic 26. Main types of employment contracts



Graphic 27. Main software applications and web-based services for the management of guidance services



Graphic 28. English language or other languages

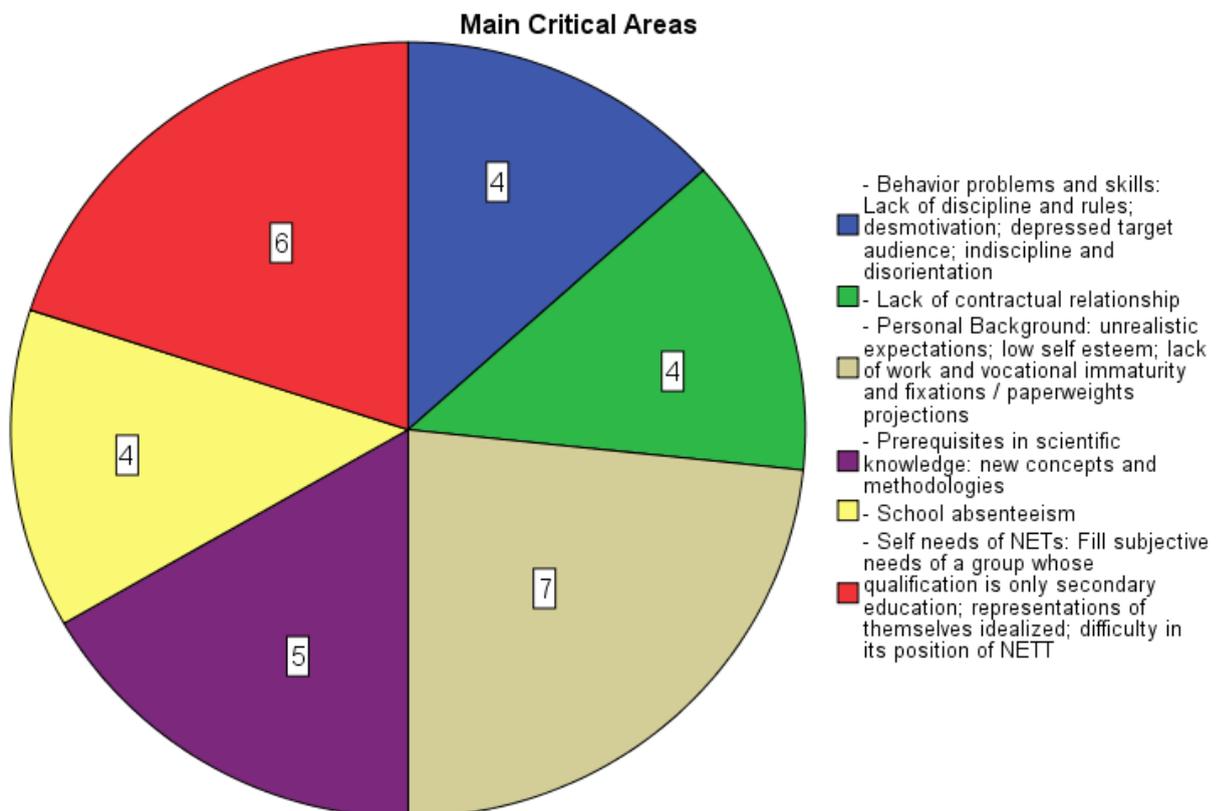


The descriptive results in 17 graphics and in an overall analysis, shown that not all operators marked or elected all competences to guide their daily work basis, which in a way would be expected given that the elements in the sample belong to the institutions operating with NETT's, so with different operational perspectives. Moreover, for the same reason, i.e., heterogeneity of the sample, showed a variability in the intensity of importance in the use of such competences with direct beneficiaries. However, given the intensity or scale, on the maximum quantification, i.e. 5, a general look of such competences, the competences - **Be able to communicate effectively; Adopt flexible attitudes; Practice active listening and empathic communication; Be able to work in a group**, take a leading role in most of the operators who responded with 64.3%, 55.2%, 67.9%, 63.3%, respectively.

4.4 Critical areas in the professional performance of the operators

Those operators, when asked about the main areas that they consider critical to their job performance, they indicated a set of answers that after a qualitative analysis were grouped according to the following chart below (Graphic 29)

Graphic 29. Main Critical Areas



On the exposed graphic, we can see that about 23.33% operators point to interpersonal issues of beneficiary individuals as a critical area that should be worked out; followed by 20% due to the idealized expectations and decontextualized of NEET's according to their educational level; 16.67% of the operators expose the lack of knowledge considered as prerequisites of fundamental scientific / educational knowledge to start a career or training course; 13.33% attribute the school absenteeism as a result in a critical area to be worked; other 13.33% point to behavioral repertoires maladjusted to developmental level expected for their age; and, finally, also 13.33% of the sample recorded the difficulty of these beneficiaries in establishing a contractual interpersonal relationship with the organizations or institutions that receive them. Globally, and connecting all designated clusters, it appears the face of the "mirror" of the critical areas inherent to the "moratórias" specific and critical of the human development in adolescence seeking to adjust to their new young adult paradigm with all the consequences, responsibilities and roles to play in society that arising need to be worked in a multidisciplinary approach and in a different levels / ecological systems with different organizations / institutions with various professional, well beyond the fundamental role of professionals guidance..

4.5 Tools and methods used by operators

In question 8 of the questionnaire on the profiles of guidance professionals, we analyzed the methods and tools used commonly with the beneficiaries through a predefined set of specific activities according to the following table (Table 11).

Table 11. Lists of specific predefined activities

Specific activities
1. Planning of consulting paths for individuals and groups
2. Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)
3. Analysis and evaluation of training and professional development opportunities
4. User support in the definition of professional development projects and action plans
5. Construction of questionnaires and drafts of interview
6. Motivation of the user after any failures
7. Carrying out consulting sessions
8. Analysis of professional skills, performances and interests
9. Carrying out of competence's assessment/mapping

Of these listed specific activities, we obtained the following results were we grouped their responses into clusters according to the qualitative analysis made and according to each specific activity analyzed in the following nine tables that expose (Table 12; 13; 14; 15; 16; 17; 18; 19; e 20).

