

O.3/A3 REPORT  
ANALYSIS OF THE TRAINING BASIC NEEDS  
OF THE 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

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## INTRODUCTION

The report documents the research activity carried out within the ECVET.OER.NEET project with regard to the Phase A3 Research and analysis in the field: analysis of the training basic needs, with the goal of improving the technical preparation of the practitioners of the employment and guidance services called to work with difficult and heterogeneous users, such as the NEETs.

This type of research is propaedeutic to locate the gap between the skills' level possessed and the actual demands which need to be faced in order to adequate consecutively the training project to the kind of professional update required, within a perspective of ongoing update of the skills in line with the demands of the everyday more complex Market of the active policies of our country and of the European countries.

It clearly emerges the general guidance to redefine and reinforce the professional figure of the practitioners, on the basis of a new set of transversal skills demanded within the Youth Guarantee (YG) European Programme.

Such redefinition leads necessarily to a prospective of continuum training, capable of guaranteeing a constant adaptation of the skills in the face of the constant changes in the labour market.

ecvet.  
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neet



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



## FIRST SECTION

## FIRST SECTION

### 1.1 ANALYSIS OF THE BASIC NEEDS AS A TOOL FOR PLANNING

The general goal of the ECVET.OER.NEET project is to improve the technical preparation of the practitioners of public and private employment services and of instructors who carry out guidance activities within the field of the new Youth Guarantee (YG) programme. Particularly, to improve their guidance practices and their capacity to operate through a personalised approach with a difficult audience such are the “NEET: disposable young people”; “Neet: young people without motivations and switched off”.

Before describing in detail the characteristic of the actions and the tools used to identify the training basic needs of the project and also to have a better understanding of the information in succession reported, it is necessary to provide certain indications regarding the situation of the NEETs in Europe.

### Andamento della disoccupazione giovanile nel 2015

Dicembre 2015. Dati destagionalizzati

	TASSO DI DISOCCUPAZIONE	VARIAZIONE DA 2/15 A 12/15
 Grecia	48,6	-3,9
 Spagna	46,0	-4,2
 <b>Italia</b>	37,9	-3,6
 Francia	25,9	+1,1
 Belgio	22,7	+1,8
 Eurozona	22,0	-0,7
 Polonia	20,5	-1,1
 Irlanda	19,2	-3,0
 Regno Unito	13,5	-2,0
 Austria	11,2	+2,0
 Usa	11,2	-0,6
 Danimarca	10,3	-0,2
 Germania	7,0	-0,2
 Giappone	5,2	-1,1

Fonte: Elaborazioni del Sole 24 Ore su dati Eurostat

Particularly, according to the Eurostat data, to December 31<sup>st</sup> 2015 the youth unemployment rate was 37, 9%, 22% being the average percentage of youth unemployment in the Eurozone.

One of the bigger problems of our country is surely the youth unemployment (15-24 years old), a problem not only economic but also psychological and cultural for Italian young people. The causes of unemployment are multiple, which could be traced back to the scholastic system, to the poor link between schools and companies, to a widespread anti-companies mentality.

On the ISTAT<sup>1</sup> report regarding regional and National Italian data, it can be seen that the NEET issue is included in the section related with labour market.

The report by BES<sup>2</sup> (Benessere Equo Sostenibile, in Italian) places instead the treatment of the problem in the section dedicated to training and instruction.

The category NEET is used in fact as an indicator of the health status of both the labour market and the scholastic system of a certain nation. The term “NEET” has been included in the vocabulary of the policies whose interest is to solve the problems related to the presence of barriers which obstruct the transition of young people from the world of education to the job world, policies which in reference to the scholastic system pursue the goal of opposing the so-called scholastic drop-out, or rather the students’ premature withdrawal of their studies.

This next paragraph will define how the NEET statistics is constituted in an operational level and its internal composition, suggesting a general classification of the elements which characterise the people defined as NEET.

In 2020, on the occasion of the strategy of Europe 2020 with the aim of outlining a comparison between the different States, the Employment Committee (ECMO) together with its Indicators Groups<sup>3</sup> draw up a common definition and a methodology for the measurement of the NEET population in the different States Members.

The chosen definition was the one suggested by England in the 90s, that is, the NEET category represented those who found themselves under the condition of being “neither in employment nor in any education or training” (Eurostat, 2012, p.21). The NEET indicator is constructed in the following way: the numerator makes reference to the population who meet these two main characteristics; (a) those who are not occupied (unemployed or inactive, according to the ILO definitions) and (b) those who during the four weeks previous to the survey have not received any type of formal education or training.

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<sup>1</sup> Istituto Nazionale di Statistica

<sup>2</sup> BES, is a project of both the institutes Istat and Cnel and it is inserted in the trend of research alternative PII measures for the measurement of the wellbeing. The acronym stands for “Wellbeing” (benessere, in Italian), as “multidimensional analysis of the relevant aspects of the citizens life quality”, Equo, being “analysis of the distribution of wellbeing determinants among social subjects” and Sustainable (sostenibile, in Italian) as “the analysis of which the guaranteed wellbeing for the future generations is”. For further detailed study it is suggested to consult the website <http://www.misuredelbenessere.it/index.php?id=66>

<sup>3</sup> A European consulting agency within the European Union Council for Employment and Social Affairs (EPSCO)

<sup>4</sup> European Foundation for the Improvement of Living and Working Condition

In the denominator it can be found instead the total of the population of the same range of age and sex, except those who have not answered to the question related to “participation in regular education and training”. EUROSTAT<sup>4</sup> suggests a classification in 5 subgroups made up by:

- (a) **the conventionally unemployed** –the largest group which is also subdivided between long-term and short-term unemployed;
- (b) **the so-called unavailable** – young people who need to be taken care of, young people responsible for their relatives; ill, disabled;
- (c) **the disengaged** – people who neither look for a job nor training for themselves even when not being limited by any other obligation or impairment. They belong to the group of discouraged workers and are exposed to the risk of pursuing dangerous and solitary life styles.
- (d) **the opportunity-seekers** – people who are actively looking for a job or training and who are not willing to accept whichever job they are offered.
- (e) **the voluntary NEETs** – people who travel and who are involved in creative activities such as art, music and autodidactic learning.

These five categories can be summarised in two macro areas:

- **young vulnerable NEETs**, that is those who voluntarily suffer the absence of means which preclude them from accessing to certain jobs or types of training, and those who are not and can choose their own path. So, in the same category coexist seriously disadvantaged people together with people who instead freely choose to stay out of the labour market and of the different ways of training.

For example, the conventionally unemployed are a more vulnerable group of young people compared to the opportunity seekers, the former would be willing to accept any type of job but they can't get it because a series of difficulties; while the latter can afford to postpone their insertion in the labour market because they are waiting for an opportunity suitable to their expectations since their families have better economic possibilities.

The **voluntary NEETs**, compared to the disengaged are less vulnerable since they choose their life paths; the disengaged, on the contrary, find themselves being expelled from the labour market their would like to be part of. Such exclusion generates in them disillusionment and alienation towards what surrounds them. In their case, the NEET condition is more problematic and dangerous because it exposes them to the actual risk of social exclusion.

Finally, we can find the category of the so-called **unavailable**, with its internal composition not being homogenous since we can find within both people who are in a state of vulnerability and those who are not. Inside the category in fact we can find the disabled person who is in need of assistance and so his/her access to the labour market and training is limited; the young mother who in order to manage the family decides to stay out of the labour market because entrusting the baby to a baby-sitter would be too expensive for the family. (Eurostat, 2012, p.24); or a young

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<sup>4</sup> European Foundation for the Improvement of Living and Working Condition

mother who does not have economic problems and freely decides to devote herself to the family and the house (Eurostat, 2012, p.24).

It is important then, to obtain a good result with the policies addressed to this target, to bear in mind this heterogeneity of needs and paths included in the NEET category.

However, it is also important to underline that even though there are plenty of internal differences there are also common issues related to the NEETs. The main issue can be located in the difficulty to create human capital thus staying out of the traditional channels which normally serve to accumulate: school and work.

This issue has some serious consequences over the quality of the occupational future of these young people: the more they remain outside of the labour market and of education the more their personal baggage of social capital, acquaintances, skills and abilities becomes limited and atrophied restricting the opportunities for their future, exposing them to real risks of social exclusion and poverty.

In order to successfully operate with policies adapted to the various target, it is necessary to take apart the NEET sample to respond in the best possible way to the young disabled, to the young mother who cannot find a job because it is too expensive to send her kid to nursery school, to the problematic youngster born in a disadvantaged family who has dropped out of school.

It is here pointed out how the analysis of the basic needs even when having taken on, during the last ten years, a key role in the programming of *intervention lines* both in the training field and in the management of the labour policies becoming, at the same time, an action acknowledged as essential for the socio-economical development, is a “*tool*” partially well-defined and structured.

The analysis of the training basic needs revolves around complex and meaningful concepts such as: training and educational need.

In the “training process”:

*the analysis of the needs emerges as the “first activity” targeted at the acquisition of data and information useful and reliable to continue with the planning of the training experience (definition of the general and specific goals, individualization of addressees, organization of the contents, choice of didactic methods) and, following that, for the realization of the formative intervention itself*

It seems necessary to clarify the concept of “educational need” which, even when it does not have, at least among the most recent specialised literature, a univocal definition, it is chiefly defined as:

*the gap between the service requested by a certain organization, an institution or by a professional reality and the service which the people operating in those contexts are capable of supplying.*

It is vital to examine the skills the subject has and the necessary skills to carry out efficiently and effectively the activities within specific job processes.

The educational need is then closely related both to the job title the subject holds and to the totality of skills requested by the company (and/or in the macro-dimension, by the sector) for the execution of the job activities.

The *training need* is then the describing element of the relationship between individual and company and it is, consequently, indicator of a “system of needs” which a specific company displays as a gap which needs to be filled in order to face the changes of the references market.

The training basic need is configured, therefore, as a potential area for the activation of training: the knowledge of the training need allows the training designer to plan an effective and personalised intervention.

In order to analyse the basic needs thoroughly and most correspondingly to the reality, depending on the observed object, even when assuming different importance and weight, some main fields of analysis remain constant, such as: -the context, -the needs expressed by the target, -the new tendencies/demands of the market, - the training offer within the examined field.

As regards the procedures and the investigation tools, as it emerges from the survey carried out by the European Foundation for Management Development, there are no shared reference “models” for the analysis of the needs.

It is commonly agreed that the phases of exploration and the tools have to be specifically correlated to the observed subject and to the specific goals of the analysis. Such thing allows to concentrate the investigation activities with the scope of gathering information qualitative and quantitative useful for the definition of the educational needs.

The methodological outline, described concisely up to this point, allows to fully comprehend the goal and the specific characteristics of the activity of analysing the training basic needs within the field of our project.

## 1.2 AIM OF THE STUDY

Formulating effective strategies of training and setting-up appropriate programming, planning and evaluation actions for a training focused on the guidance practitioners who work with the NEETS. Identifying *guidelines* for the construction of a modular and flexible educational path for the update of the practitioners' skills

## 1.3 SUBJECT OF THE STUDY

The problems related to the professional training for the guidance practitioners and the possible solutions in terms of new contents, innovative methodologies and tools have been the specific subjects of the survey.

Each phase of the process, however, has focused its attention on a specific subject of analysis.

In particular, the first phase has examined the methodological reflection regarding the tools and the survey fields (choice of organizations/institutions to involve for the collection of data), which have led to the assembly of two questionnaires.

The second phase has been concerned with the conduction of interviews to directors who have focused their attention on the formative needs related to the key skills explained in the areas of activity specific for the NEETS.

The third stage had to do with providing the questionnaires to the practitioners, focusing the attention on the self-evaluation of each expressed skill and on the relative detected basic need.

Finally, the focus group which has fixed its attention on professional training issues oriented at the guidance practitioners and to the derived needs resulting of the encounter with a new and specific target such as the NEETS.

## 1.4 METHODOLOGIES AND TOOLS

The analysis has made use of three complementary work tools which have permitted a quali/quantitative survey on two levels:

- the organizational and decisional level which manages the changes and the new professional needs generated by the NEET phenomenon;
- the operational level which expresses traditional and new skills to guarantee specific services for this new target.

Three tools for the collection of data have been composed:

- interviews to directors and people in charge of the centres;
- questionnaire for the practitioners who work with the NEETs;
- the Focus Group.

The reference point used to create the data collection tools has been the Agreement between Government, Regions and local Institution over the document “Definition of the minimum standards of services and professional skills of the practitioners with regards to the functions and guidance services which currently exist in the different territorial contexts and in the instruction, training and labour systems” (Agreement, in conformity with the article 9, comma 2, lett c of the legislative decree 28 August 1997, n. 281). The data processing has allowed to gather quantitative data useful to define the training needs for each skill concerning the areas of activity presided over and to provide guidelines for the design of successful and useful training paths.

### *Interviews to the directors and people in charge of the centres*

The interview has explored the training necessities gathered from the directors of the centres with reference to the key skills relevant to the operative roles in the services supplied by the centre, of the specific skills for the NEETs and of the informal skills used with the NEETs. (Attachment 1)

### *Questionnaire for the practitioners who work with the NEETs*

The questionnaire has been made up of two parts. The first refers to the self-evaluation of the skills and its aim was to gather the knowledge and the abilities which need to be improved or which lack regarding those declared in the profile analysis. The second part has dealt with the perception of the importance attributed to each listed skill and the relative level of training need perceived. (Attachment 2)

### *The Focus group*

The Focus Group has been conducted with facilitation methodologies which have allowed a vivacious and fruitful participation of the practitioners who, based on their own professional experience, have had the opportunity to exchange successful method procedures and to build

together, in a participative process, the guidelines for the standard definition of specific skills for the guidance activity targeted at the NEETs.

The facilitation is a work modality aimed at the task and its character is maieutic in the sense it consists in extracting the different information possessed by the participants about a given topic, in organising and in individualising concrete intervention strategies in view of the achievement of a common goal. In other words, the facilitation is a medium for collection of data in views of a concrete utilisation of such information.

The facilitation activates a process of communication among the group which allows to reach in a short period of time the consent of all the group components over one or more concrete actions to undertake or, in any case, the assumption of a shared representation of a problem which needs to be solved or of a context where to intervene.

The use of visualization techniques makes it possible for all the actors present in the process to observe, examine, discuss and choose useful elements and to share the solutions. It facilitates therefore the communication flow within the group, making focus on the subject, with the main goal of reducing to the minimum both the sterile interaction and the generic character of the contributions. In this context the technique GOPP (Goal Oriented Project Planning) has been used.

The GOPP is the son of a methodology (ZOPP) initially promoted by a German organization involved in the management of projects of cooperation for development. It was very soon understood that the effectiveness of these projects, carried out in countries geographically and culturally distant, could not leave out an initial collection of data. This could not be done theoretically –given also the scarcity and unreliability of the statistical sources- but had to be reconstructed listening to the voices of those who actually lived in those countries and had the power to decide. It was necessary then to pose some questions to the potential beneficiaries of the intervention in order understand if what had been estimated to do was what they really needed; after that the local actors needed to be contacted who, possessing a good knowledge of the context, were able to identify what would have benefitted the territory and could provide a valuable support in the phases of realization of the project. The GOPP is accurately applied when it is necessary to proceed to a broad planning or when it is necessary to validate a project with all the interested parties and to introduce possible modifications and integrations. On the other hand, the multi-actor planning process represents without doubt the essential assumption used to plan interventions capable of coping with problems relevant for the beneficiaries and the community.

The Focus Group based on the GOPP method expects the presence of professional facilitators who, with the aid of visualization techniques, intervene in the beginning of the process to gather and structure in short periods of time the information useful to create strategies and project more articulate interventions; during construction to re-modulate a running process and render more effective the communication and decisional flows; finally, when a process is coming to its

conclusion, to appraise the performed actions and elaborate guidelines for a further reprogramming.

The ultimate aim of the GOPP methodology of identifying a project is to define a structured and complete planning scheme.

The work has been scheduled in two phases:

1. A first phase of analysis of the problems related to the training for the guidance practitioners.
2. A second phase devoted to the planning of training models consistent with the findings of the first Focus Group who has individualized Key Skills and Skill Gaps.

The technique has permitted to:

- analyse the problems related to the necessary training of the practitioners who work with the NEETs;
- connect the analysed problems to specific areas which are in need of innovation;
- identify specific training goals
- identify efficient methodologies
- identify necessary and innovative tools
- identify the professionalism and methodologies for the training supply most suitable for the practitioners;
- identify methods and tools for the evaluation of the training activity

## 1.5 DEFINITION OF THE SAMPLE

For the construction of a sample more than representative of the various European territories involved in the survey it was decided to spread the surveying to more subjects, main characters of the Guidance Actions on the different levels:

- Institutional and public level, through the direct participation of the guidance practitioners of the Public Employment Services
- Private level, involving the guidance advisors of the accredited Training Agencies
- Freelance Professionals present on the territorial market.

The overall indicator of estimation of the impact expected is represented by:

- n. 30 Guidance Practitioners for each partner country
- n. 10 Public Employment Services and Training Agencies for each partner country, for a total of n. 60 guidance centres

## 1.6 ATTACHMENTS: INTERVIEW AND QUESTIONNAIRE

## TRAINING NEEDS ANALYSIS INTERVIEW FOR THE MANAGER OF THE GUIDANCE CENTERS (PUBLIC AND PRIVATE)

### Professional Skills of guidance practitioners

1. Are the key competences/skills related to each professional role working in the different areas of activities sufficient to guarantee the main performance realized by the guidance centre?

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2. Have your operators the key competences/skills required for the guidance services carried out by your center or are there critical issues?

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3. What are the knowledge and skills deemed missing or to be improved?

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### Training to improve key competences/skills

1. Did you realize training activities to improve key skills in the last two years?

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2. Which professional profiles have participated to the training activities?

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3. What was the duration of the training activities?

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4. What have been the impacts monitored in the short / medium term?

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### **Training to acquire specific competences/skills to improve the specific performance for the Neets**

1. Do you consider necessary the training of profiles for the specific guidance of the Neets?

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2. What are the specific competences/skills that the profile should have?

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3. Did you realize specific training activities for the updating of operators in order to carry out guidance services to the Neets?

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### **Enhancement of informal skills through special training**

1. How have you identified the informal skills put in place by operators particularly useful for the NEETs?

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2. Have you planned training course in order to formalize these skills?

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### Training methodologies and tools

1. In your opinion what are the most efficient methodologies and tools to improve the specific skills required to carry out guidance services to the Neets?

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**TRAINING NEEDS QUESTIONNAIRE FOR GUIDANCE PRACTITIONERS  
(KEY SKILLS / COMPETENCES AND OF SUPPORT HELD)**

1. Profile Definition: \_\_\_\_\_
2. Educational Qualification: \_\_\_\_\_
3. Years of professional experience: \_\_\_\_\_
4. Performance: \_\_\_\_\_
5. Area of Activity

<b>Unit of competence/skill (put a X in the most appropriate option)</b>	<b>HAVE</b>	<b>NOT HAVE</b>	<b>Level or Relevance</b>			<b>Training Need</b>		
	<b>YES</b>	<b>NO</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<i>Read and analyze needs</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Design individual and group consulting actions</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Building materials and tools of survey</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Monitor effectiveness and efficiency of paths</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Analyze results</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Assess the coherence and effectiveness of the paths</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Analyze and valorization of socio- professional biographies in order to reconstruct the skills / resources / personal and professional potentiality.</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Identify training and professional development opportunities.</i>	<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"/>						

<b>Unit of competence/skill (put a X in the most appropriate option)</b>	<b>HAVE</b>	<b>NOT HAVE</b>	<b>Level or Relevance</b>			<b>Training Need</b>		
	<b>YES</b>	<b>NO</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Low</b>	<b>Medium</b>	<b>Low</b>
<i>Use specific equipments</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Intervene on the individual and group dynamics</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Managing conflict</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Motivate the user after any failures</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Be able to communicate effectively</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Adopt flexible attitudes</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Promote participatory and collective choices</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Define and monitor the setting of the counseling session</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Manage the relationship avoiding the risks associated (induction of the answers, spontaneity, attitudes and answers hindering dialogue)</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Practice active listening and empathic communication</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Read the key features of an organizational context</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Be able to recognize the essential aspects of a professional role</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Be able to work in a group</i>	<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"/>						
<i>Managing social and institutional networks</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Methodologies for conducting of individual and group interviews</i>	<input type="checkbox"/>	<input type="checkbox"/>						

<i>with guidance purposes.</i>								
<b>Unit of competence/skill (put a X in the most appropriate option)</b>	<b>HAVE</b>	<b>NOT HAVE</b>	<b>Level or Relevance</b>			<b>Training Need</b>		
	<b>YES</b>	<b>NO</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Low</b>	<b>Medium</b>	<b>Low</b>
<i>Techniques of active listening, of communication and relationship with users</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Techniques of conflict management</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Characteristics of professions and the working contexts</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Principles of business organization</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>The local labor market, employment and production trends</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Knowledge of the system and of the secondary and tertiary education offer and of vocational training.</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Legislation on the regulation of the labor market, education, universities and professional training.</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Notions of economics and sociology of work.</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Main types of employment contracts</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Procedures for the startup and operation of self-employment and entrepreneurial employment</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Managing social and institutional networks</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>Main software applications and web-based services for the management of guidance services</i>	<input type="checkbox"/>	<input type="checkbox"/>						
<i>English language or other languages</i>	<input type="checkbox"/>	<input type="checkbox"/>						

<i>Unit of competence/skill (put a X in the most appropriate option)</i>	<i>HAVE</i>		<i>Level or Relevance</i>			<i>Training Need</i>		
	<i>YES</i>	<i>NO</i>	<i>Low</i>	<i>Medium</i>	<i>High</i>	<i>Low</i>	<i>Medium</i>	<i>Low</i>
<i>Informal competences (description):</i>								
# 1.	<input type="checkbox"/>	<input type="checkbox"/>						
# 2.	<input type="checkbox"/>	<input type="checkbox"/>						
# 3.	<input type="checkbox"/>	<input type="checkbox"/>						
# 4.	<input type="checkbox"/>	<input type="checkbox"/>						



Erasmus+

## SECOND SECTION

## SECOND SECTION

### 2.1- CONCISE READING OF THE DATA IN ITALY: MATERA AND VICENZA

#### O3 - REPORT

#### ANALYSIS OF THE TRAINING BASIC NEEDS OF THE GUIDANCE PRACTITIONERS WORKING WITH NEETS

Matera and Vicenza March 2016

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The analysis of the results has been made through the reading of the data gathered with the different data collection tools used: the interviews and the questionnaires supplied to the directors and to the practitioners of the territorial services for guidance both public and private, and in the focus groups formed in the two provinces interested in the project: Matera and Vicenza.

The reading has been made transversally and it refers to the whole complexity of the survey.

It has been highlighted, where it seemed to provide extra information, some information regarding the different socio-economical context of the two set territories:

It have been collected and analysed:

- n. 34 questionnaires given to the guidance practitioners in the provinces of **Matera** and **Potenza**
- n. 37 questionnaires given to the guidance practitioners in the province of **Vicenza**
- n. 10 interviews made to the directors of the guidance services of the provinces of **Matera** and **Potenza**
- n. 10 interviews made to the directors of the guidance services of the provinces of Vicenza, Treviso, Venice, Rovigo and other private ones from **Veneto**.

It was also put together the information collected during the focus groups formed in **Matera** and **Vicenza**.

The *professional profiles* who have answered the questionnaires and who have been part of the focus groups have been heterogeneous and representative of big part of the areas of guidance activities.

More specifically, the active participants of the survey were: directors of the territorial guidance centres, practitioners, administrative instructors, administrative collaborators, psychologists, guidance practitioners, guidance advisors, responsible of the direction and of the guidance services, planners, coordinators of training assistance, instructors of recognised training centres, professionals who work in several fields within guidance and high school professors.

### *Results of the Interviews to the people in charge of the centres*

The interview targeted at the heads of the Guidance Centres meant to explore the educational needs starting from the analysis of the processes and of the areas of activities present in the centres involved.

For each service it has been explored its input and output, criticality areas and causes of criticality listed, as well as the way they currently confront them.

The following charts reflect the situation in the guidance centres that took part in the survey in the two concerned provinces.

**SERVICES PROVIDED BY THE CENTER**

<b>Denomination of services</b>	<b>Input</b>	<b>Output /Result</b>
Guidance Advice course		
Assessment of skills		
Other		
Propaedeutical actions for the guidance process	<p>Information about the services.</p> <p>Information on job and training opportunities, characteristics of the labour market and the tools of active policies available in the network of services for the employment and professional training.</p> <p>Definition of the professional profile.</p> <p>Interview targeted at identifying the job opportunities consistent with the professional profile of the citizen. .</p>	<p>Drawing up of SP and IAP</p> <p>Enrolment/update of the worker's socio-professional profile in the SIL (Service for Work Insertion)</p>
Actions of monitoring the occupation condition		Profile update
Actions of job support/insertion	<p>Assessment of the individual case.</p> <p>Creation of guidance proposal towards initiatives of job insertion or professional requalification also by the means of internships or training period.</p> <p>Training/informative reunions about the most efficient ways to look for a job, appropriate for each productive territorial context.</p>	Convention and training project

Chart n. 1

**SERVICES PROVIDED WHICH CONCERN MORE SPECIFICALLY THE NEETS**

<b>Denomination of services</b>	<b>Input</b>	<b>Output /Result</b>
Guidance Advice course	Rules DGR Demand of basic informative guidance with personal situation analysis	Printed information website Collective meetings Individual Counselling with reorientation towards the YC
Assessment of skills		
Other		
Reception, analysis of the demand, take on responsibility	Subscription and application of the citizen	Profiling IAP Insertion of CV Re motivation
Job support/tutoring	Request of tutoring. Request of participation to job initiatives. Individual and with the family meetings.	Job insertion. Participation in current initiatives. Enrolment in the EA for cases in which going back to school is impossible.
Profiling	Citizen's information from the CV	Profiling
Support to the minors with the right/need of instruction and training	Request of activation of the guidance meetings. Individual and group gatherings.	Acquisition of real knowledge regarding the labour market and the benefits of instruction/training. Collection of customer satisfaction questionnaires.
Reception, analysis of the application, take on responsibility for the minor,	Meeting with the user and with the family, with the school and the training centre	Report of the activity done based on the service database. Enrolment in the EA for cases in which going back to school is impossible.
Training activity	Request of training in specific sectors	Set in motion of training path
Actions of orientation and reorientation	Individual and with family meeting.	Deliver material about training and scholastic proposals in the territory. Report of activities Enrolment EA

Chart n. 2

Which are the professional profiles who work to provide each service?

Denomination of services	Denomination of the professional profile
Guidance Advice course	Guidance practitioner/OML Labour market practitioner Administrative collaborators and instructors Directors of Employment Agencies Psychologists Educators
Assessment of skills	Guidance practitioner/OML Labour market practitioner Administrative collaborators and instructors Psychologists Educators
Other	
Take on responsibility	Labour market practitioner Local Labour market practitioner specialized in training and scholastic offer for the young drop out Reception practitioner Psychologists Educators
Youth Guarantee Interview	Youth Guarantee practitioner

Chart n. 3

Were there critical areas identified in the services provided within the activities targeted directly to the NEETs?

CRITICAL ACTIVITY	CAUSE OF CRITICALITY
Insufficient available time during the stage of profiling.	Lack of human resources
The meetings' schedule is not respected and this entails the need to reprogramme.	The users often do not show up to the appointments
Partial o total lack of technical-professional specific basic skills.	Unsuitable Practitioners' degrees
Selection for the companies within the field of apprenticeship projects.	User do not show up for the selection Rejection of the apprenticeship projects suggested
Difficulty to support the user through feedback and exchanges even remotely to face possible obstacles	Lack of time
Translation of the job demands on behalf of the companies in professional profiles described in terms of skills, even regarding the new profiles not yet labelled.	Fast changes in the labour market Difficulty for the small-sized companies to express clearly their own professional needs.
Compilation of abnormalities and/or criticality in the stage of job insertion and/or of an apprentice.	Lack of time
Few available professional human resources.	Few personnel
Colleagues without a specific preparation.	Personnel with a generic practitioner profile
Lack of territorial support networks	Territorial actors only present sporadically
Lack of interest over some formative units in training paths	Too much theory
Difficulty to choose a life project	Lack of motivation on behalf of the users
Poor knowledge of the labour market on behalf of the users	Complete lack of awareness regarding the job opportunities offered by the territory and of the essential skills required in the different sectors.
Difficulty to transmit to the user the importance of the transversal skills.	

Chart n. 4

The ways to confront the criticalities detected have been of different nature and have been concerned with the reorganization of the processes through the standardization of the key activities and a job rotation of the personnel around the activities. In general terms, instead of sticking to the field's bibliography or to specific research material to detect effective strategies there was an appeal to self-training, to online research, and to the information more in depth of topics inherent to LM.

Shown below are briefly reported the coping strategies activated:

- professional resources have been regained involving personnel of other activities areas;
- the appointments have been rescheduled based on the fragility level consideration of the specific target;
- the informal skills of the practitioners were given value;
- the activities of the first order have been standardized and guidance modules were provided to consult online;
- A larger group of young people with respect to the minimum number over whom to develop the selections estimated by the project was invited;
- the high schools of the province were engaged;
- improvement projects with the support of personnel usually not engaged in the employment agencies (CPI, in Italian) have been made with the aim of consenting the practitioners to devote themselves further onto the users and to have support material;
- the range of services has been reduced to the essential and the network relations with the external practitioners have been optimized;
- a more practical approach towards training has been requested to the professors;
- motivational gatherings have been carried out.

Some Guidance Centres have participated in national and/or international projects regarding the NEETs' issue. For example, the YGV Project, first in line of the Veneto Region, anticipatory project of experimentation in the view of Youth Guarantee and the SOCIAL ECONOMY AGENCY-SEA Europeans territorial cooperation programming for the transfrontier cooperation Italia-Slovenia 2007\_2013. Others have responded to the region's bimonthly announcements presenting projects taking active action regarding territorial and project partnerships.

As regards to the analysis of the key skills related to each professional role operating in the different areas of activities for the delivery of standard services, the directors were asked whether the skills the practitioners possessed satisfied the need to guarantee the essential services pointed out in the agreement between Government, State and Local institutions, legislative decree August 28 1997, n. 281.

In general, the key skills related to each professional role of the practitioners for the delivery of standard services satisfy the LEP pointed out in the agreement between Government, State and Regions (Dl. n. 281 of 28 August 1998).

In some activity areas, the shortage of staff provokes sufferings in terms of explanation of levels of adequate activity since there is a need to resort to the job rotation of the practitioners.

The problem does not seem to exist in the private guidance centres which employ professionals and advisors with the adequate professional level. It is nevertheless crucial to provide continuous training and professional update both for unifying the language, the goals and the methods but also to confront the continuous changes which condition the application.

The collected criticalities in terms of expression of adequate skills to satisfy the requested levels are connected to the non adequate educational qualifications of the professional roles of the practitioners and to the lack of continuous and consistent training with relation to the fast updates requested by the market and by the new users NEET, highly educated and “digital natives”.

Other criticalities have to do with the absence of communication between public and private actors and because of this it would be important to activate integrated actions of support among local actors –territorial networks- companies, to favour the specific update regarding the needs and the market innovations both in terms of demand and supply.

As for the knowledge and abilities considered absent or which to be improved, the interviews to the directors have revealed the following:

- Knowledge and ability to use tools for the specific guidance and for the assessment of skills
- Empowerment techniques
- Communication techniques
- Management of the guidance meeting
- Use of technologies and informatic programmes
- Use of tools for the reading of trends and in-depth analysis of the Labour Market
- Knowledge of the reference standards
- Use of technology and social media
- Use of a language easily understood by young people
- Design of appropriate and specific tools and set of modules depending on the characteristics of the user
- Ability to understand the social complexity of the users
- Ability to detect the request of guidance from individuals, groups, social, etc.
- Rapid update of the market’s evolution and its legislation
- Support to the users
- Translation of the companies’ requests into professional profiles
- Managing the self endeavour tools
- Assessment of skills
- Job legislation and regulations

As regards the *training* carried out by the Centres to improve the key skills, the data that emerges is rather poor and it is also reinforced by the analysis of issues related to the training of the practitioners done in the course of the focus group. Generally speaking, there is no specific

training to improve the key skills; where it was present it was because it has regarded exclusively the processes of profiling of users according to the procedures requested by Youth Guarantee. This training has been brief, sporadic and through seminars.

Still, as a proof of the importance the training has to improve the efficiency of the services, to the question related to the monitored impact in the short/long term of the delivered training, the answers have been the following:

- Acquisition of a greater consciousness of the role
- Improvement in the standard of services requested
- Ability to manage the profiling and the take on responsibility of the users
- Stable insertion in the territorial guidance network.

It is considered essential the training of profiles for the specific guidance of the NEETs because of the characteristics they present with respect to the usual targets and because of the challenge which, in some way, represent for the practitioners and for the very services offered by the centres.

Being the NEETs young people with a high level of education, digital natives with a high and consolidated familiarization with the new technologies, with different and new languages for communication, having worked and travelled abroad, it becomes crucial to strengthen some of the practitioners' basic skills and to introduce completely new ones. Among these:

- Empowerment techniques
- Communicative and interpersonal abilities
- Techniques and tools for the assessment of skills and for the specialized guidance
- problem solving
- use of the social media for communication and information with the users and the companies
- familiarity with the territory and with the Labour Market
- psychological and sociological knowledge

The instruction should be structured over specific and immediately serviceable contents in the processes of assisting, supporting and orienting the target:

- guidance psychology, procedural and operational techniques
- reception techniques
- communication techniques
- interpretation and familiarity with the different communicational and behavioural registers employed by the NEETs (verbal, non-verbal, digital and social media language)
- ability to read and define the individual need and the demand for guidance
- sociology and knowledge of guidance practices

Up to the moment, the initiatives aimed at providing specific instruction to the practitioners who work with the NEETs seem to be limited to training actions within the field with the Technical

Assistance of Italia Lavoro; organizational, informative and motivational meetings presided by the directors of the centres, encounters to exchange successful practices.

The informal skills stated by the practitioners in the execution of their own work tasks appear to be particularly useful and, therefore, worth of value. The implementation of these skills has been measured by the directors through direct observation and based on an informal comparison.

In addition, given the fact that gaining informal skills represents a successful strategy to face up to the difficulties and the unforeseen events, it would be useful to be able to explain, classify and validate such skills by means of empowerment paths.

The world of the NEETs requires skills, behaviours and information different to the one normally used for the other targets.

To the question made to the directors of the Centres over which training methodologies and tools were considered effective for the instruction/empowerment of the skills specific for the NEETs, the answers were:

- Focus group
- Brief intensive training
- Assistance and support activities for the practitioners such as, for example, mentoring and coaching
- Distance and online instruction
- Active methodologies which can translate the instruction into knowledge immediately put into practice for working
- Field instruction and cooperation
- Working-in-progress methodologies alternated with moments of distance instruction
- Active and participative methodology, based on the comparison and the study of other guidance practices used by others (Benchmarking tool) and on the job cooperation
- A sociology action of guidance practices working on a community of tools and practices should be implemented.
- Technical support and a favourable and adequate scholastic environment
- Innovative and working-in-progress methodologies, case studies; Open Educational Resource, etc.

### *Analysis of the questionnaires given to the practitioners*

The questionnaire has been provided online. Shown below is the concise and cross reading of the total of the questionnaires.

#### **Level of awareness of the possessed skills**

From a transversal reading of the data collected, it is inferred that the perception of possessing to a good level the basic skills necessary for the guidance functions is rather homogeneous among the practitioners.

The good level is, in fact, demonstrated in terms of:

- Reading and analysing the needs
- Identification of the training and professional development opportunities
- Using specific databases
- Being familiar with and knowing how to use the web resources for the active job search
- Putting into practice the active listening and the emphatic communication
- Knowing how to recognise the essential aspects of a professional role
- Working in group
- Using the methodologies for the conduction of individual meetings
- Knowing the labour market
- Being acquainted with the education and professional instruction systems
- Interacting and collaborating with the territorial network of job and instruction services.
- Being acquainted with the normative references

It results clearly insufficient the knowledge of English as the language to communicate with the foreign users.

#### **Degree of relevance attributed to each skill**

As for the degree of relevance attributed to each skill, the data shows that an important relevance is given to each of the skills listed above, considered evidently fundamental for the execution of the professional tasks of the guidance practitioner's role itself.

The analysis of the training basic needs' level perceived for each skill shows an equally generalised need among the skills above mentioned, with a degree which ranges from medium to high.

This shows, so as the result of the Focus have confirmed, a general need of basic training which can level out the practical knowledge and abilities among all the practitioners who, very often, come from different roles in comparison to those operating when the survey took place. On the other hand, it is also perceived a widespread need to strengthen the skills which are considered as possessed as well as the need to incorporate new and updated contents allowing the practitioners to meet the demands of the NEETs and of the scholarized target who poses interesting learning challenges.

### *Results of the Focus Group*

The first part of the Focus Group has been committed to the analysis in depth of the issues related to the continuous professional training of the guidance practitioners.



Focus group of the Province of Vicenza



Focus group of the Province of Matera

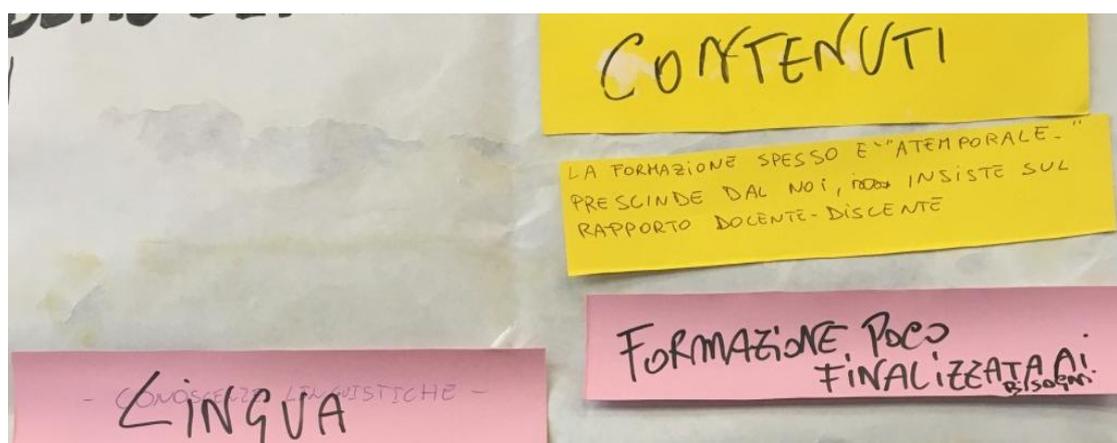
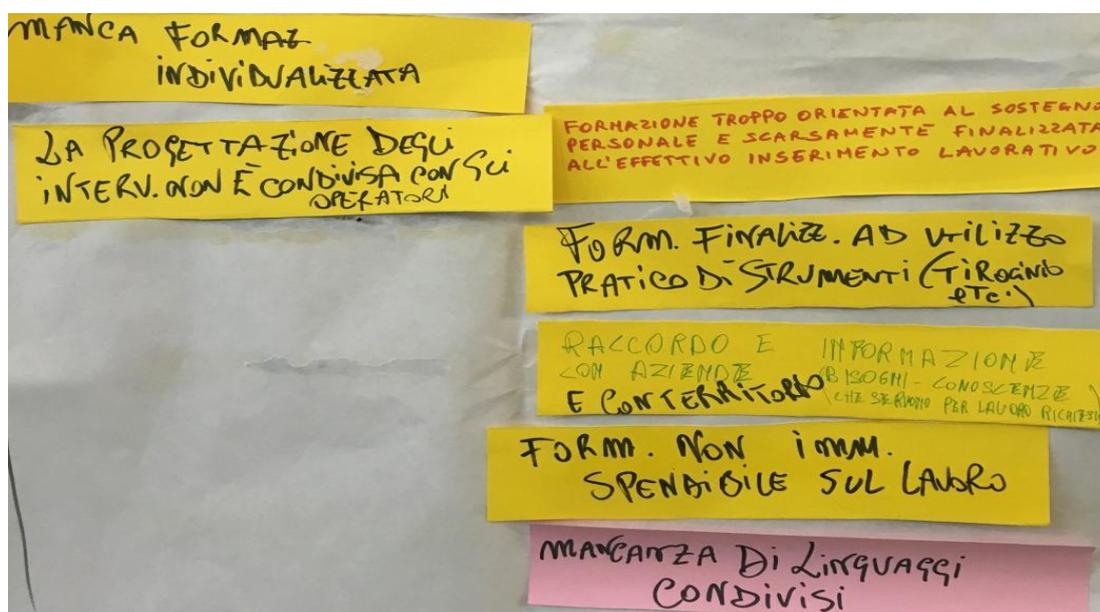
The participative methodology used has permitted the practitioners to be protagonists of their own instruction from its genesis and to carry it out in the future with the right motivation and commitment.

