












CAREER MANAGEMENT SKILLS A METHODOLOGICAL FRAMEWORK FOR CAREER LEARNING AT SCHOOL

Transnational Report
Coordinator: CNPEE-UCE, Romania

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1. INTRODUCTION

This report presents the international action research on early career learning funded as part of the JOBLAND Erasmus+ project. The project addresses the need of building effective models and innovative resources for preventing early school leaving and educational disengagement.

The research, promoted by an international partnership among universities, schools and career guidance providers, focuses on the role of early career learning and aims to investigate the state of the art of early career learning in Europe and to provide a shared methodological framework, resources and practical tools to help schools improve the quality of career learning activities during the first step of school education.

Career learning in primary education includes those early childhood activities designed *to give children from an early age a wide range of experiences of, and exposure to, education, transitions and the world of work*. Career related learning has been shown to significantly impact children's aspirations, motivation and confidence. Having narrow expectations and aspirations influence the academic effort children exert, their educational outcomes, the subjects they choose to study and the jobs they end up pursuing. By challenging stereotypical views about certain jobs and careers, career learning activities help children raise aspirations and play a crucial role when it comes to improving social mobility and contrasting disadvantages.

Career learning plays a pivotal role in promoting those skills that not only equip children for the next stage of their life but also enable them to plan and make informed decisions about

education, training and career choices.

This set of skills is defined as Career Management Skills and refers, according to the ELGPN definition adapted by the LEADER Project, to *“competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers”* (Neary, Dodd and Hooley, 2015).

Despite a great wealth of supporting evidence regarding the importance of career-related learning in primary school, this remains a key challenge in many European Countries. While some have long national experiences and good practices, in many national contexts there are only few fragmented initiatives and a shared European methodological framework is still missing.

The project JOBLAND - Teaching skills and resources for improving career learning at schools (2018-1-RO01-KA201-049235) aims to contribute to the improvement of career learning activities in primary education, by developing innovative models and resources to support pupils in exploring jobs, strengthening competencies, increasing aspirations and broadening horizon on who they want to become in the future. A resourceful training course for teachers and school counsellors from the partner countries will be developed within the partnership of the project which involves nine partners from six countries:

- The Municipal Centre for Resources and Educational Assistance of Bucharest (project coordinator, Romania)
- The National Centre for Policies and Evaluation in Education, Bucharest (Romania)
- University of Florence (Department of Education

- and Psychology, Italy)
- Centro Studi Pluriversum (Italy)
- The Comprehensive School of Maniago (Italy)
- VIA University College (Denmark)
- CASCAID (United Kingdom)
- DEP Institute (Spain)
- Özel Bilkent Middle School (Turkey)
-

This document represents the first report from the JOBLAND project.

It draws evidence from the data collected as part of a first research phase of the project. The report explores the concept of early career learning in relation to the methodological framework of Career Management Skills from the perspectives of the partner countries: Italy; Spain; Romania; Turkey; Denmark and the United Kingdom.

Data were collected using three methodological approaches: desk-based research, questionnaire and focus groups, all involving the opinion of the partners involved in the project, teachers and practitioners working in career learning in the partner countries. Responses to the questionnaire were received from 288 respondents from six partner countries and over 140 individuals contributed to focus groups.

The paper highlights lessons that can be drawn from the existing evidence and the participatory action research done within the JOBLAND project so that children and schools can be effectively supported when embarking on a program of early career-related learning. We hope that the findings will help to inform policy, research and practice while promoting social innovation and empowering schools and teachers in the delivery of career-related learning activities both within and outside of the classroom.



2. HOW WERE THE DATA FOR THIS REPORT COLLECTED?

Three methods have been used for collecting the data for this report:

i. Desk-based research

For each JOBLAND partner country, the respective organisations prepared a national report addressing the following key elements of analysis (Annex 1): the current situation regarding early school leaving, unemployment, gender issues in the involved countries; the career learning system in the primary cycle; human resources, institutions and resources (including ICT instruments and resources) involved in career learning activities in the primary cycle; research in the field of career counselling in the primary cycle. The reports represent a rich pool of information for analysing career learning services in the primary cycle in the six countries participating in the project.

ii. A qualitative research based on focus group

Two live or online focus groups with 20 participants (teachers, school counsellors, career practitioners in school, school principals who work in primary schools and lower level secondary schools, who carry out career learning activities) have been organized in each JOBLAND country. Altogether, 148 participants attended 20 different focus groups.

A methodological kit for organising and reporting the national group interviews was developed, including guidelines (Annex 2), consent and reporting forms. The aim of the focus groups was to collect in depth information related to participants' needs for the implementation of the career learning activities in schools, specific experiences and proposals/ suggestions for

improvement.


The focus group grid proposed the participants a discussion around the following relevant topics related to career learning activities: personal understanding of career learning; which are the modalities to talk with the students about the world of work and different ways of living/ careers and what kind of activities, didactic modules, experiences are delivered to students in relation to this; what skills/ knowledge/ attitude teachers need in order to offer effective career learning to your students; how the project helps those offering career related learning and what they need to do to improve their work/ approach regarding career learning.

iii. A quantitative research based on questionnaire

Quantitative data have been collected using an online questionnaire created and validated within the JOBLAND partnership (Annex 3). The topics addressed by this instrument were related to specific career learning activities at school, as well to the teachers' needs in relation to career learning activities.

The questionnaire has been applied online, in national languages, between July and October 2019. Respondents from the 6 countries have been invited to access the link on the project website <https://www.joblandproject.eu/questionnaires/>.

The information gathered has been analysed by descriptive statistics for the 4 countries from which a consistent number of participants responded to the questionnaires. For two countries (Denmark and UK), due to the small number of respondents, only some concrete examples have been included in the analysis, as qualitative input, in order to have a complete picture at partnership level.



Who filled in the questionnaires? The respondents were teachers, school counsellors, principals and soon-to-become-teachers from schools in 6 different European countries involved in the JOBLAND project: Denmark, Italy, Romania, Spain, Turkey and The United Kingdom of Great Britain and Northern Ireland. The number of respondents in each country varied, according to the capacity of each JOBLAND partner to contact and reach the educational community, but also depending on other factors (availability of the respondents, summer holidays, etc.). At the end, 288 respondents filled in the online questionnaire and this number reached the target assumed at partnership level within the JOBLAND project.

By partnership level, the distribution of the respondents was as follows: out of the total number of 288 respondents, the most respondents are from Romania, 136 teachers, representing almost half (47.2%) of the total number of respondents; 25.7% respondents are from Turkey (74 teachers), 17.4% from Italy (50 teachers) and smaller percentages of respondents are coming from Spain 6.3% (18 teachers), Denmark 2.4% (7 teachers) and UK 1%, respectively, 3 teachers. (Annex 4)

By gender, the majority of the respondents are female, while the male gender is represented by a very small number: out of the total of 288 respondents from the 6 countries, 265 respondents are women (92%) and only 21 men (8%). These percentages are similar in all participating countries (Annex 5).

By education level taught, the distribution of the respondents shows slightly higher percentages of the respondents in the primary education, as compared to those in the lower secondary education. Also, there are respondents who teach at other levels of education (e.g.: preschool, upper secondary). Out of the total number of respondents, 137 teach in primary education (47%), 110 in lower secondary education (38%) and 37

teach in preschools (12%). A very small percentage of respondents (0,01%) teach in upper secondary (Annex 6).

Comparing the distribution of the respondents by country and by education level they are teaching, we can see that in all countries large percentages of respondents are teaching in primary education. Nevertheless, from Italy, Romania and Turkey large percentages of respondents were from lower secondary education.

By job role, the distribution of the respondents shows that a very large number of respondents are teachers (203, representing 70%), 62 are school counsellors (21%), 8 of them having the position of principals or soon-to-become-teacher (0,02%). There are also 15 respondents who occupy another position/ have another job, undeclared.

Comparing the distribution of the respondents by country and by the job role they are holding, we can see that in Romania, almost 50% of the respondents are teachers but also high percentage of respondents are school counsellors (41%), while in the other partner countries, most of the respondents who completed the questionnaire are teachers. Denmark is the only country that has only soon-to-become-teacher respondents (Annex 7).

For all the data collected (desk-based research, focus groups, questionnaires) we used triangulation as a practice to gather multiple information using both quantitative and qualitative instruments. Thus, the information obtained leads to increased confidence due to the cross verification of data. The triangulation also offered the possibility to create more comprehensive results and to bring the depth of understanding on career learning from multiple perspectives.

Research limits

JOBBLAND partners openly invited interested and voluntary educational actors in each country to respond to the questionnaire and to participate in the focus groups. The group of respondents is not a representative sample neither at partnership level, nor at country level, therefore the results cannot be generalised outside the participants of the research. Nevertheless, the data collected offer an overview on the group of respondents' opinion related to career learning activities at primary education level and allow us to understand the participants' direct experiences in delivering such activities, as well as their needs for further development in the area.