Table 12. Tools and methods use by the operators on **Planning of consulting paths for individuals and groups**

Category	Count	Percent
Missing	8	26,7%
Briefing Interviews	2	6,7%
Cooperation in construction Career projects	3	10,0%
Consulting the needs industry	1	3,3%
Use different Evaluation forms	1	3,3%
MS Outlook and time schedules	2	6,6%
Not Applicable	7	23,3%
Questionnaires and evaluation forms	4	13,3%
Session scheduling and planning	1	3,3%
Teacher-centered method (lecturing and direct instruction procedures)	1	3,3%

Table 13. Tools and methods use by the operators on **Planning and realization of actions to involve the territorial network and management of contacts (family, teachers, social and economic stakeholders in the area)**

Category	Count	Percent
Missing	4	13,30%
In our programme we recognize the need for information and knowledge on the perspectives, trends and impacts of territorial policies	1	3,30%
Meetings and group dynamics	4	13,30%
Meetings with network sector companies and personal contacts	1	3,30%
Net working and Co-Working with local agents. Interact and collaborate with the local network of employment and training services	6	20%
Not Applicable	7	23,30%
Promoting training activity inside and outside of the institution; Dissemination of practical work training doing some volunteering and promote some volunteering opportunities to youth.	7	23,30%

Table 14. Tools and methods use by the operators on **Analysis and evaluation of training and professional development opportunities**

Categories	Count	Percent
Missing	6	20,00%
Assessment tests and group work	3	10,00%
Business needs studies (see and read articles, books, news, etc)	2	6,70%
Diagnostics worksheet, grid for profile analysis and individual interviews	2	6,70%
Doing Internet search about employment politics, new job opportunities and attending training sessions.	2	6,60%
Not Applicable	7	23,30%
Professional orientation; selection and recruitment	4	13,30%
Organize meetings; Realize some initiatives at school by doing some volunteering and promote some volunteering opportunities to youth and unemployed people, so they to achieve some responsibility and some working habits (such as keep timetables, perform tasks, etc). Keep in touch with all partners in order to find out job opportunities.	4	13,30%

Table 15. Tools and methods use by the operators on **User support in the definition of professional development projects and action plans**

Categories	Count	Percent
Missing	12	40,0%
Assessment tests and group work	3	10,0%
Certification of professional skills	3	10,0%
Explanation of contents; Course brochures	1	3,3%
Group sessions where we talk about opportunities for employment and training	1	3,3%
Individual career project and Individual guidance plan	3	10,0%
Not Applicable	7	23,3%

Table 16. Tools and methods use by the operators on **Construction of questionnaires and drafts of interview**

Categories	Count	Percent
Missing	9	30,0%
Active method: Individual sessions with students	1	3,3%
Building up questionnaires and role playing job interviews	1	3,3%
Collaborative definition of question types and contents; MS Word, Excel (for statistical data)	1	3,3%
Diagnostics of needs, Formulation of objectives, selection of content	1	3,3%
Diagnostics of needs, offers and interest	2	6,7%
Multidisciplinary meetings with the training team	3	10,0%
Not Applicable	7	23,3%
Online forms	2	6,7%
Strategies for guidance and selection interviews	3	10,0%

Table 17. Tools and methods use by the operators on **Motivation of the user after any failures**

Categories	Count	Percent
Missing	3	10,0%
Active Listenning and empathic communication	3	10,0%
Active method: group dynamics	1	3,3%
Answering a questionnaire about failures on the interviews, in order to improve future situations	1	3,3%
Empathic communication	3	10,0%
Evaluation and training	1	3,3%
Follow-up sessions	3	10,0%
Resilience & Persistence with NEETs ("Our job with rehabilitated people is the biggest proof that everyone can start from the zero point at any time")	6	19,9%
Praise the student and inductive teaching	1	3,3%
Project activities & Training activities	6	20,0%
Through informal dialogues - Try to understand the reasons of failure; Development of corrective actions; Communication skills	2	6,6%

Table 18. Tools and methods use by the operators on **Carrying out consulting sessions**

Categories	Count	Percent
Missing	14	46,7%
Individual career project plan	1	3,3%
Individual work sessions	3	10,0%
Not Applicable	7	23,3%
Teacher-centered method (lecturing and direct instruction procedures)	1	3,3%
Counseling and orientation Psychology - "We have some psychologists and people with appropriate skills who organize consulting sessions with everyone who desires some guidance. This guidance takes into account personal and professional skills and interests"	4	13,3%

Table 19. Tools and methods use by the operators on **Analysis of professional skills, performances and interests**

Categories	Count	Percent
Missing	2	6,7%
Briefing Interviews	2	6,7%
Curriculum analysis and Interview	4	13,3%
Diagnostics worksheet, grid for profile analysis	5	16,6%
Sessions of self-awareness - Filling in self-knowledge grids about individual's characteristics, abilities and skills and Knowlege the essencial aspects of a professional role; active listening	7	23,3%
Multidisciplinary meetings with the training team	5	16,6%
Not Applicable	1	3,3%
Recognition and certification of skills	4	13,3%

Table 20. Tools and methods use by the operators on **Carrying out of competence's assessment/mapping**

Categories	Count	Percent
Missing	12	40,0%
Individual portfolio of skills; Diagnostics sheets	1	3,3%
Multidisciplinary meetings with the training team	5	16,6%
Not Applicable	7	23,3%
Portfolio for vocational and professional development	2	6,6%
Recognition and certification of skills	3	10,0%

Globally, although the clusters created on the methods and tools used by operators in different nine specific activities indicated or listed (see Table 11), there is, as we can see, firstly, a range of different tools and methods according to the different activities specific and, secondly, the absences answers is underlined and the option categorie created that does not apply, both have a relative percentage expression.

However, it is possible given its expressiveness and relative low percentage or no value as the lack of responses or option that does not apply, we can highlight the importance that holds a set of tools and methods used in daily practice by operators in the activity: **Motivation of the user after any failures;** and **Analysis of professional skills, performances and interests.** Where the first, stands tools and methods as Project activities & Training activities; and Resilience & Persistence with NEETs ("Our job with rehabilitated people is the biggest proof que everyone can start from the zero point at any time"). And the second - Analysis of professional skills, performances and interests, which highlights the: Sessions of self-awareness - Filling in self-knowledge grids individual's characteristics about, abilities and skills and Knowledge the essential aspects of the professional role; active listening; Diagnostics worksheet, grid for analysis profile; and Recognition and certification of skills..

4.6 Instrumental equipment / logistics necessary to carry out the specific activities by the Operators

At this point, we shows what the instrumental equipment / logistics are more commonly used by operators in carrying out their daily activities, implemented and distributed by the following tables (Table 21 e 22).