Two work phases have been carried out:

1. Analysis of the instruction problems for the guidance practitioners targeted at defining innovative instruction objectives, contents, tools and methods shared and consistent with the basic needs expressed. The work has been conducted in plenary modality during the first phase. This has allowed to collect the *greatest possible quantity of information and ideas* with the participation of the different practitioners who represent the whole system of territorial guidance through the elaboration of a tree of problems.
2. The second phase, carried out under the modality of participatory planning, has permitted the practitioners to come up with possible solutions to the problems pointed out and, based on these, to design at least three training modules which could exceed the identified limits.



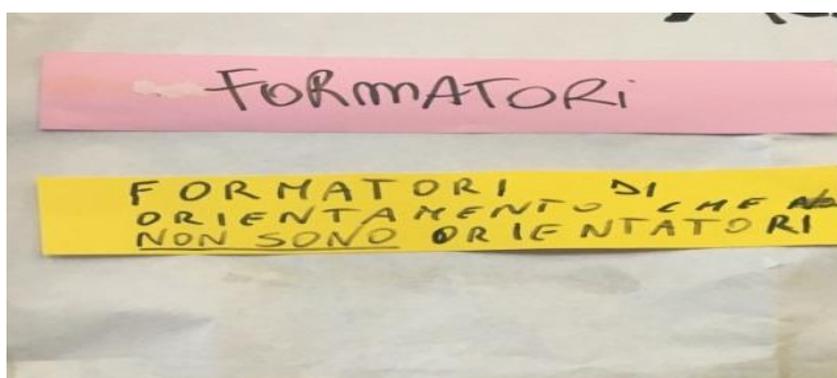
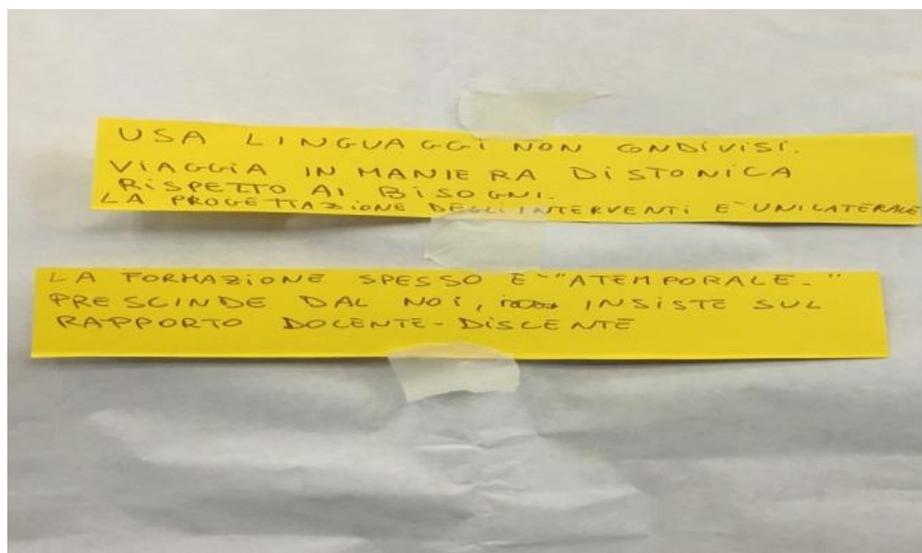
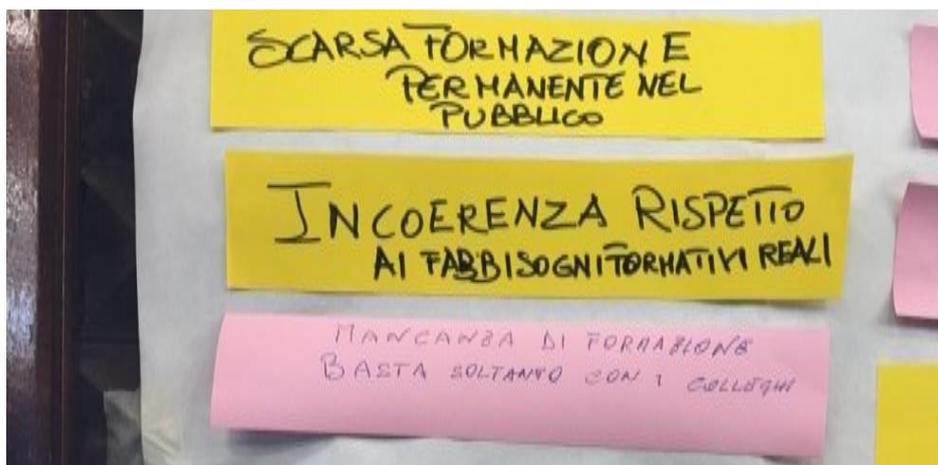
The tree of problems has made it clear that there exists a general situation of inefficiency of the continuous instruction delivered for the practitioners of the centres for the territorial guidance. It turns out to be a generalized training scarcely related to the needs of the market and of the practitioners, with the new professions, and not put into use to the utilization of the most suitable informatic systems for the data and information search and for a guidance connected to the new methodologies, very frequently referred to the mere exchange of information among colleagues. In most of the cases, it is hardly structured and rather sporadic, imposed from above and not put into practice to what the actual basic needs express, also uses speech not shared. In general, it cannot provide concrete answers to the real needs expressed by the NEETs.



In particular, the aspects which have been identified and discussed have regarded the thematic areas analysed in detail below.

### ASYNCHRONICITY OF THE TRAINING WITH RESPECT TO THE NEEDS OF THE PRACTITIONERS

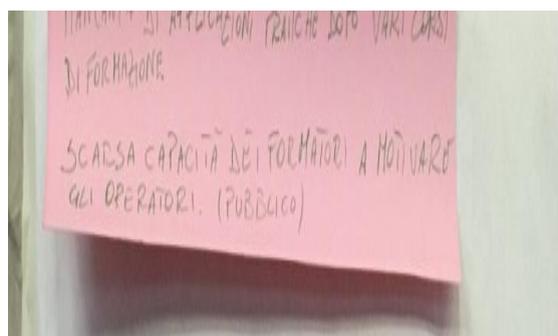
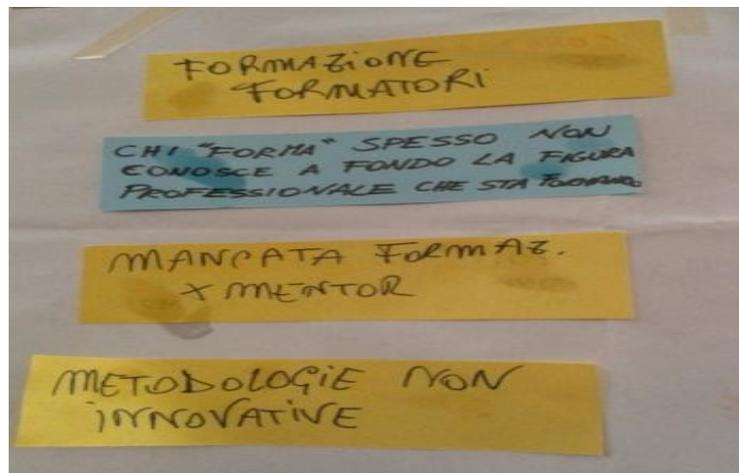
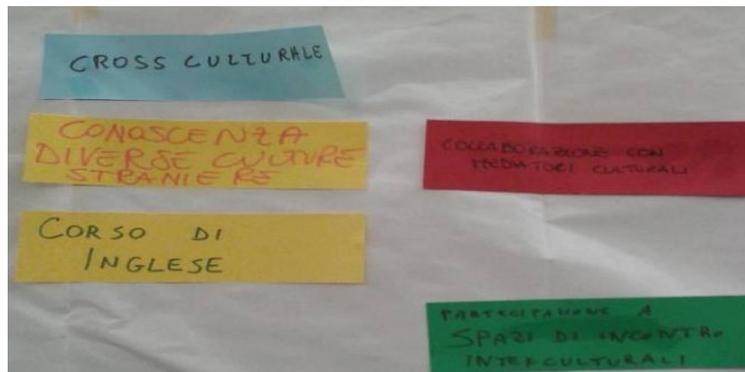
The practitioners have highlighted a strong dystonia between the moment when the training need arises and the moment when it is satisfied. The quick changes in the labour market, in the regulations, in the social conditions require a faster update which can allow the practitioners to keep up with the demands expressed by the users, especially by the NEETs –who represent a challenge for many since they are a digital generation.



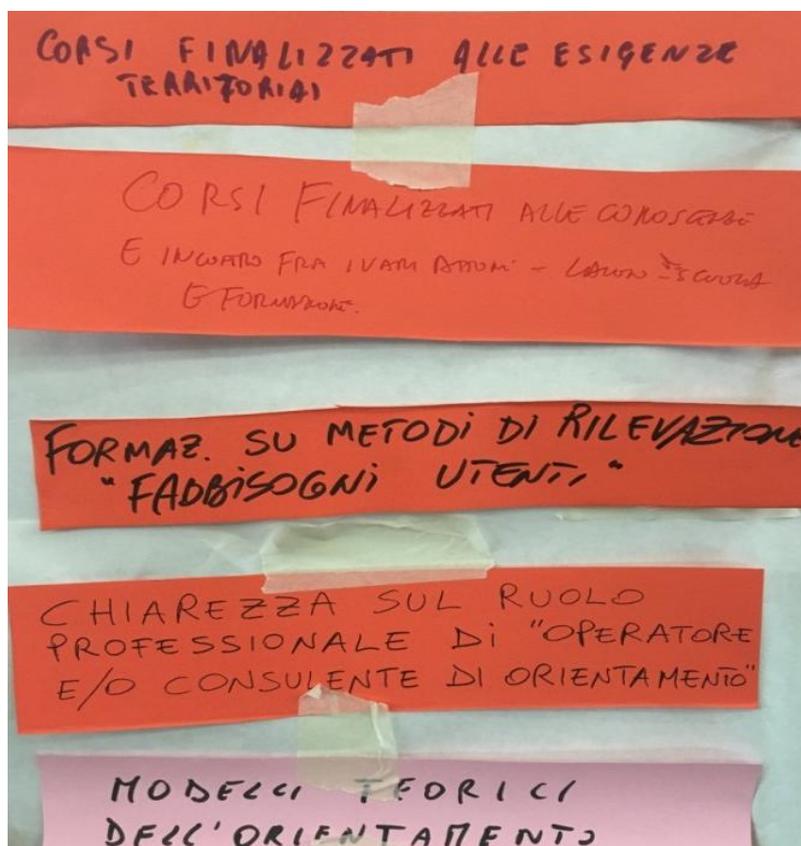
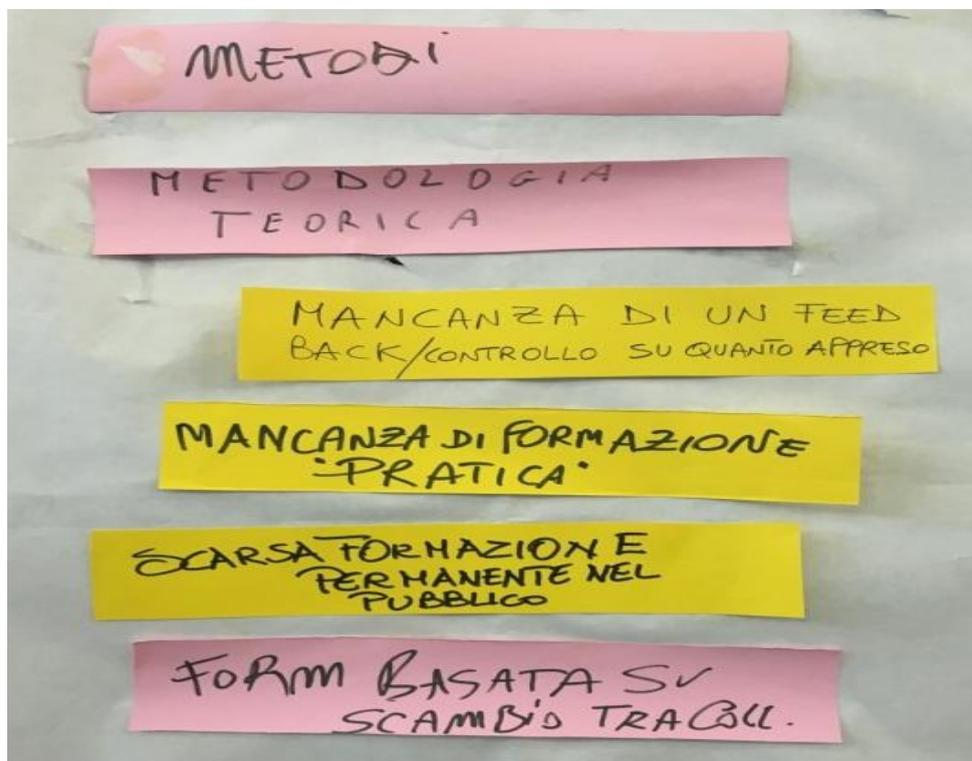
### TRAINERS' TRAINING

There is a complaint over the absence of training for the trainers which can allow them to relate more efficiently with the practitioners on the base of a clear knowledge of the job processes, of the system of territorial relations and also of the legislative and regulatory obligations within the subject of job and training. Very often the trainers are not guidance experts and do not use methodologies which help to keep the attention high or allow to immediately render what was learnt practical.

Generally, the results show a scarce ability to motivate and involve and an excessively theoretical training.



## THE METHODS AND THE TOOLS



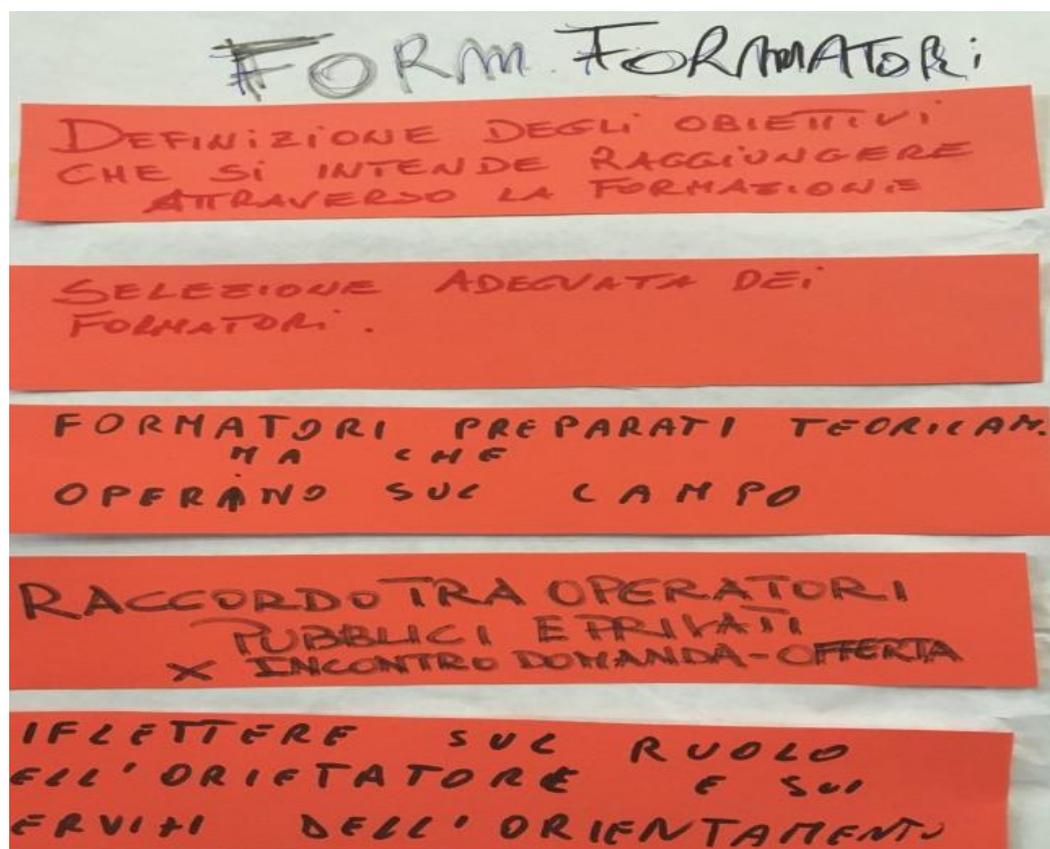
The Focus Groups carried out in Vicenza and in Matera have highlighted the need of a less theoretical training and more faithful to the practical needs and to the everyday problems the NEET population poses.

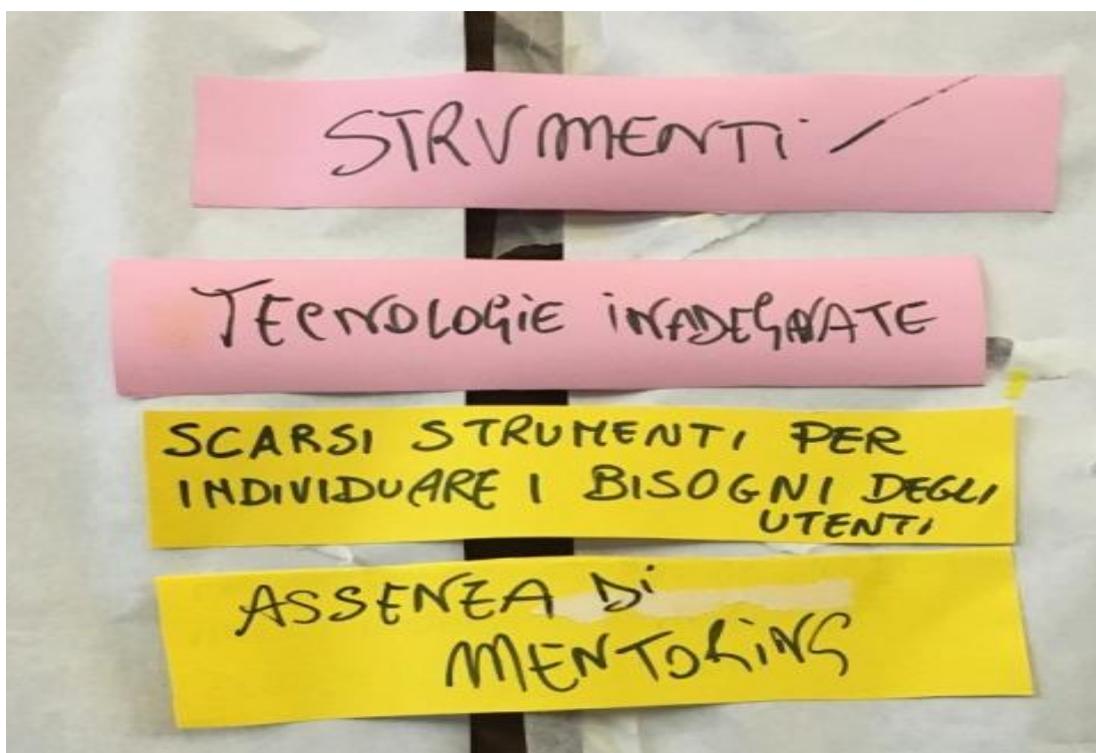
The practitioners claim to receive a strongly theoretical training, not very engaging nor motivating. The contents are generic and traditional, what is learnt results hardly translatable into practical knowledge to put into practice immediately in the work processes.

They strongly feel the absence of *mentorship* whenever someone is sent to perform other tasks and new processes and a learning process is activated on the job, while, on the other hand, the transmission of know-how from the retiring practitioners to the new entrances is not encouraged. Among the new training methodologies indicated, the *Coaching* and *Mentoring* stand out targeted at the support of the transmission of the know-how from the more elderly practitioners and the abilities to be able to cope with the responsibility the guidance activity implies for the practitioner.

Online *training* is also considered to be a useful methodology for a personalized learning.

The request for an experiential training which allows to immediately put into practice the acquired knowledge in a protected learning situation is surely the most demanded.





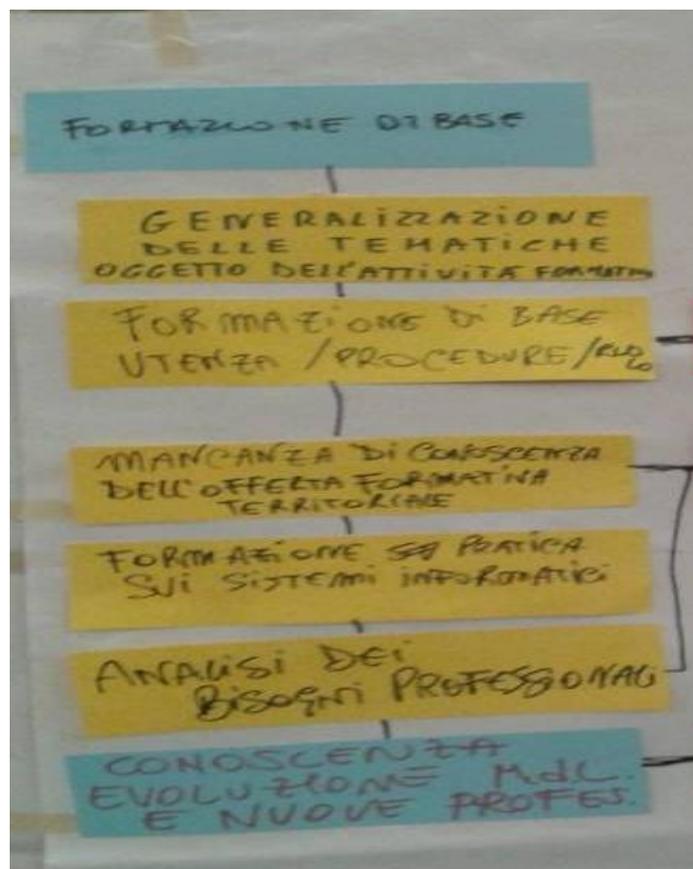
### THE CONTENTS

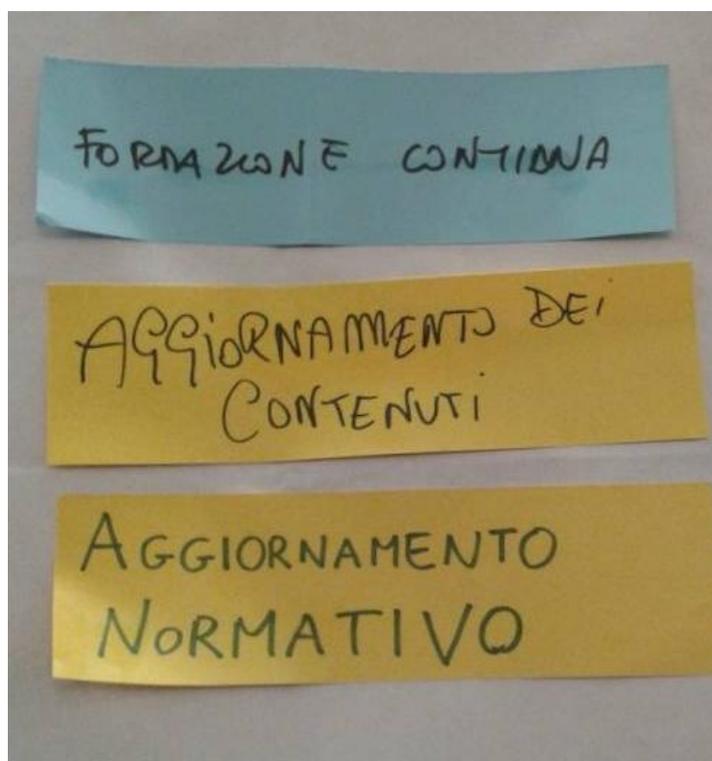
The contents are general; they do not complete the necessary basic training for the practitioners to fulfil their professional roles. There are no contents neither related to the use of the new technologies for the active job search nor related to the databases and to the territorial informative systems; the contents regarding the local labour market, opportunities and new professions turn out to be scarce.

Some space for training is usually devoted to the improvement of at least one foreign language, necessary to welcome and satisfy the demands of the new foreigners NEETs (refugees and immigrants); it is completely lacking a training aimed at acquiring information related to the main cultures of origin of the foreigners NEETs

### THE SUGGESTED SOLUTIONS

The solutions suggested by the practitioners to the training problems individualized have concerned several areas of intervention. Together with the request for a continuous and more updated training, it seems to be very much felt the need to focalise the training goals in views of the real needs and to a general benefit in addition to an immediately put-into-practice of the acquired knowledge regarding work. The suggested courses should be aimed at knowing better and being updated with the territorial realities where they operate and the real available job opportunities and chances of professional insertion. The trainers should be carefully selected according to their skills area and there should be a useful training for the operators to observe the users' needs, translate the companies' demands in order to make it compatible with the professional profiles assessed and, in this way, ease the matching.





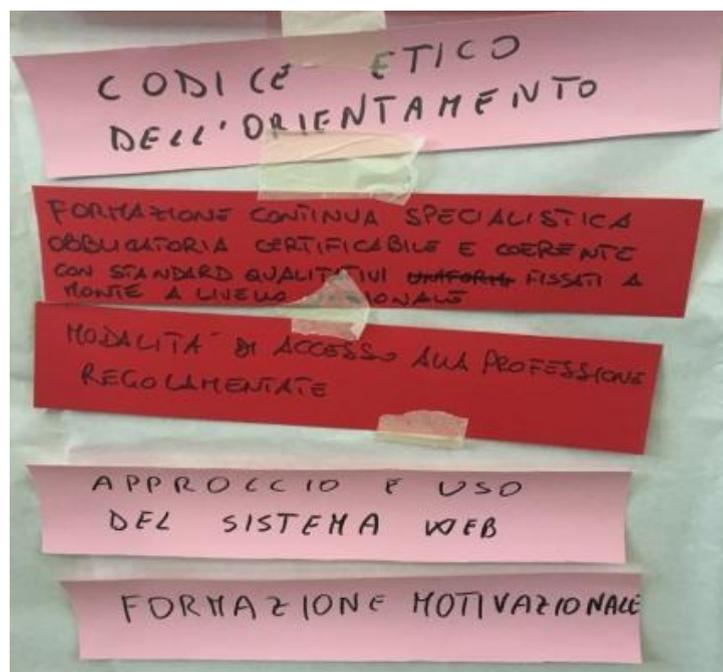
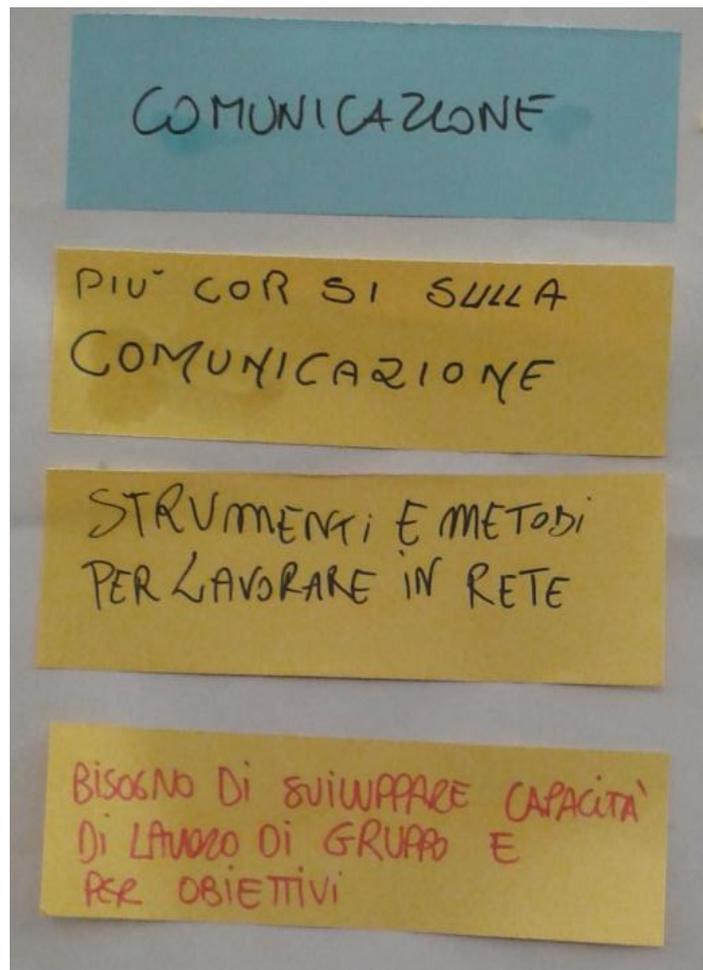
The training should be cyclical and not occasional or project related. The changes in the labour market are fast and the training and updates' pace should be consistent so as to keep up with such speed. It is strongly felt the demand for an update on the contents on the regulatory and legislative levels and also on the level of informatic tools and new active job search modalities through the web.

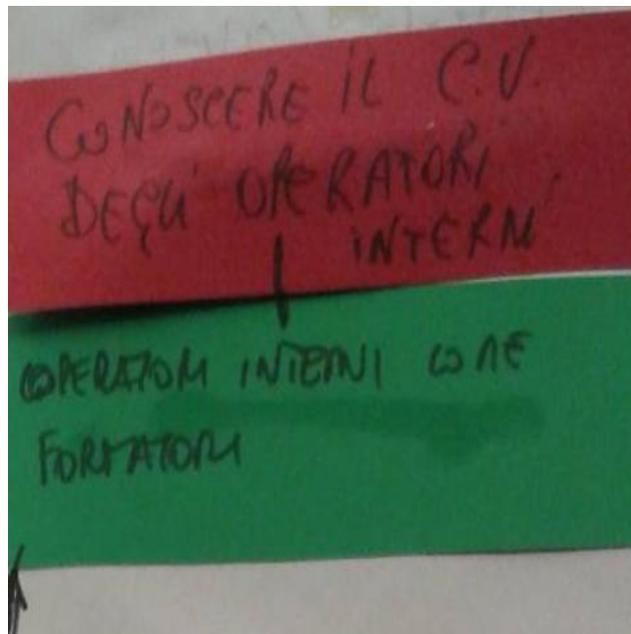
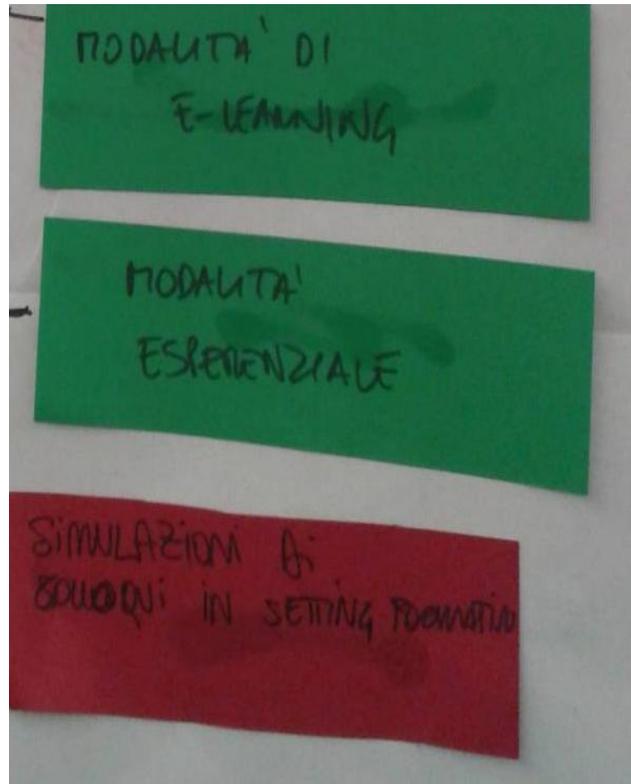
The motivational and behavioural training would instead help the practitioners to assume self-tutelary behaviours regarding the weight of the demands they receive daily from the suffering target and, at the same time, it would improve their abilities to listen, communicate directly and support the users.

A training characterized of moments of discussion and exchange with the territory and, especially with the companies' realities, would allow the practitioners to directly know the local productive realities, the work processes, the needs in terms of skills innovation expressed by the entrepreneurs with a positive repercussion on the guidance function.

Moreover, the exchange of successful practices among European guidance centres and between European colleagues could render more effective practices otherwise obsolete.

Some practitioners have also suggested the creation of a "the expert answers" service in case of need of support in the solution of problems related to specific topics.

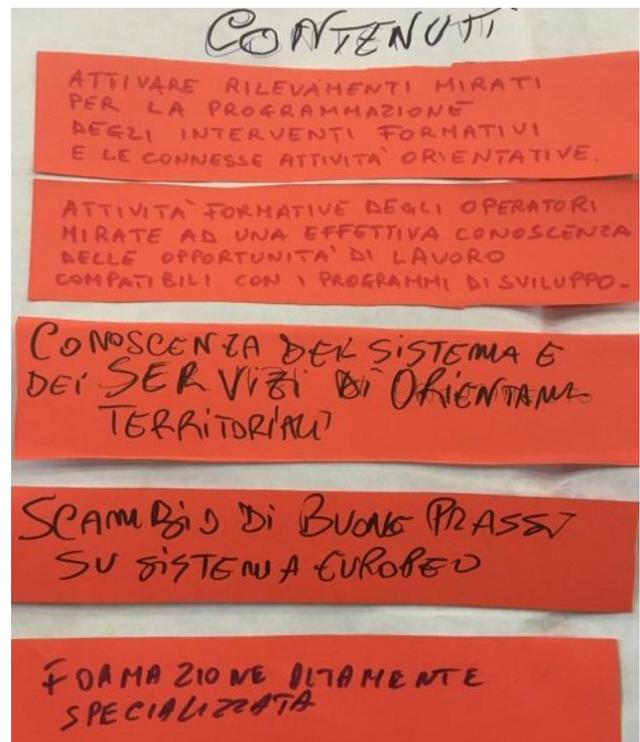
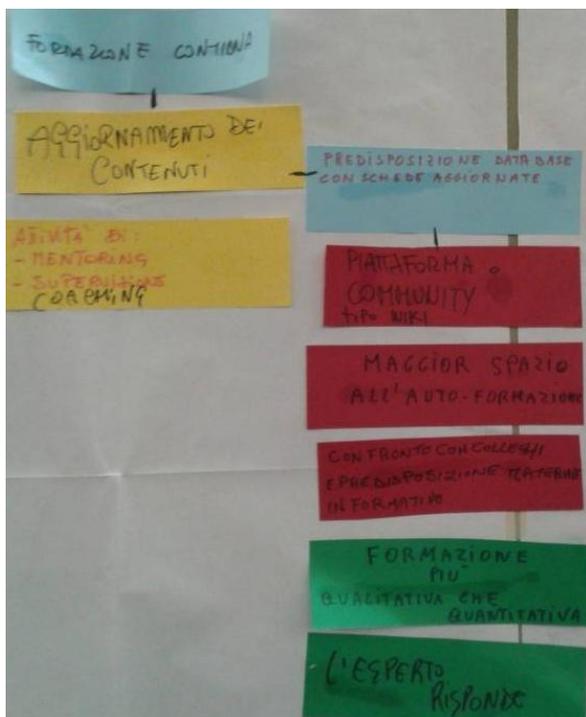




The principle of the putting-into-practice the acquired knowledge is a guidance criterion and here the need to update the methods and the tools used for the continuous professional training of the practitioners is also called for.

The solutions suggested follow the direction of a training not only appropriate, recurrent and updated but also personalized.

The recommended tools and methods are e-learning, the experiential training and the times for meeting, debating and exchanging among colleagues and experts. It results interesting also the suggestion of using the expertise within the centre to transmit the know-how consolidated and acquired on the job. With this aim, the creation of a database of internal skills which to resort to for the transfer of knowledge over specific work processes is suggested.



## DESIGN OF THE TRAINING MODULES FOR THE EXPERIMENTATION PHASE



The practitioners were asked to work on the design of some training modules to fill what they considered the most imperative skills gap.

The Focus have listed among the most urgent training requisites for which to create ad hoc modules the following abilities:

- Being acquainted with the labour market and the productive and employment trends
- Active job search techniques through web tools
- Active job search techniques through non-web tools
- New emerging professional profiles
- Use of specific databases for the active job search
- Knowledge of the territory and of the opportunities
- Acquaintance with tools and methods for the conduction of a guidance interview.
- Interviews techniques for a mkt of the professional training

The following charts show some examples of training modules designed by the participants in the work groups.