3. MAIN RESULTS

- On the partnership level, the big majority of the participants to the online questionnaire (93.8%) consider career learning activities as **important and very important**.
- **Helping children believe in their abilities** is considered as the most important activity to be part of a career learning program.
- **Activities related to self-efficacy (to help children exploit their abilities)** are the activities declared to be run in schools by the biggest percentage of the respondents, within the range of career learning activities.
- Related to the modalities of **evaluating** the career learning activities, the highest percentage of respondents at partnership level declare that they are **observing classroom behaviours**.
- Among different educational resources to support career learning activities in schools, **educational games focused on career learning** (pictures, cards, videos) are considered the most needed.
- Related to the **availability** of career learning training programs, respondents declared that there are only few programs in this area.
- 81% of the respondents declared that they would like to **attend a training** in career learning delivery.

4. LESSON LEARNT

- As countries differ in profile, it is always difficult to design a methodological framework which fits all needs. The Career Management Skills (CMS) framework developed within the JOBLAND project **should be validated through direct practice**.
- According to the opinions expressed by the participants in our research, career learning activities bring **an essential contribution** to the successful preparation of students for their future roles, educational and life pathways.
- There is a **need to develop the skills of teachers and guidance counsellors** to carry out career learning activities in the primary cycle.
- Career related activities should be implemented **in collaboration** between teachers, guidance practitioners and partners with expertise in the field of career learning.
- There is a need for **interactive resources** involving ICT, accessible to students in the national language.
- Career learning practices should be reinforced by **evidence-based results** collected through research.
- The expectations of the teachers and career guidance practitioners which participated in our research regarding the JOBLAND **training** course on early career learning are: attractive face to face and on-line activities, interactive approaches, networking and exchanges, innovative methods and techniques regarding the learning process, connections to future careers.

5. RATIONALE FOR CAREER-RELATED LEARNING IN PRIMARY SCHOOL - CMS A METHODOLOGICAL FRAMEWORK

Career development is a maturation process that starts early in life. It refers to the ongoing process of a person managing their life, learning and work. The formative years of childhood are fundamental as they have a significant impact on children's aspirations, motivation and confidence.

Career learning refers to a series of activities aimed at helping children understand who they could become and at helping them develop a healthy sense of self that will enable them to reach their full potential, challenge stereotypes and broaden horizons.

Defining career learning

Competences related to career development are competences for self-understanding and self-development, for exploring life and the worlds of learning and work and for dealing with life, learning and work in periods of change and transition. They refer to being aware, not only of what you do, but also what you could do, and of how individuals are formed by their daily activities and their actions while simultaneously affecting their own opportunities for the future.

In this view, the term "career" is used to depict how individuals live their lives across different contexts and settings, including education, work, family and leisure time. Careers are constructed rather than chosen (Neary, Dodd and Hooley, 2015) and individuals need the exercise of CMS to carefully coordinate their life, work, learning choices and experiences, at all ages and stages throughout their lives (Vaughan, 2011).

Career competences are closely aligned with the notion of Career Management Skills, or CMS, commonly found in English language

guidance literature. ELGPN points out that CMS describe the competencies and skills which are of value to people in terms of pursuing a life project where work, whether as an employee or self-employed, plays a major role (ELGPN Resource Kit, 2012).

According to the definition given by ELGPN, CMS are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.

CMS aim to develop resources and competences in people to better manage their life course, or, to cite an Italian survey response, “to become protagonists of their life project” – a particularly apt aspiration/metaphor given the implications of “protean”, “boundaryless”, “portfolio” careers (Arthur and Rousseau 1996; Hall and Moss 1998).


The learning which precedes the development of these competences, meanwhile, is referred to as career learning. One could say that the goal of supporting career learning processes is for the student to develop career management skills.

Career management skills are, in fact, the learning objectives of the activities put in place to help students live and thrive in a complex and changeable society.

Why is it important?

For a number of years, several countries all over the world have worked to create a competency framework that could map the results of the career learning process.

In Europe, in line with the shift from career choices to a learning paradigm, the ELGPN has focused on the concept of Career Management Skills with the aim of developing a common competence framework to describe the outcomes of career learning activities in terms of skills and competences as well as knowledge. ELGPN refers to CMS as “a range of competences which provide



structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions” (ELGPN Resource Kit, 2012). The definition argues that, in flexible and dynamic societies and labour markets, individuals need the ability to actively manage their careers. Hence, CMS is used to describe the skills, attributes, attitudes and knowledge that individuals need to do this. Although these competences are not aimed at sustaining a successful career, they take into account the person’s social, cultural and organisational context which impacts on how careers unfold.

As people manoeuvre within the structural constraints, they are able to exercise varying degrees of agency over the development of their careers. The exercise of agency is a skilled process whereby the individual considers the inter-relationship of their skills, aspirations and responsibilities with the possibilities that exist for them within the world around them.

This capacity to exercise agency and to influence the development of one’s own career is what is often described as career management.

Career management is best viewed as a lifelong process rather than a single event (choosing a career pathway). The concept of career management assumes that individuals can influence their careers, that there is a range of skills (CMS) which helps an individual to manage their career in ways that are personally advantageous, and that at least some of these skills can be acquired through learning and experience.

A number of career management frameworks have been developed in different national contexts (Hooley et al., 2013) and CMS frameworks provide an instrument which can connect career theory, practice and policy (Montagna, 2019).

Sultana (2012) observes that most CMS programs focus on similar topics and themes, with the main differences being in the way

(and extent to which) the competencies are (1) organised and packaged together to establish a coherent and structured framework and (2) integrated in a curricula and learning programs.

As a recent example, a CMS framework has been developed and validated within a European consortium in the LEADER project (www.leaderproject.eu). The framework provides a reference tool for educators to guide interventions and for policy makers in considering what programs to fund or promote.


It is important to note that, even if, for stylistic reasons, the terms „skills” and “competences” are, in the context of this report, used interchangeably, the notion of “competence” implies more than mere “skill” or “knowledge”, but involves values and attitudes as well (Sultana 2009).

Building a personal identity is a major developmental task (Erikson, 1963). Starting from our personal story, we define who we are and project ourselves in the future. This process is considered to be an “act-in-context” where internal and external factors (at different levels) are deeply intertwined and interacting. Development is influenced by sources that can be thought of as nested systems, one inside the other forming the ecological context where the individual tries to thrive.

Individual career development is therefore the result of a series of complex and interacting factors and systems (biological, psychological and social) which interdependently shape the development process.

When thinking of career guidance practices, the focus is often on the results of the career development process. On the contrary, in this project, significant attention is given to people’s actual opportunities to choose to live different lives and to the process and the way a person ends up reaching a choice (Sen, 2009).

In line with this, a recent definition of career guidance reports that the main aim of guidance activities is to develop “individual and community capacity to analyse and problematise assump-



tions and power relations, to network and build solidarity and to create new and shared opportunities” (Hooley, Sultana & Thomsen, 2017). Career guidance is therefore aimed at empowering individuals and groups to “struggle within the world as it is and to imagine the world as it could be”.

This model moves away from a limited view of career guidance as activities focused on choice making in a circumscribed moment of transition in favour of a learning and development paradigm (Jarvis, 2003). In this view, guidance activities are considered learning opportunities, a process of learning and development which continues throughout life (Super et al., 1996).

With this new learning paradigm, career learning has the potential of making a positive difference, possibly contributing to equalising life-chances rather than just reproducing social class destinies (Sultana, 2014). Instead of thinking of guidance as a spotlight that advises students while focusing on a smaller and smaller range of future options, career learning here has the role of shedding light on a greater range of opportunities. It aims at widening horizons, increasing aspiration, and fighting stereotypes. According to this view, career learning is about helping “children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential” and to feel part of their community (Kashefpakdel et al., 2018). This entails a learning component and cannot be done in once-in-a-lifetime intervention prior to school transitions. This has to be lifelong and has to start early. As longitudinal studies have shown, holding biased assumptions and having narrow aspirations may influence the academic effort children exert in certain lessons, the subjects they choose to study, and the jobs they end up pursuing (Kashefpakdel et al., 2018).

6. WHAT DOES CAREER LEARNING IN PRIMARY SCHOOLS LOOKS LIKE NOW IN JOBLAND COUNTRIES – PRACTITIONERS` VIEW AS REVEALED THROUGH THE NATIONAL FOCUS GROUPS

Career learning in primary schools

The mission

According to focus group participants, in primary school, career learning is perceived by teachers and guidance practitioners as „a space without boundaries” where pupils can learn about **themselves**, the world around them, values, ideals and discover their dreams. It has to do with “speaking about themselves”, being aware of their own skills / abilities / competencies. It is conceived as an ongoing path that includes thinking about themselves, what they are, what they want to be regarding their dreams and desires.

According to participants` view in most focus groups results (IT, ES, TK, RO, DK), the starting point of career learning is self-knowledge and self-discovery in terms of one`s own talents, dreams and abilities, of one`s own strengths and weaknesses. This strengthening of their self-concept and of their personality helps the students not only to better understand themselves, but also the others and to develop strategies to improve themselves. Practitioners also report that it is also important to develop the knowledge of the **surrounding area**: children need to know the most developed activities and jobs in the world around them, starting first of all from family and school.