Table 21. Room / place / permises and Materials

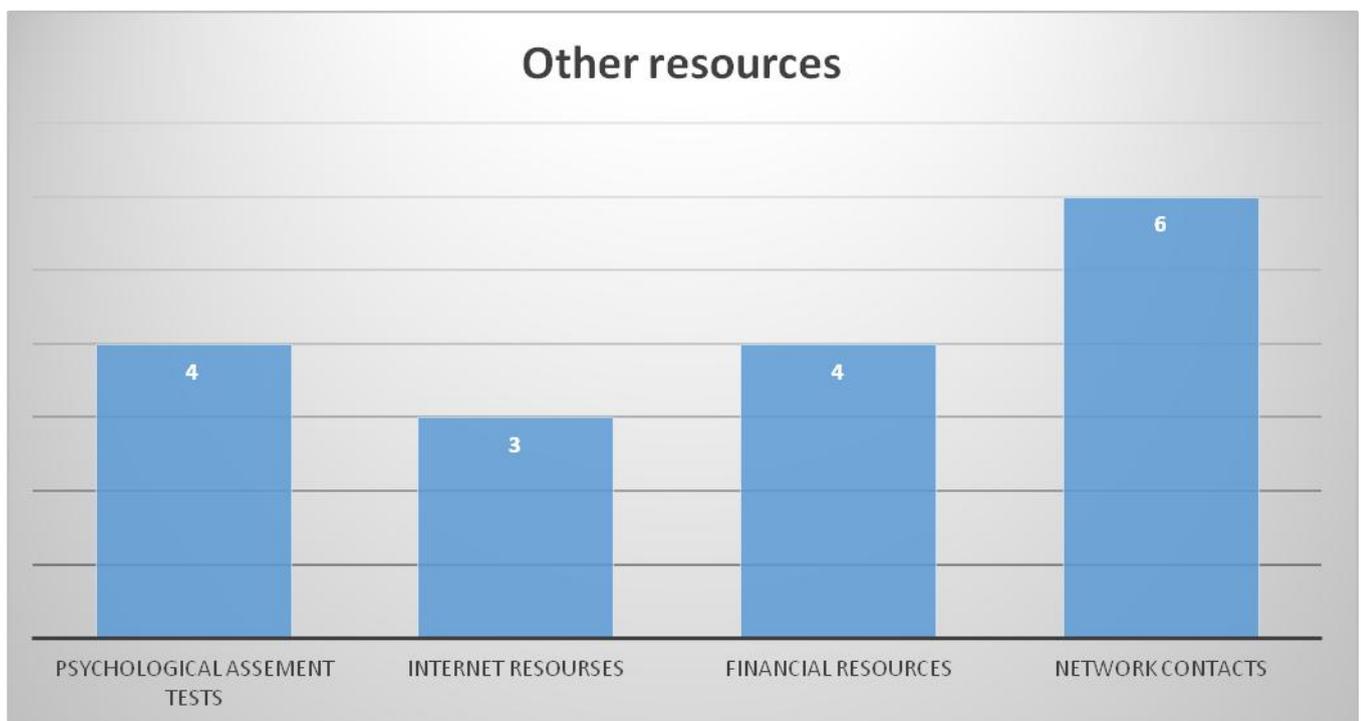
Room/place/premises		Frequency	Percent
Valid	No	1	3,3%
	Yes	29	96,7%
	Total	30	100%

Table 22. Others

Others		Frequency	Percent
Valid	Yes	17	56,7%
	Missing	13	43,3%
	Total	30	100%

When questioned or open the possibility for the operators to describe other types of logistical / instrumental resources used every day in carrying out their activities, 56.7% of the total sample said according to the following clusters of exposed answers in the following graphic (Graphic 30).

Graphic 30. Other logistical resources / tools used by operators

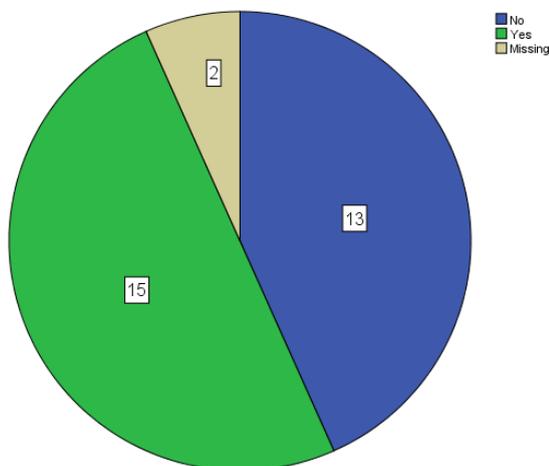


4.7 The outputs / products of the specific activities carry out by the Operators

With regard to the outputs / products resulting from the activities carried out by operators distributed by the following predefined categories as the four graphics below shows (Graphics 31, 32, 33, and 34), the obtained results were as follows:

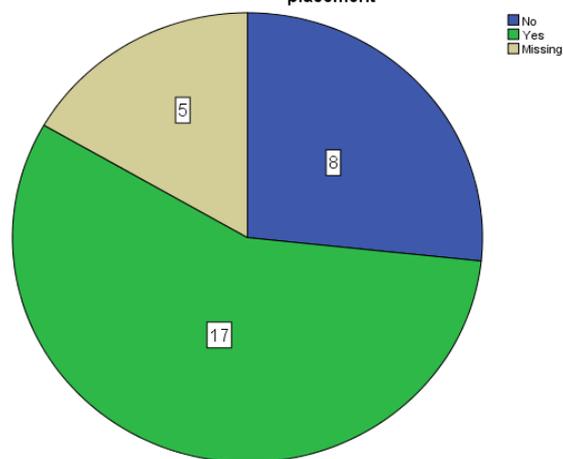
Graphic 31. A professional and personnel plan coherent with the values and life choices of the user and in harmony with the specific social and working environment

A professional and personnel plan coherent with the values and life choices of the user and in harmony with the specific social and working environment

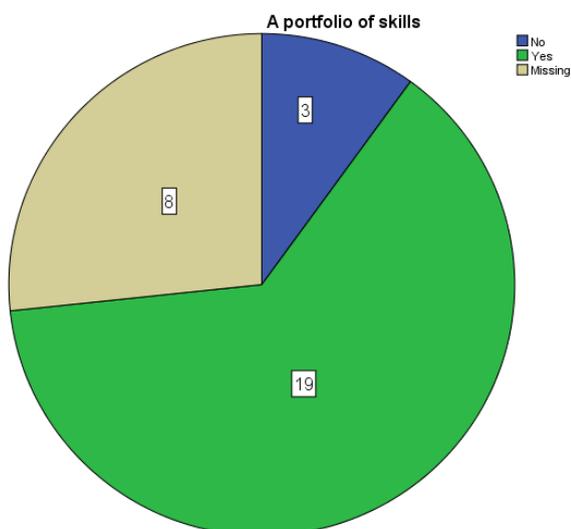


Graphic 32. An action plan that defines the stages and procedures to be put in place in the short and medium term, which includes a training plan and/or a plan of job placement.