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Web tools for the active job search	Active job search techniques through web tools	<p>The search engines: the operational logic</p> <p>Key words for online job search</p> <p>The roles of the blogs, the forums and the chats</p> <p>Characteristics of the main online networks</p> <p>The role of the network in the active job search</p> <p>The APPs and their characteristics</p> <p>The technical tools for the management of the websites for reference</p> <p>The jobs databases</p> <p>The offer-demand meeting point with the aid of the new technologies</p> <p>The online self candidacy</p> <p>The video cv</p> <p>Companies' capability to use the network for the selections</p>	<p>METHODS</p> <p>Theoretical lessons</p> <p>Practical exercises</p> <p>Simulations</p> <p>TOOLS</p> <p>Informatics lab</p> <p>Webcam</p> <p>Thematic software</p> <p>Slides</p> <p>The didactic dispense</p> <p>Databases</p>	<p>24 H</p> <p>3 days of 8 hours</p> <p>4 theory</p> <p>4 practice</p>

Chart n. 5

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Acquaintance with tools and methods for the conduction of a guidance interview	External communication for a successful training mkt	<p>Read and analyse the users' needs</p> <p>Empowerment techniques</p> <p>Acquaintance with the mkt</p> <p>Quality appeal</p>	<p>Frontal, theoretical, interactive lesson</p> <p>Group work</p>	16 h

Chart n. 6

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Acquaintance with tools and methods for the conduction of an individual interview with guidance aims.	LET'S RELISTEN	<p>Knowledge of the context and the phenomenon</p> <p>Knowledge of active listening techniques</p> <p>Knowledge of communication techniques</p> <p>Counselling and its implications</p> <p>Main expectations of the stages in the developmental age</p> <p>Problem solving strategies</p> <p>In-depth analysis of the methods and tools for the identification of needs</p>	<p>Outline of interview</p> <p>Structured interview</p> <p>Data collection questionnaire</p> <p>Analysis and summary sheets</p> <p>Role playing</p> <p>Interview simulation</p>	89 h

Chart n. 7

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Use of specific databases for the active job search	INFOR-WEB	Databases which interact with all the participants in charge of development and of offer/demand matching (schools, companies, training centres)	<p>Linguistic competences</p> <p>Web server</p> <p>Android windows Linux</p> <p>Applicable packages with the use of resources both internal and external</p>	Distance and residential continuous training

Chart n. 8

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Carry out a first-class individual interview	Strategies for the first-class guidance interview	Active listening techniques Feelings' management Definition of the professional goal Interviews/meetings techniques Processing of the data collected Presentation of helpful tools for the conduction of interviews Interviews time management techniques Strategies to avoid the burnout	In-person and online theoretical lessons Role playing Audio-video materials on particular cases Web consultation Individual study with periodic tests Coaching Pc Video projector Appropriate spaces	35 h

Chart n. 9

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Active job search techniques through web tools	Web for job opportunities	AAP-BLOG Social networks Facebook LinkedIn Video CV Video interview (Skype) Websites Email placing in CVs in companies' and agencies websites Operation of search engines with key words The privacy on the web Creation of information sheets for the use of the web tools	Experimentation conducted by the job and informatics guidance expert in multimedial classroom	16 h 15 English

Chart n. 10

TARGET SKILL	MODULE TITLE	CONTENTS	TOOLS /METHODS	DURATION
Knowledge of the territory and of the opportunities	Active job search techniques	<p>Portals</p> <p>Suggestions regarding the CV and the cover letter</p> <p>Outline/method activities to perform</p> <p>Advertisements and bulletin boards</p> <p>Promote the activation of formal and informal acquaintances network</p> <p>Entrepreneurship</p>	<p>Case history</p> <p>Simulations</p> <p>Format</p> <p>List of websites and useful links</p> <p>Newsletter</p> <p>Self-reflection materials</p> <p>Focus group c/O Companies/users, EA</p>	16 hours in total

Chart n. 11

TARGET SKILLS	MODULE TITLE	CONTENTS	TOOLS/METHODS	DURATION
Emerging professional profiles	The new professions	<p>The evolution of the labour market</p> <p>The emerging professions</p> <p>From the educational qualification to the professional ambition</p> <p>The companies' needs</p>	<p>The regulatory references</p> <p>The classification (update of professional roles)</p> <p>Contact with companies and schools</p> <p>Professional and web update</p> <p>Focus group</p>	Constant and in continuous evolution

Chart n. 12

COMPETENZA TARGET	TITOLO MODULO	CONTENUTI	METODI	DURATA
CONOSCERE IL MDL ED I TENDI PRODUTTIVI E OCCUPAZIONALI	IL MDL: CONOSCERE PER ORIENTARE	<ul style="list-style-type: none"> <li>- TECNICHE DI RICERCA ED ANALISI BUONE DATI (INTERNO ED ESTERNO)</li> <li>- TECNICHE DI INDIVIDUAZIONE DEI BISOGNI PROFESSIONALI DELLE AZIENDE DEL TERRITORIO</li> <li>- SAPER UTILIZZARE LE COMPETENZE DEI REPERTORI PROFESSIONALI</li> <li>- CONOSCERE E ANALIZZARE I DIVERSI CANALI DI INGRESSO D/O DI INNEGAZIONE VINCENZIALI</li> <li>- TECNICHE DI LETTURA E INNEGAZIONE PROFESSIONALI EMERGENTI (ANALISI SINTETICA DEL MDL)</li> </ul>	<ul style="list-style-type: none"> <li>- E-LEARNING</li> <li>- <del>ATTIVAZIONE DEL JOB</del></li> <li>- ROLE PLAYING</li> <li>- WORKSHOP</li> </ul>	40 h (min) - LLL (PROFESSORI ANZIANI)

COMPETENZA TARGET	TITOLO MODULO	CONTENUTI	METODI	DURATA	STRUMENTI
ESSERE IN GRADO DI CONDURRE UN COLLOQUIO INDIVIDUALE, DI I° LIVELLO.	STRATEGIE PER IL COLLOQUIO ORIENTATIVO DI I° LIVELLO.	<ul style="list-style-type: none"> <li>• TECNICHE DI ASCOLTO ATTIVO E GESTIONE DELL'EMOTIVITA' DELLO UTENTE.</li> <li>• DEFINIZIONE DELL'OBIETTIVO PROFESSIONALE.</li> <li>• TECNICHE DI INTERVISTA/COLLOQUIO.</li> <li>• ELABORAZIONE DEI DATI RACCOLTI.</li> <li>• PRESENTAZIONE DI STRUMENTI UTILI PER LA GESTIONE DEL COLLOQUIO (TEST, QUESTIONARI, MASCHERE DI INSERIMENTO DATI, ...)</li> <li>• TECNICHE DI GESTIONE DEL TEMPO.</li> <li>• STRATEGIE PER EVITARE IL BURN-OUT.</li> </ul>	<ul style="list-style-type: none"> <li>→ LEZIONE FRONTALE SIA IN PRESENZA CHE ONLINE.</li> <li>→ ROLE PLAYING.</li> <li>→ MATERIALE AUDIO-VIDEO SU CASI CONCRETI.</li> <li>→ CONSULTAZIONE WEB (FORUM, NOTIZIE DI RICERCA DEDICATI, ...)</li> <li>→ STUDIO INDIVIDUALE CON VERIFICA PERIODICA</li> <li>→ COACHING</li> </ul>	35 ORE • 6 • 6 • 6 • 4 • 8 • 3 • 2	<ul style="list-style-type: none"> <li>• COMPUTER</li> <li>• FUNZIONANTE CON CONNESSIONE WEB</li> <li>• VIDEO PROiettore.</li> <li>• MATERIALE DI CONSULTAZIONE.</li> <li>• SPAZI DEDICATI E ADEGUATI.</li> </ul>

COMPETENZA TARGET	TITOLO MODULO	CONTENUTI	METODI	DURATA
MANIPOLARE ISTRUZIONI EMERGENTI LEGATE A TENDI DEL LAVORO	LE NUOVE PROFESSIONI	<ul style="list-style-type: none"> <li>• L'EVOLUZIONE DEL MERCATO DEL LAVORO</li> <li>• LE PROFESSIONI ATUALI E LE EMERGENTI</li> <li>• DAL TITOLO DI LAVORO ALL'ASPIRANTE PROFESSIONALE</li> <li>• I BISOGNI DELLE AZIENDE</li> </ul>	<ul style="list-style-type: none"> <li>• I PRESENTI LABORATORI</li> <li>• LA CLASSIFICAZIONE/ANALISI DEI TENDI PROFESSIONALI</li> <li>• CONTATTI CON LE AZIENDE LE NUOVE PROFESSIONI</li> <li>• APPROFONDIMENTO PROFESSIONALE E BES</li> <li>• FORMAZIONE TEST D'AZIONE</li> </ul>	COSTANTE E IN CONTINUA EVOLUZIONE

## CONCLUSIONS

The appearance of the NEETs has introduced new needs in terms of professional guidance services and has suggested new reflections over the matter of the professionalism available in each territory to guarantee the quality and the accessibility of the guidance services to this new target.

The precise data-gathering of the skills useful for the NEETs' guidance in the different systems and different geographical contexts has turned out to be a strategic action targeted at promoting actions of identification and of training where useful and necessary.

As for the matter of the analysis of the training basic needs of the guidance practitioners, elements clear and common to the territories interested in the survey arose.

As regards the planning modality of the interventions, and so the way the requirement for professionalism and training is perceived, two types of behaviour can be mentioned, which nonetheless exceed the concept of "rain" interventions and follow the direction of a greater awareness of the proper basic needs.

In fact, the demands that arise both from the directors and from the practitioners have to do with:

- A planning of the interventions inspired by a substantial specialization criteria, once the requirement of a first basic training is met;
- A planning of the training activities worried about intercepting all the levels and profiles of the practitioners, even through articulate and differentiated modalities.

Both the approaches have their origins in the awareness that it is necessary to elaborate plans and programmes which meet the temporary basic needs and think about a development of the human capital working at the employment agencies with a large-scale effort perspective. To talk in human resource management terms, they are moving from the updating of the sole practitioner to an analysis of the organizations' basic needs.

It is likewise highlighted a demand of renewal of the training paths traditionally supplied.

In particular:

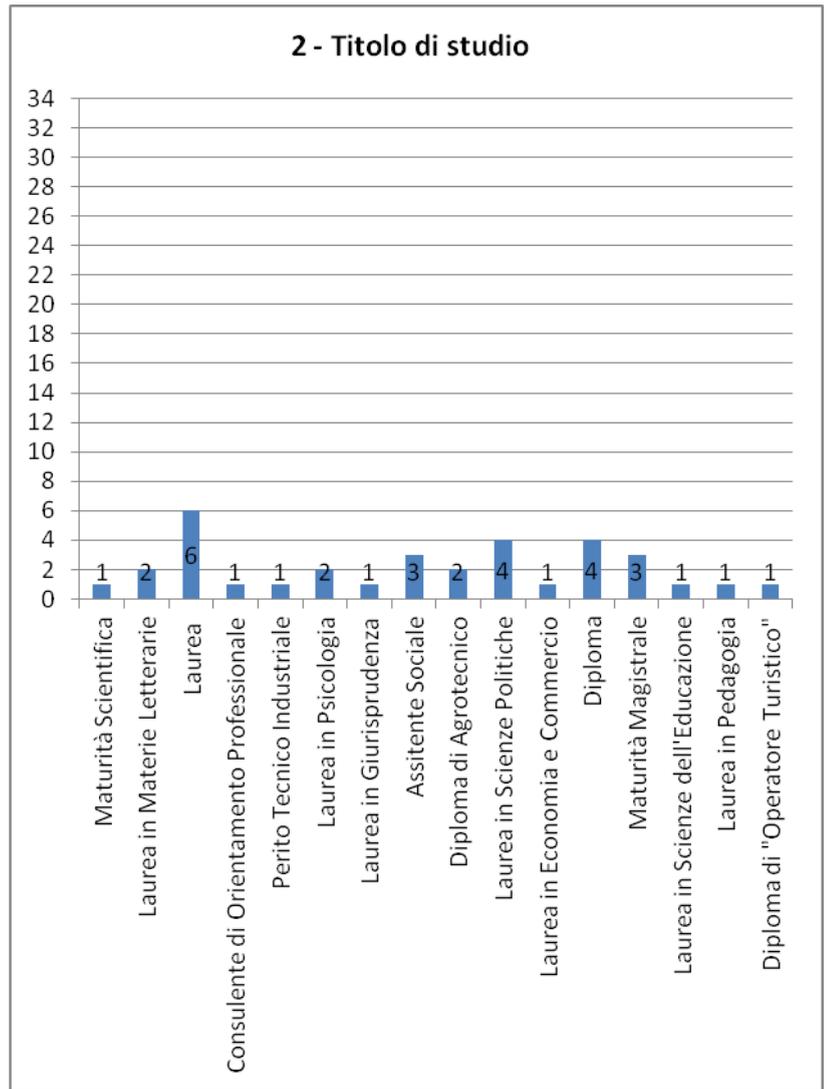
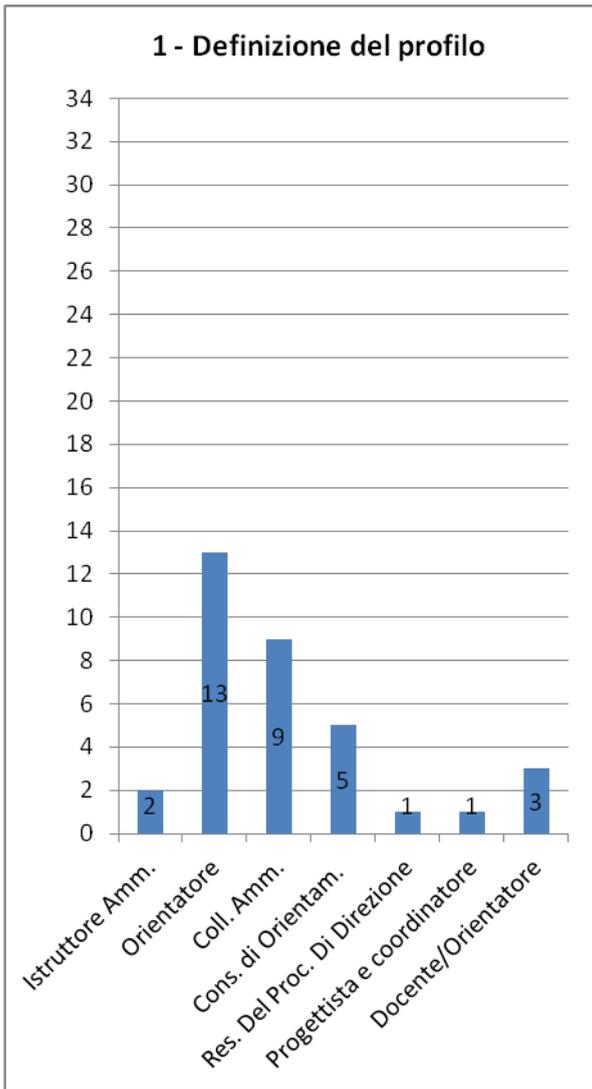
- The clarity and broadness of the aims, which have to do both with the practitioners' skills and also with the atmosphere and the culture of the service;
- It is recognized a demand for a higher integration and personalization of the training interventions aimed at acquiring new skills to face the needs expressed by the NEETs, also through the introduction of new human resources' reinforcement methodologies such as the mentoring and the coaching;
- It is noticed the need of modular and flexible training projects which can provide for a differentiation of paths for each recipient;
- Training paths which foresee exchanges of experiences with other actors within the territorial training system but, above all, with the local companies to facilitate the mismatch between demand and offer and favour a better professional guidance are demanded.

- an introduction of a new web culture for the active job search is requested;
- the integration of informative systems with the aim of obtaining a complete information where to elaborate over action plans for the job insertion of the NEETs is requested;
- the selection of integrated and flexible paths, articulated in modules targeted at the acquisition of transversal skills and of specialized skills, aimed from time to time at target groups is required;
- a specific linguistic training which allows to communicate with the NEETs who come from different European and extra European countries is requested.

*Attachments: data processing*

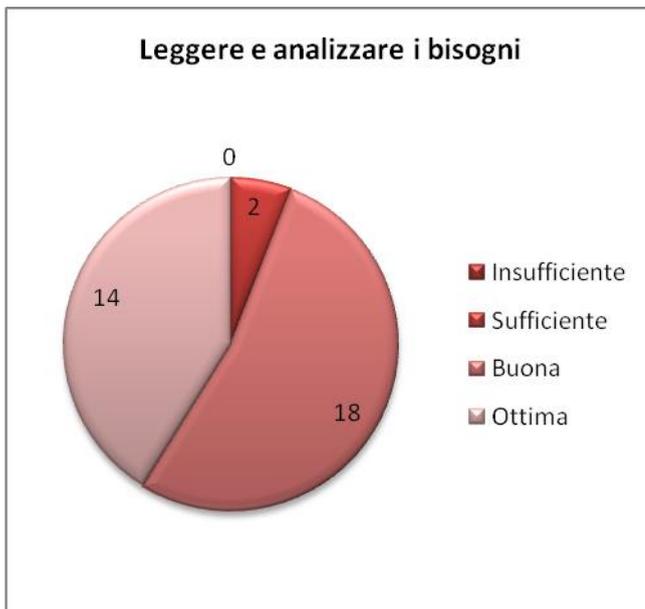
### IO.3 Analysis of the TRAINING basic needs of the guidance practitioners working with NEETs in the Province of Matera

#### Attachments 3.2 Data elaboration

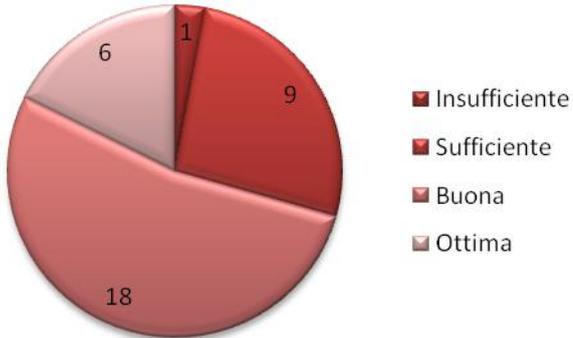




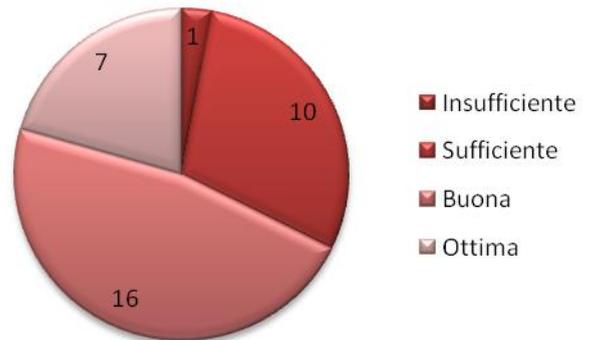
#### 4. Do you have the following professional skills?



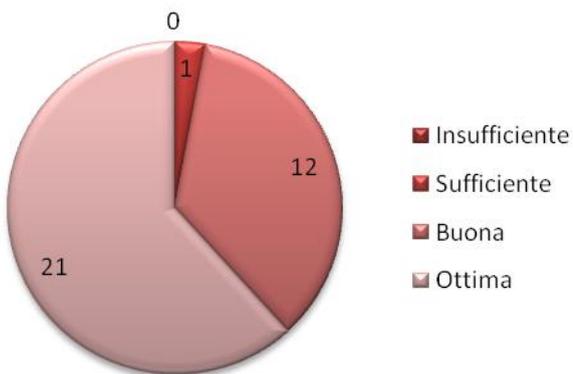
**Utilizzare banche dati specifiche per la ricerca attiva del lavoro**



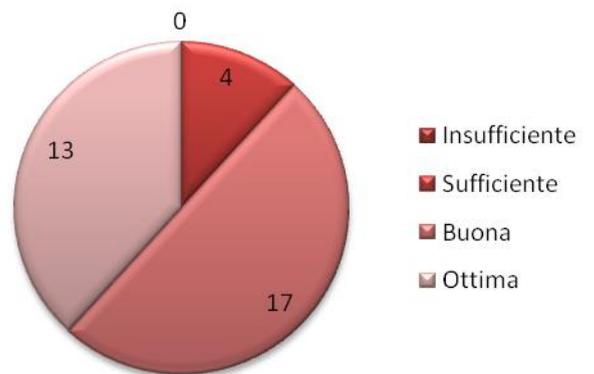
**Conoscere e saper utilizzare gli strumenti web per la ricerca attiva del lavoro**



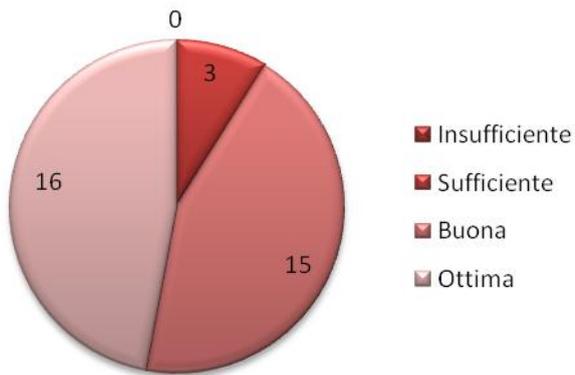
**Praticare l'ascolto attivo e la comunicazione empatica**



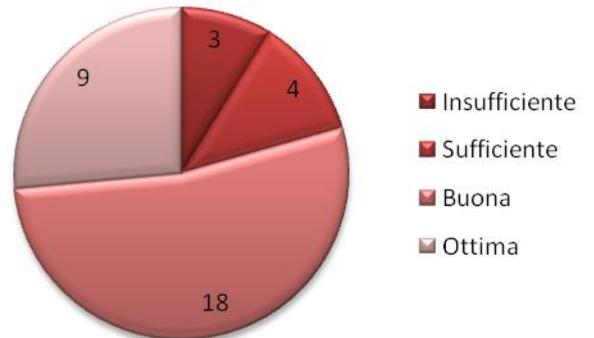
**Saper riconoscere gli aspetti essenziali di un ruolo professionale**



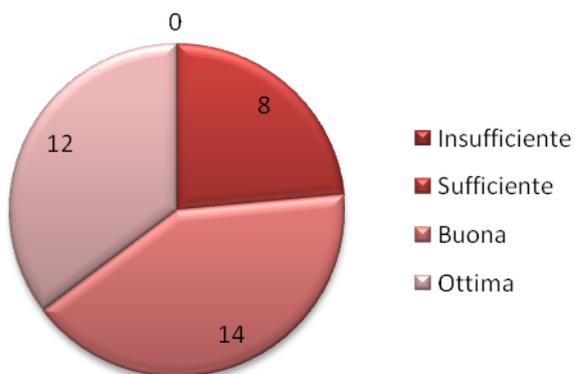
### Saper lavorare in gruppo



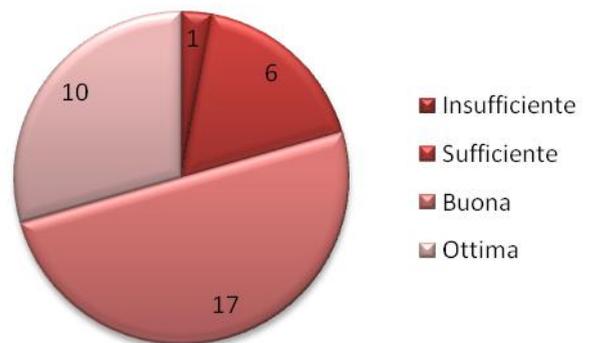
### Interagire e collaborare con la rete territoriale dei servizi per il lavoro e la formazione



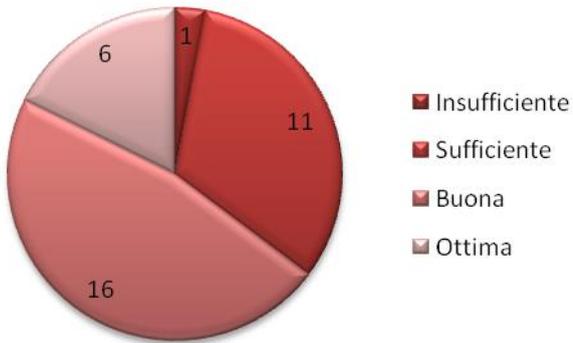
### Utilizzare le metodologie per la conduzione di colloqui individuali con finalità orientative



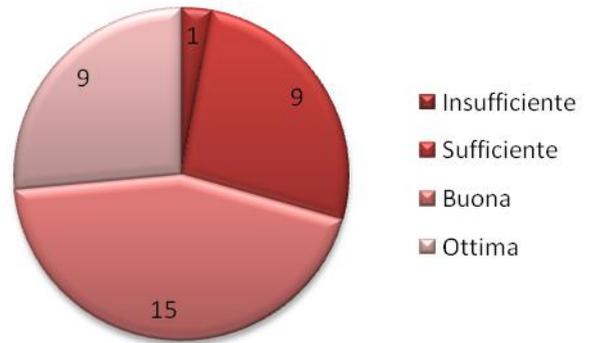
### Individuare le caratteristiche delle professioni e dei contesti lavorativi



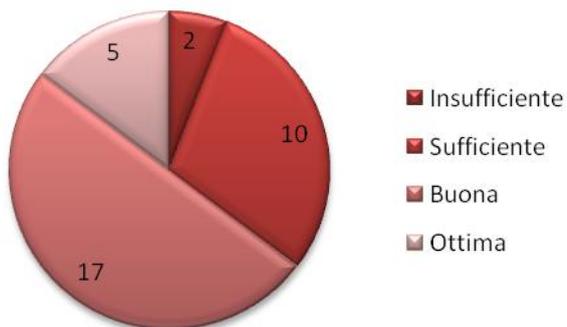
**Conoscere il Mercato del lavoro locale ed i trend produttivi e occupazionali**



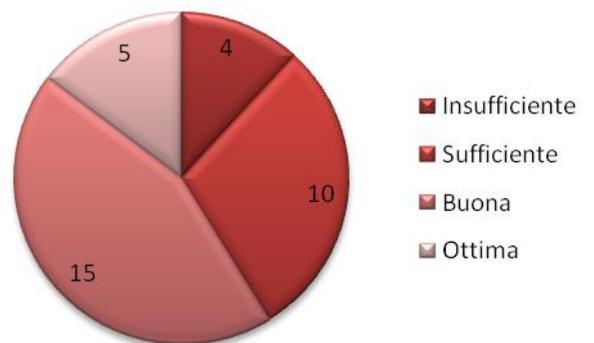
**Conoscere il sistema e l'offerta di istruzione secondaria e terziaria e della formazione professionale**



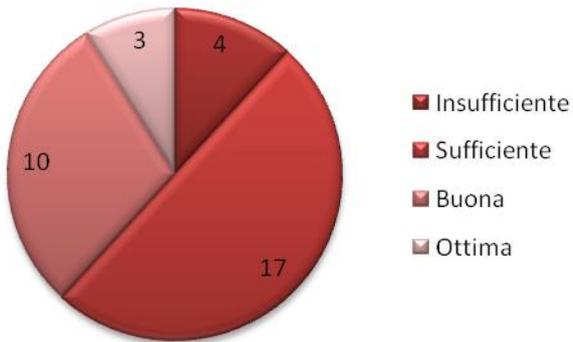
**Conoscere i riferimenti normativi in materia di regolazione del mercato del lavoro, istruzione, università e formazione professionale**



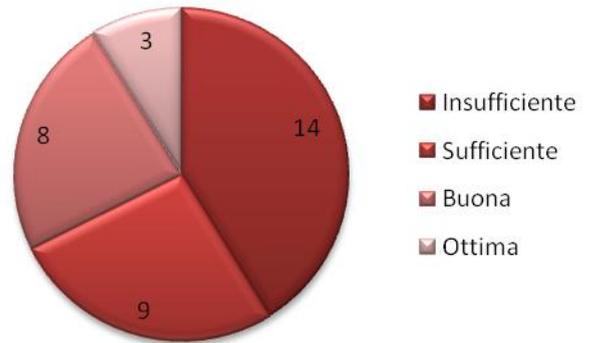
**Conoscere le principali tipologie di contratti lavorativi**



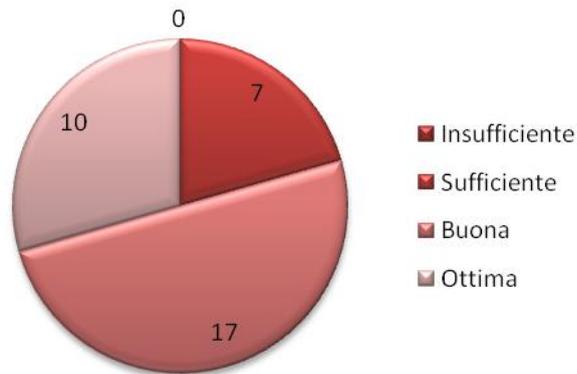
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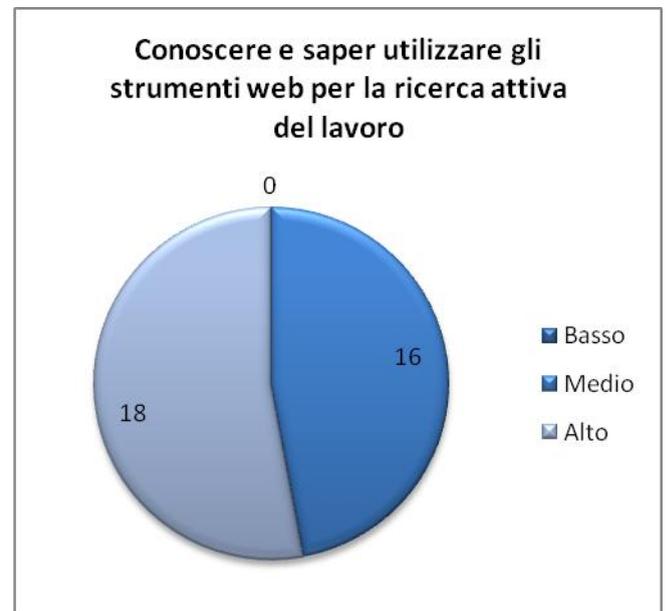
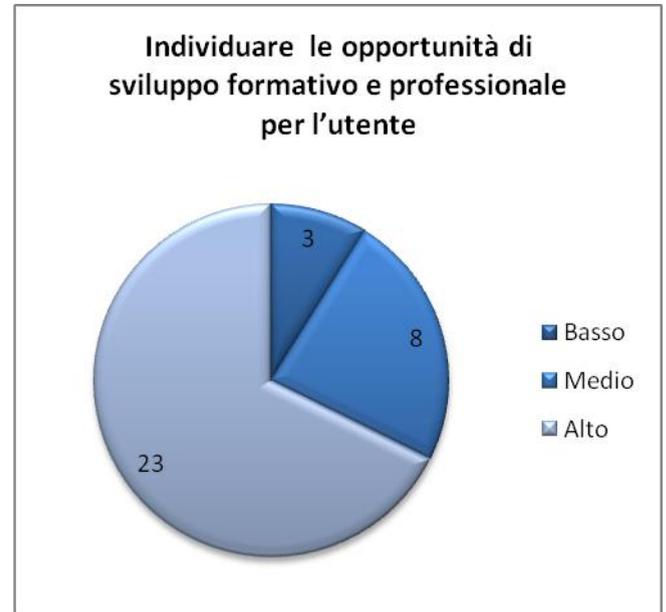
### Conoscere la Lingua inglese



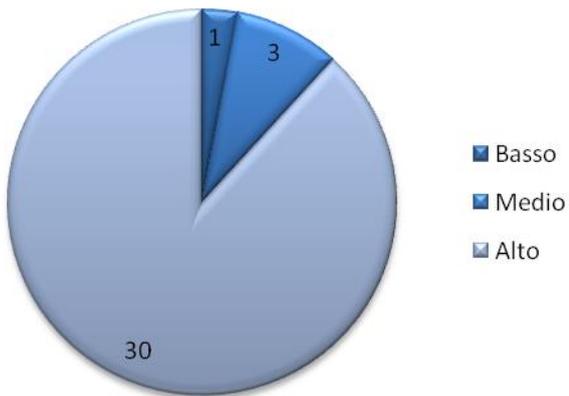
### Competenze informali



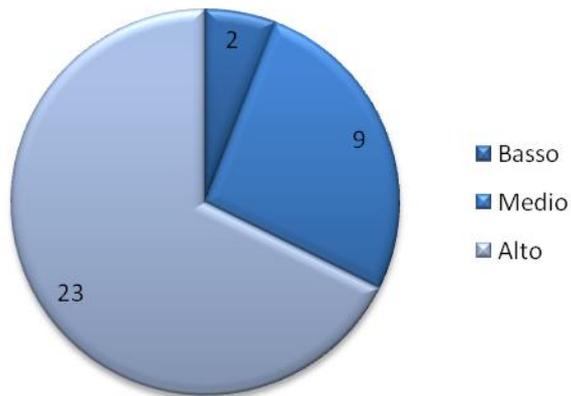
**5. From your point of view, what is the level of relevance that the following Unit of competence have in your activity?**



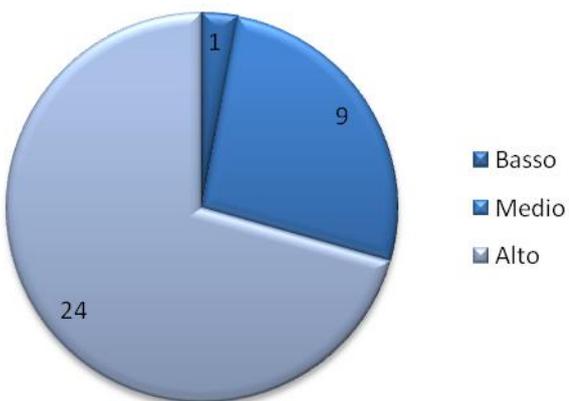
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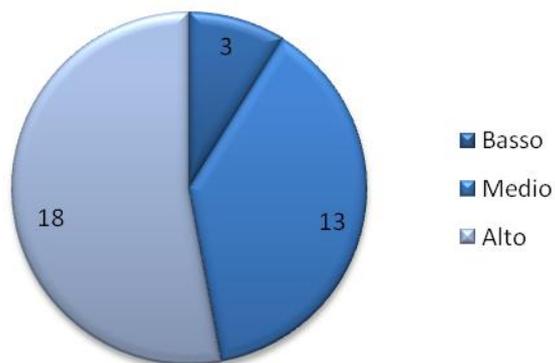
**Saper riconoscere gli aspetti essenziali di un ruolo professionale**



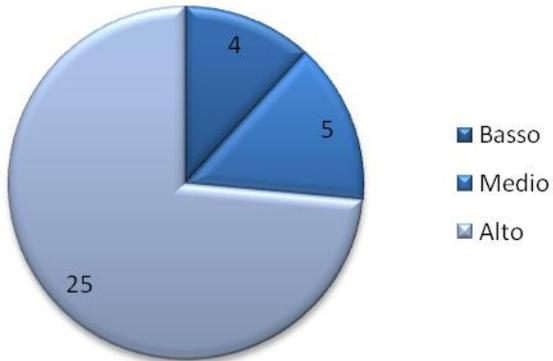
**Saper lavorare in gruppo**



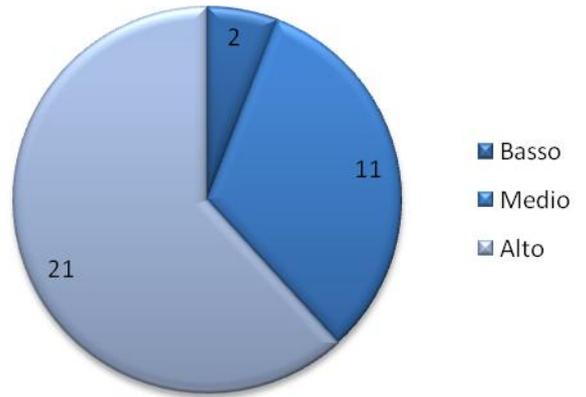
**Interagire e collaborare con la rete territoriale dei servizi per il lavoro e la formazione**



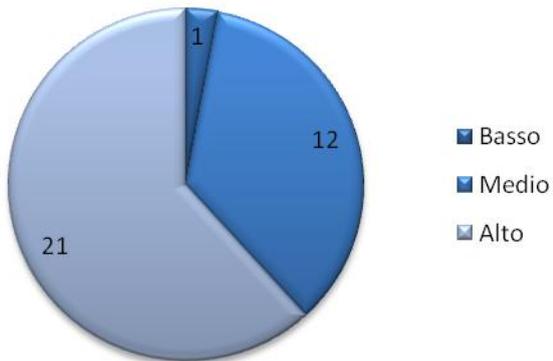
**Utilizzare le metodologie per la conduzione di colloqui individuali con finalità orientative**



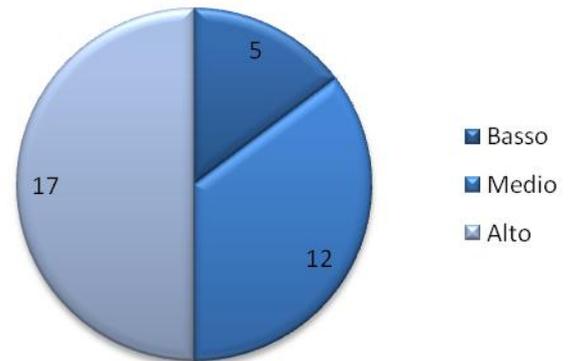
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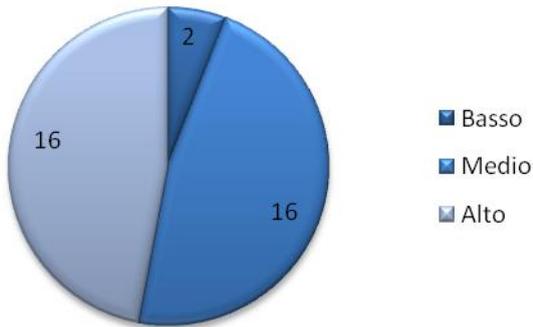
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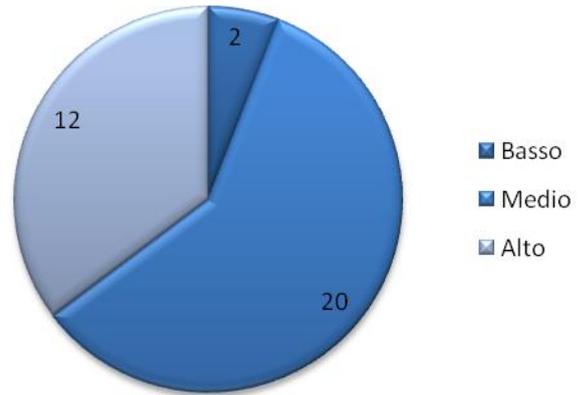
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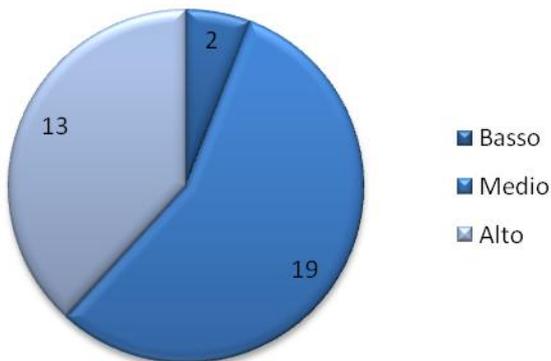
**Conoscere i riferimenti normativi in materia di regolazione del mercato del lavoro, istruzione, università e formazione professionale**



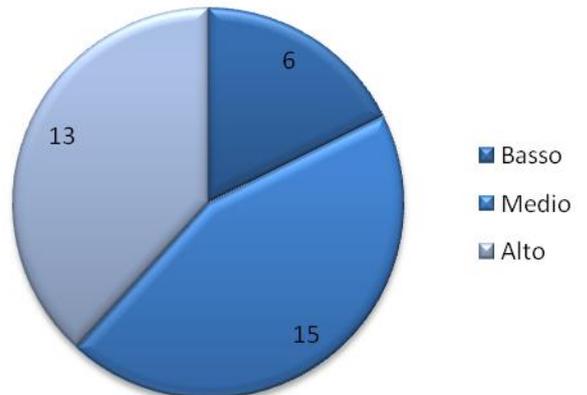
**Conoscere le principali tipologie di contratti lavorativi**



**Conoscere le modalità per l'avvio e l'esercizio del lavoro autonomo-imprenditoriale**

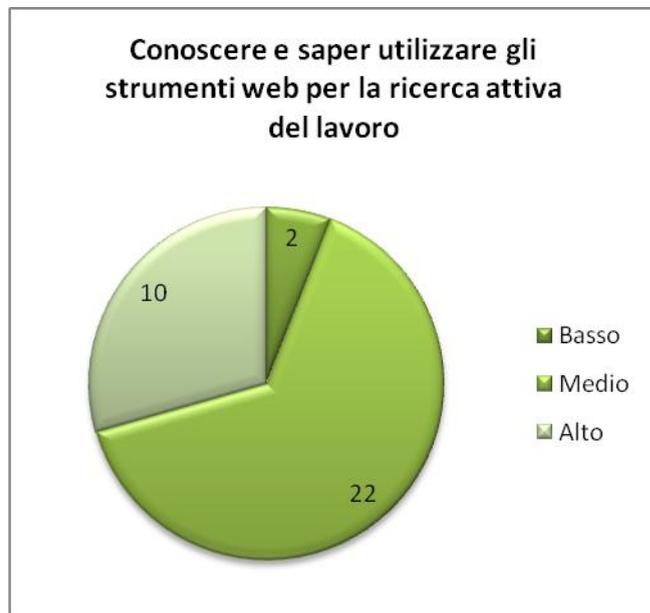


**Conoscere la Lingua inglese**

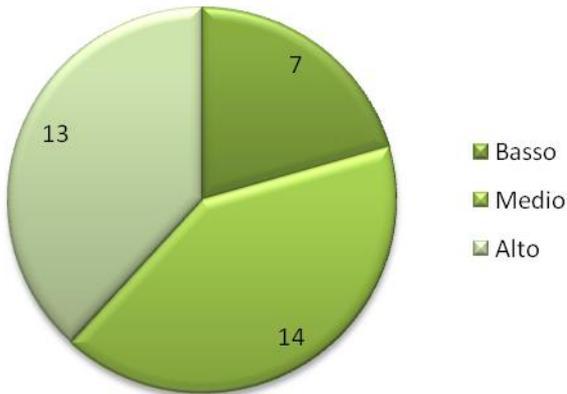




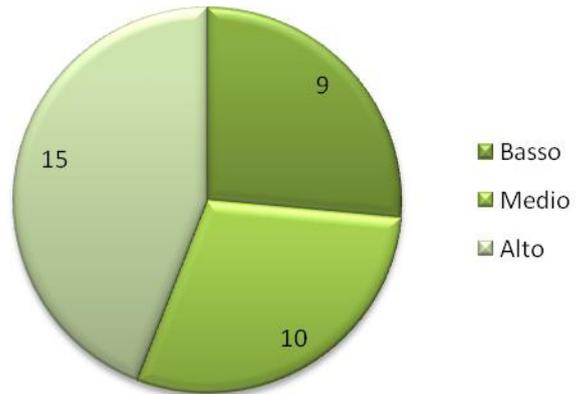
6. What is the training needs level linked to the following Unit of Competence?