Another important aspect related to career learning, present in most focus groups results (IT, ES, TK, RO, DK) is the notion of

time management:

- How much time do students devote to different activities?
- How much time do they spend doing what they really like, daily?
- How do they spend their leisure time?

Participants of the focus groups indicated that career learning is not strictly linked to what students will do when they grow up, but it is a process of **self-reflection**, in which they reflect on their potential and their chances to succeed starting from their weaknesses and difficulties. It also includes factual content given by teachers or operators regarding school or job opportunities in the territory.

In **Italy**, the career learning concept is introduced into the primary school through the concepts of:

- lifelong learning, the child's holistic aspect, so that the educational intervention takes into account the diversity and uniqueness of each child and strengthens everyone's abilities,
- personalizing the educational interventions and implementing the principles of universal design for learning,
- authentic tasks to develop the aspect of self-awareness of own abilities and an attitude of proactivity and curiosity for the world,
- through game modes: role playing, theatre activities,
- the model of Career Management Skills (CMS),
- cross-curriculum skills - infusing career learning in every education subject and "knowing where you are going".

Teachers consider career learning connected to the develop-

ment of student's **soft skills** or transferable competencies. They specifically focus on skills like (IT):

1. problem solving: understanding how to address the issues, where to find the necessary information
2. complex and critical thinking: reflecting about the complexity of the world, for breaking stereotypes
3. decision making: it is important that the students know themselves, their interests and personal characteristics, they become able to self-evaluate
4. metacognitive method: reflecting on their personal features, qualities, aptitudes, values, aspirations, strengths/weaknesses/opportunities/threats of personal life

In **Denmark**, the interviews indicated that the career learning concept is based on a research and development project called "Outlooks and insights", grounded on the Bill Law's, Theory of career learning. The focus is on making students **reflect on themselves and on their learning process**, which can increase individualisation. However, the most important aspect is to **support students in learning from each other**. There is also a focus on broadening the horizons of the students, and they must be prepared to participate in activities about career learning/education and jobs. These activities must be processed afterwards together with the students. The stand-alone-activities and the "Soda visits" are avoided.

All career learning activities are planned to address the following four steps in Law's theory:

1. Understanding: working out - to know how something works and which actions seem, to lead to what, to explain, to anticipate
2. Focusing: checking out - to know who and what you

need to pay attention to and why, to find out what is important to me and to others

3. Sifting: sorting out - to organize the information in a meaningful way in order to understand differences and similarities, to compare and discover connections
4. Sensing: finding out - to get impressions, information and contacts in order to progress, to see, hear, feel

Respondents to the online questionnaire have been asked to rate on a scale from 1 to 5 (where 5 is very important and 1 not at all important) 7 possible **aims** of career learning activities:

- It can be very influential in raising children's aspirations
- It helps students make choices in their careers
- It helps challenge stereotypes about jobs and subject studied
- It can change children's attitude positively towards learning leading to increase motivation and improved academic attainment
- It helps linking school subjects to the world of work
- It helps reduce academic drop out
- It engages parents and carers in their children's education and career choices

Related to **the mission of the career learning activities**, from the 7 options under scrutiny, respondents at partnership level rated them slightly equal (all ranked between 3 and 4 on the 5 points scale), with a **little more importance to the support they are giving to students for making choices in their careers** (ranked 4 on the scale) and less importance on **reducing**

academic dropout (ranked 3.7 on the scale).

By country, **Spanish** respondents tended to evaluate all the proposed missions under the mean of the partnership, while the **Turkish** respondents tend to evaluate all of them above the mean of the partnership.

There are also some differences between countries related to the understanding from the respondents' perspective of the mission of the career learning activities.

In **Italy**, higher percentages of respondents considered reducing academic dropout important (68.9%) and smaller percentages considered raising children's aspirations and challenging stereotyping about jobs and subjects studied important (63.4%).

In **Spain**, higher percentages of respondents considered making career choices important (82.4%) and smaller percentages considered reducing academic dropout important (76.6%).

In **Romania**, higher percentages of respondents considered making career choices important (79%) and smaller percentages considered engaging parents and carers in their children's education and career choices important (76.7%).

In **Turkey**, higher percentages of respondents considered raising children's aspirations important (84.4%) and smaller percentages consider engaging parents and carers in their children's education and career choices important (77%).

There is a high agreement among the **Danish** respondents about the mission of the career learning activities indicating helping to challenge stereotypes about jobs and subject studied, helping to link school subjects to the world of work, while for the **UK** respondents there is agreement on all question options, except for the helping students making choices in their careers and helping to reduce academic dropout, which have lower scores (Annex 8).


Relevance of career-related learning

Career learning is described by the participants to the JOBLAND focus group from **Spain** as an environment in which you have to learn and train, experience and live many experiences and then know what you want to do in the near future and a life-long learning process and the adults are models helping pupils to find the right pathway to achieve their aims. The **Italian** participants mentioned a need for early conscious and effective career action as the children, in primary school, usually don't know their parents' jobs, are not able to look around them and recognise productive activities or services in the territory and in their own school. It's therefore „necessary to create a light and inclusive curriculum to help teachers to improve career activities”.

It is enough from the preschool level what is currently being done: only to know the name and activity of the professions, bringing a professional in the classroom to talk about a profession, giving a lot of importance to cooperative work, conveying to students the idea in most professions, they will need to know how to work in a team. (ES) (IT)

In **Turkey** and **Romania**, the primary school activities are based on making teaching meaningful for children by covering concepts that are connected with their future and include methods like: problematizing for developing critical thinking, workshops in creative arts, workouts on thematic charts hand sheets, round-table, discussion groups, brainstorming, role-play, drama techniques.

In the **UK**, where career learning happens, it tends to be limited to core subjects, often towards the upper years of primary education at 5 and 6 grades. Some educators frowned at the thought of mentioning jobs, careers or work to students at primary level - fearing that it is too early to be putting pressure on students to think ahead.



The **Italian** career guidance practitioners and teachers use approaches like „how to build a personal project” with activities aimed at becoming aware of personal strengths and at knowing more about the world of work. They include the concept of „finding and making sense” related to career learning. The teachers do not design lessons/units specifically for planning the student’s paths, but sometimes they focus on the needs of the pupils to develop organized activities to reflect about themselves: objectives/wishes, aptitudes/attitudes, aspirations, dreams, learning styles. It is important to investigate the students’ interests, passions, hobbies, attitudes starting from their own everyday experiences. Especially, in primary education, they need to make direct and real experiences, in order to understand who they are.

The focus group participants from Italy indicate the importance of self-awareness, decision making on educational opportunities, exploration of the world and the group/social dimension. The activities need to focus on making sense of myself within the world and the relationship with the external context that is crucial. They consider that career learning experiences need to focus on all dimensions of „self”: cognitive, emotional, relational. Participants report the importance of early career guidance to promote social justice and contrast cultural and social marginalisation. They describe the regional scenario especially focusing on the issues of blocked social mobility and patterns of deprivation being replicated from one generation to the other. They report to believe that career guidance should enable students to make informed choices for their career development. It is also important that the students are able to reflect on experience and to locate the experience in their narrative. Decision making skills are seen as a tool to support students in their developmental journey. Career learning is a continuous and transversal process, which goes beyond the single school subjects, but at the same time it has to be an integrating part

of the normal didactic activities.

In **Spain**, career learning is a means for a better social status and a better paid job: „In the different schools, more importance is given to the second and above all to the third economic sector. This is saying that the first sector is not important for our society. Little by little, an idea is forming in the students that if they finish working in the first sector it is like a failure since they have not got to get better paid or qualified work and that creates frustration in many cases. The important thing is to teach them the different ways they have so that they can reach their work or personal goal and not be influenced by society. Discovering their tastes, their abilities, their talents, their concerns allow the teacher to have a vision of how to help them along this path”.

In **Denmark**, career learning is about supporting the students to get experiences and get broader horizons in relation to education, job, values, self, etc. in order to support the student in the long term to have a good basis for educational choices. In other contexts, however, there are not dedicated activities to career learning, instead putting emphasis on collaborative and teamwork.

In **Romania**, teaching the primary pupils about career within the Personal Development subject means:

- to offer resources and information according to their age, in order to define their own career project,
- to know different jobs and their characteristics, the way and means by which they are practiced, role of jobs in people's life,
- to acknowledge professions and jobs and their characteristics, how and by what means they are practiced, together with their role in people's lives,
- to identify children's preferences, skills, abilities, that

- are associated to the jobs they want to practice,
- to raise awareness of the importance of academic skills (reading, writing, computation) necessary for the future professional activity,
 - to identify children's disposition towards certain areas of activity,
 - to make acquaintance with terms like: vocation, artistry, talent,
 - to get acquainted with forms of education, job offers on the labour market,
 - to raise awareness on the importance of every job,
 - to support children in the need to discover who they are, what they want to become, what their expectations are, what are the opportunities, the evolution of the labour market,
 - to support them in developing their skills, needed to communicate, solve problems, to learn to be autonomous in many ways,
 - to support them in developing creativity, adaptability in a world that is in continuous change,
 - to support them in developing certain attitudes, values, character traits related to work,
 - to support them in developing the ability to plan their own career in the short term: good grades in school, participation in school contests, etc.