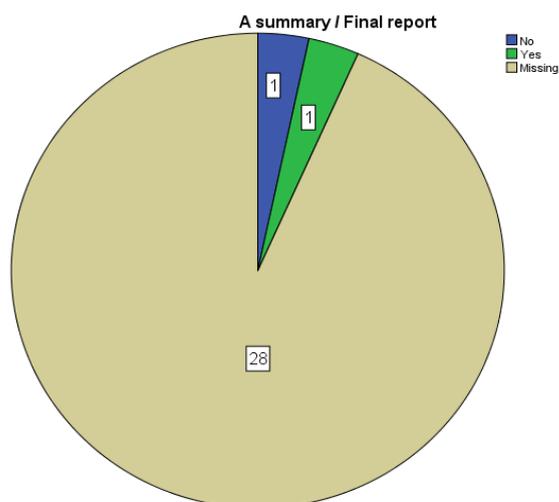
An action plan that defines the stages and procedures to be put in place in the short and medium term, which includes a training plan and/or a plan of job placement



Graphic 33. A portfolio of skills



Graphic 34. A summary / Final report



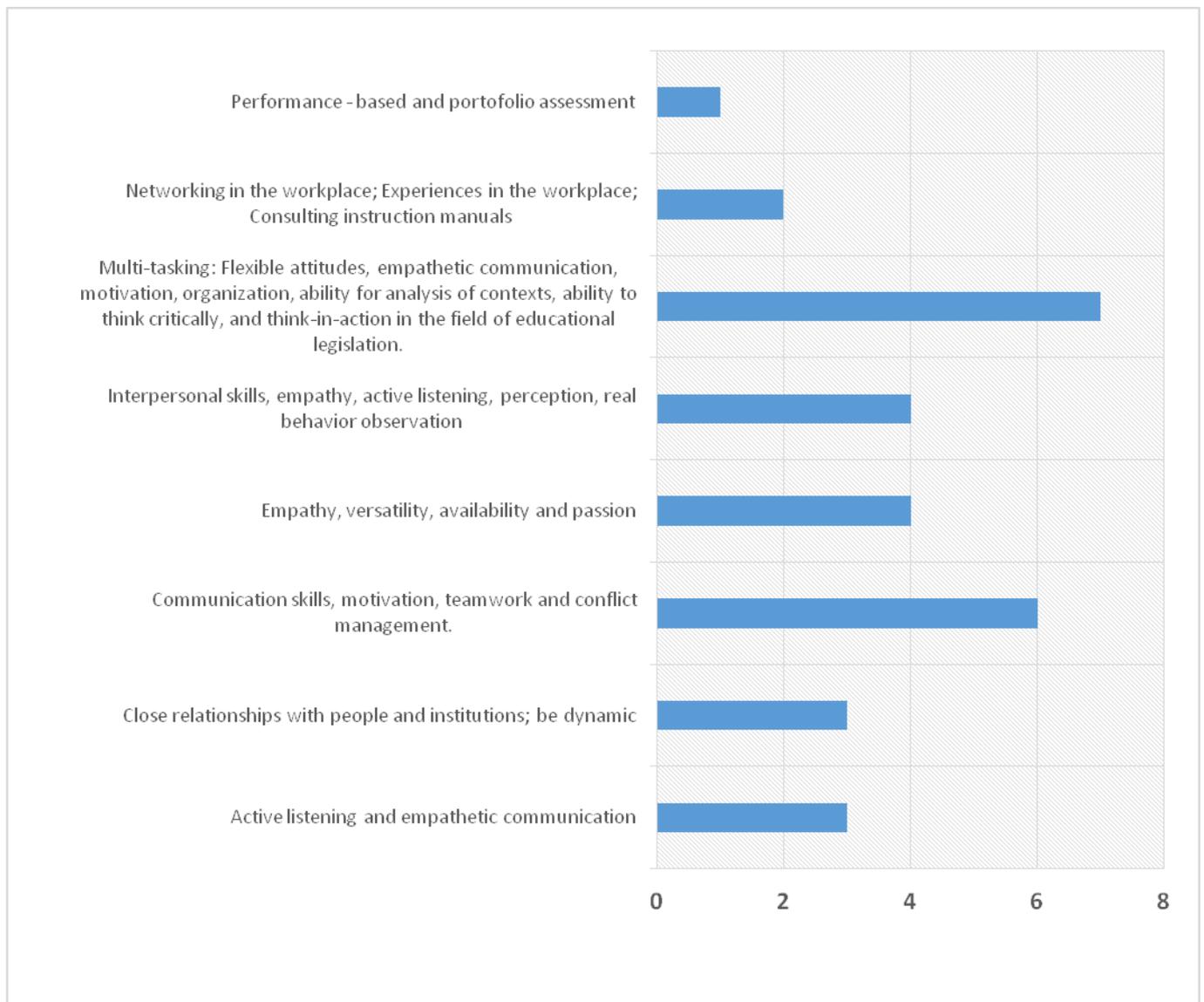
Mostly the professionals who make up this heterogeneous sample produce outputs / products resulting from its activities, exception of the summary / final report in which most of the operators did not answer that question.

Now we expose the informal skills that were considered particularly useful for operators to carry out an efficient performance in the activities that work on a daily basis.

4.8 Informal skills are particularly useful to carry by the Operators

From the informal skills questioned in the open question 12 of the questionnaire on the profiles of professional guidance, the results obtained and distributed in clusters, show us the following results evidenced by the following graphic expose (Graphic 35).

Grafico 35. Informal skills are particularly useful to carry by the Operators



The multifaceted competence in carrying out its activities assume greater emphasis on informal skills followed by motivational skills, communication, conflict management and teamwork. These assume 43.33% of the informal skills.

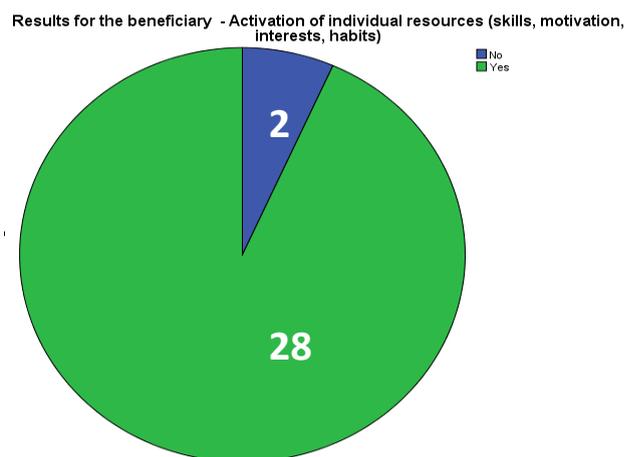
The interpersonal skills, active listening, perception and behavioral observation, along with empathy, availability and passion account to about 26.67% of the total sample operators.