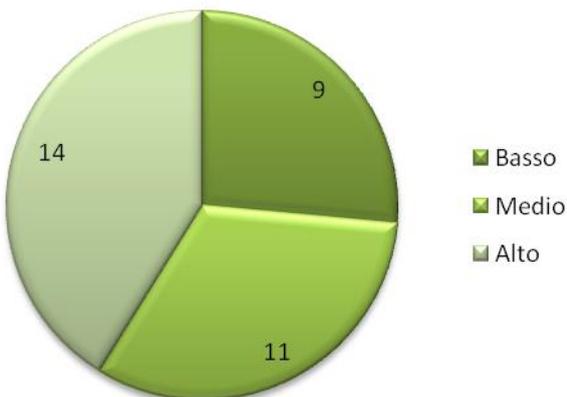
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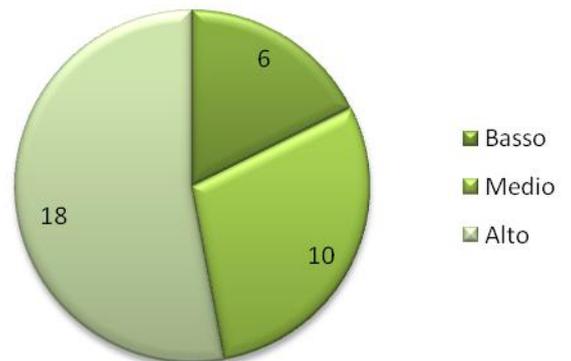
**Saper riconoscere gli aspetti essenziali di un ruolo professionale**



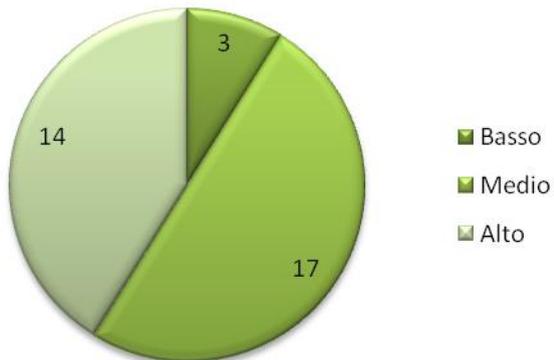
**Saper lavorare in gruppo**



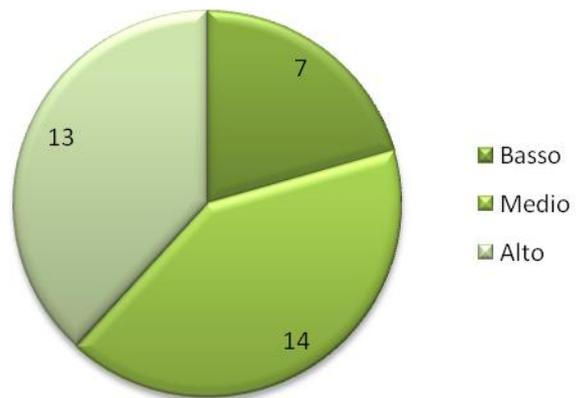
**Interagire e collaborare con la rete territoriale dei servizi per il lavoro e la formazione**



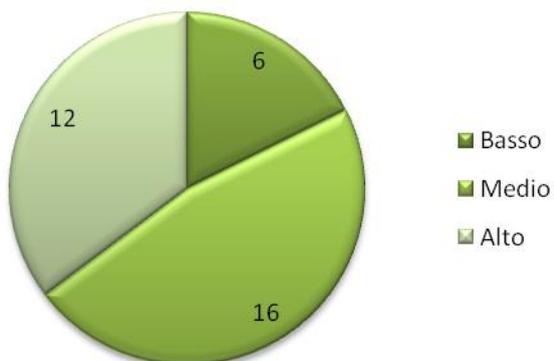
**Utilizzare le metodologie per la conduzione di colloqui individuali con finalità orientative**



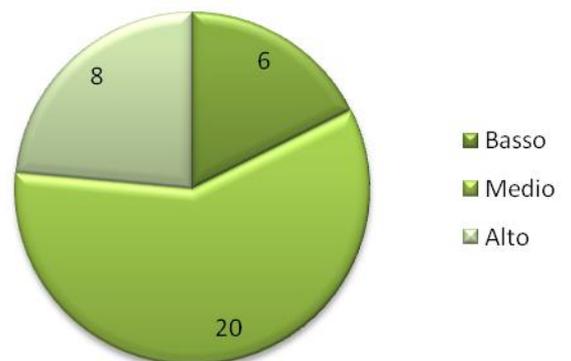
**Individuare le caratteristiche delle professioni e dei contesti lavorativi**



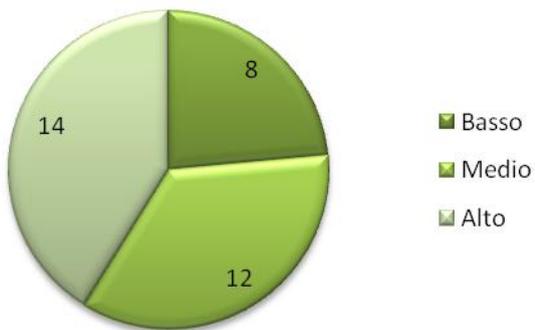
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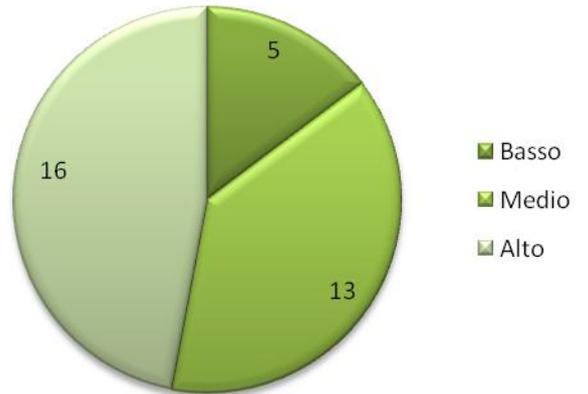
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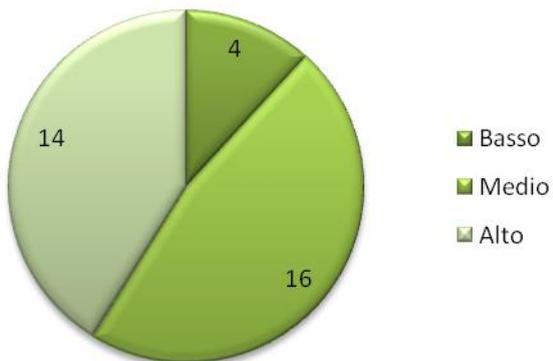
**Conoscere i riferimenti normativi in materia di regolazione del mercato del lavoro, istruzione, università e formazione professionale**



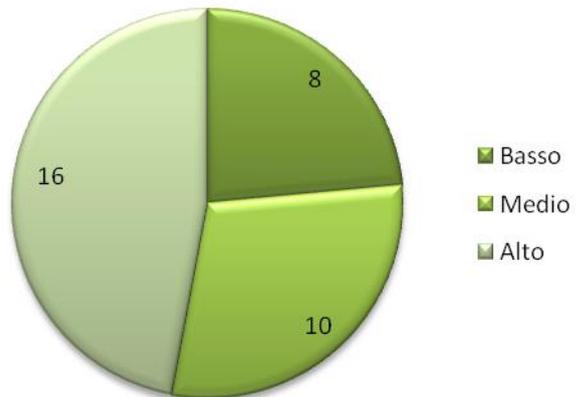
**Conoscere le principali tipologie di contratti lavorativi**



**Conoscere le modalità per l'avvio e l'esercizio del lavoro autonomo-imprenditoriale**



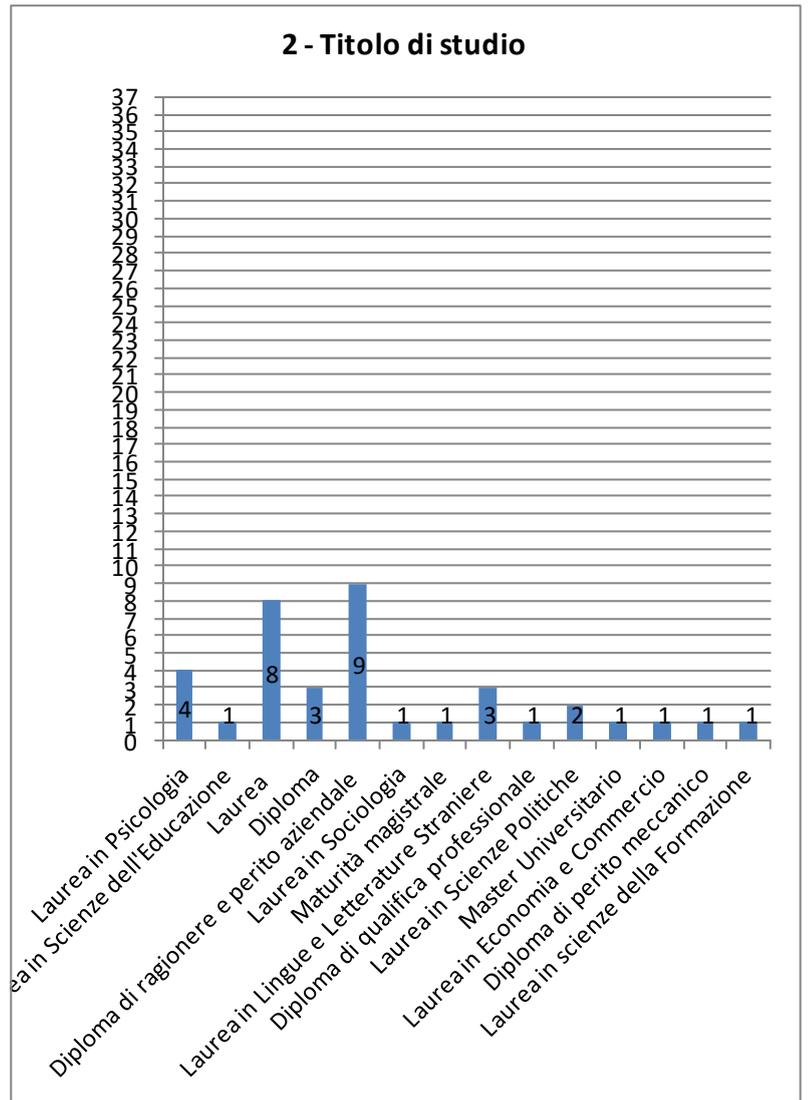
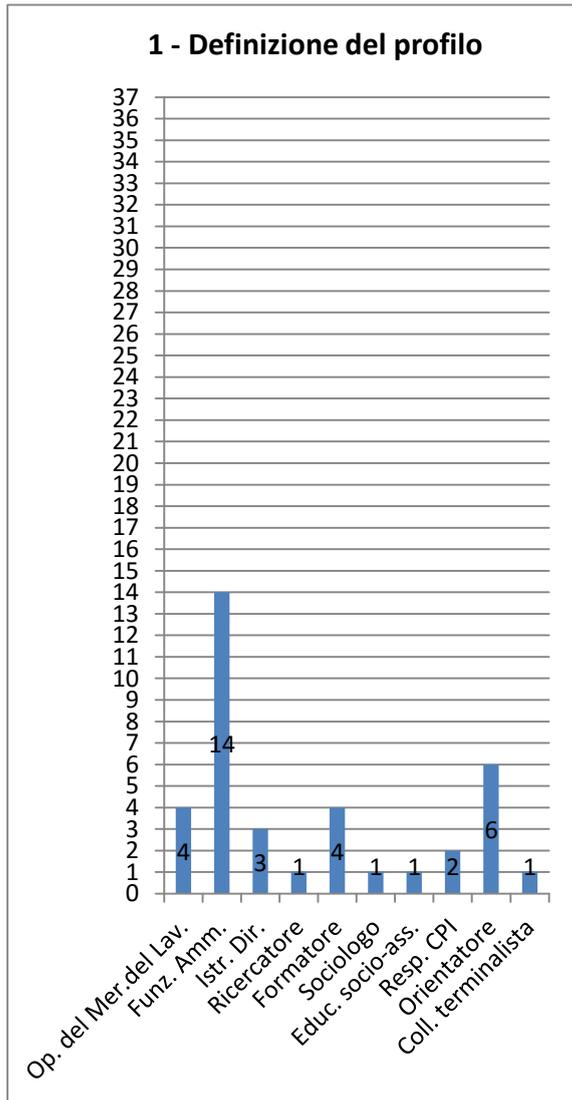
**Conoscere la Lingua inglese**

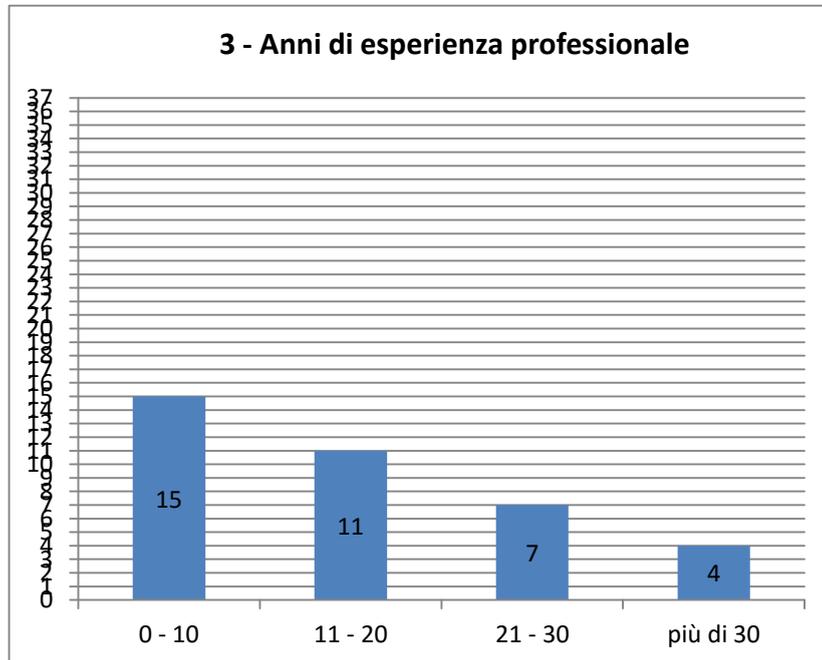




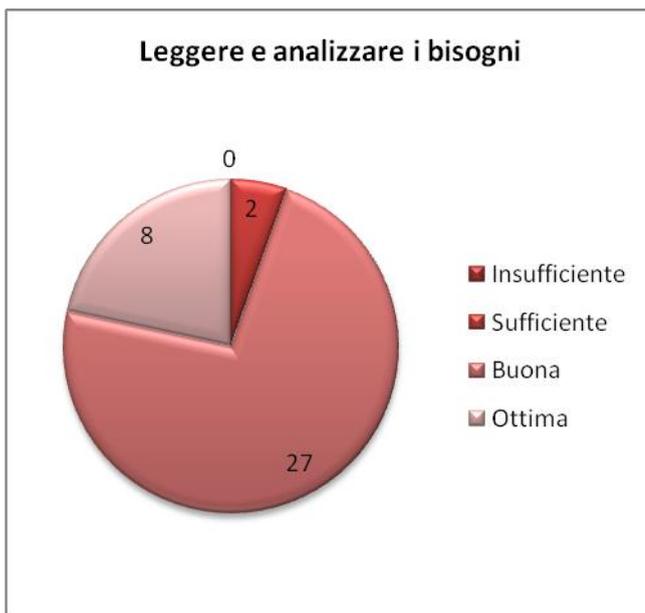
### IO.3 Analysis of the TRAINING basic needs of the guidance practitioners working with NEETs in the Province of Vicenza

#### Attachments 3.2 Data elaboration

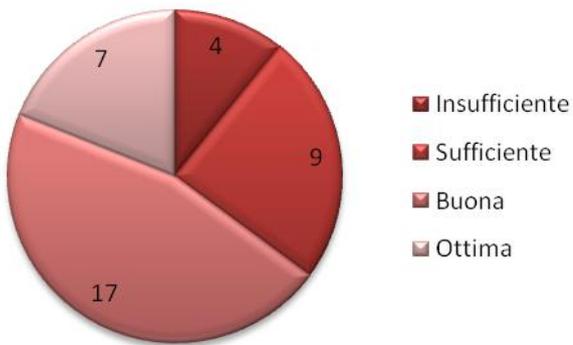




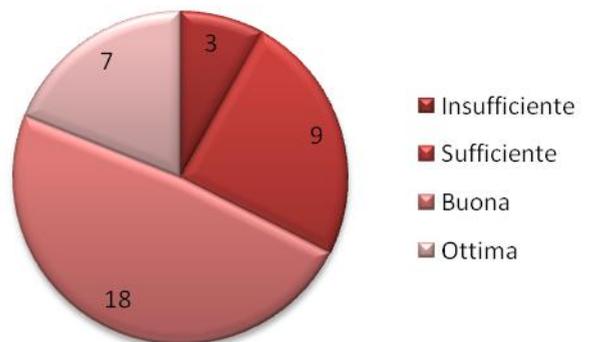
#### 4. Do you have the following professional skills?



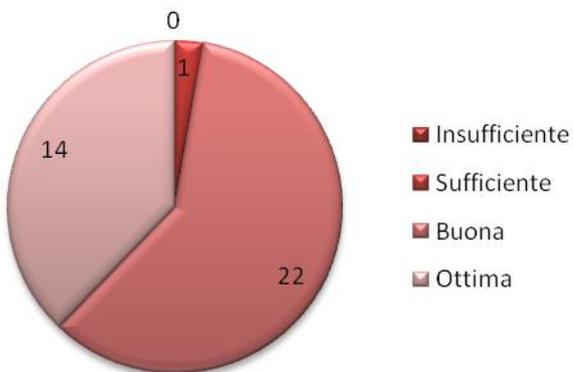
**Utilizzare banche dati specifiche per la ricerca attiva del lavoro**



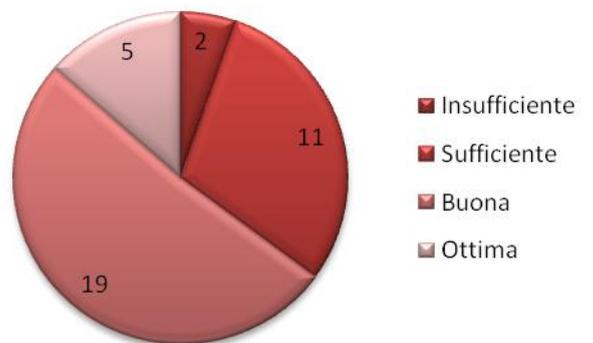
**Conoscere e saper utilizzare gli strumenti web per la ricerca attiva del lavoro**



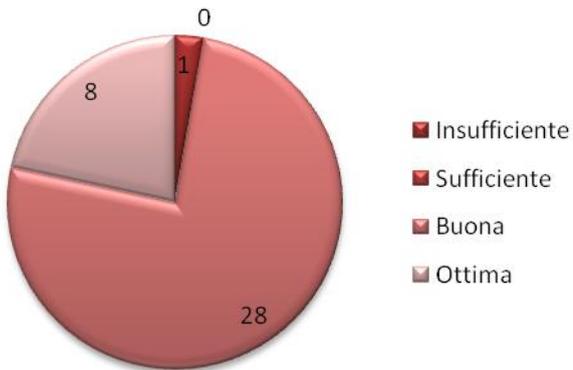
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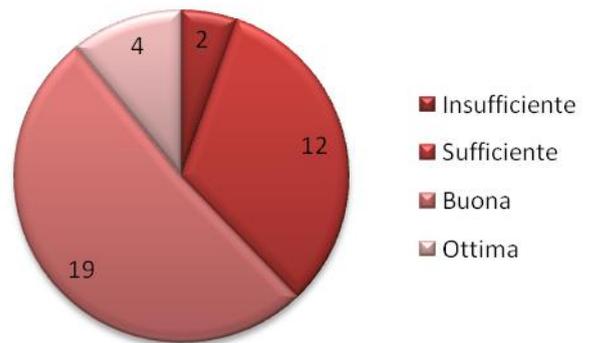
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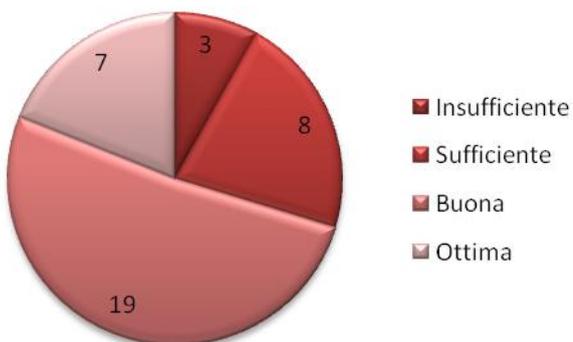
### Saper lavorare in gruppo



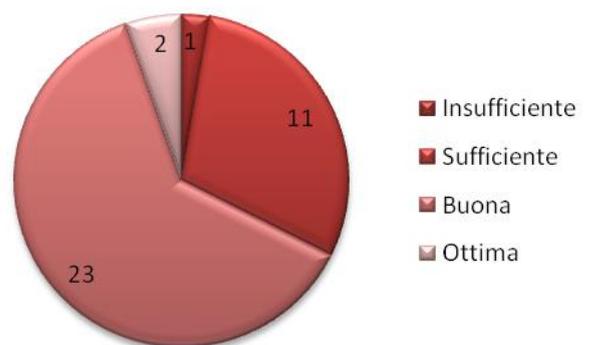
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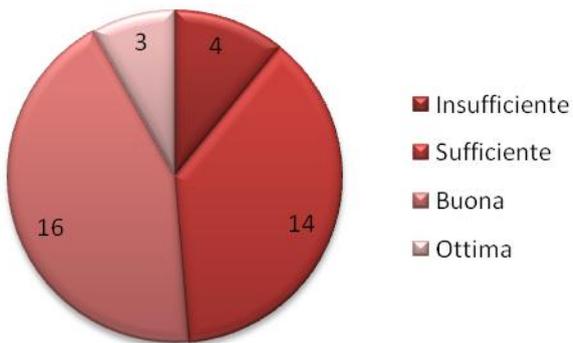
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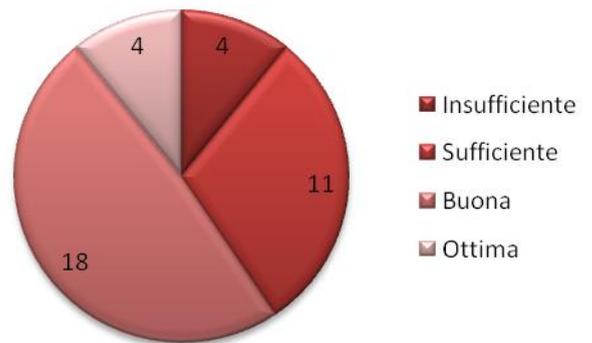
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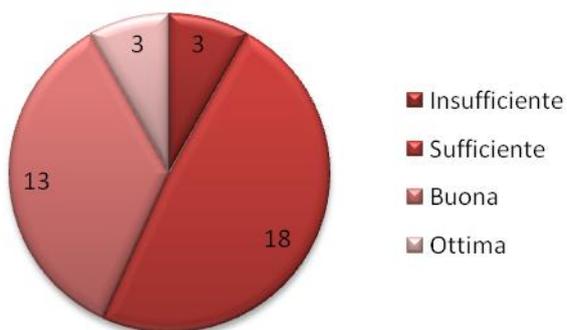
**Conoscere il Mercato del lavoro locale ed i trend produttivi e occupazionali**



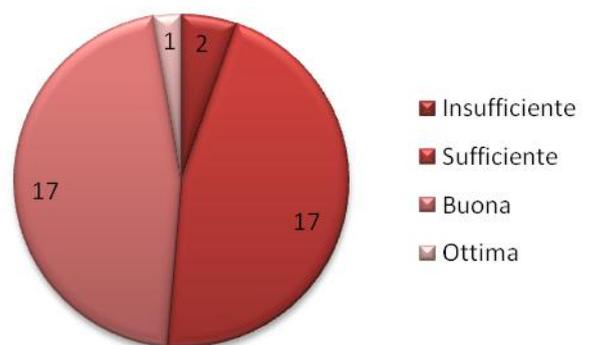
**Conoscere il sistema e l'offerta di istruzione secondaria e terziaria e della formazione professionale**



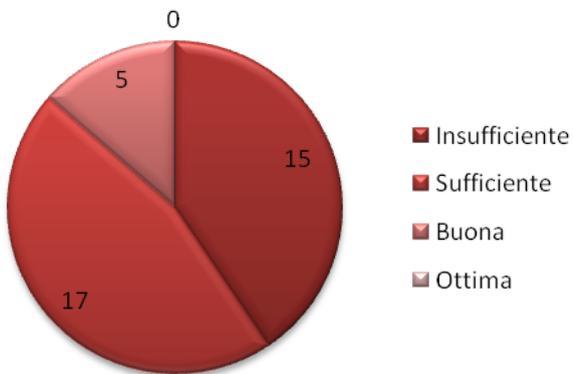
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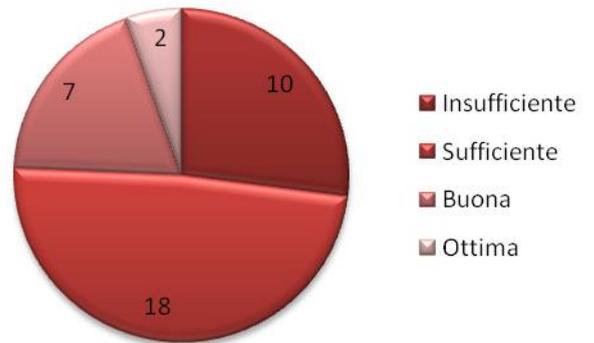
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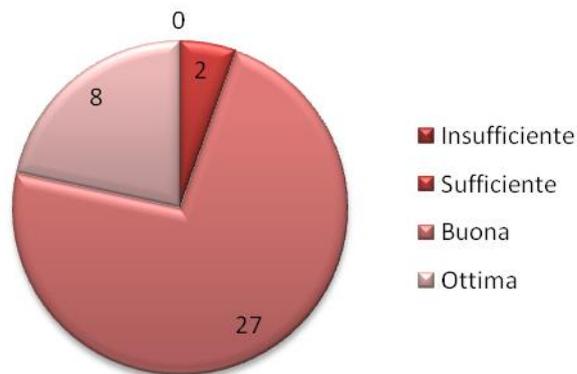
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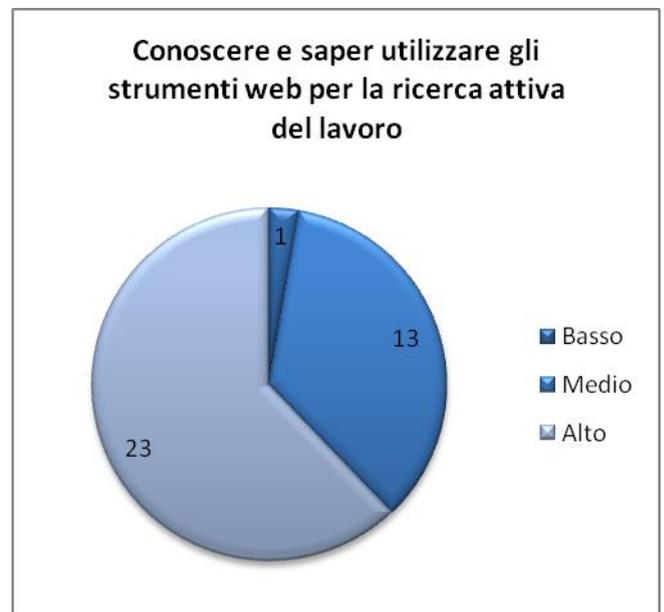
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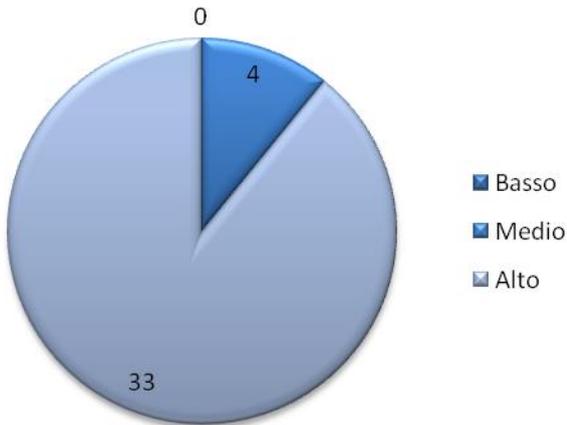
### Competenze informali



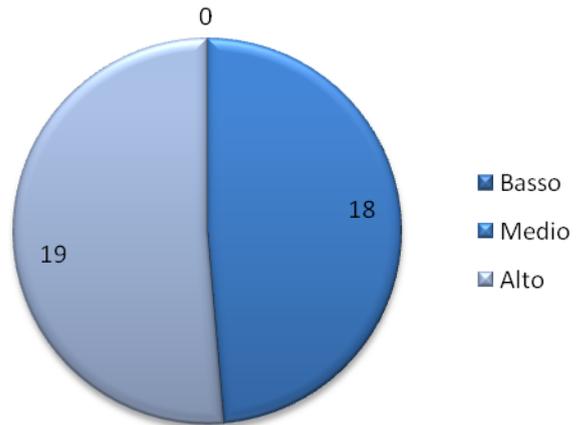
**5. From your point of view, what is the level of relevance that the following Unit of competence have in your activity?**



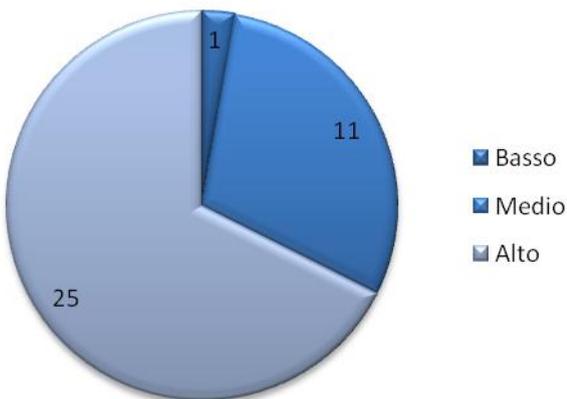
**Praticare l'ascolto attivo e la comunicazione empatica**



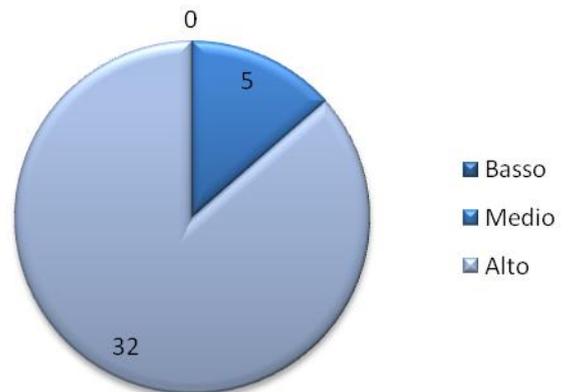
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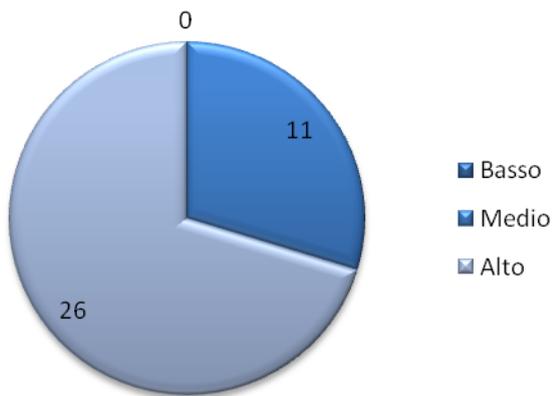
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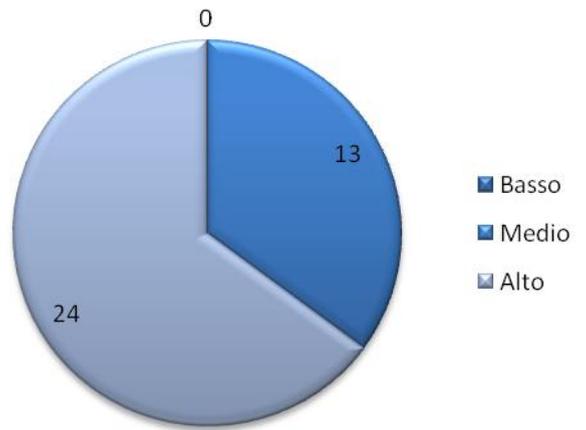
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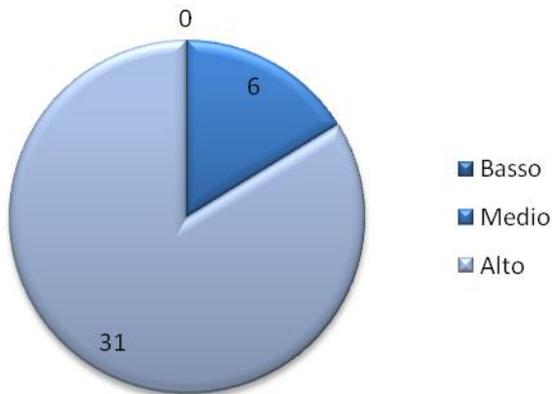
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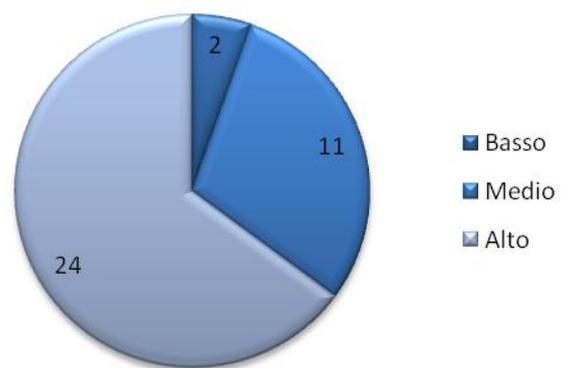
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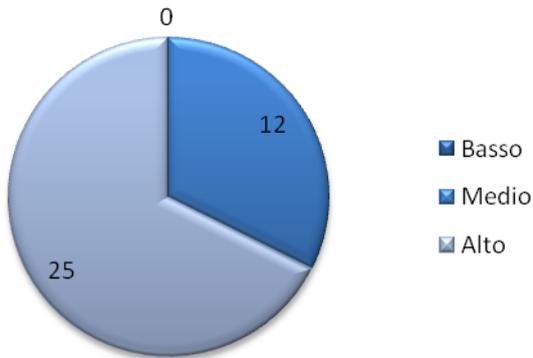
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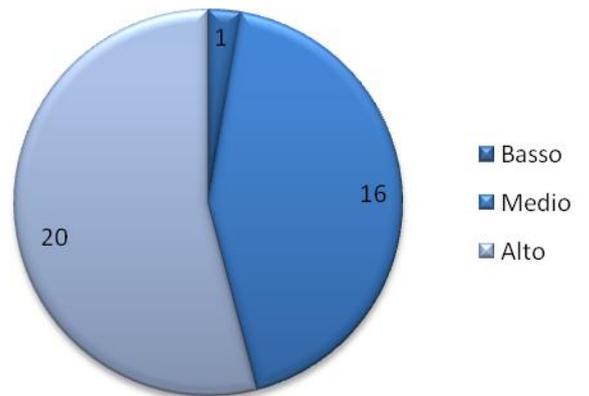
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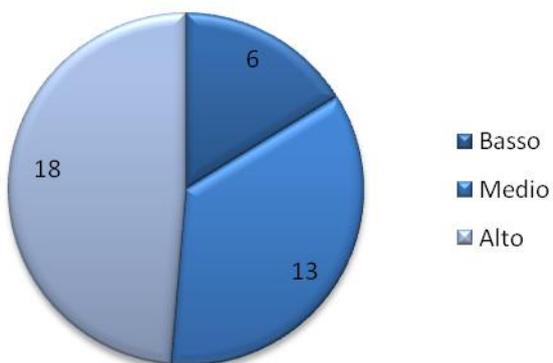
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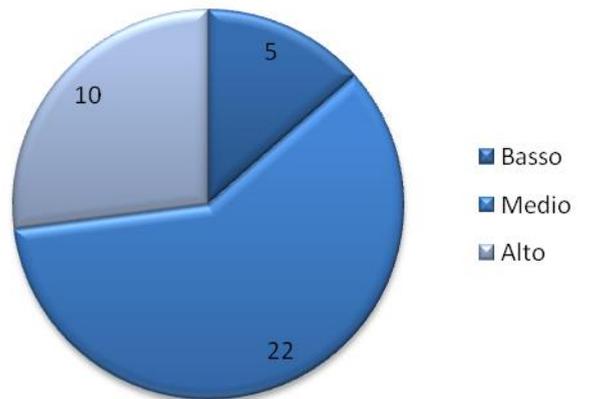
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**Conoscere le modalità per l'avvio e l'esercizio del lavoro autonomo-imprenditoriale**



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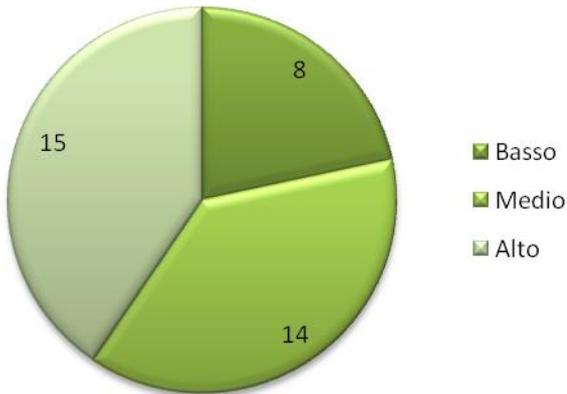




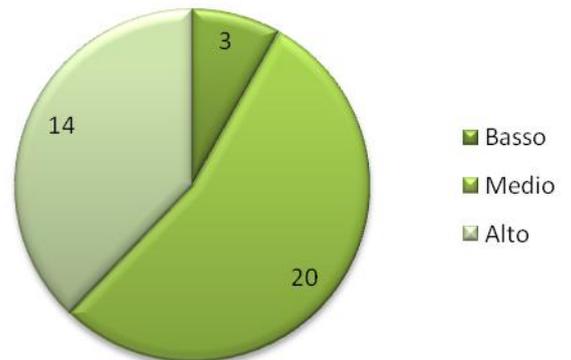
**6. What is the training needs level linked to the following Unit of Competence?**