The world of work can be approached in various contexts and in relation to the professions and competencies of the future, whether the focus is on simply talking about jobs, or about the professions of public representatives.

The Romanian participants in the focus group indicated that the teachers try to make students from primary school „aware

of their role in creating a better life and world”, and starting from this, the description of each profession and identifying their specific roles are much simpler. From the perspective of school counsellors, as they report, it is important, „to attract students, through games, in all kinds of activities to get them interested in the world of professions, by connecting common elements between the working world and their daily life”.

It is important to use each opportunity to talk with the children about the world of work, but more important is to put the children in the situation to experience different jobs (using community work, fair, exhibitions). (RO) The career guidance models used are related to the following domains of interventions:

- Self: about me / discovering myself, strengths
- Work: jobs, learning, knowledge, exploring options
- Network: support, helpers, resources

Learning activities used for this model include discovering dreams, for example, if a child has a dream in mind, it has to be encouraged to talk about it with others. School counsellors/teachers can ask clarification questions in their work with students during the counselling activities like: What are my dreams? What are my ambitions? Do I have a career in mind? What values do I have? What are my interests/ skills? What are my strengths? What am I good at? How can I develop my strengths? How do strengths help someone to build confidence? How can I make decisions in a different life context? Where can I find the information I need? Who can assist/ help me? (RO)

Are career related learning activities important?

On the partnership level, the big majority of the respondents to the online questionnaire (93.8%) consider career learning

activities as **important and very important**, while nobody considers them not at all important and only 2.4% consider them not important or somehow important.

Also, per country the majority of respondents declare that career learning activities are **important and very important**, with a slightly lower satisfaction rate on the behalf of the **Spanish** respondents (84.4% of the Spanish respondents in comparison with percentages over 95% in the other 3 countries) (Annex 9).

How are career related topics introduced to students in primary education?

While some activities depend on each teacher's approach and commitment, others are planned within the school curriculum working on different aspects in the different school years. In some countries there is no specific subject matter on career learning (IT, ES, TK, UK). Career guidance activities found in the curriculum in these countries aim at personal development and students' endowment with the knowledge and skills necessary to achieve an effective management of their own careers.

In **Italy**, there are National Recommendations on career learning which state the role of schools in providing career learning services for children aged 3 to 19 years. Even if considered of great interest, early career learning is still not much explored in Italian schools and educational contexts. In primary schools, teachers report that occasionally they speak about the world of work when they develop some topics in history or in other subjects. They often deal with the consequences of a wrong choice and with socio-economic-cultural marginalization in at-risk areas, which characterise the Italian experience. Teachers consider that it is difficult to implement activities to develop career learning in the primary schools. Activities vary with only a few pilot, fragmented initiatives.

In **Turkey**, psychological and educational counselling include

aspects related to personal, social, educational and career development. The primary education curriculum includes units in which students explore professions, based on various sources including literary texts, books, magazines and videos. However, the activities that can be carried out with students in the primary school in the field of career counselling are not yet clear. In the **UK**, there are different models for career learning in the countries of the kingdom (Scotland, England, Northern Ireland, Wales), Gatsby indicators (Gatsby Benchmarks) are being followed for career learning services, but there is no obligation for primary school education to provide such services, which are rather developed in lower secondary education. There is no allotted time given to career learning at primary level, there is limited discussions at primary level relating to careers education. The activities mentioned are often tied to the core curriculum subjects (i.e. English and Maths) including: broadening their horizons, inviting local speakers, recommending online relevant resources, thinking about topics/ careers outside their direct circle, working with local employers, parent networks to run career days, role play job interview in drama class, story with a moral on common preconceptions and stereotypes.

In **Spain**, the career learning activities in the primary cycle depend on the school and community in which the child learns. In general, there are no such programs at the primary level.

In **Denmark**, there is a mandatory subject *Education and work* for classes 0-9, aspects regarding career learning are included in all the disciplines. At the same time, children's extracurricular activities (such as dance, ballet, football, arts, drama, robotics etc.) are linked to career learning as a starting point in exploring interests and possible future professions.

In **Romania**, career learning is included in the national curriculum for the first three years of primary education. Thus, the

curriculum includes a separate curricular area called Guidance and Counselling consisting of a compulsory subject matter called Personal Development (compulsory for all students aged 6-8 years) as well as of possible other optional courses designed by the school or adapted by the school from a national offer. The career learning activities within the Personal development curriculum are offered by the primary school teacher, with the support of the school counsellor. Primary children receive information about the world of work and the link with a future career, both through program-specific competences and extracurricular activities that classroom teachers perform. There are also specific activities addressing career learning infused in other study subjects: literary texts, proverbs, musical pieces, contextual problems solving with production activities or simulating different professions, experiments, workshops. There are teachers who are implementing career counselling programs even starting from kindergarten.

At what age should children start career learning activities?

Related to the **age** on which career learning activities should start in school, **41% of the respondents at partnership level consider they should start at lower secondary education**, 34% consider they should start at primary education and 21% at kindergarten.

By countries, Romanian and **Italian** partners consider at a higher percentage than the mean at partnership level that career education activities should start at lower secondary education levels. At the same time, **Spanish** respondents consider in higher percentages than the mean at partnership level that those activities should start at primary education, while **Turkish** partners consider in higher percentages that they should start at kindergarten. There is no data about the opinions of the **Danish** respondents on the desired age for beginning ca-

reer learning, while the opinions of the **UK** respondents are split among kindergarten or the gymnasium (Annex 11).

Activities and results

What kind of activities should be part of a career learning program?

Respondents to the online questionnaire have been asked to rank on a scale from 1 to 5 (where 5 is the very important and 1 is not at all important) a number of 11 career learning activities for primary education:

1. activities to help children believe in their abilities (self-efficacy)
2. activities to help children learn about themselves (self-exploration)
3. activities that promote emotion regulation
4. activities for reflecting on passions, interests, hobbies
5. activities to increase pupils' understanding of the world of work
6. activities to inform pupils on different careers and learning environments
7. activities that engage employers and employees to learn about careers
8. activities to increase pupils' understanding of the link between education, qualifications, skills and jobs
9. activities to reflect on the meaning of work and learning
10. activities on decision-making and planning
11. activities on interpersonal and communication abilities

All the learning activities under scrutiny in the JOBLAND questionnaire are considered important as part of a career learning program by at least two thirds of the respondents. Between the lowest average score of 3.5 for activity 8- activities to increase pupils' understanding of the link between education, qualifications, skills and jobs and the highest average score of 3.85 for activity 1- helping children believe in their abilities, there is only small average difference (on the scale of 1 to 5 both activities are close to level 4).

The respondents consider that **the most important activities** needed in a career learning program in primary and lower secondary are the following:

- activities for **self-efficacy**- activities to help children optimally exploit their abilities (activity 1- 77.2%)
- activities for **self-exploration** to help children learn about themselves (activity 2- 76.7%)
- activities for **reflecting on passions, interests, hobbies** (activity 4- 75.2%)

Other relevant activities include:

- activities promoting emotion regulation (74.9%)
- activities informing pupils on different careers and learning environments or interpersonal and communication abilities (74.7%)
- activities for increasing pupils' understanding of the world of work (74.4%)
- activities for decision-making and planning (73.5%)
- activities for reflecting on the meaning of work and learning (73.0%)

The activities considered to be least needed are those **engaging employers and employees to learn about careers** (activity 7- 71.3%) and those aiming to increase **pupils' understanding of the link between education, qualifications, skills and jobs**

(activity 8- 70.6%) (Annex 12).

Per partnership, **the frequency of the responses related to the preferences among the 11 activities under scrutiny varies between** 74.3% (engaging employers and employees to learn about careers, the lowest scores) and 80.2% (activities to help children believe in their abilities, the highest scores). There are some differences among countries, with **Spanish** respondents offering lower scores than the mean at partnership level to all activities and **Turkish** respondents offering higher scores to the first two activities (self-efficacy, self-exploration) in comparison with the mean at partnership level. According to open questions responses, in **Denmark** the respondents consider that the most important are the activities on self-efficacy, self-exploration and those facilitating students' understanding of the links between education qualifications, skills and the jobs, while in the **UK** the respondents show that the most needed activities are reflection on their own interests and hobbies, supporting students to understand the labour market, facilitating students' understanding of the links between education qualifications, skills and the jobs as well as reflecting on work and learning (Annex 13).

Teachers from Romania consider the role of the school counsellor as a very important one in the self-knowledge process, learning and career management and developing social-emotional competencies.

In the UK, teachers are open to implementing career learning activities with the primary students. However, the formal requirements leave very little space for such activities, the focus being on the main subject matters of the curriculum.

What kind of activities are applied at school level as part of a career learning program?

The second question in Section B of the JOBLAND questionnaire asked respondents if they applied on school level the 11 career learning activities for primary education evaluated in question 1.

At partnership level, large percentages of respondents declare that in schools **all learning activities** under scrutiny in the JOBLAND questionnaire are applied. Nevertheless, there is a difference of 30 percent between the activity declared as applied by the biggest percentage of the respondents (activity 1- 79.9%) and the activity declared to be applied in school by the smallest percentage of respondents (activity 7- 43.4%).