Finally, completing the questionnaire on the profiles of professional guidance, we show in the next point, the guaranteed results to the beneficiaries realized by operators through their daily basis performance activities.

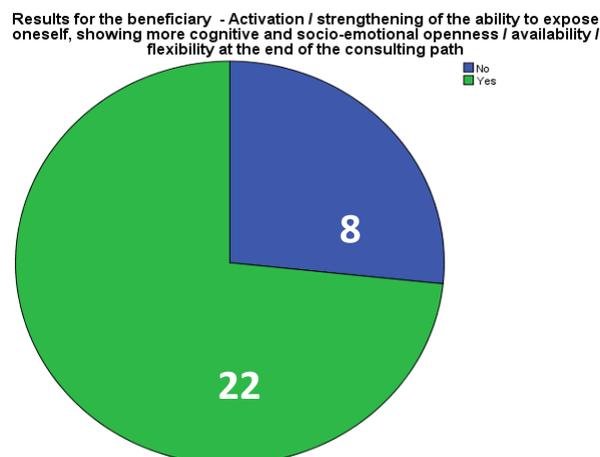
4.9 Result guaranteed to the beneficiaries by the Operators through their activities carry out

According to the last question of the questionnaire on the profiles of professional guidance on the results guaranteed to beneficiaries by operators and in terms of a list of at least 3 types of results, were obtained the following distributions according to the three following graphics (Graphic 36; 37; and 38).

Graphic 36. Activation of individual resources (skills, motivation, interests, habits)

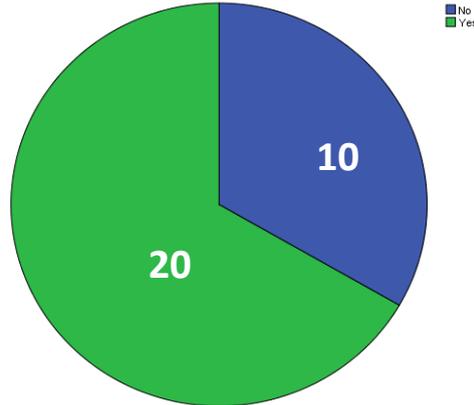


Graphic 37. Activation / strengthening of the ability to expose oneself, showing more cognitive and socio-emotional openness / availability / flexibility at the end of the consulting path



Graphic 38. Strengthening the ability of analysis of: contexts, training opportunities, labor market trends, employment prospects, jobs / professions, etc., within which to place the development of own experience

Results for the beneficiary - Strengthening the ability of analysis of: contexts, training opportunities, labor market trends, employment prospects, jobs / professions, etc., within which to place the development of own experience



The results obtained and distributed by the three highlighted graphics, show that most guidance counselors in the sample organizations / institutions operating with the NEET's guarantee at least 3 types of pre-established results on that particular question exposed the questionnaire taking percentages of 93, 33%, 73.33% and 66.67%, respectively.

5. Qualitative analysis of the interview for the managers

In the case of a qualitative analysis based on semistructured interviews, also referred to as semi-directive or as semi-open its focusing the nature or evokes the attention to the formulation of questions that are basic for the theme / phenomenon be investigated. It is on the basis of these tools, created for this purpose, here we will expose the analysis of the semi-structured interviews conducted with guidance center managers (public or private), namely:

1. Interview for the manager of the guidance centres (public and private)

However, and says Manzini (1990/1991, p. 154), semi-structured interviews are focused on a subject or phenomenon that we create a script with the main questions, supplemented by other issues inherent to momentary circumstances of the interview. For the author, this type of interview can emerge more freely information and the answers are not subject to standardization of alternatives, ie, following a script with open questions, however, directed to certain phenomena, allows us or give us the possibility of depth either by the interviewer or either by the interviewee.

It is in the aftermath of making such questions that Triviños (1987, p. 151) distinguishes four possible categories to be addressed or explored:

- 1) Questions referred to as consequences (eg, which may mean for the urban community in which lives the large number of people who can not read or write?);
- 2) Evaluative questions (eg, How do you judges the response of the local community to the invitation to participate in an organization of a cooperative);
- 3) Hypothetical questions (eg, If you observe your students often fight among themselves, what would your behavior as a teacher?);
- 4) Categorical questions (eg, If you observe the set of responses of individuals before the possibility of participating in organizing a cooperative, how many groups we could classify them?)

With reference to the fundamentals and principles of a semi-structured interview and possible categories of questions that could be analysed, that we will highlight and analyze the responses exhibited by managers by the two semi-structured interviews conducted.

5.1. Interview for the manager of the guidance centres analysis

The script of the semi-structured interview for the manager of the guidance centres, consists on eight questions that in the following table (Table 28) we classify them in according to the categorization evoked by Triviños (1987, p. 151), for a better understanding of the approached phenomena.

Table 28. Categorization of the script questions in the Interview for the manager of the guidance centres

Questions	Categorization
Q.1 What are the performance/activities carried out in your center?	Structured evaluative question (indicating the input of the performance / activity and the output of the performance / activity on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping)
Q.2 What are the performance / activities that relate more directly to the NEETs?	Structured evaluative question (indicating the input of the performance / activity and the output of the performance / activity on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping)
Q.3 What are the professional profiles who work to carry out each performance/activity?	Structured evaluative question (indicating the Title/Denomination of the Professional Profile on 2 types: Paths of guidance consulting and the second one on two Competence's assessment/mapping).
Q.4 Do you have individuated some critical areas in the specific performances carried out for the target group of NEETs?	Categorial questions (indicating the Critical area and Causes of critical issues in that particular Critical area).
Q.5 How did you face the critical issues?	Simple open evaluative question
Q.6 Did you use research results/specific studies to face the critical issues?	Simple open evaluative question
Q.7 Have you participated in national and / or international projects on this issue?	Simple open evaluative question
Q.8 Have you conducted specific research activities?	Simple evaluative question

With this simple categorization, we can understand that all issues except the question four, are evaluation questions, noting that the first three are more structured and therefore a lower level of coverage of the response. Already the fourth question, this naturally evokes the manager groups of critical areas with possible causes.

Of the responses received to the question 1 by the five managers, we contacted the following entries grouped in either by the inputs or through the the outputs responses and according to the two types of activities identified (Paths of guidance consulting; Competence's assessment/mapping):

Paths of guidance consulting

Inputs: 3 of 5 of the responding centres use personal contact to assess the baseline situation.

Output: 2 of 5 of the responding centres direct their users towards a tailor made training plan

Competence's assessment/mapping

Inputs: only one of the responding centres uses the information about the supply and demand in the labour market. The remaining ones focus only on the competences of each individual users.