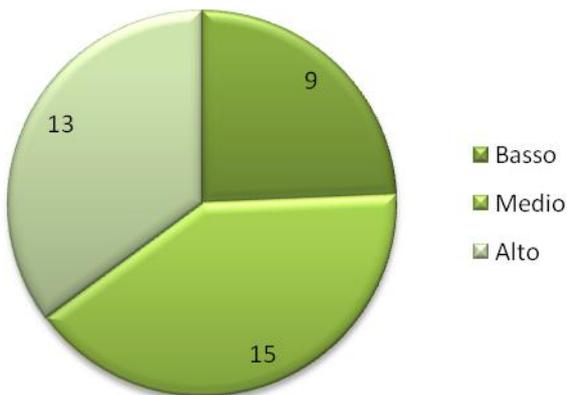
**Utilizzare banche dati specifiche per la ricerca attiva del lavoro**



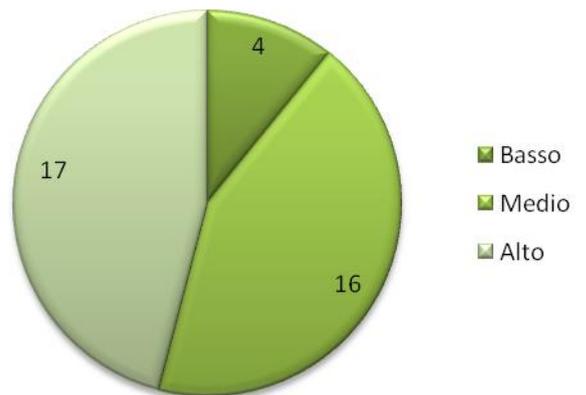
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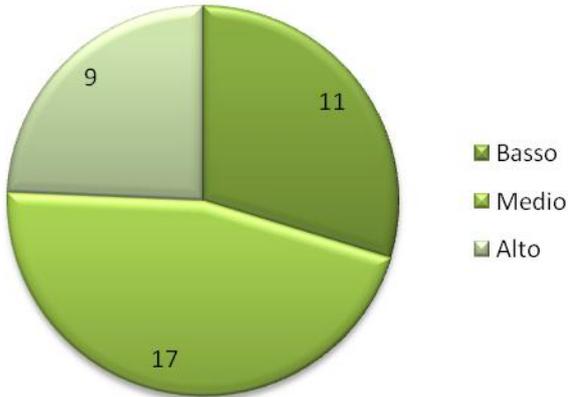
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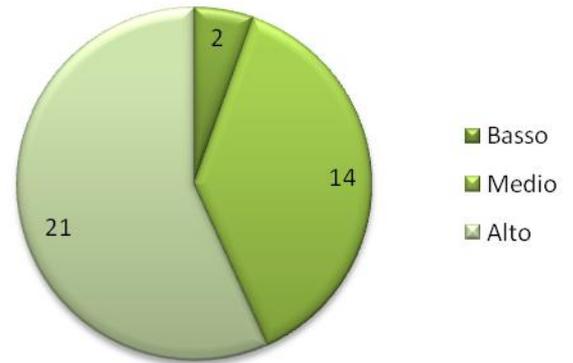
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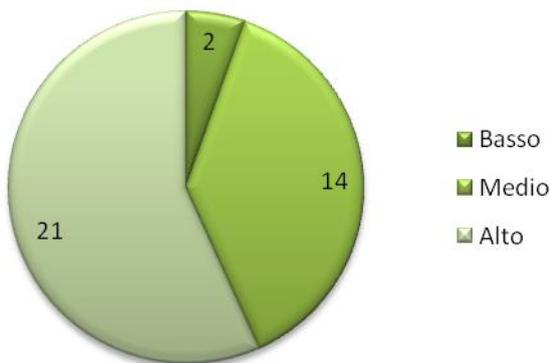
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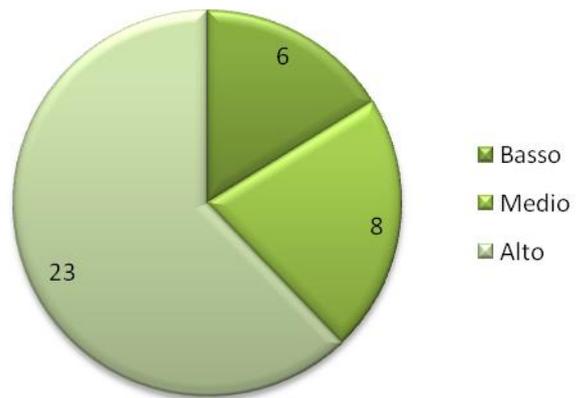
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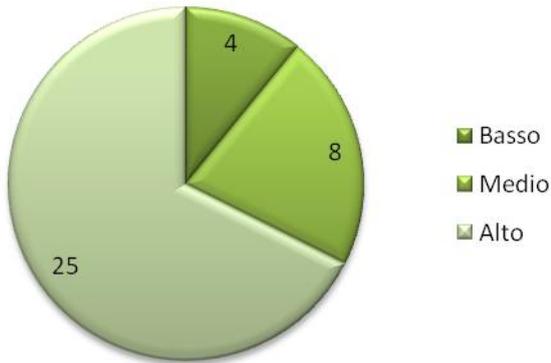
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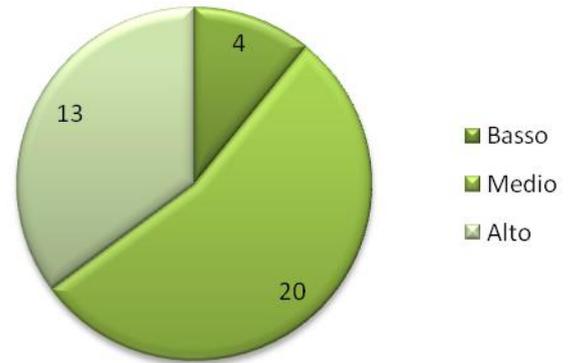
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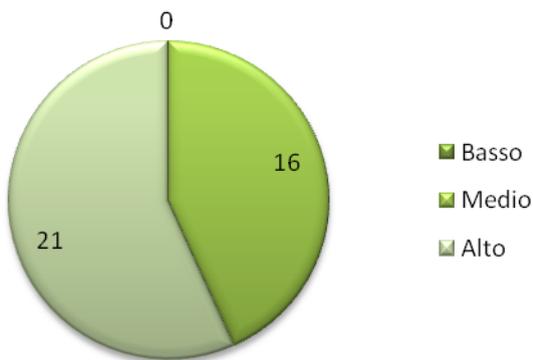
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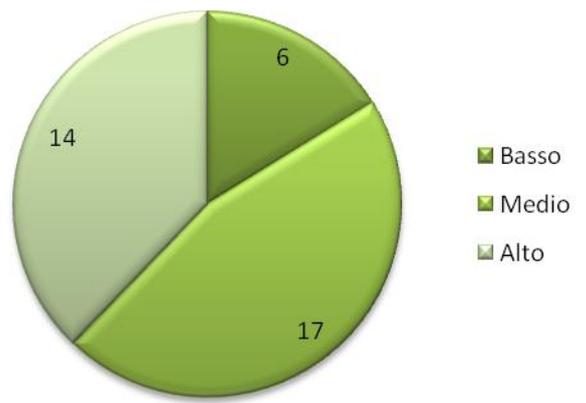
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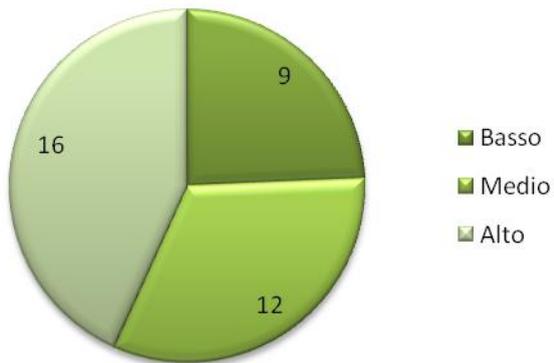
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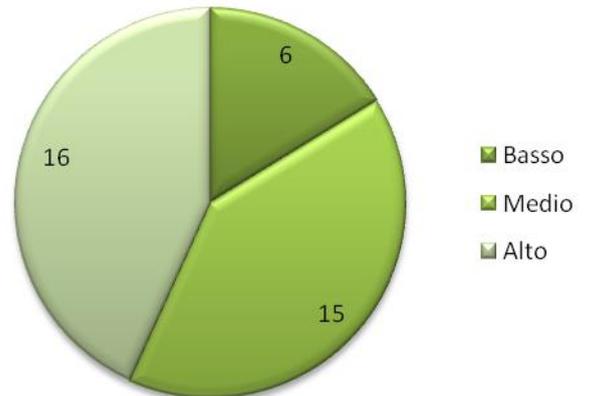
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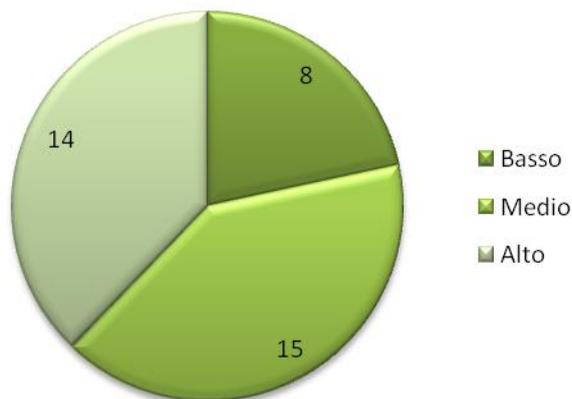
### Conoscere le modalità per l'avvio e l'esercizio del lavoro autonomo-imprenditoriale



### Conoscere la Lingua inglese



### Competenze informali



## 2.3- CONCISE READING OF THE DATA IN SPAIN: VALENCIA

### O3 - REPORT

#### ANALYSIS OF THE TRAINING BASIC NEEDS OF THE 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)

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## 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

## Needs Analysis Report

After receiving 22 questionnaires from practitioners working with NEETs, the weakness points are related to:

Unit of competence/skill	Have	Not Have	Level or Relevance	Training Need				
	Yes	No	Low	Medium	High	Low	Medium	High
Building materials and tools of survey	6	16	13	6	3	14	6	2
Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality.	8	14	6	1	15	14	4	4
Define and monitor the setting of the counseling session	6	16	10	9	3	2	14	6
Interact and collaborate with the local network of employment and training services	10	12			22		13	9
Managing social and institutional networks	10	12			22		13	9
Techniques of active listening, of communication and relationship with users	7	15	1	8	13	6	7	9
Principles of business organization	12	10		2	20	2	4	16
The local labor market, employment and production trends	12	10		2	20	1	6	15

<b>Knowledge of the system and of the secondary and tertiary education offer and of vocational training.</b>	9	13	1	6	15	4	17	1
<b>Legislation on the regulation of the labor market, education, universities and professional training.</b>	14	8		10	12		6	16
<b>Notions of economics and sociology of work.</b>	8	14	5	6	11	4	8	10
<b>Main types of employment contracts</b>	18	4		6	16	12	4	6
<b>Procedures for the startup and operation of self-employment and entrepreneurial employment</b>	12	10		1	21	4	4	14
<b>Managing social and institutional networks</b>	10	12			22	5	3	14
<b>Main software applications and web-based services for the management of guidance services</b>	6	16	4	12	6	1	10	11
<b>English language or other languages</b>	17	5			22	1	2	19

Basically we can divide the needs of the practitioners in three different groups:

- Lack of capacity to develop any kind of intervention in a networking system alongside other local/regional stakeholders
- Lack of knowledge about the structure of the local economy and the regulations related to the labour market and educational system
- Lack of technical skills related to software and languages

The researcher who is developing this intellectual output has detected the same lack within another EU projects concerning the lack of communication between the different stakeholders involved in supporting young people with fewer opportunities.

Another important issue to be taken into account is the lack of knowledge about the structure of the economy at local scope. Since the practitioners don't follow the evolution of the contracts per economic sector, they can't match what the labour market is asking for.

Finally, the lack of foreign languages skills is another need to be worked on in the future.

## Interview with Managers – Training Needs

### 1. PROFESSIONAL SKILLS OF GUIDANCE PRACTITIONERS

**Are the key competences/skills related to each professional role working in the different areas of activities sufficient to guarantee the main performance realized by the guidance centre?**

There is unanimity: the support process of NEETs is so complex that there is not any professional profile which gather all needed competences to guarantee a high quality level of support.

**Do your operators have the key competences/skills required for the guidance services carried out by your center or are there critical issues?**

Since the support of NEETs is a wide concept, sometimes they find critical areas as languages and technical skills in ICT.

**What are the knowledge and skills deemed missing or to be improved?**

Languages, knowledge about ICT tools and also knowledge about the educational system and regulations of the labour market, which is so dynamic that practitioners are not keeping its evolution.

### 2. TRAINING TO IMPROVE KEY COMPETENCES/SKILLS

**Did you realize training activities to improve key skills in the last two years?**

Mainly in English

**Which professional profiles have participated to the training activities?**

No administrative staff participated in the training activities. Only practitioners in English training courses. Anyway, only three institutions organized such training for the staff.

**What was the duration of the training activities?**

Less than two months

**What have been the impacts monitored in the short / medium term?**

No one of the three institutions that developed training activities for the staff have developed any kind of tool to assess the final impact and benefits.

### 3. TRAINING TO ACQUIRE SPECIFIC COMPETENCES/SKILLS TO IMPROVE THE SPECIFIC PERFORMANCE FOR THE NEETS

#### **Do you consider necessary the training of profiles for the specific guidance of the Neets?**

The seven answers are strongly different here in terms of kind of training. Since the profile of the practitioners working in the centers are different, the managers answer:

- It is necessary in a technical way
- Languages
- Knowledge about psychology
- Problems of the educational system should be known by practitioners

#### **What are the specific competences/skills that the profile should have?**

Three of the seven interviewed managers answered that the capacity of creating confidence in the NEET is the most important competence to be acquired by any practitioner. NEETs should trust the practitioner to be helped for overcoming his/her situation.

#### **Did you realize specific training activities for updating the operators in order to carry out guidance services to the NEETs?**

Since the supporting services interviewed depend on the financial capacity to develop concrete projects for helping NEETs, the staff working in them has a temporal contract so the managers are not happy with the idea of spending money in training temporal staff.

### 4. ENHANCEMENT OF INFORMAL SKILLS THROUGH SPECIAL TRAINING

#### **How have you identified the informal skills put in place by operators particularly useful for the NEETs?**

The managers don't follow this issue. The obtained answers go in the direction of "up to the practitioner about the kind of informal skills to be used".

#### **Have you planned training course in order to formalize these skills?**

No manager has organized such activity anytime.

### 5. TRAINING METHODOLOGIES AND TOOLS

#### **In your opinion what are the most efficient methodologies and tools to improve the specific skills required to carry out guidance services to the NEETs?**

Creating confidence between the operator and the NEET is quite important. Also elaborating a good individual action plan is another common answer.



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



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## 2.3 CONCISE READING OF THE DATA IN GREECE: ATHENS

### O3 - REPORT

#### ANALYSIS OF THE TRAINING BASIC NEEDS OF THE GUIDANCE PRACTITIONERS WORKING WITH NEETS

Atene March 2016



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ECVET AND OER BASED ASSESSMENT  
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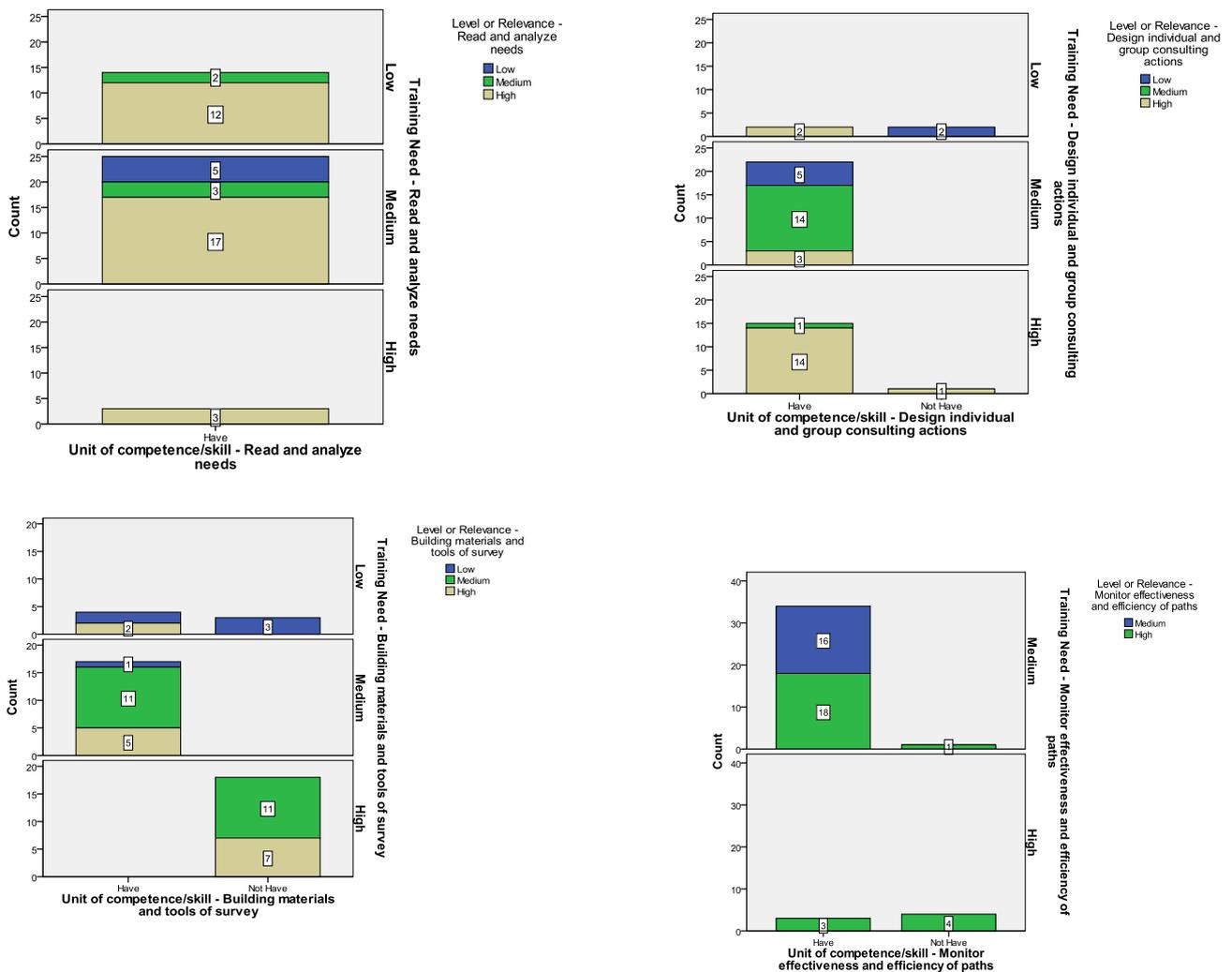
**Contacts:** [martounto@ison.gr](mailto:martounto@ison.gr); [stathopoulos@ison.gr](mailto:stathopoulos@ison.gr)

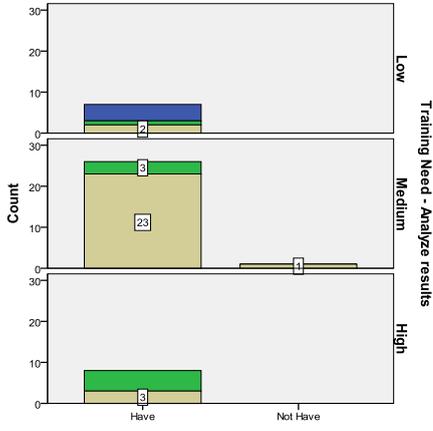
## Part I: Data analysis: Training Needs Questionnaire for Guidance Practitioner's

### 1.1. Descriptive analysis of the 38 Unit's of Competence / Skill

At this point we will expose a descriptive analysis of the distribution of operators in the 38 predefined Unit's of Competence / Skills that need to be trained, according to the opinion of whether or not they have such competences / Skills and on the basis of their relevance degree (low; medium; or high).

For a better appreciation, we expose the results in the following graphic form for each of the 38 units of competences / skills.

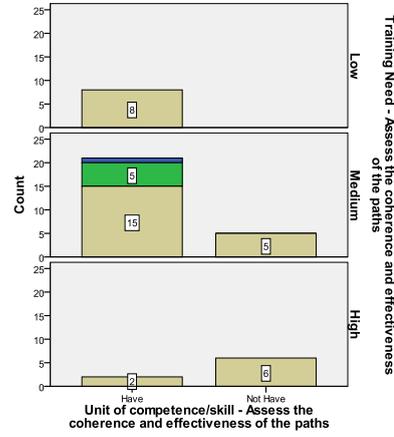




Unit of competence/skill - Analyze results

Level or Relevance - Analyze results

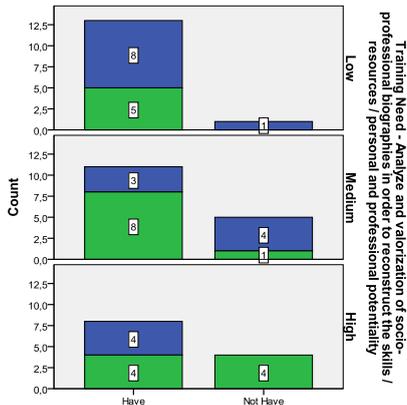
- Low
- Medium
- High



Unit of competence/skill - Assess the coherence and effectiveness of the paths

Level or Relevance - Assess the coherence and effectiveness of the paths

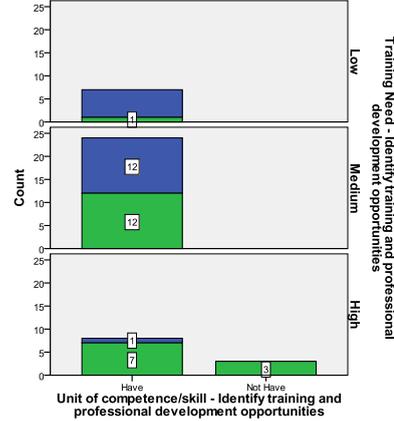
- Low
- Medium
- High



Unit of competence/skill - Analyze and valorization of socio-professional biographies / resources / personal and professional potentiality

Level or Relevance - Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality

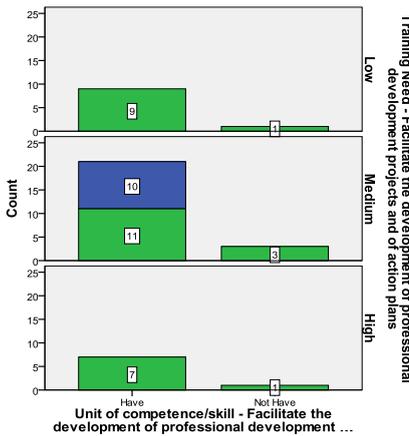
- Medium
- High



Unit of competence/skill - Identify training and professional development opportunities

Level or Relevance - Identify training and professional development opportunities

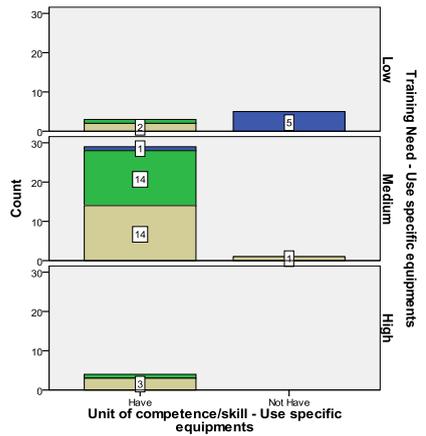
- Medium
- High



Unit of competence/skill - Facilitate the development of professional development projects and of action plans

Level or Relevance - Facilitate the development of professional development projects and of action plans

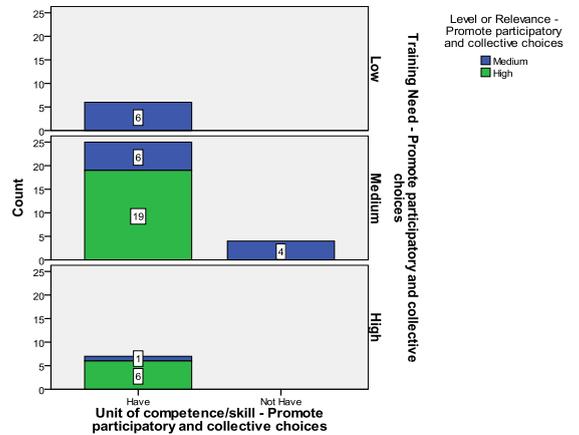
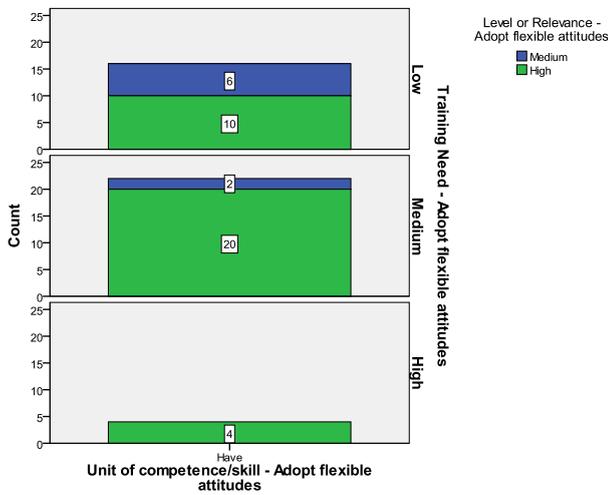
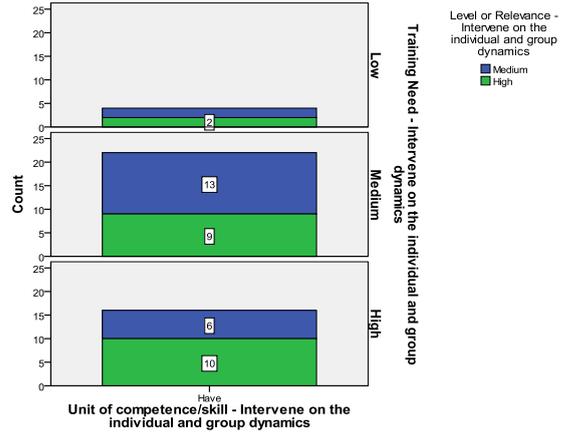
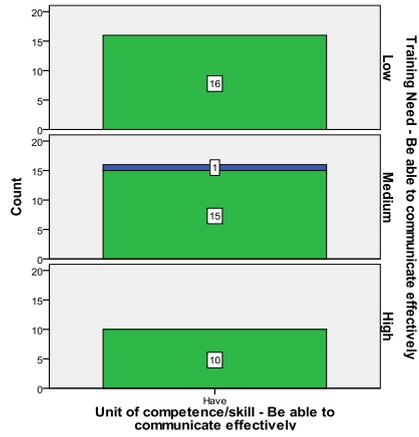
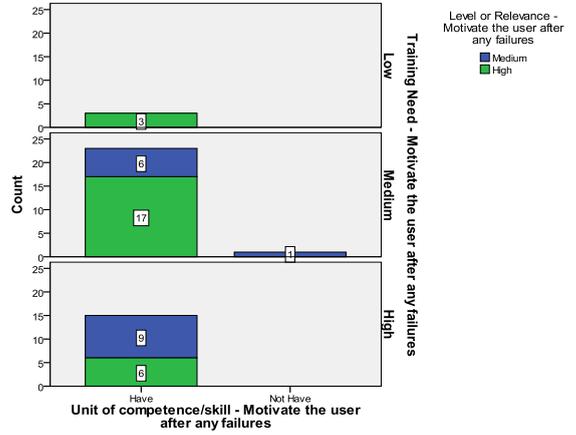
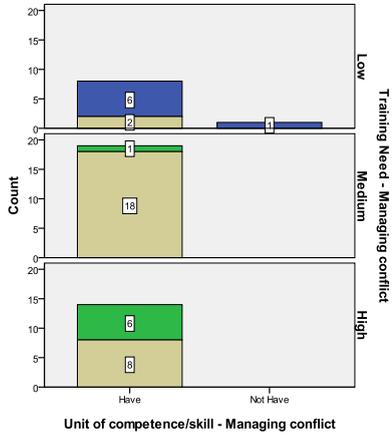
- Medium
- High

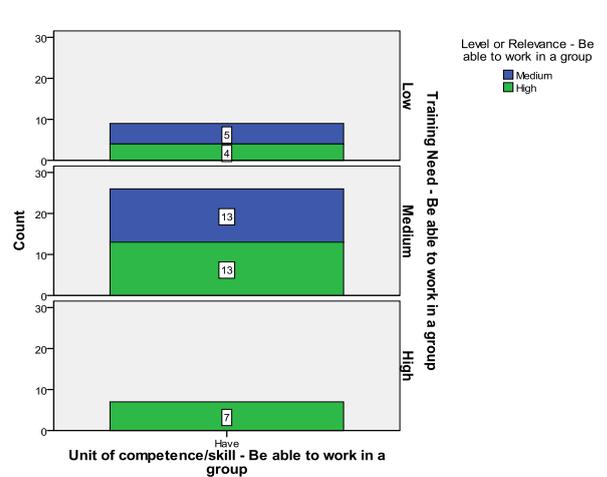
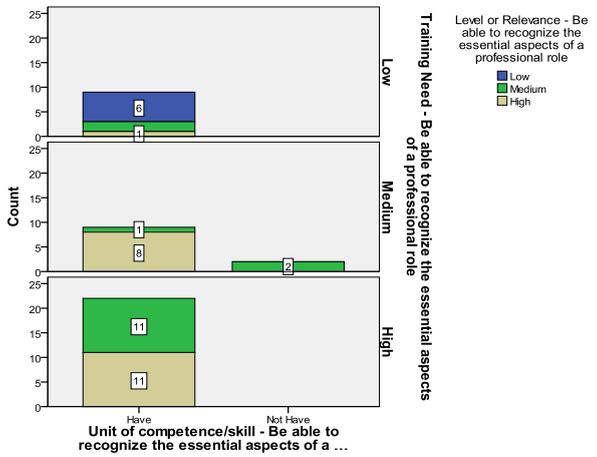
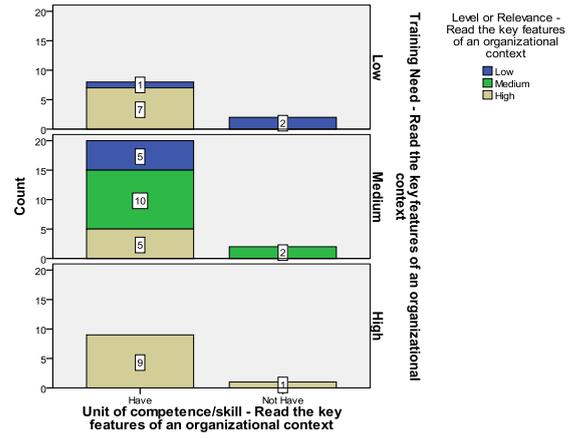
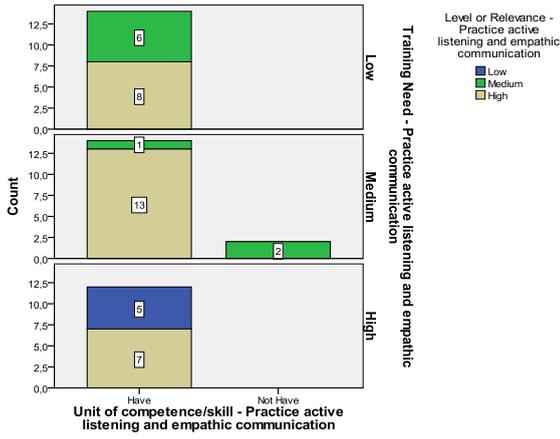
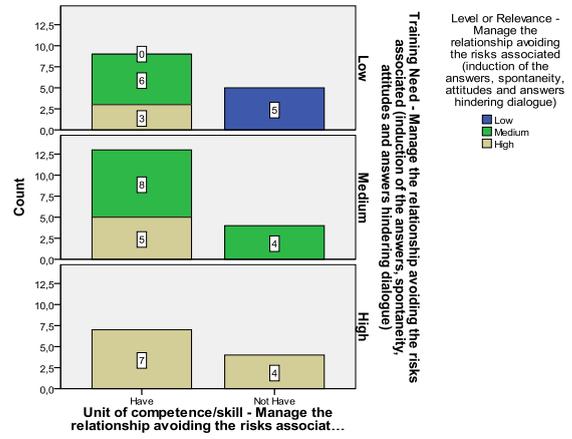
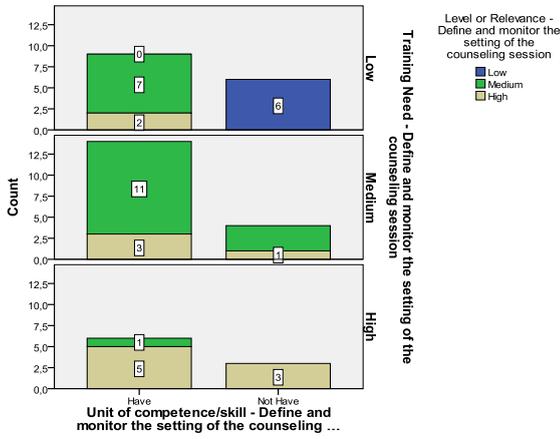


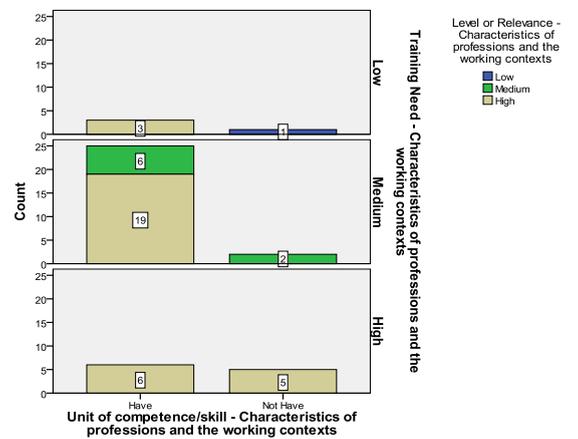
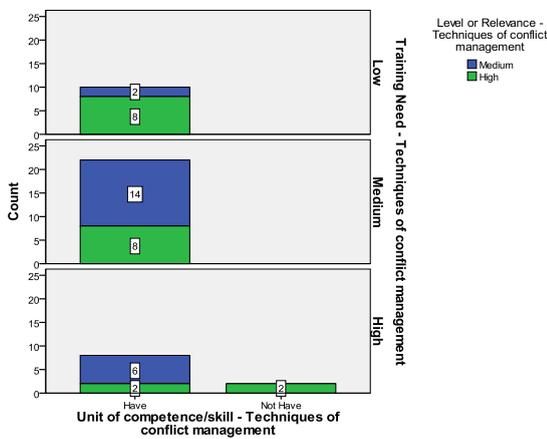
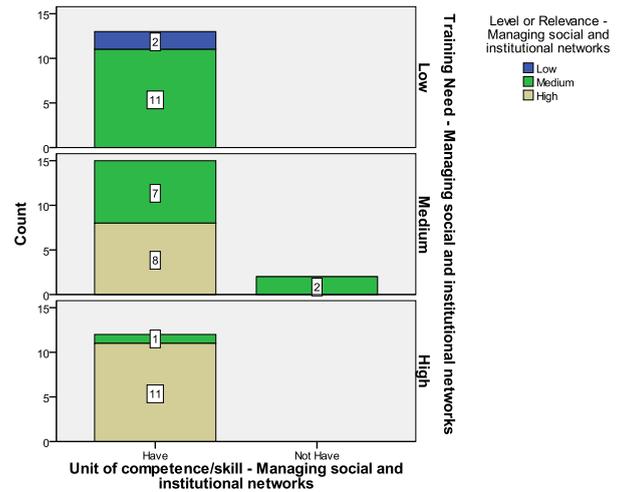
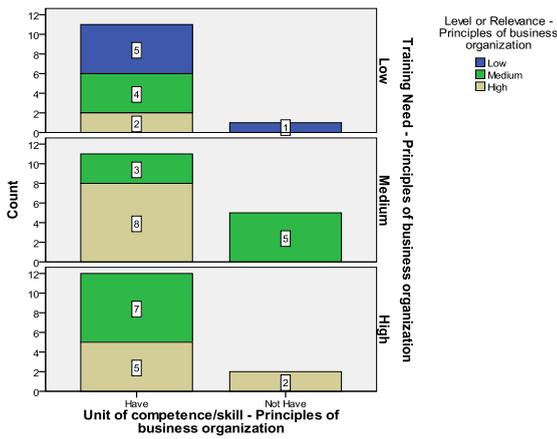
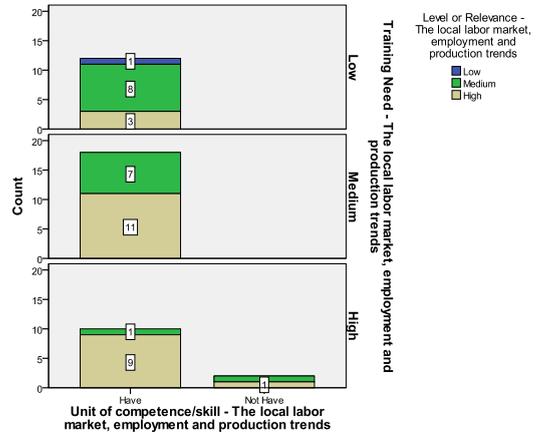
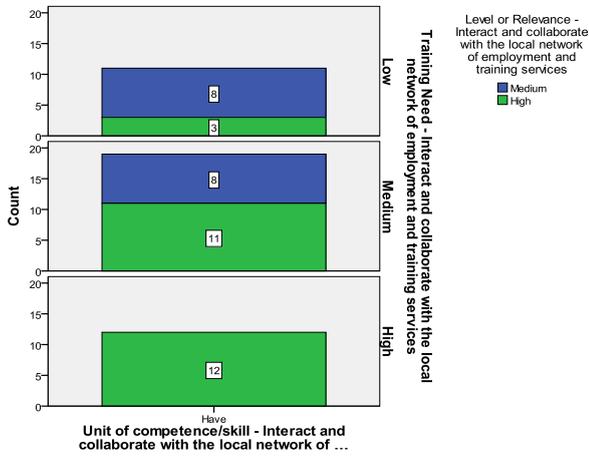
Unit of competence/skill - Use specific equipments