The following **types of activities** are declared by the highest percentages of respondents as being run in the schools: **self-efficacy - activities** to help children exploit in their abilities (activity 1 - 79.9%), **self-exploration** to help children learn about themselves (activity 2 - 78.8%), **promoting emotion regulation** and **increasing pupils' understanding of the link between education, qualifications, skills and jobs** (activity 3 and activity 11 - both with 75.7%).

Lower percentages of respondents declare that the following activities are run at school level: activities that **engage employers and employees to learn about careers** (activity 7 - 43.4%), activities to **increase pupils' understanding of the link between education, qualifications, skills and jobs** (activity 8 - 55.9%), activities on **decision-making and planning** (activity 10 - 60.8%) and activities on **reflecting on the meaning of work and learning** (activity 9 - 61.5%) (Annex 14).

At the country level, there is a relatively similar hierarchy among the countries in the analysis, with self-efficacy on top (activity 1) and activities that engage employers and employees to learn about careers at the bottom (activity 7). Neverthe-

less, smaller percentages of respondents from **Spain** and **Turkey** declare, in relation to all activities, that they are applied in schools, in comparison to the mean at partnership level, while higher percentages of respondents from **Romania** and **Italy** declare, in relation to all activities, that they are applied in schools, in comparison to the mean at partnership level.

Regarding the activities related to career learning declared to be applied in schools by the highest percentages and lowest percentages of respondents in each country, the situation shows that there are some differences between countries.

- In **Italy**, the activities declared to be applied in schools by the highest percentages of respondents are activities 1, 2, 11. The activities declared to be applied by the lowest percentages of respondents: 7, 8, 10.
- In **Spain**, the activities declared to be applied in schools by the highest percentages of respondents are activities 1, 3, 11. The activities declared to be applied by the lowest percentages of respondents: 6, 5, 7.
- In **Romania**, the activities declared to be applied in schools by the highest percentages of respondents are activities 2, 11, 1. The activities declared to be applied by the lowest percentages of respondents: 7, 8, 10.
- In **Turkey**, the activities declared to be applied in schools by the highest percentages of respondents are activities 4, 1, 11. The activities declared to be applied by the lowest percentages of respondents: 7, 9, 5.
- According to the open questions' responses, in **Denmark** the self-efficacy activities are on top, followed by self-exploration, while the less applied are activities to increase pupils' understanding of the link between education, qualifications, skills and jobs and activities to increase pupils' un-

derstanding of the world of work.

- In **UK**, according to open questions responses, the most applied activities in schools are those related to reflection on pupils` own interests and hobbies, while the less applied activities are related to increasing pupils` understanding of the link between education, qualifications, skills and jobs or activities to increase pupils` understanding of the world of work

Examples of topics and competencies addressed by career learning activities

- **Self-awareness and self-efficacy** - reading materials on „Who am I”, own strengths and weaknesses, my interests and skills, learning about the behavioural styles in all the partner countries
- **Understanding of the social and professional world** is to be found in all the partner countries
 - **the importance of professions/occupations in people’s life** (usefulness, advantages) problematizing how the world would look like without occupations (IT, RO) and discussions about a job description: tasks, needs, skills, questions, where can someone can find answers about it (RO)
 - **discussing the different professional profiles** according to various criteria: geographical availability, study and specialised preparation needed for a specific future occupation, as mentioned by Romanian and Italian partners
 - **connecting to representatives from the world of work**
 - study visits in companies, such as radio, firefighters, dental clinic, library, bakery, cake shop, farm, etc.

- based on the projects indicated in the curriculum or participation in job fairs, education fairs (IT) (ES) (TR) (RO) (UK)
- special guests inviting professionals from different labour sectors (physician, fireman, policeman, engineer, soldier) to talks about their work throughout the students' academic life, in all stages and adapted to the education level of the students (IT) (ES) (TR) (RO)
 - parents visit the school to talk about their own professions (ES) (UK) (RO) within the "Pupil Yesterday - Adult Today" activity/project, which are considered an important resource for professional exchanges. (TR)
 - Running Career days by using parent and teacher networks and involving students in actions such as: ex-pupils doing talks and meeting student ambassadors. (UK)
 - reflection during history lessons on the different ways of conceiving work through the different times and on the dignity of work (IT)
 - employers' raising aspirations (IT) (TR) (RO)
 - the social world, like the peers' life in other countries reflected in their personal wishes, passions/hobbies, vision about future, leisure time activities, volunteering and also about their studies and careers (IT)
 - financial awareness (RO)
- **Career transitions** - Knowing the educational opportunities and *decision-making* activities, academic and career guidance programme for students who will leave for the secondary schools, supporting the students in their choices (IT). Parents are also involved in this process. The main inter-

ventions are operated in the following areas:

- exploring the link between first grade and second grade secondary school (IT), the occupations they would like to practice in the future (IT)
- connecting learning to life and preparing students to opt for the choices offered by the second-grade secondary schools (IT)
- from education to employment, it has become a real struggle now when young people especially are experiencing how difficult it is to follow their passion and do what they love in accordance to their career dream (IT)
- factors involved in career choice, exploring what influences a person in choosing a certain job: preferences, knowledge, skills/abilities, family advice/recommendation (RO)
- for students from final years, creating the professional profile and career development plan with exercises which correlated the abilities and studies necessary for a job (RO)
- **The social-emotional learning** (also known as different terminology: soft-skills/non-cognitive competencies/life skills/transferable competencies) is applied by all the participant countries at the project. It involved:
 - to be able to recognise and deal with one's own and others' emotions, in order to communicate and work with others, to effectively deal with life transitions.
 - to cooperate in a supportive environment
 - to relate to others and to mediate conflicts
 - to appreciate the others „learn that the needs of everybody are important”
 - to negotiate and observe shared rules of “co-living”

- **Learning management/study techniques** to acquire particular skills in order to be successful in their social and academic lives
- **Value education/nurturing positive attitudes:**
 - raising awareness regarding the important values in the world of work: hard-working, tenacity, responsibility, punctuality (RO) The attitudes towards money, security or self-development may help to identify career options.
 - encouraging students to make choices that make them feel fulfilled, interested, motivated and above all happy (ES)
 - organising students' debate regarding the nature of professions and the associated fatigue, sacrifice and patience needed for success as in the world of work it is often necessary to wait and be prepared for the right moment. For example, they discuss personalities in different fields, as scientists and mathematicians who became famous and got a reward for their work only after many years of study and efforts. (IT)
 - analysing worker status vs. level of study.
 - When working in the first years of primary education on the different economic sectors the children discuss their parents' professions, reasons for choosing them, including about the benefits of tertiary sector professions or distinction between the blue and white collars. (ES) (RO)
 - While previously, manual work was considered as despicable and improper, nowadays our society is suffering unemployment and lack of work. (IT)

Methods used in career related activities in primary education

According to participants to our research, they use a mix of traditional and innovative methods and tools when offering career related activities, such as:

Traditional:

- informing, problem solving, problematizing, this may involve reading, writing, video displays, talks and conversations and can be organised as circle time, experiments, workshops, case studies analysis where students talk about some questions, problems or common themes (IT) (RO), story with a moral, preconceptions with people and stereotypes (UK). The activities proposed are linked to topics like what they want to become when they grow up, their parents' jobs, jobs and work importance for an individual, impact of a foreign language in professional life, the advantages of learning to have a good job. (RO)
- outings (i.e. visits in companies) (IT, ES) and educational and job fairs.
- creative art techniques to learn about themselves, for example: poetry, proverbs and old sayings, posters, singing, drawings on: Who I am/What I can do/what I can't do yet/What my weaknesses are and how I can improve my skills, What I like and don't like doing/What I want to be, my dreams. (IT)
- manufacturing "Women's day craftsmanship" (Romanian symbols called Mărțișoare) that were sold in order to obtain school funds, organizing charity shows, so that pupils understand how raising funds can help those in need, who are disadvantaged. Also, exercises of imagination and creativity to describe future trades and analysis of family trades/jobs. (RO)

- supporting students to defining objectives for their professional future, i.e. planning the learning path to become a/an...(ES)

Innovative

- transversal educational approaches and integrated learning infusing career learning activities in other subjects matters (IT) (ES) (RO)
 - through small debates, sharing or projects with the group-class, reading, analysing the characters, how they are, what they do and asking questions related to the professions and their tasks (ES)
 - working in an interdisciplinary way, starting from environments where each child takes out his or her abilities and aptitudes and acts autonomously developing that intelligence in which he/she is most capable (ES)
 - linking jobs to the topics from the curriculum of all areas (literacy and maths) and following up on career learning activities by writing thank you letters after speakers' visits, linking this to the literacy educational objectives (UK)
 - reading passages from the literature that are related to a specific situation associated with work, rights and responsibilities, future jobs/ occupations, ways to build a career and family relations (RO). Discussing about work and professions in lessons, such as: Literature, Geography, Civic education, Mathematics, other courses that are optional. (RO)
- gamification (IT) and real games where the class manufactured thematic books/ dictionaries with pictures (about jobs) or specific products for some jobs which were pre-

sented during exhibitions (RO)

- inter-class activities with mixed age groups of students for peer to peer learning (IT), research projects about the professions (at home and in the community) to understand jobs (IT) (TR)
- role-play for a job interview in drama class (UK), “Today, I am a teacher...” (RO)
- organizing contests about jobs or school celebrations as means of understanding how to work together. (RO)
- completing the Personal Portfolio with everything they have done (RO)
- metacognitive method: What will I achieve from this activity? How do I feel during the activity? And What do I need? Do I need any help? What was difficult/ easy? (IT, RO, UK)

Evaluation of career learning activities

Respondents to the questionnaire have been asked if they usually evaluate the career learning activities and how they are doing it.