Output: The centre that uses the information about the supply/demand is the only one that mentions the placement of the workers in the labour market. The others are less objective and focus on the development of the unemployed individuals.

In the question 2, the five managers revealed the same response:

The answers related to the performance/activity for NEETS are the same as for the general users.

That is, here the five managers in the different activities proposed (Paths of guidance and consulting Competence's assessment / mapping) do not point to a specialized differentiation to the target group in question.

For the question 3 there is likewise identical responses:

Each of the centres uses technicians with different job titles. However all of them have similar competences in social and vocational areas.

On the question 4:

Although the identified critical areas are very disperse, the causes seem to converge into demotivation and low expectations towards the future. Most of the users come from low cultural, social and economical classes.

On the question 5:

All the responding centres mentioned dialogue as the way to face the critical issues.

On the question 6:

Only one of the 5 responding centres has used specific studies.

On the question 7:

Two of the 5 responding centres has participated in European projects.

On the question 8:

None of the 5 responding centres has conducted specific research activities.



Akademia
Humanistyczno-Ekonomiczna w Łodzi

ecvet.
oer.
neet



ECVET AND OER BASED ASSESSMENT
AND TRAINING OF GUIDANCE
PRACTITIONERS WORKING WITH NEETS



Erasmus+

2.5 ANALYSIS OF THE GUIDANCE PROFILES IN POLAND: LODS

O.1 REPORT

DEFINITION OF THE PROFILES OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

ŁÓDŹ - March 2016

Editors

Daria Modrzejewska, University of Humanities and Economics, Łódź

Volume 1, March 2016

This REPORT is a product /Intellectual Outputs produced in the framework of the Erasmus+ Project ECVET.OER.NEET “ECVET and OER based assessment and training of guidance practitioners working with NEETs”, coordinated by the Studio Risorse S.r.l. (Matera, Italy).

Contacts: dariamod@o2.pl

1. Information about the respondents

Most of the participants of the research were career counselors that work in the labor offices.

We have started cooperation with Labour offices in Piotrków Trybunalski and Łódź.

We also invited practitioners (pedagogists; social workers) that work in non-governmental organizations, where they provide professional support to the NEETs.



Rysunek 1: distretto di Łódź

In all cases research respondents are experienced and well-educated.

2. Findings from the research

2.1 Professional activities

Professional help provided by the respondents are generally related to the formal procedures. They are obligated to design support according to the formal paths of actions, e.g.

Diagnosis (available formal tests and questionnaires of vocational predispositions)

Action plan (according to available formal patterns)

They declared that they know formal procedures, however the procedures are not always effective.



2.2 Critical areas in professional performance

Majority of professionals pointed that the critical areas they face at their work are:

- lack of education and low level of vocational qualification
- lack of motivation to look for work
- lack of ability to define clients' needs and expectations
- not enough jobs for people without experience

Causes of critical issues

Participants were asked to explain the causes of the problems they meet at their work, the most chosen ones are:

- *failure to adapt to the labor market;*
- *lack of willingness to learn*
- *no financial support;*
- *family problems;*
- *lack of self-confidence*
- *lack of needed skills;*
- *lack of motivation*
- *high expectations of employers;*
- *employers do not want to employ people with no experience*

We can define them as:

- *external factors* (e.g lack of education and low level of vocational qualification; not enough jobs for people without experience);
- *internal factors* (depended on the client – e.g motivation; needs, skills)

The area of internal factors should be a matter of huge concern in the process of designing the training.

2.3 Tools and methods that are used to carry out the activities relating to practitioner` profile

Generally, the participants declared rich variety of methods that they implement at their work, however, not many of the practitioners are competent in designing tools (questionnaires) that are adjusted to the client needs and expectations.

They generally use available standardized techniques.



2.4 Instrumental equipment / logistics that is necessary to carry out the specific activities referred to the profile

Majority of the respondents are willing to attend free of charge trainings as well as to be supported by additional professional materials (guides; psychological tests, ect)

2.5 Skills that are used daily to carry out practitioner` activities

Generally practitioners that support NEETs highly evaluated their professional competences. However – some of them reported the need to develop “soft” skills e.g. motivation, cooperation (not only with a client but mainly with local institutions, for example, how to build local network in order to provide more effective support)

Majority of the respondents indicate to a low level of foreign languages` competences.

Some of the respondents also pointed to the need to master their skills in conducting individual and group interviews.

2.6 Competenze informali che sono utili nelle azioni/lavoro del professionista

In open question, practitioners had the opportunity to indicate to the skills that are crucial at their work.

We can assume that these skills need to be mastered.

The most required skills are:

- Skills that are useful in building positive and effective relation with the client
- Active listening
- Mentoring/HR management
- Boosting client`potential
- How to motivate effectively in accordance to client real abilities

3. Attachment – Data elaboration –

DATA ELABORATION			
1. INFORMATION ABOUT THE RESPONDENTS			
1.	Occupation	number of responses	
	career counselor	20	
	sociologist	1	
	Educator	4	
	social worker	5	
	Total number	30	
2.	Education	number of responses	
	University (M.A)	30	
3.	Work experience	number of responses	
	12.-24	19	
	5.-11	8	
	0-4	1	
	no response	2	
	Total number	30	
4.	What specific activities do you perform?	number of responses	
		yes	no
	Planning and realization of actions to involve the territorial network	23	7
	Analysis and evaluation of training and professional development opportunities	30	0
	User support in the definition of professional development projects	30	0
	Construction of questionnaires and drafts of interview	21	9
	Motivation of the user after any failures	30	0
	Carrying out consulting sessions	25	5
	Analysis of professional skills, performances and interests	30	0
Carrying out of competence's assessment/mapping	30	0	
5.	Who are the beneficiaries?	number of responses	
	students		
	graduates of gymnasium	20	
	graduates of secondary schools	20	
	other	2	
	Young ELET (Early Leavers from Education and Training)	25	
	NEET	22	
	Unemployed	22	
	Unemployed that receive social support	21	
	Women going back to labour market	21	
Other	0		



6.	What characteristics have the NEETs to whom do you pay the specific performances of your role?	number of responses	
	Age		
	18-50	16	
	more that 51	2	
	Immigrants	2	
	Nationality of the country of origin		
	PL	30	
	Ukraine	3	
	The unemployed	25	
	The Unoccupied	23	
	With an educational qualification	24	
	Gender		
	Male	30	
	Female	30	
	Disabled	2	