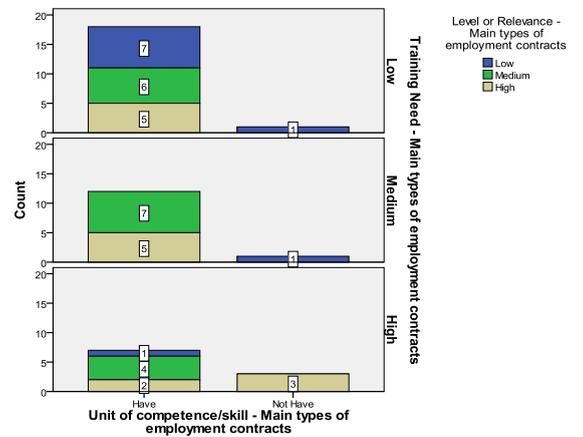
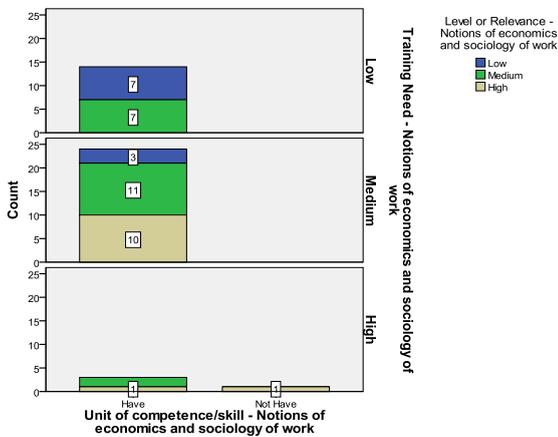
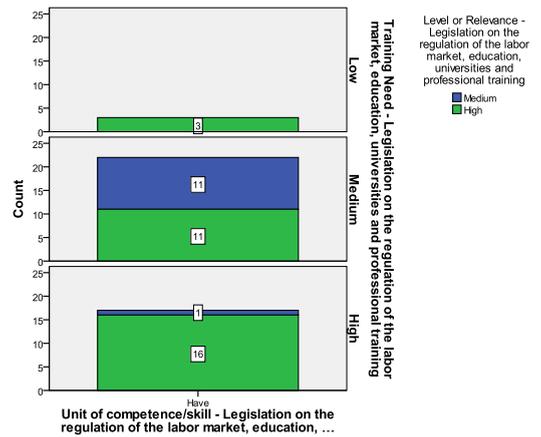
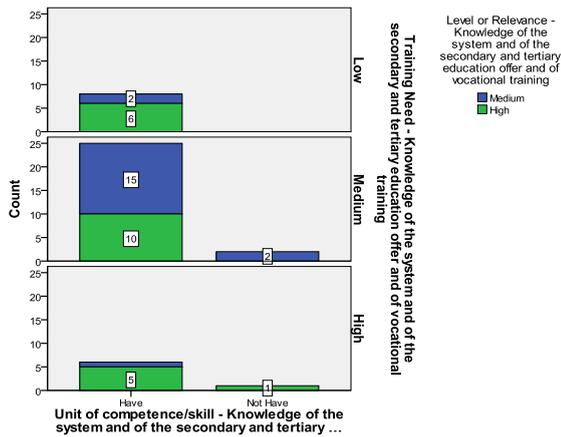
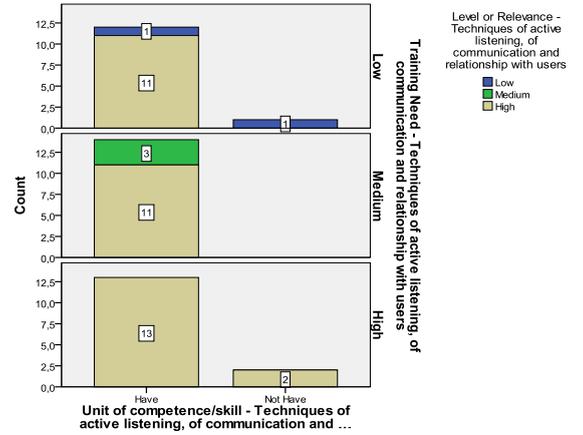
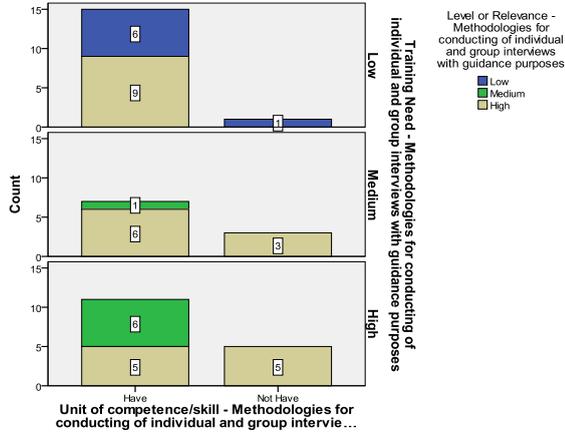
Level or Relevance - Use specific equipments

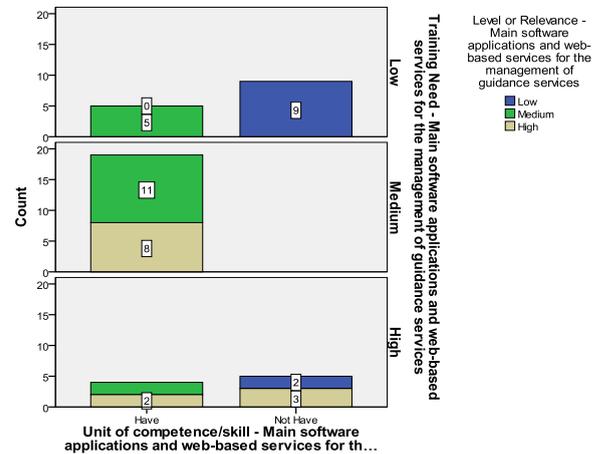
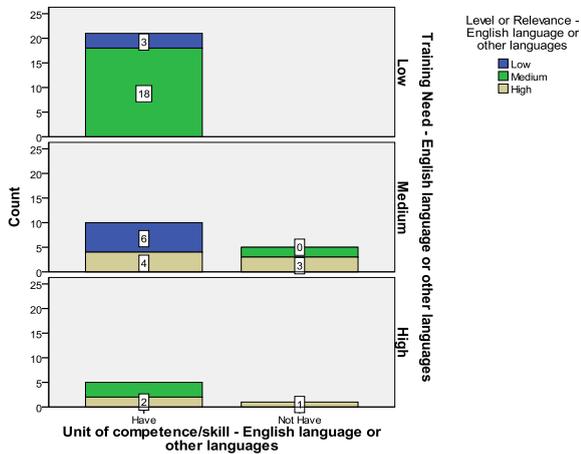
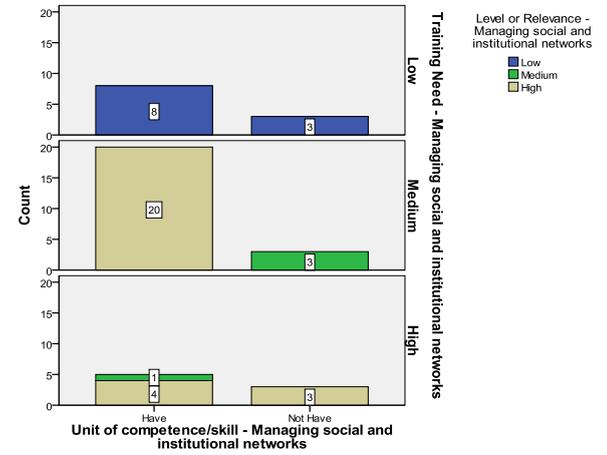
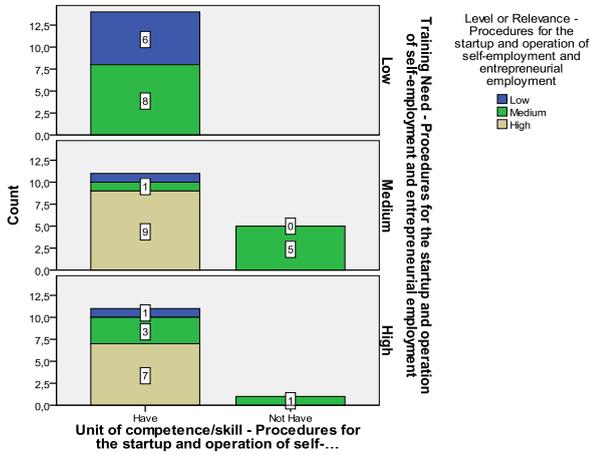
- Low
- Medium
- High











Taking into consideration the above diagrams, we can make out that the majority of the counsellors believe that all the mentioned competences are of high relevance to their profession and that they also have these competences.

As for their need for more training in these skills, it seems that they need to get more trained on the “techniques of active listening” and on the “principle of business organisation”, and also those who said that they don’t have the skill of “building materials” said that they need to get training on it.

## 1.2. Reliability of the 38 Unit's of Competence / Skills

For a more detailed analysis of the results and a better use of the results with SPSS resource, we set up a coding system for each competency unit in question as the table below indicates (Table 23).

**Table 23.** Score code system

Unit of competence/skill (put a X in the most appropriate option)	HAVE		NOT HAVE			Level or Relevance			Training Need		
	YES 1	NO 2	Low 1	Medium 2	High 3	Low 1	Medium 2	High 3			
38 Items	<b>Factor 1</b>			<b>Factor 2</b>			<b>Factor 3</b>				

With this scoring system we have a wider scoring range, we establish a possible criteria for indicate what are the competencies that guidance professionals need to be trained and get what we may call the Individual global perceptive value of the unit of competency/Skill which is given by the product of three factors (Individual global perceptive value of the unit of competency/Skill = Factor 1 \* Factor 2 \* Factor 3).

Briefly, the following table (Table 24) shows what is intended to achieve with this new encoding system.

**Table 24.** Score code system possible results

WIDER RANGE OF POSSIBLE RESULTS							
1	2	4	6	8	9	12	18
Not need to be training				Need to be training			
<i>Criteria will be based on the median of that range</i>							

So with the possible results with the operators for each competency unit can give, we decided to investigate the reliability of data obtained using the Cronbach alpha coefficient ( $\alpha$ ) method. The results obtained are exposed in the following tables (Table 25 and 26).

**Table 25.** Number of the cases

Case Processing Summary			
		N	%
Cases	Valid	42	93,3
	Excluded <sup>a</sup>	3	6,7
	Total	45	100,0
a. Listwise deletion based on all variables in the procedure			

**Table 26.** Reliability results

Reliability Statistics	
Cronbach's Alpha	N of Items
,931	38

With the result obtained by the coefficient ( $\alpha = .931$ ) we consider that we have a good reliability of the obtained data, that is, with a good internal consistency of the results.

### 1.3. Comparative analysis of the 38 Unit's of Competence / Skills (between different levels of EQF)

Finally, before we point out what competences they need to be trained according to the previously described criteria, we will make a comparative analysis between the different levels of EQF<sup>5</sup> and taking the Individual Value perceptive competence unit as the variable test, resorting to that the parametric t test for independent samples.

	Level 6 EQF (n = 4)		Level 7 EQF (n = 38)		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation			
Read and analyze needs	5,50	2,65	4,45	1,98	0,982	40	0,332
Design individual and group consulting actions	5,75	2,36	5,82	3,44	-0,037	40	0,971
Building materials and tools of survey	13,00	6,63	7,79	5,53	1,765	40	0,085
Monitor effectiveness and efficiency of paths	8,75	6,60	6,53	3,79	1,04	40	0,305
Analyze results	5,00	3,37	5,55	2,10	-0,473	40	0,639
Assess the coherence and effectiveness of the paths	8,50	6,86	7,58	4,96	0,342	40	0,734

<sup>5</sup> Cf. European Commission. (s/d). Descriptors defining levels in the European Qualifications Framework (EQF). <https://ec.europa.eu/ploteus/en/content/descriptors-page>

Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality	10,25	6,65	6,05	4,18	1,807	40	0,078
Identify training and professional development opportunities	6,00	3,56	6,16	4,06	-0,075	40	0,941
Facilitate the development of professional development projects and of action plans	6,75	2,87	6,03	3,32	0,418	40	0,678
Use specific equipments	5,25	2,99	4,84	2,14	0,351	40	0,728
Intervene on the individual and group dynamics	5,00	1,15	5,84	2,22	-0,741	40	0,463
Managing conflict	3,75	2,63	5,76	2,42	-1,571	40	0,124
Motivate the user after any failures	5,75	2,36	6,00	1,58	-0,288	40	0,775
Be able to communicate effectively	7,00	2,45	5,37	2,33	1,327	40	0,192
Adopt flexible attitudes	5,00	1,15	4,89	2,18	0,095	40	0,925
Promote participatory and collective choices	5,50	1,00	5,79	2,23	-0,254	40	0,800
Define and monitor the setting of the counseling session	4,75	3,40	5,68	4,50	-0,401	40	0,690
Manage the relationship avoiding the risks associated (induction of the answers, spontaneity, attitudes and answers hindering dialogue)	7,00	7,39	6,11	4,42	0,362	40	0,719
Practice active listening and empathic communication	5,25	2,99	5,03	2,45	0,17	40	0,866
Read the key features of an organizational context	4,25	3,40	5,37	3,33	-0,637	40	0,527
Be able to recognize the essential aspects of a professional role	6,25	3,77	5,82	2,64	0,301	40	0,765
Be able to work in a group	5,25	2,50	5,11	2,20	0,124	40	0,902
Interact and collaborate with the local network of employment and training services	6,00	3,56	5,45	2,58	0,395	40	0,695
Managing social and institutional networks	5,25	2,99	5,26	2,90	-0,009	40	0,993
Methodologies for conducting of individual and group interviews with guidance purposes	7,50	7,85	6,63	4,97	0,315	40	0,754
Techniques of active listening, of communication and relationship with users	6,50	3,32	6,34	3,74	0,081	40	0,936
Techniques of conflict management	5,00	1,15	5,32	3,45	-0,18	40	0,858
Characteristics of professions and the working contexts	8,25	7,14	7,26	4,08	0,428	40	0,671
Principles of business organization	4,50	1,91	5,95	3,92	-0,724	40	0,473
The local labor market, employment and production trends	4,50	1,91	5,76	3,48	-0,71	40	0,482
Knowledge of the system and of the secondary and tertiary education offer and of vocational training	5,25	2,50	5,42	2,89	-0,114	40	0,910
Legislation on the regulation of the labor market, education, universities and professional training	7,75	2,50	6,26	2,21	1,265	40	0,213
<b>Notions of economics and sociology of work</b>	7,50	4,19	3,68	2,11	2,57	40	<b>0,014</b>
Main types of employment contracts	7,50	3,19	4,39	2,89	1,396	40	0,170
Procedures for the startup and operation of self-employment and entrepreneurial employment	4,50	3,70	5,26	3,10	-0,461	40	0,647

Managing social and institutional networks	4,50	3,70	6,21	4,28	-0,768	40	0,447
Main software applications and web-based services for the management of guidance services	4,00	1,63	5,26	4,27	-0,582	40	0,564
<b>English language or other languages</b>	9,50	7,00	3,76	3,08	3,093	40	<b>0,004</b>

Taking into account the educational level of the career counsellors, there were found only 2 statistical significant differences on their competencies. To be specific in the competence “**Notions of economics and sociology of work**” ( $t(40)=257, p<0.05$ ) and “**English language or other languages**”, ( $t(40)=257, p<0.005$ ), those whose educational level is 6 score higher than those with educational level 7.

## 2. Unit's of Competence / Skills identified as necessary to be trained

Considering the proposed coding system (see Table 24. possible score code system) and the median criteria in the range of possible results as appropriate criteria to display the competencies in which the counselors need to be trained and those that do not need, we are able to highlight the competencies whose median value is equal to 6 or below and, as such, the counselors don't think they need to get training, and those competencies which have the median value equal to or above 8 and on which, therefore, the counsellors need training. In the following table we can see the median of each competence. (table 27)

**Table 27.** Units of competency / Skill which are above the median

UNIT OF THE COMPETENCY / SKILL	MEDIAN
Read and analyze needs	4,00
Design individual and group consulting actions	4,00
Building materials and tools of survey	6,00
Monitor effectiveness and efficiency of paths	6,00
Analyze results	6,00
Assess the coherence and effectiveness of the paths	6,00
Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality	6,00
Identify training and professional development opportunities	6,00
Facilitate the development of professional development projects and of action plans	6,00
Use specific equipments	4,00
Intervene on the individual and group dynamics	6,00
Managing conflict	6,00
Motivate the user after any failures	6,00
Be able to communicate effectively	6,00
Adopt flexible attitudes	6,00
Promote participatory and collective choices	6,00
Define and monitor the setting of the counseling session	4,00
Manage the relationship avoiding the risks associated (induction of the answers, spontaneity, attitudes and answers hindering dialogue)	4,00
Practice active listening and empathic communication	6,00
Read the key features of an organizational context	4,00
Be able to recognize the essential aspects of a professional role	6,00
Be able to work in a group	4,00
Interact and collaborate with the local network of employment and training services	6,00
Managing social and institutional networks	6,00
Methodologies for conducting of individual and group interviews with guidance purposes	6,00
Techniques of active listening, of communication and relationship with users	6,00
Techniques of conflict management	4,00
Characteristics of professions and the working contexts	6,00

Principles of business organization	6,00
The local labor market, employment and production trends	6,00
Knowledge of the system and of the secondary and tertiary education offer and of vocational training	4,00
Legislation on the regulation of the labor market, education, universities and professional training	6,00
Notions of economics and sociology of work	4,00
Main types of employment contracts	4,00
Procedures for the startup and operation of self-employment and entrepreneurial employment	6,00
Managing social and institutional networks	6,00
Main software applications and web-based services for the management of guidance services	4,00
English language or other languages	2,00

The results of table 27 depicts that greek counsellors don't express the need for additional training in none of the above mentioned competencies.

## Part II: Data analysis: Interview with the managers of the guidance centres (public and private)

### 3. 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 the structured questionnaires

1. Training Needs Analyses - Interview for the Manager of the Guidance Centers.

### 3.1. Training needs analysis - Interview for the manager of the guidance centers

In order to analyse the training needs of an organisation, the managers of the above mentioned organisations were asked to reply in 13 questions, categorised in 5 groups, as shown on the following table:

**Table 29.** Questions in the Training needs analysis interview for the manager of the guidance centers

Group	Questions
1. Professional Skills of guidance practitioners	1. Are the key competences/skills related to each professional role working in the different areas of activities sufficient to guarantee the main performance realized by the guidance centre?
	2. Have your operators the key competences/skills required for the guidance services carried out by your center or are there critical issues?
	3. What are the knowledge and skills deemed missing or to be improved?
2. Training to improve key competences/skills	4. Did you realize training activities to improve key skills in the last two years?
	5. Which professional profiles have participated to the training activities?
	6. What was the duration of the training activities?
	7. What have been the impacts monitored in the short / medium term?
3. Training to acquire specific competences/skills to improve the specific performance for the Neets	8. Do you consider necessary the training of profiles for the specific guidance of the Neets?
	9. What are the specific competences/skills that the profile should have?
	10. Did you realize specific training activities for the updating of operators in order to carry out guidance services to the Neets?
4. Enhancement of informal skills through special training	11. How have you identified the informal skills put in place by operators particularly useful for the NEETs?
	12. Have you planned training course in order to formalize these skills?
5. Training methodologies and tools	13. In your opinion what are the most efficient methodologies and tools to improve the specific skills required to carry out guidance services to the Neets?

The responds that we took on the above questions are summarised below:

#### Group 1: Professional Skills of guidance practitioners

**Question 1:** All of the managers declared that the competence of the professionals working in the organisation is sufficient to guarantee the main performance of the organisation.

**Question 2:** All the managers said that the operators have the key competence required for the guidance services.

**Question 3:** In general, the answers that were given focus on the need for the operators to keep up with the changes in the educational system, or the labour market and on matters of entrepreneurship.

## **Group 2: Training to improve key competences/skills**

**Question 4:** The private organisations responded that they carried out training activities in the last two years, while only one of the public organisations said the same.

**Question 5:** The organisations that said that they realized training programs, they said that almost all their operators took part in the training and especially the new ones.

**Question 6:** The training activities organised by the organisations have a duration from one day to 3 months training.

**Question 7:** The monitored impact was positive as the operators got more self-confidence on their activities and this was depicted to their communication relationship with their clients.

## **Group 3: Training to acquire specific competences/skills to improve the specific performance for the Needs**

**Question 8:** all the managers responded that the training is necessary, but those from public sector point out the fact that despite the importance the state doesn't give them the opportunity to go on further training because of lack of financial resources.

**Question 9:** among the answers given, the most important according to the managers seem to be the communication skills, the empathy, the flexibility and the good knowledge of educational system and work labour.

**Question 10:** The managers who have responded in question 4 that they realised training activities, they answered that those training programs were also responded to the operators working with NEETs- the training for operators dealing with NEETs is not different or special in comparison with the training provided in general to the counsellors.

## **Group 4: Enhancement of informal skills through special training**

**Question 11:** The given answers depict that the organisations identify the useful informal skills through the feedback they took from the clients and the group meetings between the counsellors.

**Question 12:** None of the managers gave positive answer on this question.

## **Group 5: Training methodologies and tools**

**Question 13:** the given answer on question 13 focuses on the dialogue and cooperation between the organisations and the counsellors.

Extra Material:

National Organization for the Certification of Qualifications and Vocational Guidance ([www.eoppep.gr](http://www.eoppep.gr))

[http://www.eoppep.gr/images/SYEP/2o\\_EGXEIRIDIO\\_FOITHTON\\_teliko.pdf](http://www.eoppep.gr/images/SYEP/2o_EGXEIRIDIO_FOITHTON_teliko.pdf)

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

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

## 2.4- CONCISE READING OF THE DATA IN PORTUGAL: GONDOMAR, VALBOM E JOVIN

### O3 - REPORT

#### ANALYSIS OF THE TRAINING BASIC NEEDS OF THE GUIDANCE PRACTITIONERS WORKING WITH NEETS

Gondomar March 2016

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Volume 1, March 2016

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## 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 3** in the framework of the Erasmus+ ECVET.OER.NEET Project

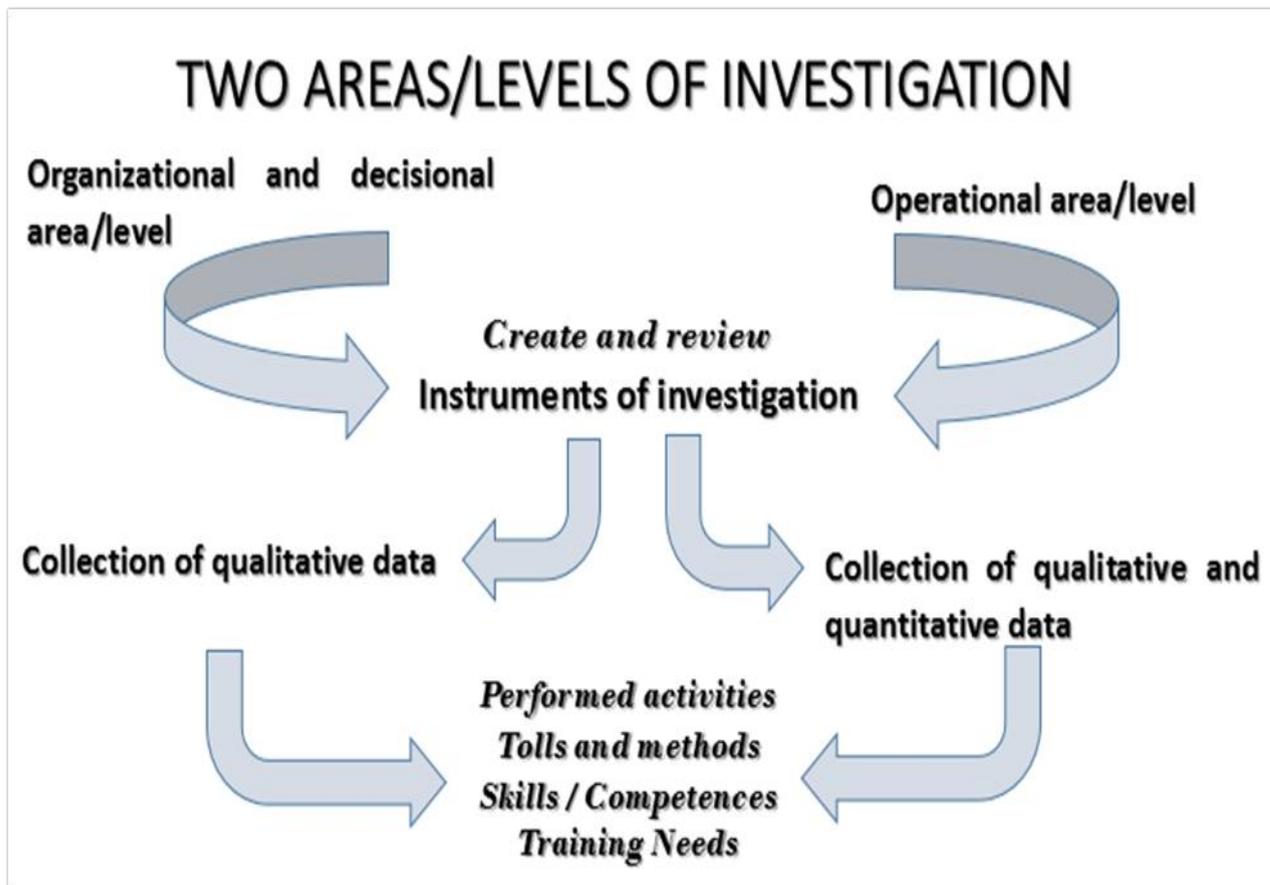
We hope that to the reader, although a certain amount of statistical information that contains in this report, can confirm our commitment to the results that we will achieve. We also will take into consideration to try to give an understandable way of this report, to integrate in the end of it a theoretical 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).

**Figura 1.** Planned scheme for the implementation of results/outputs of 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 3. Composition of the sample

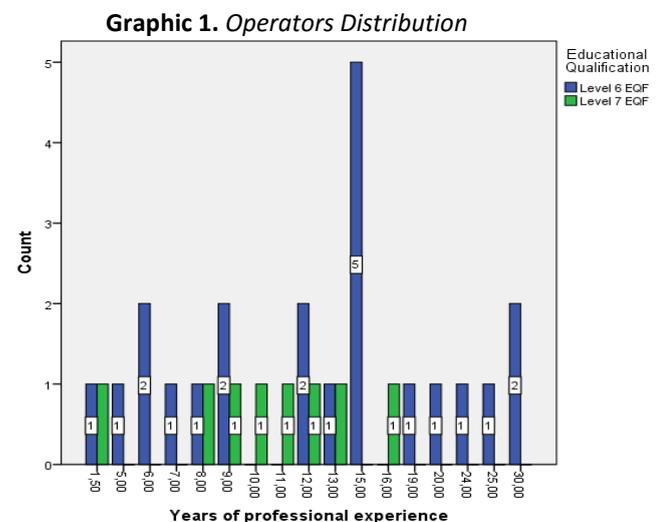


The first three stakeholders correspond to Training institutions (VET) and the penultimate concerns the Institute of Employment and Training (governmental organization) with the most specialized sub-delegation of a team's Youth Guarantee Program.

### 3. Le principali caratteristiche degli operatori/professionisti di orientamento

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).





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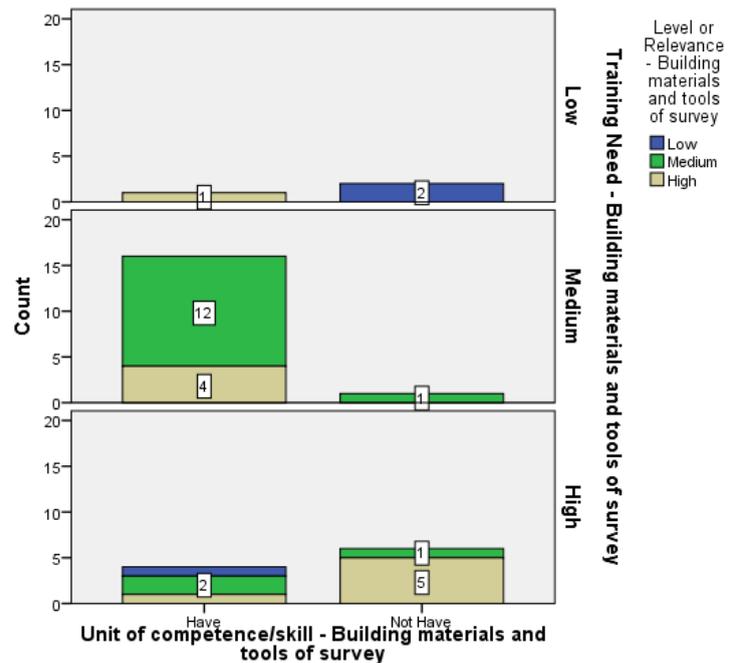
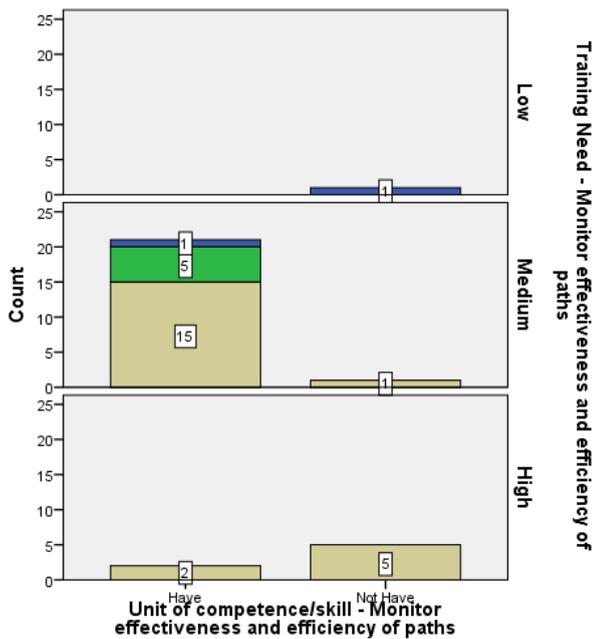
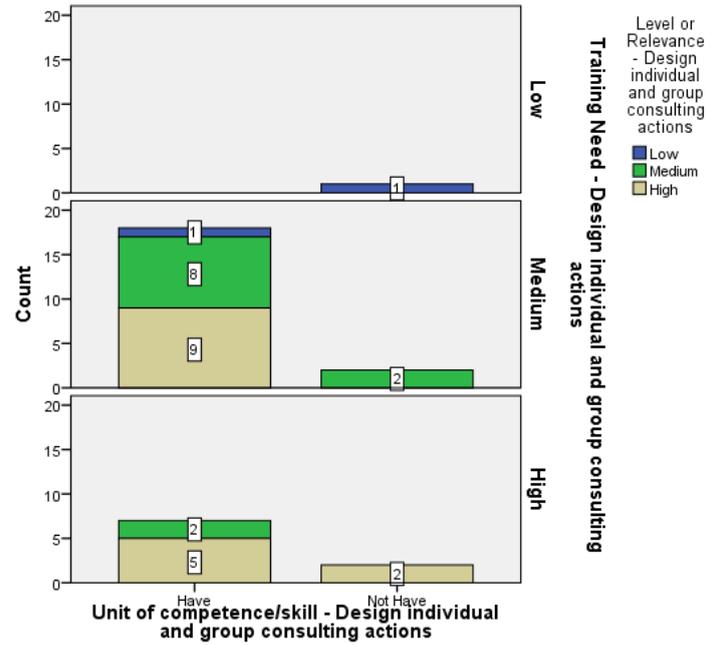
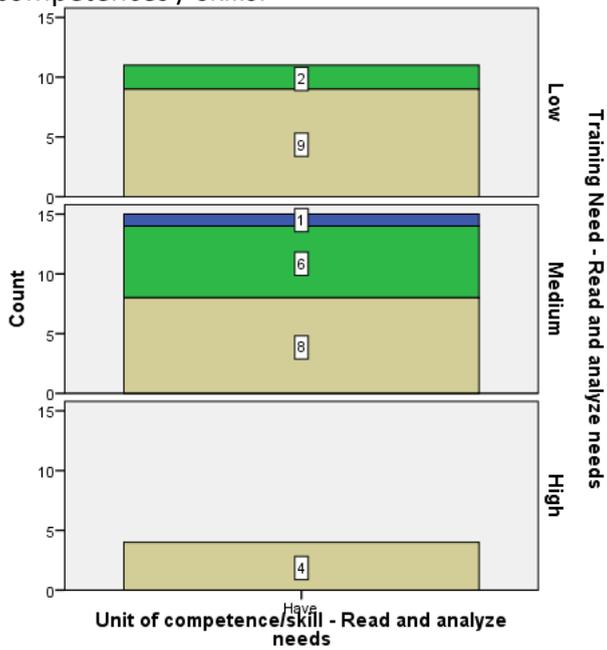
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## 4. Training Needs of the Guidance Practitioner's

### 4.1. Descriptive analysis of the 38 Unit's of Competence / Skills

At this point we will expose a descriptive analysis of the distribution of operators in the 38 predefined Unit's of Competence / Skills that need to be trained, according to the opinion of whether or not they have such competences / Skills and on the basis of their relevance graduation (low; medium; or high).

For a better appreciation, we expose the results in the following graphic form for each of the 38 units of competences / skills.