Four evaluation modalities have been under scrutiny within the questionnaire:

1. Portfolios / workbooks
2. Online program(s)
3. Observation
4. Assignments

At partnership level, 77% of the respondents declare that they are doing evaluation activities. There are some differences between countries in this respect, so that higher percentage of

the **Romanian** respondents declare that they are evaluating career learning activities (91%), while **Turkish** respondents declare in the lowest percentages at partnership level that they are doing these kinds of activities (62%). 1 out of the 3 respondents from the UK declared that they evaluated the impact of their career learning activities (UK was not included in the statistical analysis due to the low number of respondents) (Annex 15).

Related to the **modalities of evaluating the career learning activities**, the highest percentage of respondents at partnership level declare that they are **observing classroom behaviours** (modality 3- 82.3%) and that they are using **portfolios** (modality 1- 62.5%). Among the evaluating activities under scrutiny in this questionnaire, the **online evaluation programs** and the **assignments** have been chosen by the lowest percentages of respondents at partnership level (modality 2- only 18.4%, respectively modality 4- 44%).

Among countries, there are differences in relation to the use of the evaluation activities. Smaller percentage of the respondents from **Spain** in comparison with the mean at partnership level declare that they are observing classroom behaviours (modality 3- 50%) and portfolios (modality 1- 66%) and online programs (modality 2- 5%). Participants from **Turkey** declare in higher percentages than the mean at partnership level that they are using all evaluation activities under scrutiny in this questionnaire, including the online evaluation programs (modality 2- 64%). Respondents from **Italy** declare in smaller percentages than the mean that they are observing classroom behaviours (modality 3- 68%) and that they are using assignments (modality 4). Higher percentages of **Romanian** respondents than the mean declare that they are evaluating career learning activities by portfolios (modality 1- 77%). Most of the

Danish respondents evaluate the impact of their career learning activities by observing the student's behaviours and attitudes and less often by evaluation tasks or by portfolios and students' products, while the **UK** respondents mentioned also portfolios and students' products as the first-choice evaluation method.

At partnership level, respondents at **primary education** declare in higher percentages than the mean that they are using portfolios (modality 1- 80%). In comparison with the mean at partnership level, **teachers** are using in higher percentage than the mean portfolios and the observation of the classroom behaviours, while **school counsellors** are using in higher percentage than the mean portfolios, but in smaller percentage assignments (Annex 16).

Examples of good practices

Different career guidance and counselling activities have been successfully developed and implemented by the JOBLAND partner countries, which represent a source of inspiration and at same time examples of good practices.

Italy

A consortium of schools is involved in a project called BECOME WHO YOU ARE, in which students are offered activities called „reality tasks” associated with the discovery of the surrounding context and uses tools such as the portfolio and methodologies through cooperative learning, gamification and peer education.

Within the project ODISSEO which is about early career learning in Southern Italy, career learning activities are organised for students from the last year of primary school to the last year of first grade secondary school, based on self-developed materi-

als on self-exploration, motivations and attitudes. It continued with the „Selfie“- an image of myself in a relational context. This activity is used in preparation of the choices to be made by the students. It consisted of two modules: self-awareness of abilities and interests and analysing the views of close others on the individual's future.

Teachers created a card game on professional profiles „La Città dei Mestieri” to work with the youngest students. In this project they involved nearly the entire network of schools in one Italian Province. It is based on the results of a research on school dropouts in the respective Province. The project specifically focused on early career learning and developed a specific model of early career learning. The proposed career learning program targets the involvement of students in visiting companies and parents who are invited to be interviewed.

- o Year 1 - Myself, my interests and passions.
- o Year 2 - Myself and the other. Peer tutoring activities and initial study of some economic sectors.
- o Year 3 - Decision making.

WIDENING THE FUTURE is a project developed for three years funded by the Lifelong Learning Project as a structured and well-developed path to improve the career learning of students in lower secondary schools.

In **UK**, the following types of activities are in place:

- Using parent networks to run career days with year 6 students and providing the students an online community of resources to share across the school group/local education authority area.
- Organizing thematic network meetings (i.e. ‘Smart Pickens’ book displaying jobs in science) through a local support service bought by the school.

- Budgeting with year 6 students, where the students are assigned a specific job and are told of the respective salary for which they have to work out the lifestyle they can afford.
- Project FLY (Future Life in You) implemented in primary school to familiarize children with different employment and occupations.

In **Turkey** the curriculum includes various career learning activities at all grade levels.

In primary schools, in Grade 1 activities are conducted in the Turkish language subject matter, using various books and literary texts. In Grade 2, in Turkey, when dealing with the unit on arts of the curriculum, students go to the theatre and actors are invited to class, while in Grade 4, when addressing the topic of leadership, students examine and discover the characteristics of a manager. In Grade 3, a certain amount of time is dedicated to exchange ideas about professions, including the future, professions' shift according to the changing needs. In Grade 4, students read a series and titled "What shall I be?" written by an engineer, who was invited to the class. Thus, the students explored the possibility of entering multiple professions or doing several jobs.

The middle school includes the following activities.

- In Grade 5, the book "Diary of a YouTuber" is related to Social Sciences.
- In Grade 6, the first and significant figures of certain professions are discussed. One of the most outstanding Turkish personalities is Kemal Atatürk, highly considered a source of inspiration for the young generations. Research was conducted with students to find out the educational background of the first archaeologist or the first person who founded a museum.

In the foreign/ Turkish language lessons of Grade 6, there is a unit about Discoverers and Inventions covering a variety of professions from different countries, like the first female pilot in the world, the first mathematician, etc.

In **Romania**, activities related to career area in primary education are organized within the Personal Development subject matter, for which there is an approved curriculum and subsequent official handbooks, freely available at www.manual.edu.ro. The curriculum is organized around 3 general competencies which should be acquired by students, grouped in 3 main areas: knowing myself/healthy lifestyle, exploring emotions/building relationships and learning/future career. Within the school syllabus, each general competency is divided in 2 specific competencies for each of the first three grades of the primary education (6-8 years old children). The subject Personal development is compulsory and children will go through this curriculum for around 60 hours in the preparatory grade (6 years old children) and around 30 hours in each of the grade 1 and 2 (7-9 years old children). Examples of activities which have been developed within this subject:

- exercising roles and responsibilities in certain groups, offering and accepting support (Teacher for a day, Class lawyer, etc.), in order to develop social skills, for personal development and to identify students' interests and skills (what I like to do? what I can do?),
- involving in the project "What do jobs smell like?" organized for the duration of one year where pupils created a business plan,
- planning and organizing the School Career day,
- exploring the crafting jobs through different games or build collages, starting from what is shown in newspapers and magazines about these types of jobs,

- offering them cards on which different jobs are illustrated, and then ask them to pantomime that job in front of the colleagues. The others would be asked to guess the job, and then we discuss a bit about that, and move to another child with a card,
- writing on post-it's about the dream job, and sticking them on a big tree drawn on the board, followed by discussion based on what they know,
- asking children to extract items from a small bag (the items are tiny instruments used in different jobs, including chalk, pen, measuring instruments etc.) and having a conversation about the people working in different fields,
- building a personal portfolio based on the personal outputs over the year.

“A different school week” (Școala ALTFEL) is an official time for all the schools for organizing non-formal activities, often outside the schools. It is a good opportunity to promote career learning and counselling activities. The counsellors who involved the parents in familiarization with the professions and members of the local community, organized for instance a visit at the Chipita Croissant Factory, where students were amazed by the multitude of machines and people involved in making the product.

7. TEACHERS` TRAINING NEEDS FOR EFFECTIVE CAREER LEARNING

Who carries out career learning activities in the primary cycle?

The national desk-based reports highlighted that in **Spain** the career learning activities in the primary cycle are carried out by the counsellors who are part of the teaching staff. In **Romania**, teachers carry out these activities with the support of the school counsellor (for the activities in the Personal Development curriculum). Other activities are carried out by the school counsellor in the school and inter-school offices of psycho-pedagogical assistance.

In **Denmark**, teachers are responsible, but they do not have the initial/continuous training needed to carry out these activities. In **Italy**, each school appoints a teacher responsible for career learning activities. Depending on the funds available, schools may seek the support of various practitioners in the field of career counselling. In the **UK**, the activities are carried out by primary school teachers and career advisers (e.g. from the Aspire network). In **Turkey**, from 2017, on the basis of the new regulations of the school counselling services, the attributions of the counsellors have changed. Thus, they coordinate the teams of teachers who carry out the guidance activities with the students.