7.	Are there critical areas in your professional performance? <i>Critical area</i>	Number of responses	Causes of critical issues
1)	lack of education and low level of vocational qualification loss of income from work unwillingness to any action	20 5 5	failure to adapt to the labor market; lack of willingness to learn problems associated with job search; unconsidered choice of profession
2)	social phobia lack of motivation to look for work lack of suitable jobs lack of ability to move around the local labor market	5 21 10 8	lack of self-confidence; problems with self-presentation no financial support; family problems; lack of self-confidence high expectations of employers; employers do not want to employ people with no experience lack of knowledge of local labour market; problems with self-presentation
3)	Problems with addaptation lack of ability to define their needs and expectations lack of ability to prepare a portfolio pathology/crisis not enough jobs for people without experience	8 22 15 5 20	lack of self-confidence lack of needed skills; lack of motivation lack of needed skills; lack of motivation no financial support; family problems; lack of self-confidence high expectations of employers; employers do not want to employ people with no experience

8.	What tools and methods do you use to carry out the activities relating to your profile? <i>Actions</i>	Number of responses	Methods/tools
	Planning of consulting paths for individuals and groups Planning and realization of actions to involve the territorial network and management of con Analysis and evaluation of training and professional development opportunities User support in the definition of professional development projects and action plans Construction of questionnaires and drafts of interview Motivation of the user after any failures Carrying out consulting sessions Analysis of professional skills, performances and interests Carrying out of competence's assessment/mapping	28 26 30 30 8 30 27 15 30	Individual plan of action Consulting workshops; background monitoring;self-presentation questionnaires examining qualifications; test Performance K22; individual and group counseling social skills trainings; coaching and motivation sessions; relaxation training construction of the questionnaires questionnaire of expectations and motivation; individual conversation; help in active job searching card for counseling services; consulting sessions questionnaire for professional predispositions; psychological tests; usage of project method in a contact with a client questionnaire for professional predispositions;personal advice



9.	Which instrumental equipment / logistics is necessary to carry out the specific activities referred to your profile?	Number of responses	Samples:
	Instrumental equipment / logistics necessary		
	Room/place/premises	28	guides for professional counseling
	Materials	29	psychological tests
	Other (describe)	20	free of charge trainings

10.	What are the outputs / products of your activities?	Number of responses	Brief description
	Outputs / prodotti		
	Un progetto professionale e personale	22	establishing the principles of cooperation; diagnosis of situation; the creation of individual plans; motivation
	Un piano di azione che consenta di definire le tappe e le modalità	23	the creation of individual plans for action; acquiring new qualifications; establishing methods for active job searching
	Un portafolio di competenze	20	designing portfolio and letters of motivation
	Un documento di sintesi/restituzione	11	monitoring of actions undertaken by client
	Altro		identification with a workplace; trainings of KFS funding

11.	What skills do you use daily to carry out your activities?	Quantify the intensity				
		1	2	3	4	5
	Competences and skills					
	1 Read and analyze needs	0	0	0	6	24
	2 Building materials and tools of survey	0	0	7	6	17
	3 Identify training and professional development opportunities	0	0	3	3	24
	4 Facilitate the development of professional development projects and of action plans	0	0	0	8	22
	5 Motivate the user after any failures	0	0	4	20	16
	6 Be able to communicate effectively	0	0	0	0	30
	7 Adopt flexible attitudes	0	0	8	2	20
	8 Practice active listening and empathic communication	0	0	11	9	10
	9 Be able to work in a group	0	0	0	8	22
	10 Interact and collaborate with the local network	0	0	7	18	5
	11 Methodologies for conducting of individual and group interviews	0	0	12	11	7
	12 The local labor market, employment and production trends	0	0	0	12	18
	13 Legislation on the regulation of the labor market..	0	2	10	13	5
	14 Main types of employment contracts	0	0	1	16	13
	15 Main software applications and web-based services	0	0	0	17	13
	16 English language or other languages	0	15	4	6	5
	17 Other...					



12.	What informal skills are useful in your actions/work?		
		Number of response	
	Active listening	19	
	the use of own sources/potential	17	
	individual approach to the customer	22	
	HR management/mentoring	14	
	Ability to transfer the knowledge/information	12	
	Ability to motivate	11	
	Creativity/empathy	7	

13.	Quale risultato garantiscono al beneficiario le attività che svolgi ?		
	Resultati per il beneficiario	Number of response	
	Activation of individual resources	30	
	Activation / strengthening of the ability to expose oneself..	30	
	Strengthening the ability of analysis of: contexts, Other ..	30	
	<i>grants for business</i>	5	
	<i>therapeutic group meetings</i>	10	
	<i>Developing "soft" skills</i>	18	

THIRD SECTION

THIRD SECTION

3.1 CONCLUSIONS

The research activity conducted within the ECVET.OER.NEET Project regarding the A.3 Phase of Research and Analysis in the field of study of the “definition of the profiles of the public and private guidance practitioners who work with NEETs²” has been carried out with the aim of identifying the different professional profiles, recognised at a National, European and/or territorial level of the guidance practitioners called to work with a difficult and complex target, such as the NEETs (Not in Education, Employment or Training).

The research has concerned the territories of all the European countries taking part as ECVET.OER.NEET partners: Italy (Province of Matera and Province of Vicenza), Spain Municipal District of Valencia, Portugal Municipal District of Gondomar, Poland Region of Lods and Greece with the Municipal district of Athens, involving several Responsible of Centres and Guidance Practitioners who work within the Public Employment Services and Private Training Agencies.

The research started off with the definition of the “NEET” acronym –“not in education, employment or training”- used for the first time in 1999 in a document about “Social exclusion unit” by the British government. At the time, it was quite a modest phenomenon, referred to specific situations of hardships and social marginality. In the lapse of 15 years, these young people who have, at this point, lost all hope and are not willing to study nor to look for a job have become an army.

In Europe, their number is estimated in about 14 millions, Italy alone is proud to state, using a euphemism, its number in two and a half millions, 26 per cent of our youth between 15 and 30 years old. The European average is 17%: 9 points lower. (Data and reflections 2014). They were already a lot in 2008, around 2 millions, before the burst of the long economic crisis which consequences we are still suffering. More than half of these stay unoccupied for over two years and the majority of the cases come from half-lower social classes: this confirms the fact that the generational inequities are strictly connected with the social ones. The situation is dramatic, also in the European Mediterranean countries (Cyprus, Greece, Ireland, Italy and Spain) the NEET rate has increased of more than 7 percentage points between 2007 and 2013, reaching a peak of more than 20% in Italy, first place in Europe, followed by Bulgaria and Greece. On the other hand, the NEET rate has decreased in

² There exists a definition by Eurostat of the young people who are not working nor following a scholastic or training path (NEET) decided by the Employment Committee (ECMO) in April 2010 for the use within the context of integrated guidance of Europe 2020. Such definition of the NEET includes: -the unemployed (according to the OIL definition) who do not follow a scholastic or training path; -the inactive people (OIL definition) who do not follow a scholastic or training path. The definition “who do not perform job activities” includes the unemployed and inactive people, while “who do not follow a scholastic or training path” means that the people who are employed and/or follow informal or formal training paths are not considered NEET. Even then, it is important to notice that under the political profile, the Eurostat definition of the NEET could be too restrictive. If the States Members decide to apply this definition to the actions within the field of IOG, it could be difficult to assure that all the participants are included in the definition (for example, certifying that an registered unemployed person did not follow any training course during the four weeks previous to the IOG) and/or it could determine the undesired exclusion of some young people from the IOG support.