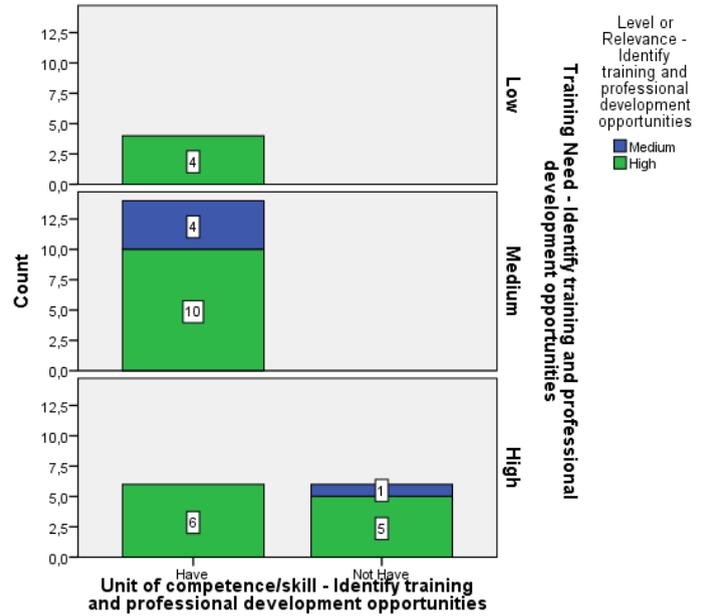
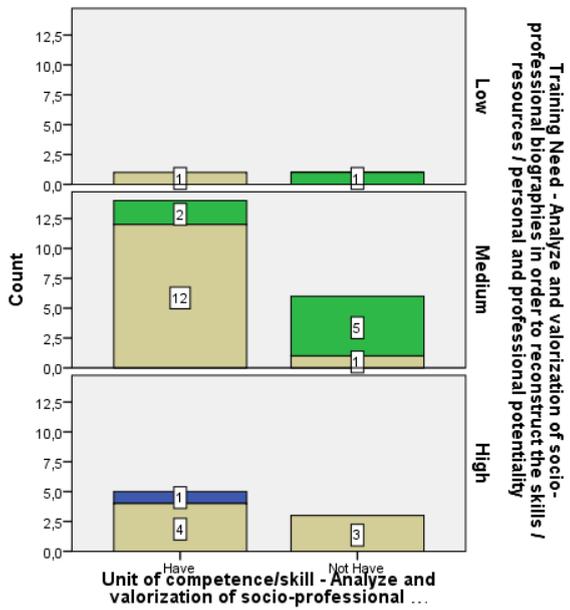
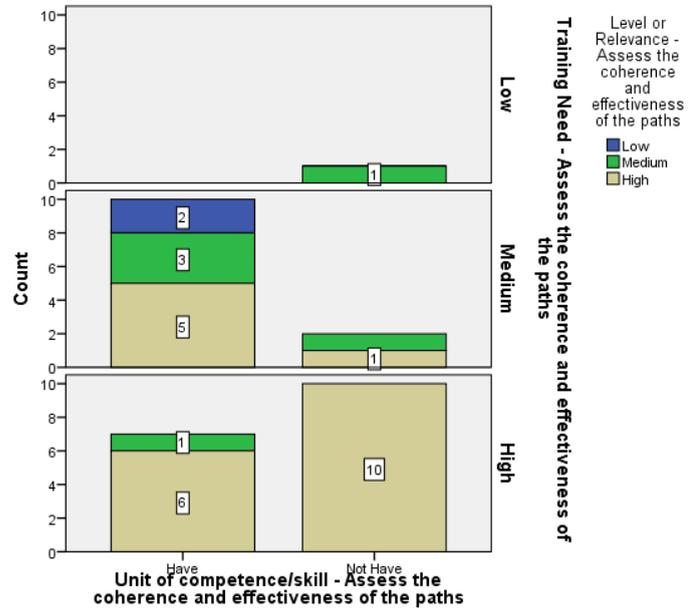
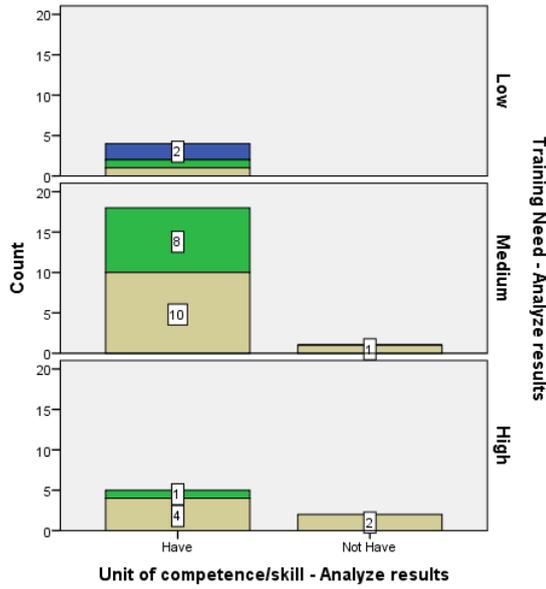
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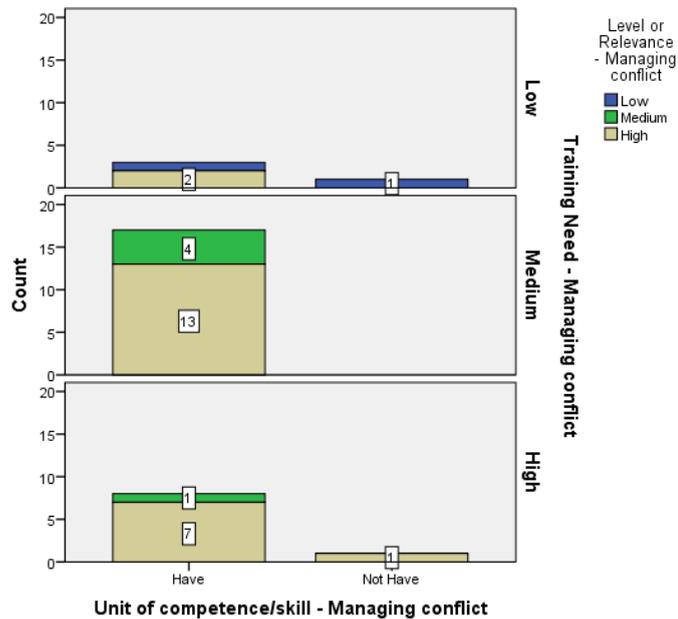
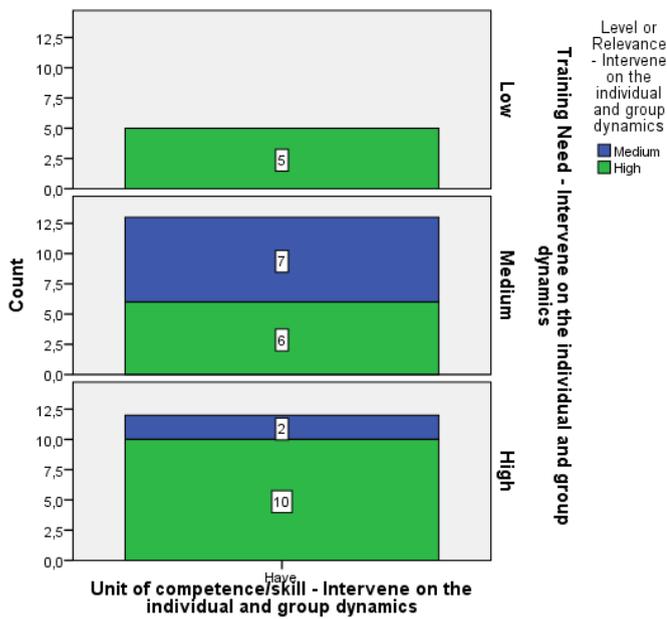
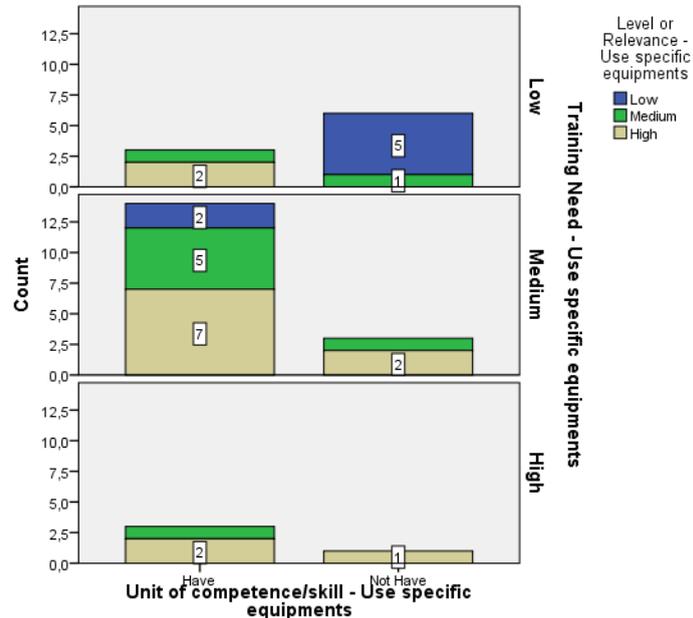
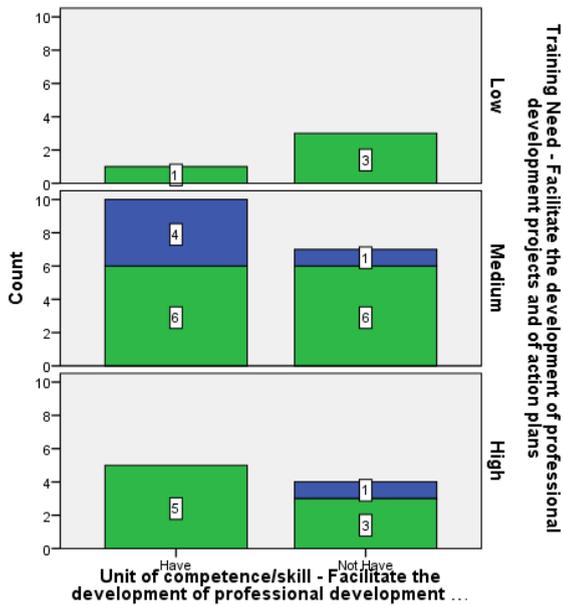
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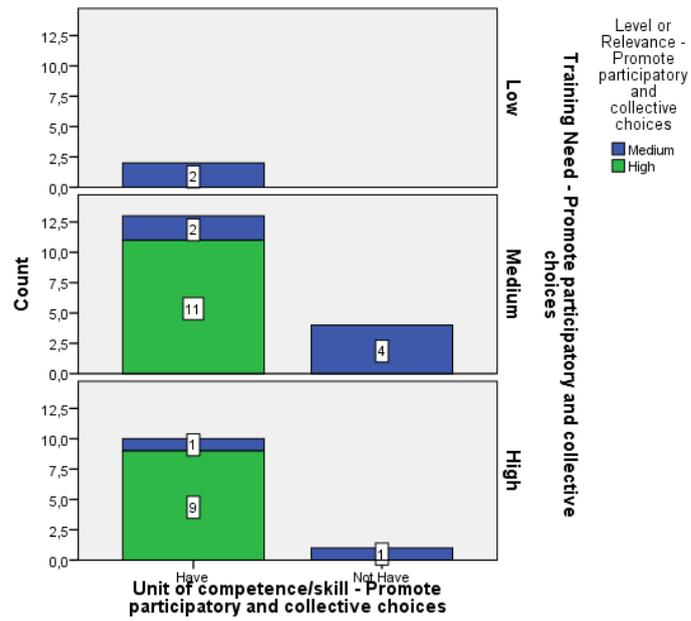
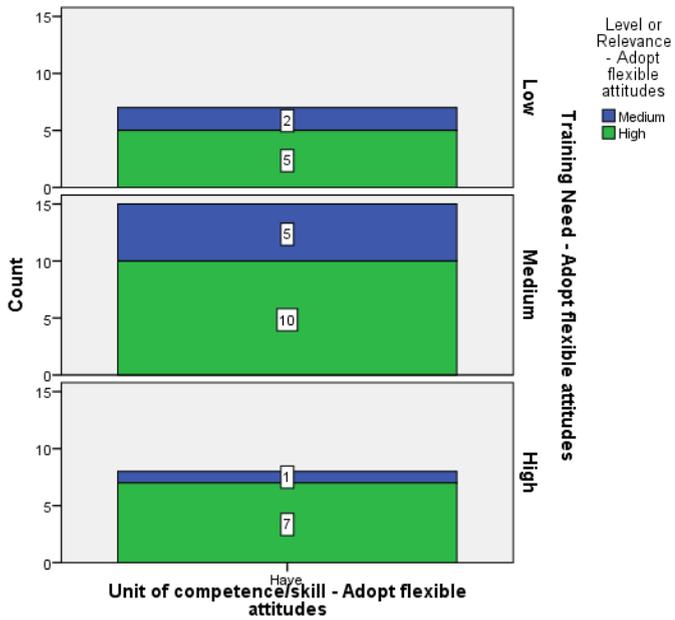
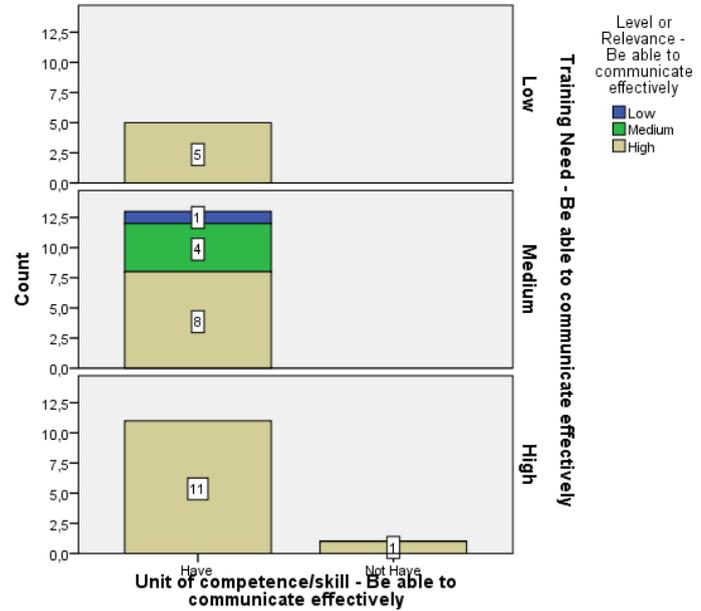
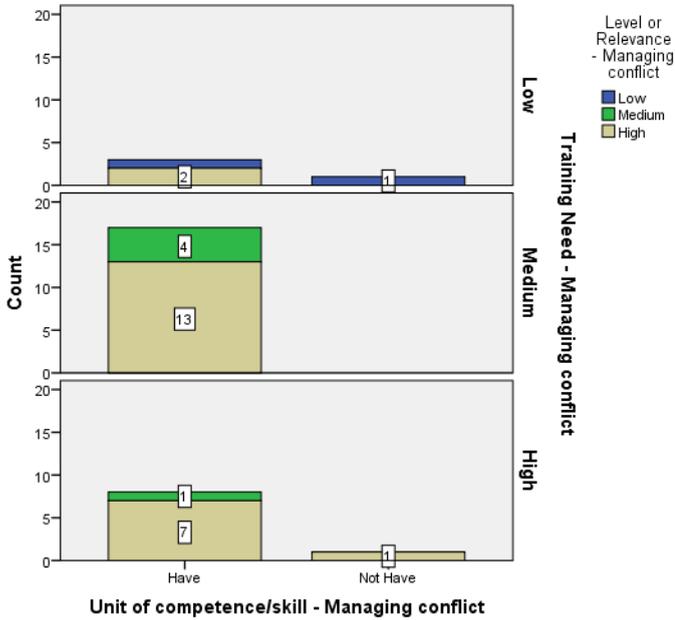
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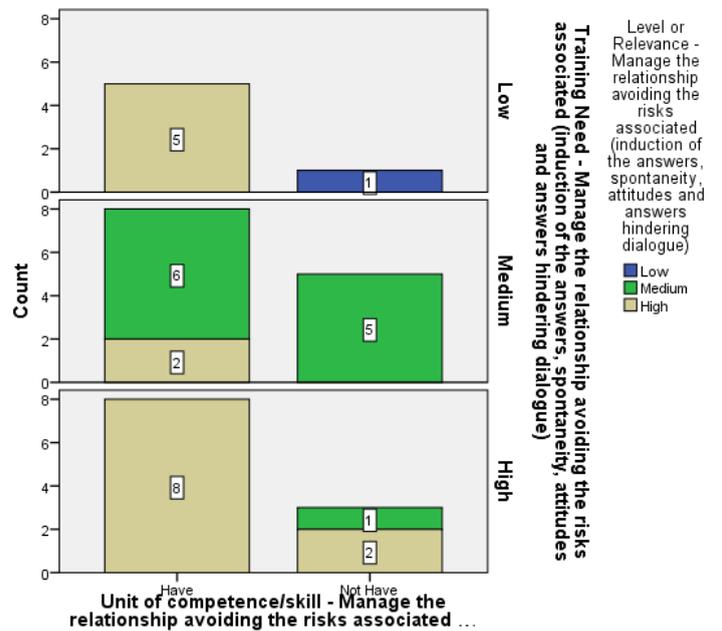
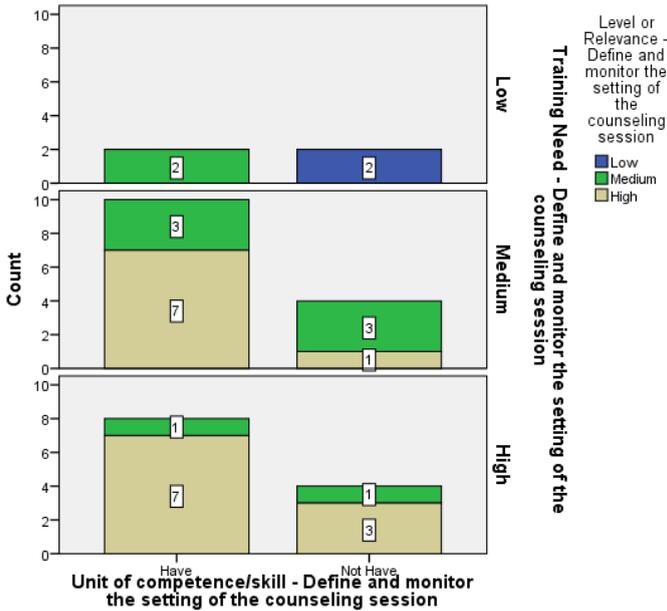
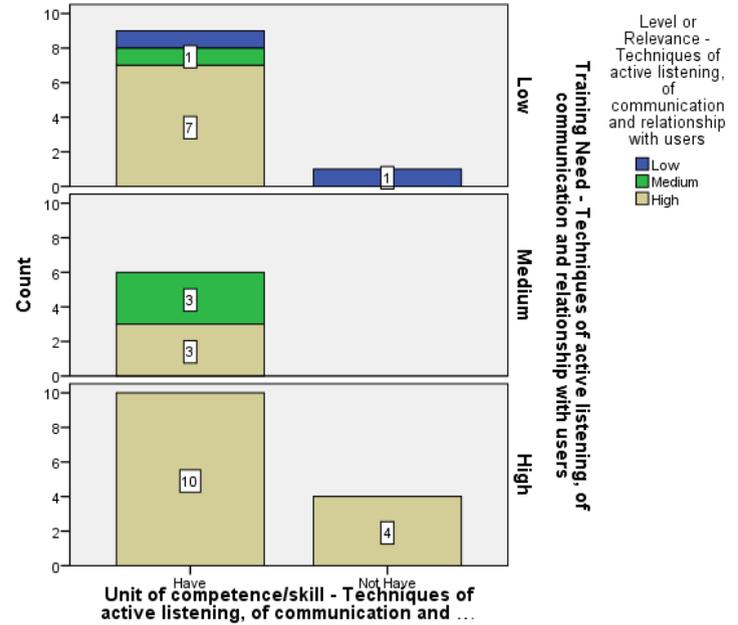
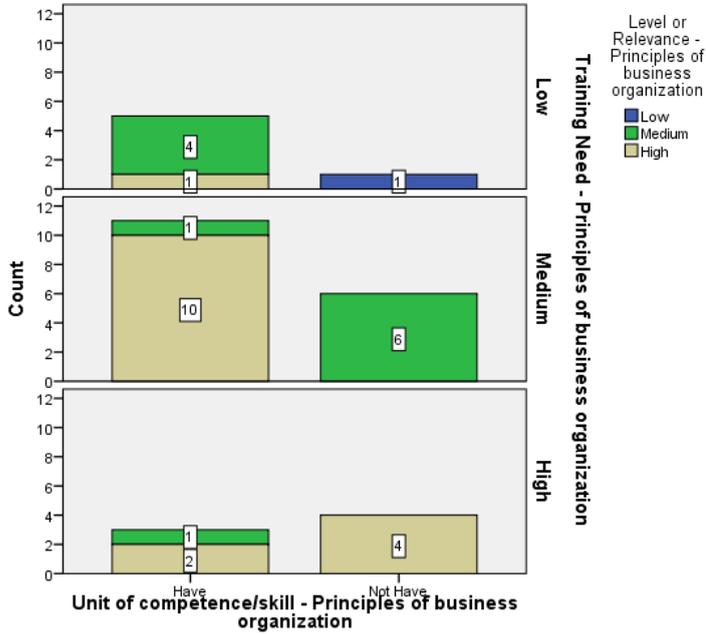
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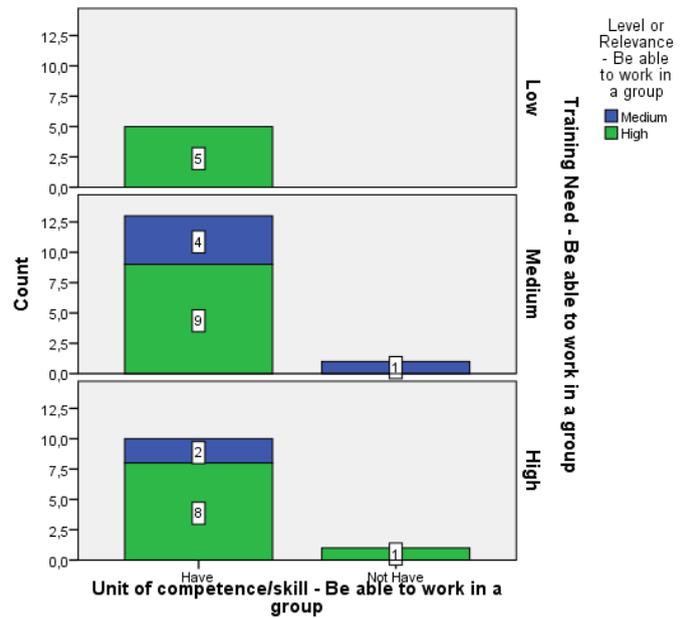
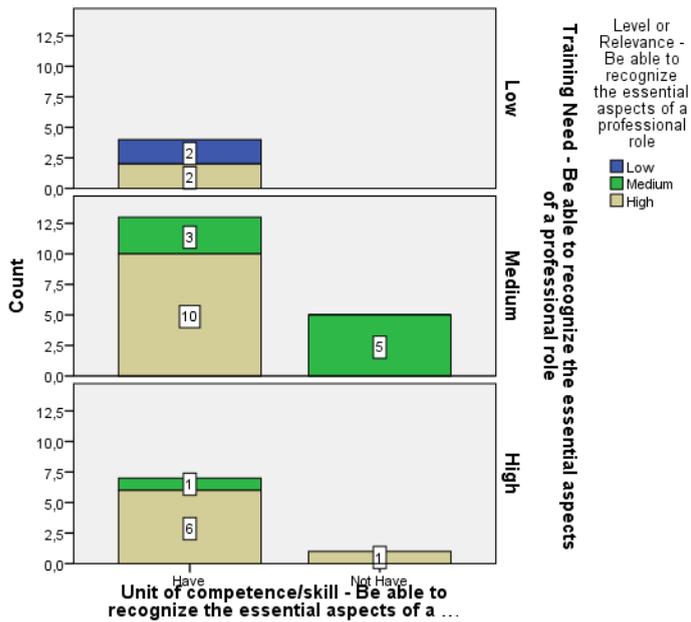
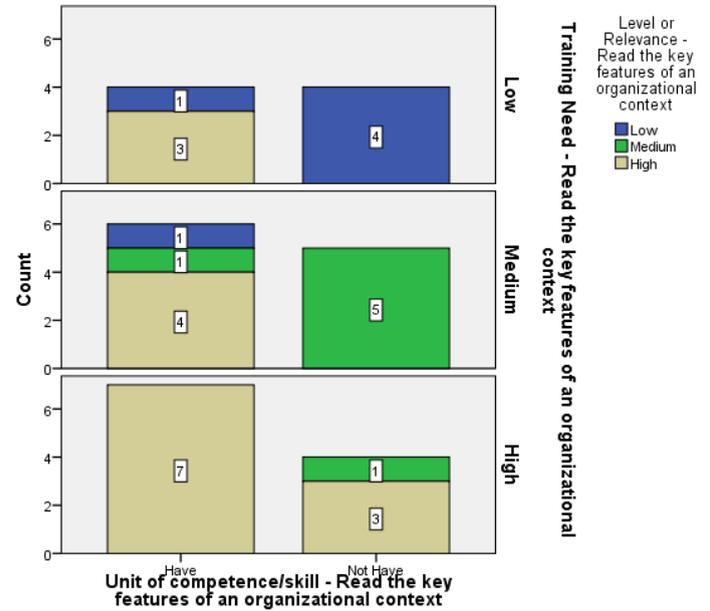
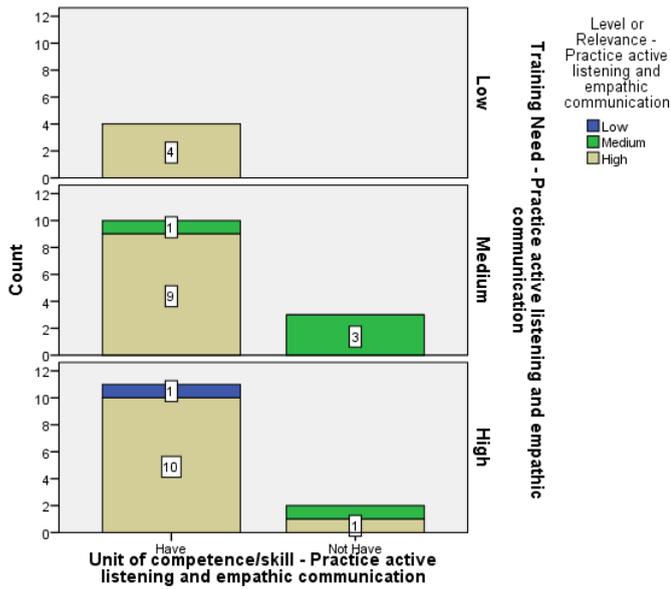
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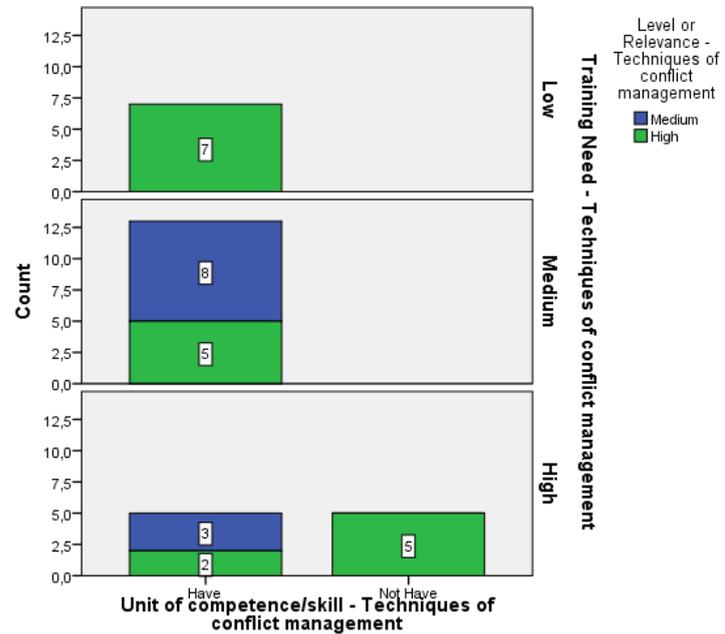
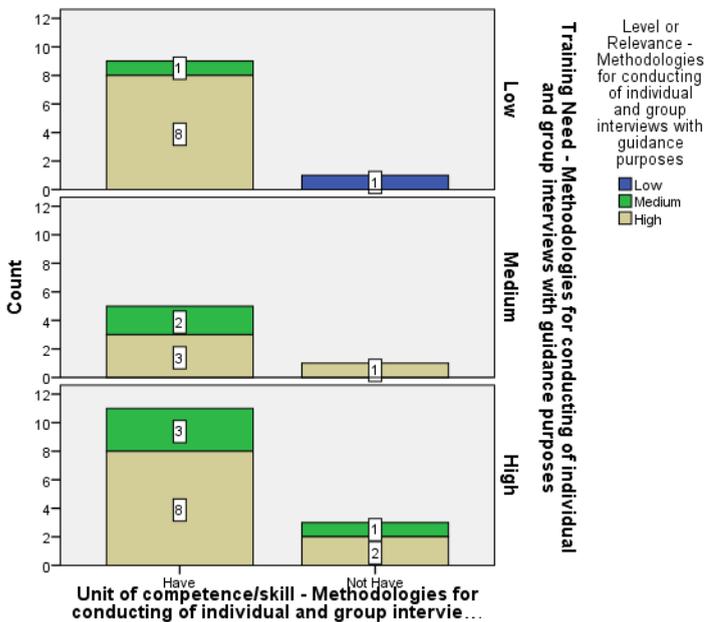
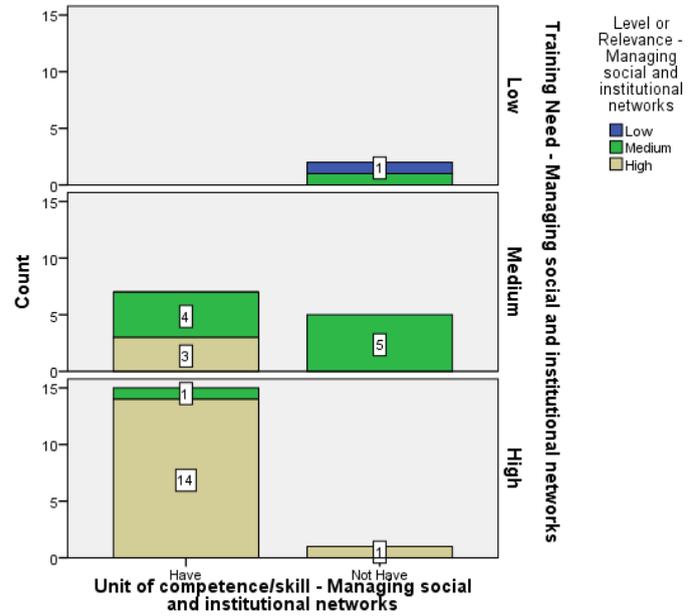
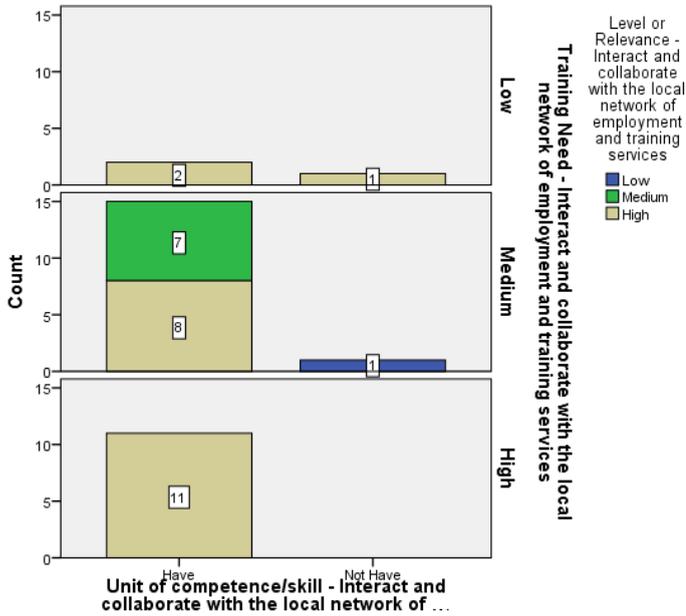
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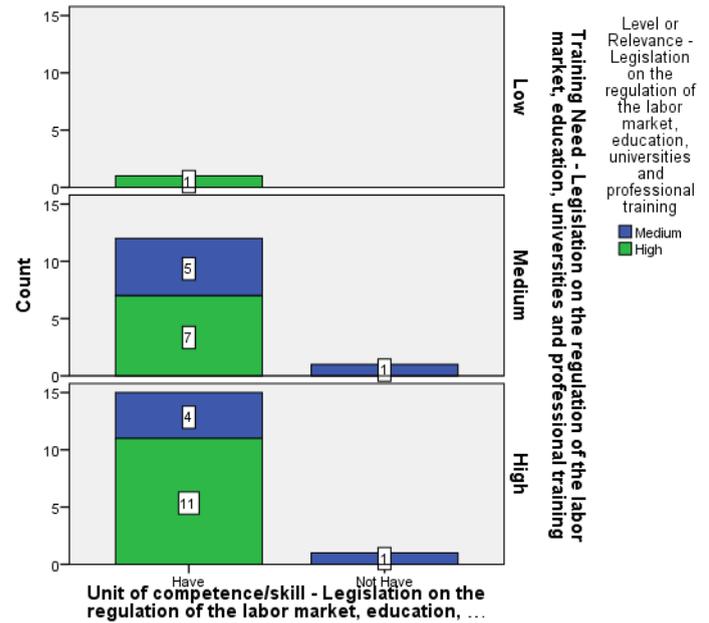
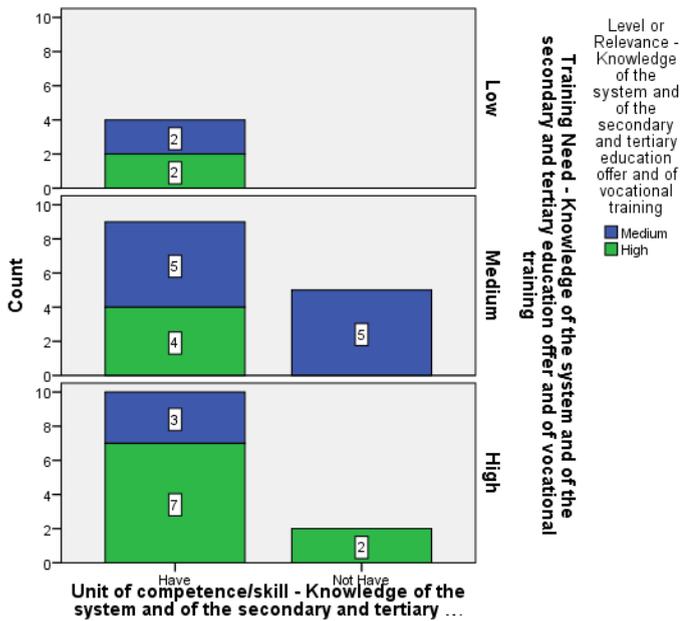
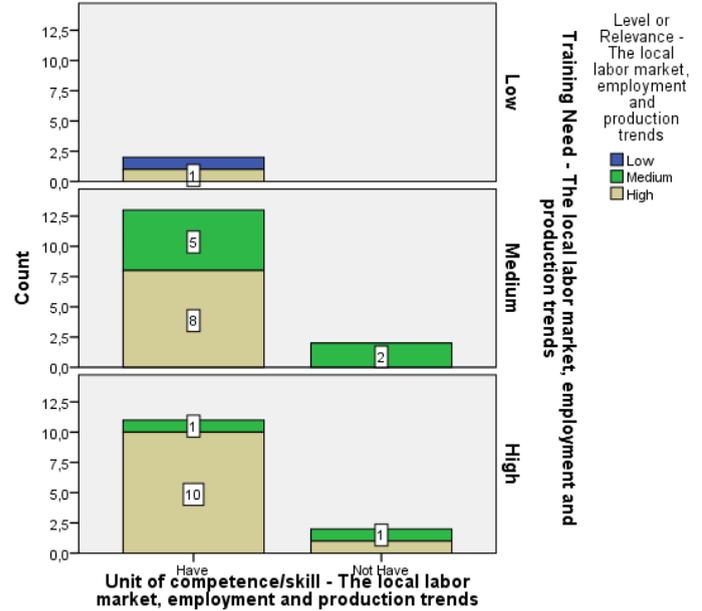
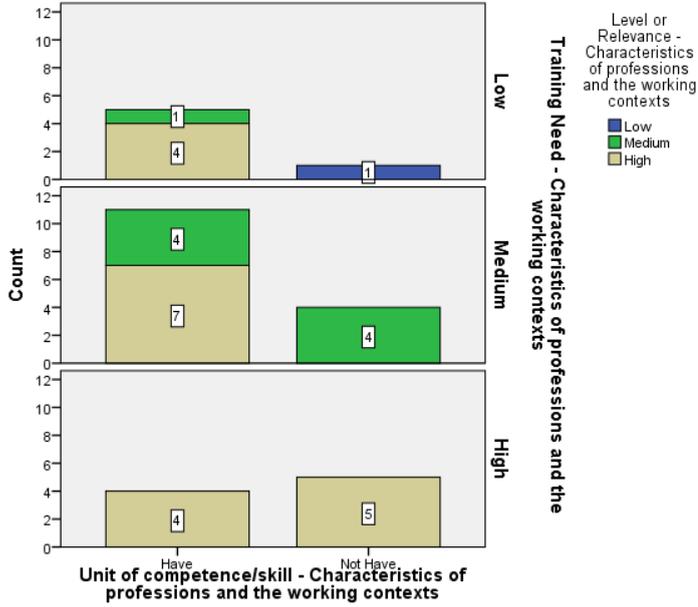
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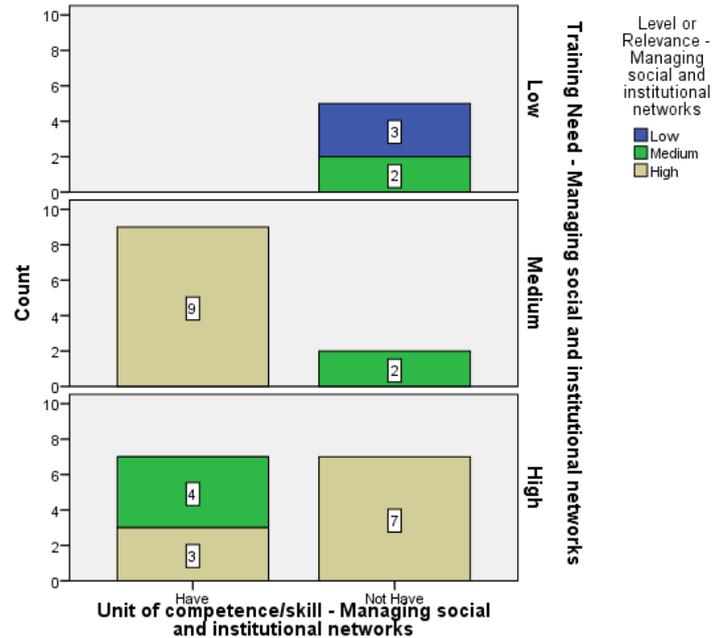
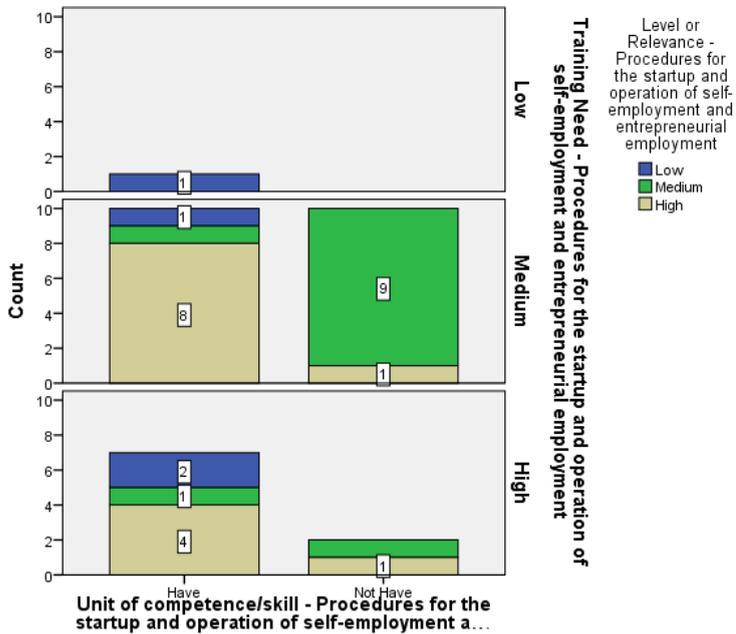
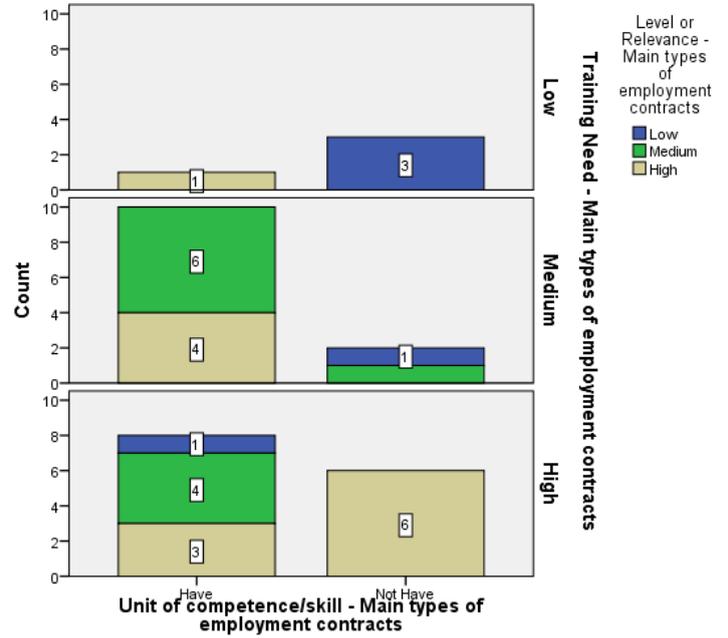
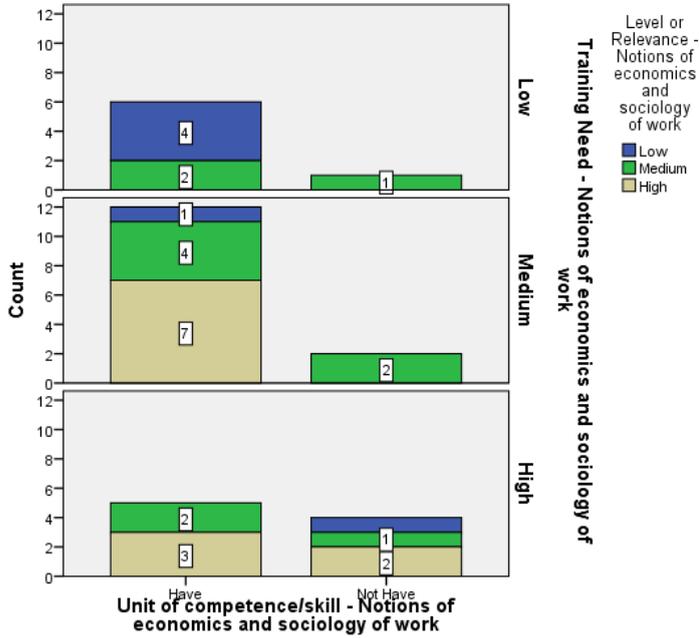
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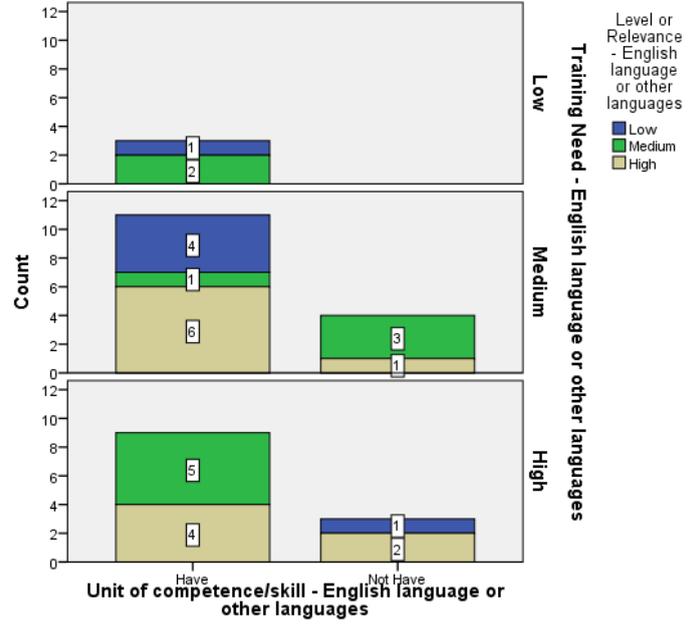
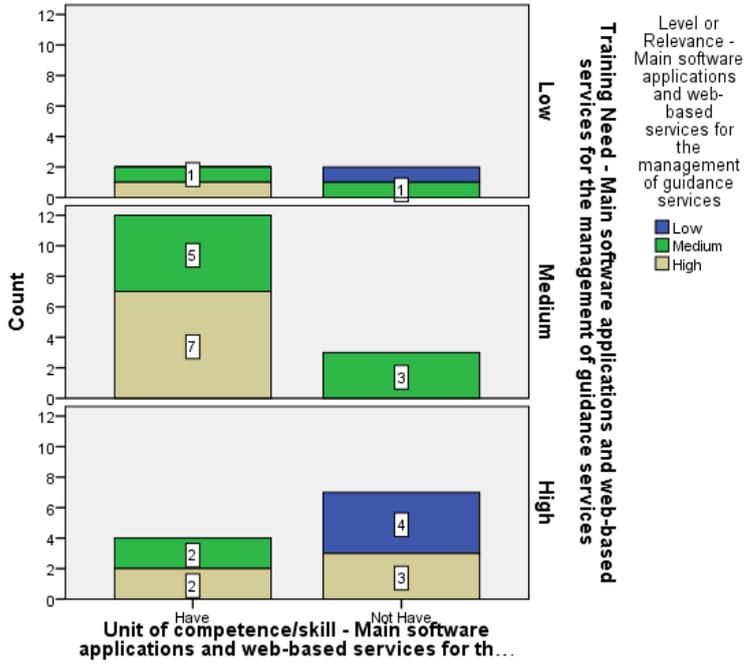
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## 4.2. Reliability of the 38 Unit's of Competence / Skills

For a more detailed analysis of the results and a better use of the results with SPSS<sup>6</sup> resource, we set up a coding system for each competency unit in question as the table below indicates (Table 23).