The relevance of the career learning activities and their adaptation to the age of the students is relatively higher in the Northern countries (i.e. UK and DK). The focus is on issues of direct interest for the students in this phase. In the ES and especially in RO and TK, issues more prone to prejudice are also the focus of career learning activities like, for example, which

profession is of a higher status and relatively better paid (ES). Activities also focus on external modelling where the „focus is put on the meaning of terms, on the educational value of the concepts, reinforcing the positive examples in the family or in the circle of relatives /friends)” (RO).

Initial preparation for delivering career learning activities

There are various qualifications for guidance counsellors at graduate or master degree level:

- the graduate course on Career Counselling and Career Management in the Pedagogy specialty, University of Bucharest (RO)
- The Centre for Guidance and Career Counselling of the Department for the Preparation of the Teaching Staff in Pre-University Education (DPPD) at the Technical and Construction University of Bucharest (RO)

Italy does not offer any specific academic course for guidance counsellors who may have a variety of educational backgrounds. The degree course in „Education in Primary school” is instead required for becoming a primary teacher.

The objectives of graduate courses addressed to future counsellors from the universities mentioned above, include:

- capturing the complexity of basic notions in school counselling and guidance and career guidance
- correlating theories, principles, etc. specific to counselling and schooling and career guidance
- making complex theoretical-practical connections specific to school counselling and guidance and career guidance.

Teacher readiness for delivering career learning

At partnership level, on a scale from 1 to 5 (where 1 represented no knowledge of career learning, and 5 represented a lot of knowledge about career learning), around **70% of the respondents evaluate themselves as having medium and good career learning knowledge** (35% at level 4 and 35% at level 3), around 12% evaluate themselves as having a lot of knowledge (12% at level 5), while **12.8% declare that they have very few or not at all knowledge of career learning** (11.1% level 2 and 1% level 1).

At partnership level, **per country, Romanians** evaluate higher their competences (73.6%) while **Spanish** respondents evaluate lower their competences (58.9%) in comparison with respondents from other countries.

By **gender**, males evaluate their competences higher (80%) than females (72%).

By **educational role**, school counsellors evaluate higher than teachers their knowledge in career learning (79% respectively 70%).

The **Danish** respondents assess their competences in career learning as slightly higher than average, while the self-evaluated expertise of the UK respondents is either the lowest or medium (Annex 17).

Nevertheless, some career guidance experts reported that **they do not have experience of career learning activities in primary schools.**

Needs

The teachers participating in the focus groups generally share the need for new tools and materials to support early career learning activities. They report the need of a comprehensive, transversal and integrated **curriculum, or toolkit** based on a

methodological framework. They need to have more **educational materials** to support career learning activities, as well as training workshops to prepare them to develop soft and hard skills.

It is also crucial to have a **network** of stakeholders who work together. This is a fundamental factor for the effectiveness of the interventions. The network could be monitored in a frequent round table for sharing the work.

Activities they reckon would be needed should focus on stimulating curiosity and strengthening self-efficacy. One highlights the importance of a comprehensive career learning project that includes several activities not only during one academic year, but also with a 3-year perspective. This should work to help different school systems to talk and to share the same vocabulary and framework.

They specifically refer to the possibilities of having **activities/modules** that teachers could use as a baseline for leading the activities and modify according to the needs of the different students and contexts. The topics indicated for possible trainings and guides or materials are (**Italy**):

- make teachers understand they can choose to promote innovations and transformations in the schools, for a teaching reform (changing mindset and attitudes regarding the learning, education, counselling),
- help teachers by localising/ simplifying the professional language,
- affective-relational education in teacher training courses, also including education on uncertainty as admission and acceptance of the errors,
- education for being together as a practical discipline.

In **Spain** they also need items to guide the teachers to give better guidance to students, advice that allows them to decide and have ideas and critical reflections about the world they live in. They need gamification and dynamic tools, materials, resources, to work in a group with the group-class.

In the **UK**, participants mentioned as support needed in this area:

- more time to work with colleagues to share skills - in set days,
- more collaboration in school,
- digital connection- platform within lessons to link up with employers,
- a list of local business and connections that are on-board to arrange a time to speak with teachers (students),
- network with other schools - links with the local high school to use facilities,
- updated resources on different jobs and industries- emailed out when updated,
- need more time to design fun lessons- or lessons “out of the box” linked to the curriculum,
- having access to tools to allow support work, administration,
- good practices example of lessons and how they have supported students,
- resources to support students with special education needs and disabilities.

Supplementary in **Denmark**, the participants referred also to:

- the need that the teaching material could be developed centrally, and that teachers are allowed enough time to

- revisit it, so it becomes relevant for the students,
- there is a huge challenge to make schools take ownership on career learning, so the perspective is included in the practice from the first school years of the pupils and up until they graduate from the school,
 - evaluation on career learning is generally missing: “In many parts of the career guidance efforts and also in career learning efforts, they tend to skip the evaluation. Perhaps because they do not know how to assess career learning. They need knowledge about relevant questions to ask in order to evaluate/ assess career learning and inspiration to the evaluation part:;
 - teachers need to make the school manager/ school headmaster understand what career learning means and why career learning is important, and therefore prioritise creating a strong framework for career learning in the school. This is the fundamental reason for the teachers focus and effort on career learning.

The **Turkish** teachers need for their context an educational approach involving the following items, mainly expressed in the form certain questions:

- information about the stages of choosing a profession and decision-making processes,
- a holistic understanding of education based on competences. If the professions and areas of interest change, then how can we present a hopeful approach to the young? How can teachers prepare themselves to be able to deal with change?
- How can students’ strengths and weaknesses be managed in the process of getting to know themselves? There can be examples of using communication skills in

order to understand students correctly, express yourself well and build trust in the relationship. Teachers can employ an approach that values differences.

- How can students be helped in setting goals and generating motivation? How can a student be encouraged to have a positive perception of him/ herself, when pursuing his/her ideal?
- How can students be taught that their hobbies can turn into their professions in the future?
- Which age-appropriate data do we need to know students' interests and abilities and how can these data be analysed?
- Practical examples of career learning from around the world which can be shared. How are interdisciplinary studies being conducted?


In the **Romanian** context the most needed resources are:

- games could be useful in order to help children to understand about jobs, responsibilities, money received as benefit of the job, about a schedule and rules related to workplace, about different types of work/ jobs, games for skills identification, games concerning the skills development, good practice experiences in career guidance for primary school children, information/ database about current and future work trends,
- innovative and attractive working projects/ tools for this area implemented for this target group
- new resources also in digital format, available online,
- new working methods and activity models.

Professional development needs and challenges

Among the most important teachers' skills for effective career learning are **(IT)**:

- listening and observation skills, self-reflection and self-awareness skills, to promote self-esteem and self-confidence in students,
- trust in their skills, accuracy and reliability,
- ability to help and give children confidence to reach their dreams,
- ability to open the school to the territory to seize the resources that this can offer, in terms of professionalism,
- facilitating collaborations between the school and the world of professions with many organisations,
- communicating their own passions and enthusiasm as something more important than theoretical knowledge. The essential teacher's attitudes are curiosity and the "open-mindedness",
- teaching how to solve problems in different ways, relational competence in order to create meaningful relationships with students and with other teachers,
- understanding the need to cooperate with different professionals.
- self-evaluation and self-critical analysis on own teaching methods, also peer-evaluation,
- expertise related to gamification techniques and active learning,
- designing a solid annual or multiannual activity/ learning plan (comprehensive career learning project) to be included in the annual structure of the school activities, including several activities not only during one academ-



ic year but also with a 3-year perspective, which helps different school systems to talk and to share the same vocabulary and framework.

Career learning is connected with understanding that subjects have different roles and aims. The domain assumes a transdisciplinary approach, with multiple facets, in which the teacher-student relationship is very powerful.

Other competencies indicated in the **Spanish** context include:

- being flexible, open minded, adaptable, helping people to make decisions without prejudice and taking into account the different learning rhythms, using the Pygmalion effect, namely, to believe in the possibilities of the students, so that they start believing in themselves,
- being up to date with the different realities and needs of the working world and see the value of transmitting these realities to their students,
- research skills, guidance and motivation to learn new professions different from those familiar to them, necessary to adapt at new career contexts and a very dynamic labour market,
- offering more information on all the professional options of each field of study.