Germany in the same period going from 8,9 to 6,3%, Luxemburg (to 5% in 2013) and Malta (to 10% in 2013), while in Austria has remained unaltered (below 10%).

It was presented the 2016 ISTAT report over employment and unemployment in Italy of the month of January over unemployment and NEETs' inactivity rates and the relation of these with the scholastic drop-out. In January, according to the data collected by the National Institute of Statistics, the unemployment rate of young people between 15 and 24 years old, that is the amount of unemployed youth related over the total of the active ones (employed or unemployed looking for a job), equals the 39, 3%, increasing of 0, 7 percentage points with respect to the previous month. The inactive young people were excluded from the calculation of the unemployment rate, that is those who are not employed nor looking for a job, in most of the cases because they are devoted to studying. The incidence of the unemployed youth between 15 and 24 years old over the total of young people of same age class (included then also who is studying and does not look for a job) equals 10,0%, that is 1 young person over 10 is unemployed.

Such incidence is lightly decreasing (-0, 1% points) with respect to December. Furthermore, in the last month, the employment rate within the young people between 15 and 24 years old has decreased (-0, 5%) and the inactivity rate has increased (+0, 6%).

The youth who are not looking for a job, either because they study or just because they stay at home, are considered to take part in the mysterious universe of the inactivity rate. This fact does not allow us to clearly understand which is the percentage of young people who, even if they are not enrolled in the job seekers' lists, are actually looking for a job, neither which is the discrepancy between the youth who is really studying and those who stay enrolled in superior studies without attending the lessons, in the hope of postponing their entrance in the employment world; as we do not know which is the percentage of the ones who stay at home or who work in a non regulated way.

Even when there is no actual data concerning the components of the inactivity rate, it can be for certain stated that we are witnessing a decrease in the rate of enrolment to university studies. The data provided by UDU (one of the associations of categories of the university students) denounce that in 2014/2015 there were 70.000 fewer enrolments which are added to the almost 60.000 matriculations already lost in the previous year. This means that the increase of the inactive definitely does not correspond to an increase of the university students³. To oppose the scholastic drop-out means to prevent the NEET phenomenon, to contribute sensitively both to the economic growth in terms of PIL and to weaken uncomfortable situations caused by the economic situation and to the marginal role of the individual within the society.

In such sense, it is important to promote and reinforce all the projects aimed at fighting the dispersion and the marginality, at strengthening and improving the formal and informal skills of all the professionals who work within educational structures.

To talk today about social productivity and wellbeing in all the European countries is a necessary condition to restore a future to all the involved countries.

The Research Project Erasmus + ECVET.OER.NEET has tried to define the profiles of the Guidance Practitioners who work with the NEETs and to answer, to some extent, these

³ Presentation Dr. Giorgio Alleva, President of the ISTAT (Italian National Institute of Statistics)

questions: what do we want/need to say, how to say it, which communicative process to apply with these fragile and inconstant young people, which paths to build together, how to accept and confront defeat. For a young person to enter a formation project such as NEET and to exit it feeling motivated, determined, confident, and focused on the future can represent a life-changing experience. This experience can not only change the perception of the surrounding world but also, and most importantly, the perception that each young person can have of him/herself.

Different and numerous are the **professionals/practitioners** engaged in this path: guidance practitioners, trainers, social and territorial practitioners, teachers, professors, tutors and also social entertainers.

According to the data revealed by the research carried out in five partner countries, the **professional figure** more suitable with the task of transforming the perception a young person has of himself/herself is one which, to a differentiated scale, is able to summarise, in a creative way, all of them. This gives place to a polyhedral figure of **youth practitioner/entertainer**.

A professional profile, thus, more targeted at the “improvement of the perception young people have of themselves”.

Having the suitable professional skills, yet, is not the same as having a plan. There are yet too many practitioners who fail to engage the NEETs, not because they lack the skills or the confidence towards the youth, but because they do not have a suitable methodology to work with these particular young figures. The informal instruction can be a great support for young people unemployed or not engaged in traditional training or instruction, and he/she can successfully confront complex situations only through the use of an effective methodology.

A qualified practitioner with an effective methodology offers a young person a valuable experience.

Planning engaging activities is not only the first step to establish a relationship with the NEETs, but also the most important and difficult. If we can not engage the unconscious and the availability of our reference group no one will follow us. Imprinting an effective methodology means to engage the entire organization, with the necessary time, professional and financial resources with the aim of guaranteeing the utmost participation/engagement of the NEETs.

The professionalism, then, is understood as the fundamental **behaviour** of utmost perception and availability towards the others.

As a consequence, the Human Resources' professionalism, as the central element for defining the qualitative level it expresses, cannot be limited only to the possession of professional technical skills, but it must be complemented with the ability to perceive the needs and the necessities of the users⁴.

⁴ S. Poeta, L'analisi dei fabbisogni formativo e professionali del settore turismo, *Franco Angeli, Milano, 2000*

Today we go further the concept of skill related to the profiles. The skills are separated, according to the bibliography, in:

- **basic skills**, considered fundamental requisites to guarantee the people's employment (access to the labour market) and the personal development. They are independent from the practical processes where the subject is engaged in the job execution. We are talking then about skills common to all the professions, consensually considered as new "citizen rights" within the labour market and the society. The basic skills are essential to confront the changes;
- **transversal skills**, comprise the individual characteristics and processes which come into play when the subject activates him/herself when facing a request within the job field but not only related to a specific job activity;
- **technical-professional skills**, directly connected to the exercise of the professional activities or, in any case, connected to certain job processes (practical knowledge and techniques).

Having seen the characteristics of our target listed above, the research has indicated us to go beyond this "knowledge". It is not enough anymore, we need to monitor and come up with processes and methodologies more efficient, we need to acquire skills more related to the results, we need to analyse the **knowhow** and **know when** skills.

The professionals, related to this always more complex system, *must acquire customized skills which are suitable for the troubled users' life plans and professions.*