**Table 23.** Score code system

Unit of competence/skill (put a X in the most appropriate option)	HAVE		Level or Relevance			Training Need		
	YES 1	NO 2	Low 1	Medium 2	High 3	Low 1	Medium 2	High 3
Score code system on SPSS								
<i>38 Items</i>	<i>Fattore 1</i>		<i>Fattore 2</i>			<i>Fattore 3</i>		

With this scoring system we have:

- 1) Get a wider scoring range;
- 2) Establish a possible criteria for indicate what are the competencies that guidance professionals need to be trained;
- 1) And get what we may call the Individual global perceptive value of the unit of competency/Skill which is given by the product of three factors (Individual global perceptive value of the unit of competency/Skill = Factor 1 \* Factor 2 \* Factor 3).

Briefly, the following table (Table 24) shows what is intended to achieve with this new encoding system.

**Table 24.** Score code system possible results

WIDER RANGE OF POSSIBLE RESULTS							
1	2	4	6	8	9	12	18
Not need to be training				Need to be training			
<i>Criteria will be based on the median of that range</i>							

So with the possible results with the operators for each competency unit can give, we decided to investigate the reliability of data obtained as to it's internal consistency.

The reliability of the theory we have chosen to analyze it according to the Cronbach alpha coefficient ( $\alpha$ ) method that overcomes the other methods of partition (e.g., split-half), as stated by Hill, M. M. & Hill, A. (2012) and of which the results obtained are exposed in the following tables (Table 25 and 26).

<sup>6</sup> Statistical Package for the Social Sciences software

**Table 25.** Number of the cases

Case Processing Summary			
		N	%
Cases	Valid	30	100,0
	Excluded <sup>a</sup>	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure

**Table 26.** Reliability results

Reliability Statistics	
Cronbach's Alpha	N. di Items
,899	38

With the result obtained by the coefficient ( $\alpha = .899$ ) and, therefore, lies in the range between 0.8 and 0.9 and according to different authors (Pestana & Gageiro, 2014; Hill & Hill, 2012; Pereira, 2003), we consider that we have a good reliability of the obtained data, that is, with a good internal consistency of the results.



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### 4.3. Comparative analysis of the 38 Unit's of Competence / Skills (between different levels of EQF)

Finally, before we point out what competences they need to be trained according to the previously described criteria, we will make a comparative analysis between the different levels of EQF<sup>7</sup> and taking the Individual Value perceptive competence unit as the variable test, resorting to that the parametric t test for independent samples.

	Level 6 EQF (n = 22)		Level 7 EQF (n = 7)		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation			
<b>Read and analyze needs</b>	5,14	2,23	3,5	1,60	2,21	17,45	<b>0,041*</b>
Design individual and group consulting actions	7,05	3,95	5,0	2,73	1,21	18,21	0,24
Building materials and tools of survey	7,36	5,61	6,38	4,84	0,47	14,34	0,643
Monitor effectiveness and efficiency of paths	7,82	5,19	7,75	4,83	0,033	13,32	0,97
Analyze results	5,68	3,66	8,00	4,66	-1,27	10,31	0,23
Assess the coherence and effectiveness of the paths	10,82	5,88	9,00	6,23	0,72	11,86	0,49
<b>Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality</b>	8,45	4,361	5,75	1,753	2,42	27,51	<b>0,02*</b>
Identify training and professional development opportunities	8,77	4,93	6,38	5,10	1,15	12,10	0,27
<b>Facilitate the development of professional development projects and of action plans</b>	9,59	4,48	6,63	2,67	2,21	21,25	<b>0,04*</b>
Use specific equipments	5,23	3,99	5,88	2,95	-0,48	16,91	0,64
Intervene on the individual and group dynamics	5,86	2,23	6,50	2,83	-0,57	10,35	0,58
Managing conflict	6,18	3,42	6,75	2,12	-0,54	20,39	0,59
Motivate the user after any failures	7,18	3,32	7,50	1,60	-0,35	25,31	0,73
Be able to communicate effectively	6,82	3,58	6,00	2,27	0,74	19,97	0,47
Adopt flexible attitudes	5,91	2,266	4,75	2,38	1,19	11,96	0,25
Promote participatory and collective choices	7,23	2,25	6,25	2,19	1,07	12,77	0,30
Define and monitor the setting of the counseling session	7,68	4,20	8,00	5,21	-0,16	10,51	0,88
Manage the relationship avoiding the risks associated (induction of the answers, spontaneity, attitudes and answers hindering dialogue)	7,73	4,178	5,38	3,07	1,68	17,04	0,11
Practice active listening and empathic communication	7,45	3,47	6,63	1,99	0,81	22,02	0,43
<b>Read the key features of an organizational context</b>	8,046	5,01	5,00	2,93	2,05	21,66	<b>0,05*</b>
Be able to recognize the essential aspects of a professional role	6,82	3,42	6,00	2,33	0,74	18,47	0,47
Be able to work in a group	6,69	3,34	6,00	2,27	0,64	18,57	0,53
Interact and collaborate with the local network of employment and training services	6,09	2,41	7,13	1,55	-1,38	19,61	0,18
Managing social and institutional networks	7,68	3,20	7,63	1,99	0,06	20,28	0,95
Methodologies for conducting of individual and group interviews with guidance purposes	6,82	3,972	6,75	5,26	0,03	10,06	0,97
Techniques of active listening, of communication and relationship with users	7,32	5,13	7,13	5,30	0,09	12,11	0,93
Techniques of conflict management	7,32	5,411	6,00	5,08	0,62	13,24	0,55
Characteristics of professions and the working contexts	8,23	5,24	6,38	4,93	0,89	13,19	0,39
Principles of business organization	8,05	5,28	5,50	2,14	1,88	27,46	0,07
The local labor market, employment and production trends	7,00	3,612	7,50	1,60	-0,52	26,54	0,61
Knowledge of the system and of the secondary and tertiary education offer and of vocational training	7,454 545	4,148749	5,875 000	2,167124	1,35	23,93	0,19

<sup>7</sup> Cf. European Commission. (s/d). Descriptors defining levels in the European Qualifications Framework (EQF). <https://ec.europa.eu/ploteus/en/content/descriptors-page>



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Legislation on the regulation of the labor market, education, universities and professional training	7,09	2,39	6,50	1,69	0,75	17,74	0,46
<b>Notions of economics and sociology of work</b>	6,73	4,65	4,13	2,17	2,08	25,88	<b>0,04*</b>
Main types of employment contracts	8,05	5,83	6,75	5,036	0,59	14,36	0,56
Procedures for the startup and operation of self-employment and entrepreneurial employment	7,09	3,609	7,63	2,13	-0,50	21,35	0,62
Managing social and institutional networks	9,00	5,97	7,88	4,22	0,57	17,74	0,57
Main software applications and web-based services for the management of guidance services	6,64	4,12	7,38	4,57	-0,40	11,43	0,70
<b>English language or other languages</b>	7,68	4,11	3,50	2,07	3,66	24,60	<b>0,001**</b>

Although highly debatable due to the heterogeneity of the number of elements that make up the respective educational level groups, comparative analysis shows that they differ in some of their competences and the Level 6 EQF group assumes average values higher than gupo Level 7 and they are in a statistically mode significant in the following competencies:

***Read and analyze needs; Analyze and valorization of socio-professional biographies in order to reconstruct the skills / resources / personal and professional potentiality; Facilitate the development of professional development projects and of action plans; Read the key features of an organizational context; Notions of economics and sociology of work; English language or other languages***, with a  $p[0,05$  and in the last competence, with  $p[0,001$ .

The explanatory hypothesis more plausible for these differences, although will be not tested here, it's probably not in according to the EQF level per se, but because of variable - number of years of experience that operators present (see Graphic 1. Distribution of Operators, p. 3), associated with the fact that the EQF Level 6 refers to pre Bologna degree and level 7 EQF refers to the master after Bologna system but both consist of the same number of years of University.

## 5. Unit's of Competence / Skills identified as necessary to be trained

Considering the proposed coding system (see Table 24. possible score code system) and the median criteria in the range of possible results as appropriate criteria to display the competencies that they need to be trained and those that do not need to be, we are able to highlight the competencies whose median value is equal to 6 or below and, as such, do not need be trained, and those competencies which have the median value equal to or above 8 and which, therefore, need to be trained by professional guidance. In this sense, it is highlighted in the following table (Table 27) the Unit's of Competence / Skills that should be proposed for training.

**Table 27.** Units of competency / Skill which are above the median

UNIT OF THE COMPETENCY / SKILL	MEDIAN
Assess the coherence and effectiveness of the paths	9
Facilitate the development of professional development projects and of action plans	8,5
Manage the relationship avoiding the risks associated (induction of the answers, spontaneity, attitudes and answers hindering dialogue)	8
Read the key features of an organizational context	8
Managing social and institutional networks	8,5
Procedures for the startup and operation of self-employment and entrepreneurial employment	8

## 6. 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. Training Needs Analyses - Interview for the Manager of the Guidance Centers

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.

## 6.1 Training needs analysis - Interview for the manager of the guidance centers

Proposing the same categorical classification according to the categorization evoked by Triviños (1987), we observed in the following table (Table 29) the ratings for the 13 questions that are grouped into 5 groups and which make up the script of the semi-structured interview for the training needs analysis.

**Table 29.** Categorization of the script questions in the Training needs analysis interview for the manager of the guidance centers.

Group	Questions	Categorization
1. Professional Skills of guidance practitioners	1. Are the key competences/skills related to each professional role working in the different areas of activities sufficient to guarantee the main performance realized by the guidance centre?	Evaluative questions
	2. Have your operators the key competences/skills required for the guidance services carried out by your center or are there critical issues?	
	3. What are the knowledge and skills deemed missing or to be improved?	
2. Training to improve key competences/skills	1. Did you realize training activities to improve key skills in the last two years?	Evaluative questions
	2. Which professional profiles have participated to the training activities?	
	3. What was the duration of the training activities?	
	4. What have been the impacts monitored in the short / medium term?	
3. Training to acquire specific competences/skills to improve the specific performance for the Neets	1. Do you consider necessary the training of profiles for the specific guidance of the Neets?	Evaluative questions
	2. What are the specific competences/skills that the profile should have?	
	3. Did you realize specific training activities for the updating of operators in order to carry out guidance services to the Neets?	
4. Enhancement of informal skills through special training	1. How have you identified the informal skills put in place by operators particularly useful for the NEETs?	Evaluative questions
	2. Have you planned training course in order to formalize these skills?	
5. Training methodologies and tools	1. In your opinion what are the most efficient methodologies and tools to improve the specific skills required to carry out guidance services to the Neets?	Evaluative questions

## 6.2 Qualitative analysis of questions

### Group 1: Professional Skills of guidance practitioners

- ✓ Question 1: Are the key competences/skills related to each professional role working in the different areas of activities sufficient to guarantee the main performance realized by the guidance centre?  
In general all centres consider these to be sufficient.
- ✓ Question 2: Have your operators the key competences/skills required for the guidance services carried out by your center or are there critical issues?  
One of the 5 responding centres has the required competencies. The remaining ones recognize that there is room for improvement.



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- ✓ **Question 3:** What are the knowledge and skills deemed missing or to be improved?  
The answers show a big dispersion and the centres mention. But these are the main clustered answers: Issues related with law and regulamentation; communication; english language; and market analysis and trends.

#### **Group 2: Training to improve key competences/skills**

- ✓ **Question 1:** Did you realize training activities to improve key skills in the last two years?  
All the 5 responding centres have carried out training activities.
- ✓ **Question 2:** Which professional profiles have participated to the training activities?  
In general, the different types of professionals have been involved in the training activities.
- ✓ **Question 3:** What was the duration of the training activities?  
Answers range from 7 hr to 96 hr.
- ✓ **Question 4:** What have been the impacts monitored in the short / medium term?  
All the 5 responding centres have observed a positive impact in the areas that have been developed, since the increased communication skills to the increased employment.

#### **Group 3: Training to acquire specific competences/skills to improve the specific performance for the Neets**

- ✓ **Question 1:** Do you consider necessary the training of profiles for the specific guidance of the Neets?  
Only one of the 5 responding centres doesn't consider this as necessary.
- ✓ **Question 2:** What are the specific competences/skills that the profile should have?  
Several competences have been mentioned. However the biggest focus was on motivation and communication skills.
- ✓ **Question 3:** Did you realize specific training activities for the updating of operators in order to carry out guidance services to the Neets?  
None of the 5 responding centres does this.

#### **Group 4: Enhancement of informal skills through special training**

- ✓ **Question 1:** How have you identified the informal skills put in place by operators particularly useful for the NEETs?  
By meeting the NEETS at their home place, developing work groups and taking into account their academic background.
- ✓ **Question 2:** Have you planned training course in order to formalize these skills?  
None of the 5 responding centres has planned a course.

#### **Group 5: Training methodologies and tools**

- ✓ **Question 1:** In your opinion what are the most efficient methodologies and tools to improve the specific skills required to carry out guidance services to the Neets?  
The 5 responding centres mention the importance of proximity, close relationship and multidisciplinary work within the groups.

## 7. Matching and mismatching the results between operators and managers

We will discuss here on this point, the possible combination or mismatch of points that understandably may be possible to compare and analyze approximately. So it should be noted here that not everything can be comparable because both analyzes, the operating level and the decisional level, have collecting different data and we used different techniques of analyzes and, therefore, they have their own value.

This is, of course, because both were created from different instruments for operators the questionnaires with more quantitative results and as that with different analysis techniques of semi-structured interviews administered to the managers, providing more qualitative analysis.

However, it will be here made the effort to put into “table” evidences that can be checked, or at least approximated on the different levels of analysis (See Figure 1. Scheme planned for implementation d outputs activity 3 and Figure 2. Approach scheme followed in research, p. 2).

In general, both at decicional level and the operational level, it is clear that managers and operators do not have specific and systematized answers for the target group analysis.

By managers, the five managers in the different activities proposed (Paths of guidance consulting and Competence's assessment / mapping) do not point to a specialized differentiation to the target group in question, and by the operators, such evidence is expressed (here understood by us) in informal competence that operators identify as a multifaceted performance of its activities, taking up a greater expression in informal skills, followed by motivational skills, communication, conflict management and team work, i.e., also do not have a specialized systematization for the specific target group.

However, both managers and operators point or approximates as causes of critical areas to be worked on interpersonal issues of beneficiaries individuals, according to their educational level, their background origin, social and economic status.

On the other hand, both also emphasize the communication or dialogue as a necessary and essential vehicle for establishing the relation between operator-NEET as efficient way to deal with the critical issues that young people NEET's feature.

According to operators, interpersonal issues; idealized and decontextualized expectations; the lack of knowledge considered as prerequisites of fundamental scientific / educational knowledge to start a career or training course; school absenteeism; behavioral repertoires maladjusted human development level expected for their age; and the difficulty of these beneficiaries in establishing a contractual interpersonal relationship with the organizations or institutions that receive them, are **critical areas** that take up more wear on the professional performance of guidance professionals. Certainly for that, which are highlighted by the same with the attribution of the importance of a set of informal skills essential for effective results to be achieved for example, be able to communicate effectively; adopt flexible attitudes; practice active listening and empathic communication.

It is noteworthy here even at the level of decisional analysis none of the five centers conducted research, and at operational level, 28 of the 30 operators did not answer the outputs / products of specific activities, the production of a summary / final report of the activities carried by them.

Both activities, highly enriching and enlightening, if considered and carried out at different levels of research and integrated or poured into a common plan certainly contribute to a more systematic strategy and attentive to the specificities of different target groups of attendance. And although most managers indicate that guidance counselors were involved in training activities, the same as a whole, did not consider the specific training of operators profiles for the guidance of NEET's.



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It also intended to be here with this report research and analysis of the ECVET.OER.NEET project, in addition to the specific objectives designed the project, make a small contribution to this evident gap, without subtracting the effort and commitment that such centers and guidance and professionals of guidance play in guiding this target group and others. Only highlight the urgency of training in competence units / skills that they identified as necessary to be “trained”.

With it, you can provide a more appropriate response to the special needs that the NEET's encompass and which are the “mirror” of the critical areas inherent to their “moratória” and it’s specificities critical human development that this target group are seeking to adjust to their new paradigm - young adult with all the consequences, responsibilities, representations and social and vocational roles defined to play in society and need in special cases, to be worked in a multidisciplinary approach with different levels / integrated ecological systems, wich are in different organisms / institutions and covered by different professionals, that are far beyond the fundamental and crucial role of guidance professionals.

It is with this last paragraph that we leave to the next point and to the end of this report where we use a restricted theoretical framework that allows, on the one hand, emphasize the discussed phenomenon and delimit this target group to be assisted by their specific needs and, on the other, to achieve a “part” of external validity for the results that were considered here, on this research and analysis report.

## 8. Restricted theoretical framework and final considerations

According Guichard e Huteau (2001), given the current society, the way we see the problems of orientation is also determined by questions relating to our ability to anticipate the future we conceive in this current society, uncertain and as such can imagine it unstable.

On the other hand, the same authors, and inherent in this society, emphasize that individuals assists more frequently to ruptures characterized in their professional life, simultaneously, with developments that mark their personal life, where families are less stable and the changes of region/place are more frequent.

To these various phenomena of “rupture” in the lives of individuals, the specialized literature merged with the notion of “transitions”. And this notion plays a key role in guidance or orientation process that to Pelletier and Dumora (1984, cit in Guichard & Huteau, 2001), the discontinuous unstable and fluctuating socio-economic level in perpetual becoming, necessarily tells us that the young adult should, from therefore, acquire a competence that allows him to analyze, now and later, at each crossroads of the development of its guidance, the elements themselves, i.e., personal characteristics, its strengths and its limitations, the world's environment structure with their actual routes and its indirect way, their opportunities and their difficulties. In other words, it implies of course the "board" of the life cycle, forcing a break with the previous models of development (1st and 2nd childhood) and requiring it to a new model of adulthood yet to to acquire or learn. However, and continuing with the framing of the current context, from a combinatorial multiple unpredictable variables, it is not already possible to build a long-term project, making it necessary to learn the short-term strategies, the successive adjustments and the availability of each (Pelletier and Dumora, 1984 cit in Guichard and Huteau, 2001), with its internal and external resources available for a new cycle of life and with the new model, which requires to the young adult.

But if the orientation issues are fundamentally social, these are also marked by the particular contexts in the manner or form to formulate these questions, because the individual is not an "isolated act", on the contrary, he is co-build with and by the others.

Since the emergence of the ecological model of human development proposed by Urie Bronfenbrenner (1989), it is clear, in addition to bio-psychological characteristics, the importance of the contexts in which the individual is inserted, supported by four dynamic and interrelated levels: Individual, Process, Context and Time.

After their contribution many theories and models are supported at the origin of this model. Example of that is the **Systemic Context Model of Career Guidance and Counselling** (Nationales Forum Beratung and Forschungsgruppe Beratungsqualität, 2012).

The Systemic context model of career guidance and counselling highlights the results of the Open Process Management for Quality Development and is based on the idea that professional guidance is not an isolated process between the practitioner / operator and the customer / user.

For this group of researchers, guidance is incorporated into a broader organizational and social context as shown in the figure below presented the Nationales Forum Beratung and Forschungsgruppe Beratungsqualität (2012).



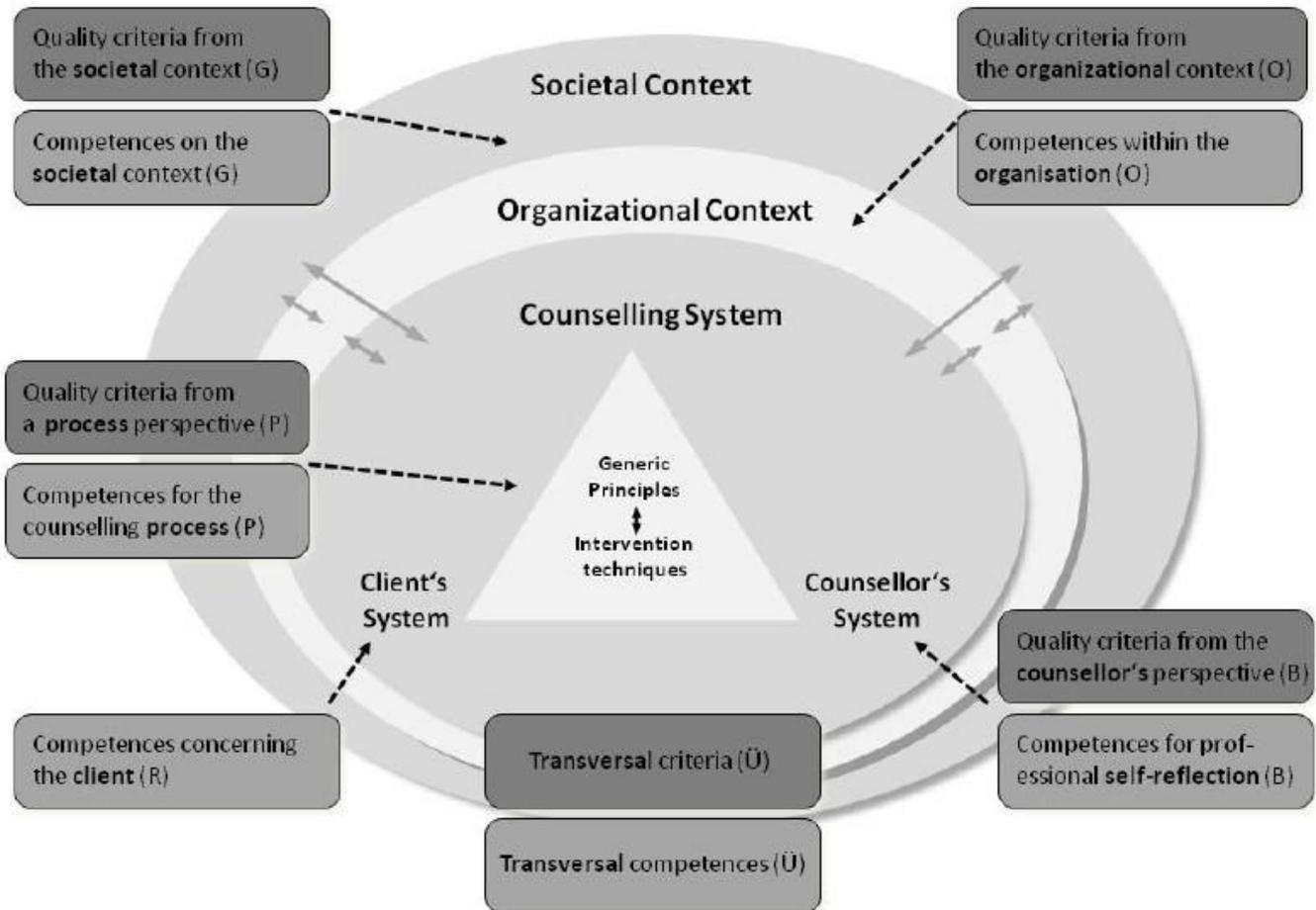
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Fonte: Nationales Forum Beratung and Foschungsgruppe Beratungsqualität (2012)

Will not be here consider to discriminate in detail this model, but with him we want to emphasizes only the fundamental principles of the inevitable interactionism of different contexts and proper integration of different systems (beneficiary and operator) in a common system (guidance system) which, in turn, is covered by the organizational context embedded in the societal context. With this model presented, it is clear the need for the orientation process, the ability of the operator to cover a range of skills to carrying out its activities.

Thus, it is understandable, in our point of view, the Competency Units / skills identified as necessary to be "trained" according to operators, as these have provided them a greater efficiency in the requirements of the tasks to be carried out in broad contexts in relation to different systems.

On the other hand, it integrates the beneficiary or client's system (with his family system and functional or dysfunctional belief system, etc.) in the above model, where is figured out their skills or behavioral repertoire of the individual as well their competences / skills (soft skills; hard skills; transversal skills, etc.).

With this, we want to expose that the client / beneficiary system is wider than suggested by the model scheme, this system, in our opinion, contemplates the different proposed microsystems by Urie Bronfenbrenner (1989), such as family, school, the workplace, the peer group, ethnic group, place of origin,

neighborhood, community, etc., and as a whole, is structured by a set of activities with their social regularities, roles to play and lived interpersonal relationships, and as such, co-built and learned on a real ecological system of human development.

It is for this reason that for Guichard and Huteau (2001), these interactions between individuals and their community determine the significance, on the one hand, the concept of self (or self-concept that includes self-esteem, self-image, and all consciousness of self that the subject has of himself in the academic field or in the vocational field, or in the relational domain, etc.), and, secondly, the opportunities that are environmentally and socially determined by this interactionism.

It is due to these inherent dynamics causalities of such interactions, that for Law (1981 cit in Guichard & Huteau, 2001), an alternative conception of typical session in orientation, should not focus too much to bring the individual to develop a stable and clear image of him that matches in some type of professions, but to help him to:

- Get used to deal with the ambiguity and the difficulty of predicting the future;
- Having more than one “you can” on reserve;
- Having a spirit of flexibility such that it can easily deal with a drop in a dead end prospect in favor of another solution;
- Having the sense of self in a world populated by contradictory messages.

According to the European Commission (2015), the activation of NEETs must succeed on the basis of a reasoned development as part of the outreach work, since its targets are those who have started to get involved and build some level of trust. The activation of this target group tends to mean more “holding hands” and can be a slower process of integration and more supported in education, training or employment than for other groups of jobseekers. Such statements require a continuous process of learning and which covers, in a way, the need for help proposed by Law (1981 cit in Guichard & Huteau, 2001).

But the model proposed by the researchers group of the Nationales Forum Beratung and Forschungsgruppe Beratungsqualität (2012), it also includes on the the counseling system the transversal competences that the guidance professional should have, namely:

- Ü1: Focusing on clients / beneficiaries: guidance professionals are willing and able to align their orientation activities and organizational activities for requests / concerns and resources of clients / beneficiaries.
- Ü2: Be transparent on the offers and their processes: guidance professionals are willing and able to create transparency in relation to the structural circumstances of the guidance service as well as the concrete guidance process.
- Ü3: Act according to ethical principles: the guidance operators are willing and able to act according to ethical principles in their guidance activities, as well as their organizational and political activities. Moreover, they are willing and able to contribute to the development of such principles.



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- **Ü4: Engage in the development of quality:** guidance practitioners are willing and able to align their guidance and counseling activities and their organizational activities with a quality strategy. They are willing and able to collaborate in the development and realization of this quality strategy (Nationales Forum Beratung and Forschungsgruppe Beratungsqualität, 2012).

Finally, alongside the transversal competences of guidance professional, we expose, also according to the same model, the two basic quality criteria for the professionalism of practitioners who, along with the other criteria, we believe it will serve as a input to the next output to be held this ECVET.OER.NEET project, namely, the O4/A4 - Competences profile of the guidance practitioner who work with NEET.

But these fundamental criteria are:

- **B1: Competence and professionalism of practitioners:** Through its initial and continuing vocational training, guidance technicians are able to work professionally in the field of guidance in education, career or vocational courses and jobs. Their curriculum and training follows a scientific core of competencies profile recognized.
- **B2: Guidance for standards:** Guidance operators and guidance providers act in accordance with professional standards that are established based on quality criteria. Professionals and providers should prove those criteria, in a reflective and self-responsible manner. The organization provides the necessary conditions to make it quality (Nationales Forum Beratung and Forschungsgruppe Beratungsqualität, 2012).

We hope that to the reader, this last part of this report was understandable, and it has been possible to give greater comprehensibility of data extracted in other parts on the report, particularly those which are basically are saturated by statistical data.

With this we have achieved some useful external validity for the statistical data extracted in those instruments that were created and administered, both to operators and managers, and with that obtain a better comprehensibility for the reader and, on the other hand, a more solid foundation for research held and establish an input to the next intellectual output - Competences profile of the guidance practitioner who work with NEET.

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## 2.5- CONCISE READING OF THE DATA IN POLAND: LODS

### O3 - REPORT

#### ANALYSIS OF THE TRAINING BASIC NEEDS OF THE GUIDANCE PRACTITIONERS WORKING WITH NEETS

Łódź March 2016



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## Editors

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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).

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## 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.



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

The survey was done as foreseen by project guidelines, using the Questionnaires addressed to the operators/professionals and the Interviews to Responsible of Labour Centres, realized during the Focus Groups.

## Description of data and results

The findings that come from the focus group interviews conducted with practitioners, correspond with the research results from the questionnaires.

The participants pointed to the problems and needs related to their work, which are following:

- Problem: Not satisfactory cooperation with other organizations/schools
- need: how to build effective cooperation/working groups
  
- Soft skills/competences need mastering
- how to build positive relations/contact
- how to build trust
- how to break barriers in communication
- how to build motivation
- how to encourage client to take the responsibility for own decisions and development
- how to cope with burn-out syndrome

### 1. General summary and guidelines for professional training.

The general conclusion that comes from the research is that the practitioners are willing to develop their competences to be more effective at their work with NEETs.

They are all highly qualified considering professional competences and knowledge. They all know standards and procedures that should be implemented.

The research results also revealed the area of practitioner`s profession that need to be developed.

It is mainly related to the “soft” skills.

This should be taken into deep consideration in the process of planning the training content that is adjusted to the needs and expectations.

The most required skills are:

- Active listening
- How to build positive and effective relation (how to conduct individual and group interviews
- How to motivate more effectively

### Mentoring

Practitioners are also willing to learn languages (this was low evaluated) as well as to learn how to build effective cooperation with local institutions and ngos – what they found as obstacles in providing effective and fruitful support to the clients.

**TRAINING NEEDS QUESTIONNAIRE FOR GUIDANCE PRACTITIONERS  
(KEY SKILLS / COMPETENCES AND OF SUPPORT HELD)**

AREA OF ACTIVITY	NUMBER OF RESPONSES											
				level or Relevance			Training Need					
	HAVE	NOT HAVE	ALL	low	Medium	high	ALL	low	medium	high	ALL	
Read and analyze needs	30	0	30	3	12	15	30	5	4	21	30	
Design individual and group consulting actions	30	0	30	6	13	11	30	4	21	5	30	
Building materials and tools of survey	30	0	30	1	26	3	30	8	19	3	30	
Monitor effectiveness and efficiency of paths	30	0	30	0	21	9	30	0	19	11	30	
Analyze results	30	0	30	0	24	6	30	11	16	3	30	
Assess the coherence and effectiveness of the paths	30	0	30	5	17	8	30	5	19	6	30	
Analyze and valorization of socio-professional biographies	23	7	30	11	14	5	30	3	22	5	30	
Identify training and professional development opportunities	23	7	30	10	11	9	30	3	19	8	30	
Facilitate the development of professional development projects and of action plans	28	2	30	2	20	8	30	4	23	3	30	
Use specific equipments	30	0	30	0	7	23	30	26	4	0	30	
Intervene on the individual and group dynamics	30	0	30	5	19	6	30	5	21	4	30	
Managing conflict	30	0	30	0	24	6	30	5	24	1	30	
Motivate the user after any failures	30	0	30	0	27	3	30	9	20	1	30	
Be able to communicate effectively	30	0	30	0	11	19	30	10	11	9	30	
Adopt flexible attitudes	30	0	30	1	20	9	30	4	21	5	30	
Promote participatory and collective choices	30	0	30	4	19	7	30	1	22	7	30	
Define and monitor the setting of the counseling session	30	0	30	3	23	4	30	0	25	5	30	
Manage the relationship avoiding the risks associated	30	0	30	5	21	4	30	3	24	3	30	
Practice active listening and empathic communication	30	0	30	1	19	10	30	9	11	10	30	
Read the key features of an organizational context	30	0	30	3	24	3	30	12	14	4	30	
Be able to recognize the essential aspects of a professional role	30	0	30	3	13	14	30	21	9	0	30	
Be able to work in a group	30	0	30	0	25	5	30	17	13	0	30	
Interact and collaborate with the local network of employment and training services	30	0	30	0	19	11	30	21	9	0	30	
Managing social and institutional networks	30	0	30	0	23	7	30	24	6	0	30	
Methodologies for conducting of individual and group interviews with guidance purposes.	30	0	30	3	22	5	30	6	19	5	30	
Techniques of active listening, of communication and relationship with users	30	0	30	2	20	8	30	7	13	10	30	
Techniques of conflict management	30	0	30	0	25	5	30	4	23	3	30	
Characteristics of professions and the working contexts	30	0	30	3	22	5	30	7	17	6	30	
Principles of business organization	30	0	30	14	23	3	30	6	18	6	30	



The local labor market, employment and production trends	30	0	30	0	21	9	30	19	10	1	30
Knowledge of the system and of the secondary and tertiary education offer and of vocational training.	28	2	30	9	11	10	30	9	9	12	30
Legislation on the regulation of the labor market, education, universities and professional training.	25	5	30	11	16	3	30	4	12	14	30
Notions of economics and sociology of work.	21	9	30	11	6	13	30	10	9	11	30
Main types of employment contracts	28	2	30	1	19	10	30	11	14	5	30
Procedures for the startup and operation of self-employment and entrepreneurial employment	24	6	30	5	18	7	30	5	19	6	30
Main software applications and web-based services for the management of guidance services	30	0	30	3	21	6	30	6	14	10	30
English language or other languages	11	19	30	21	9	0	30	7	18	5	30
<i>Grants for buissness</i>		5		5						5	

## THIRD SECTION

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### 3.1 CONCLUSIONS

The research activity carried out inside the ECVET.OER.NEET project regarding the A.3 Phase of Research and Analysis within the study *“Analysis of the training basic needs of the guidance practitioner who works with the NEETs”* has been conducted with the aim of identifying guidelines for the construction of modular and flexible training paths for the adaptation of the guidance practitioners’ skills.

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 emerged from the ECVET.OER.NEET investigation, conducted among the public and private Guidance Institutions has had the aim of formulating effective training strategies and developing suitable programming, planning and evaluating actions for a training targeted at the *guidance practitioners who work with the NEETs*.

The analysis of the *needs/basic needs* -also when having assumed, during the last 10 years, a key role in the planning of intervention lines both in the training field and in the management of active labour policies becoming, at the same time, an action acknowledged as essential for the socio-economical development- is a *“tool”* partially defined and structured.

The analysis of the training basic needs revolves around significant and complex concepts such as: training and training need.

In the training process<sup>8</sup> the analysis of the needs is considered to be the *“first activity”* aimed at collecting useful and reliable data and information to continue with the planning of the training experience (definition of the general and specific goals, identification of addressees, organization of the contents, choice of didactic methods) and after in the realization of the training intervention itself<sup>9</sup>.

It seems necessary to clarify the concept of *“training need”* which, even when it does not have –at least in the most recent bibliography- an univocal definition, it is mainly defined as **gap**, state of lack of fulfilling, distance between the skills the subject is in possession and the necessary skills to perform efficiently and effectively the activities within specific work processes.

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<sup>1</sup> *Phases of circular training process: needs’ analysis, design of interventions, design of the activities, attenuation of the training intervention, evaluation of the result.*

<sup>2</sup> G. Quaglino, P. Carrozzi, *Il processo di formazione. Dall’analisi dei bisogni alla valutazione dei risultati*, Franco Angeli, Milano, 2004

The *training need* is connected both to the professional role the subject performs and to the totality of skills required to fulfil the tasks requested. The training need is then a descriptive element of the state of relationship between individual and organization and, as a consequence, indicator of a “system of needs” which every context manifests as a gap to fill when confronting changes in the reference market or specific demands on behalf of the work suppliers or products (for example, our NEET target).

The analysis of the professional basic needs activates a process of activation of training since its awareness allows to plan focused and effective processes.

According to the theoretical approach, it is necessary to consider training needs<sup>10</sup> :

- espliciti, espressi dai soggetti rappresentati la domanda o l’offerta del sistema lavoro;
- palesi, prodotti del cambiamento del mercato del lavoro (cambiamento determinato da innovazioni in materia di normativa, di prodotto, ecc), ma non sempre espressi dall’azienda/settore/territorio;
- latenti, richiesti dal mondo territoriali ma sommersi
- potenziali, individuabili con analisi del mercato del lavoro a medio/lungo termine.

In order to gather the information described above the Partners of the project have carried out both questionnaires/direct interviews and also Focus Group.

The **Focus Group**, social research technique of qualitative type –understood as an interview addressed at an homogeneous group of people- has allowed, through a guided debate, to collect information about a certain topic avoiding the influence of “conditionings” which can interfere on other research techniques, like for example on the structured or semi structured interviews.

The instruments’ tool has permitted to collect mainly quantitative data.

The characteristics of the subjects engaged have been a strength point of the survey instruments, in fact each partner was able to engage subjects widely representative of the studied reality.

The research has surely highlighted the presence of basic skills of practitioners of all the engaged centres, their responsibility and participation.

It has emerged, nonetheless, the lack of integrated support actions (local actors-territorial network-companies) to favour the insertion and reinsertion of young people in the society and in the labour market.

It has emerged also the difficulty to use technologies and social media; the use of a terminology understood by young people, of coming up with tools and a set of forms adequate with respect of the users characteristics.

The training Paths and the relative learning units will have to be aimed at reinforcing the:

- Ability to read and understand the social complexity of the users;
- Ability to understand the request for individual, group, social guidance.
- Communicative/empathic and proactive skills
- Ability to design tools used for the guidance counselling and the elaboration of individualised professionalization plans
- Ability to design professional projects
- Ability related to flexibility and motivation towards the audience;

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<sup>3</sup>E. Catarsi, T. Cini, Progettare Formazione. Manuale per il progettista del sistema della formazione, Edizione Cerro, Pisa, 2003

- Sociological and psychological knowledge
- Linguistic and technological skills.

The training should be aimed at these specific goals:

- Guidance psychology,
- Operational and procedural techniques,
- Welcoming techniques,
- Communication techniques,
- Acquaintance with and interpretation of the different communicative registers and behaviours used by the NEETs (verbal, non verbal, digital and social media jargon)
- Ability to read and define the individual need and the request for guidance,
- Knowledge and sociology of guidance practices.

For the NEETs, as for all the disadvantaged, it is necessary to reinforce the ability to interact with the territorial reference system (companies, market, society, institutions, etc.)

It is necessary to prevent and confront the problem with an integrated system of answers/services towards the subject/user in a concrete and effective way.

The constant training and professional update are obviously essential since the demand is conditioned by continuous changes which are necessary to take into account.

There is a lack of integrated support actions/activities (local actors-territorial networks-companies) to favour the insertion and reinsertion in the society and in the labour market.

These issues should be confronted through the use of active and participative methodologies, based on the comparison and the study of other guidance practices used by other practitioners in the sector (**Benchmarking tool**) and on the coaching within the job itself.

It would be good to implement an action related to the guidance practices, working on a community of tools and practices through a theoretical and technical support favourable and operational, through innovative and work-in-progress methodologies, focus group, case study, O.E.R.<sup>11</sup>, etc.

Today more than ever, the *web digital environments* offer an enormous training and educational potential, related to the engagement of the users, not any more passive consumers but active and participative, to the production, to the creation and to the free and open sharing of both contents and knowledge. The 2.0 web environments (Blog, wiki, mashup, etc.) have made possible a proper cognitive and social potential which was unthinkable before within the training-educational world.

*This project is based over these principles, of the concepts of openness and sharing, use and reuse of the digital training materials (OER) and it is based over the simple and strong idea that the knowledge of one should be more and more the knowledge of all and therefore the open web represents an extraordinary pedagogical opportunity for the world of formal and informal instruction.*

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<sup>4</sup> It seems that the term OER was used for the first time in 2002 in a conference held by Unesco. The participants of the Forum defined the OER as "The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaption by a community of users for non-commercial purposes" (Unesco 2002)

From the research it has emerged that the information should not be made use of passively, but to build and use it to reinforce the skills possessed and make it available for all the educational/training community able to sustain the development and the pedagogical sustainability of all the guidance practices.