The competencies profile described for the **UK** context include a specific mix of knowledge, abilities and attitude:

Knowledge	Skills/ Abilities
<ul style="list-style-type: none"> • Having awareness of different careers, if teachers have worked in other jobs before teaching, they have knowledge- work shadowing industries may help • Willingness to do research yourself and find out answers for students • Understanding of different training and pathways • Career changers- have more skills and reflects the world of work these days “I got into teaching late, in my early 30’s, I think this benefits students as I had jobs in different sectors so I can talk about it” • Knowledge of the careers you are talking about and the sector 	<ul style="list-style-type: none"> • Empathy • Business acumen (the ability to make good judgements and take quick decisions) • Building self-awareness amongst students • Citizenship and belonging • Building resilience in students- drama, PE sports, stories, special days and events • Ability to teach creative projects • Being open minded- do not inflict your own stereotypes • Being able to encourage students • Communicating effectively about jobs through simplifying complex “industry” vocabulary

The Danish results focus on the following aspects related to knowledge about career learning, knowledge about companies and how they are organised. Another crucial piece of knowledge is about upper secondary educational programmes (vocational and academic). For example, at the moment, students from grades 8-10 are supported, but maybe it is also important that teachers in grade 0-7 know about the various educational pathways, so that they do not primarily talk about the route they have taken themselves, which is often the upper secondary academic route. The Danish system underlines the importance of competencies such as:

- creating interesting lively lessons through interactive didactic skills,
- organising visits at companies,
- acknowledging the role of school in career development,
- developing a holistic approach of the students: *“think not only of the pupils in the school- in the grade the students are in right now (e.g. form 0-3 or form 3-6) but the teachers think about the whole life of the students”*,
- promoting a holistic concept of career learning and assure its transversal coherence,
- using creative skills in the career learning activities and career education, in general.

The career learning competencies profile in the **Turkish** context include:

- communication,
- research skills,
- transfer,
- self-management,
- thinking skills,
- adapting to change,
- time management,
- cooperation,
- active use of technology.

Some of the competencies expected from career practitioners, mentioned above, are common for all the partner countries, for example: communication, cooperation and the application of the digital technologies with beneficiaries.

While in the **Romanian** context the teacher's profile is described as:

- leadership skills, social advocacy skills - proactive behaviour that prepares one to voice and strategically plan to challenge the status quo in systems where inequities impede students' academic success,
- cross-cultural communication skills important to the multicultural counselling approach,
- technology for monitoring student progress, student career planning, acquiring and accessing data needed to inform decision making of individual students and whole school, use of data to affect change,
- application of coordination, networking, teamwork and collaboration skills,
- program development, management and evaluation skills (tutoring, parenting, peer helpers etc.),
- perseverance training skills,
- learning styles knowledge and applications skills,
- time management.
- empathy regarding stressful and difficult situations that their students deal with,
- interpersonal skills: *"Being able to work with different people is essential. They spend most of their time working directly with students or other professionals and need good working relationships"*.
- listening skills: *"Active listening skills are essential for school and career counsellors. They need to give their full attention to their students to understand their problems. School and career counsellors must communicate effectively with students. They should express ideas and information in a way that their students understand easily"*.

Including expertise in:

- connecting with the changes in the labour market,
- stimulating curiosity and creativity in students,
- being a mediator for children,
- encouraging children to learn by discovering the things they are interested in,
- providing games and interaction-based activities,
- being involved with enthusiasm in any activity with children,
- identifying children's abilities and interests,
- mastering digital skills, foreign languages competences, to have knowledge in art, music and sports area,
- critical thinking competences and having the consciousness of his/her role and mission,
- being open minded and appreciating children's innovative ideas,
- adapting language and information to children's age,
- considering children's personality,
- being open to new learning styles, increasing interest for long life learning,
- having self-respect and respect others,
- guiding children towards a quality life,
- admitting that every child is unique and providing opportunities for these pupils,
- working with children in an attractive way,
- being connected to the trends at the societal level.

In the vision of all partners involved in the JOBLAND project, the portrait of effective career education practitioner is about a person who is enthusiast, empathetic, sociable, calm, full of

energy, good communicator, passionate, creative, sense of humour, interest for people, able to adapt to change, realistic, sincere. All these characteristics mentioned by the respondents during the focus groups complete the picture of competencies related to a high-quality career learning process.

At partnership level, **81% of the respondents declared that they would like to attend a training in career learning delivery.**

By country, the results indicate some differences. So, even if most respondents from each country would like to attend such a training program, only half of the **Spanish** respondents would like to be involved in comparison with the mean at partnership level, while the percentage is much higher than the mean at partnership level for the **Romanian** participants (89%) (Annex 18).

When asked to rate with yes or no the availability of career learning training programs for those who deliver career education in schools, the rates under 30%, recorded by all countries, indicate that there are only few programs in this area and that there is a need for training programs in career learning. This indicator can also reflect the lack of information about certain programs. As shown in the table below, the **Spanish** respondents seem to be less aware of such programs (11%), while the **Italian** respondents seem to be most aware (30%) (Annex 19).



8. SUPPORT FOR CAREER LEARNING DELIVERY

Educational resources

A number of 6 educational resources has been proposed as options to choose from, as well as the opportunity to suggest some new resources (option 7 means others):

1. electronic portfolio
2. lesson plan/ project
3. career directories / database with occupations/ professions and activities for students
4. guides, brochures
5. workbooks / activities/ auxiliary
6. educational games focused on career learning (pictures, cards, videos)
7. others

At partnership level, all the specified resources seem to be necessary according to the answers, around half of the respondents considering **all resources needed** for the career learning activities (between 40,6%- 70,8%). Nevertheless, higher percentages of respondents (70.8%) declare the resource no. 6- educational games focused on career learning (pictures, cards, videos) as being necessary to support career learning activities in schools, in comparison with the other proposed resources.

At the country level, respondents differ in relation to the resources they consider necessary for supporting career learning activities.

Italian respondents have chosen resources 4 and 5 in higher percentages than the mean at partnership level and in lower percentages resource 2.

Spanish respondents did not choose at all resources 6 (0%), and this is very different from the responses in all the other JOBLAND countries. Also, Spanish respondents have chosen in larger percentages than the mean at partnership level resource 2 (50%) and in much lower percentages than the mean at partnership level resources 1, 2 and 4.

Romanian respondents have chosen in higher percentages than the mean at partnership level all resources. Though, resource 2 has been chosen in percentages very slightly above the mean, in comparison with the other resources.

Turkish respondents have chosen in lower percentages than the mean at partnership level resource 4, all the others being chosen by percentages of respondents above the mean at partnership level (Annex 20).

When asked about their agreement to test new instruments/resources for career learning, respondents from all countries, except Spain, declare their interest for this professional development opportunity, with percentages between 64.5% and 89.7%. Only 27.8% from **Spanish** respondents agree to be involved in such an activity (Annex 21).

Examples of resources (including ICT)

As the JOBLAND project aims to develop innovative resources for career learning activities, a separate chapter of the desk-based research targeted existing resources used in career learning activities in partner countries. Based on the information we have gathered, we have managed to make an inventory of these resources at the partnership level, and although some of these are available only in national languages, they illustrate very well the range of methods and tools used by teachers and school counsellors and provide inspiration for innovation.

Thus, in **Spain**, guides and activities may vary widely by region and are generally available in Spanish. Some example:

- *Asociación Profesional de Orientadores en Castilla-La Mancha* <http://apoclam.org/materiales/>- a variety of resources in Spanish language, free, for primary education, for example a guide named “Let’s learn successfully!” (*Aprendamos con Éxito*)
- The Counselling of Education, Youth and Sports of the Murcia Region <http://www.educarm.es/recursos-primaria>- a space where teachers can find relevant resources in different areas, from Maths to Counselling and Guidance
- *ABC of professions*- a letter- a profession! We learn about professions and we also learn the alphabet! <http://es.tiching.com/el-abecedario-de-las-profesiones/recurso-educativo/121075>
- *A game about professions*- a place where you can play an interactive game to learn about different professions <https://www.discoverykidsplus.com/404>
- *Guess the profession*: a video with pictures in which students must guess the profession <http://es.tiching.com/adivina-los-oficios/recurso-educativo/121080>
- *GEM*- a game developed as part of an Erasmus+ project to discover the skills needed for different professions, also available in English. <http://www.gemgame.eu/>

In **Romania**, the available resources in Romanian language are the following:

- *Curriculum Personal development 0-1-2* which comprises competencies, learning activities, methodological recommendations <http://programe.ise.ro/>
- *Student Handbooks for Personal Development 0-1-2*

<http://rocnee.eu/manualeaprobate>

- *Personality, interests, aptitudes tests* <http://pemeserie.ro/>
- Activity Guide Career Education I-IV <https://www.librarie.net/p/163838/consiliere-si-orientare-ghid-de-educatie-pentru-cariera-activitati-pentru-clasele-i-iv>
- *GO- Occupations Guide-* questionnaires of interests and aptitudes www.go.ise.ro

In **Denmark**, we can find resources in Danish language, such as:

- *Curriculum for the topic Education and Work* <https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/uddannelse-og-job>
- *The Danish Portal for Education* <https://www.emu.dk/>
- Activities on career counselling for primary cycle <https://klcviborg.dk/uddannelse-og-job>
 - Examples 1-3 <https://uuviborg.viborg.dk/Under-18/Uddannelse-og-Job/Indskolingen>
 - Examples 4-6 <https://uuviborg.viborg.dk/Under-18/Uddannelse-og-Job/Mellemtrinnet>
 - Examples 7-9 <https://uuviborg.viborg.dk/Under-18/Uddannelse-og-Job/Udskolingen>

In **Italy**, the following types of resources available in Italian language were identified:

- A site for developing *Career Management Skills* <http://www.sorprendo.it/>, <https://www.youtube.com/watch?v=4FICfAogx9k>
- A site to support *Career planning*: <https://www.orientamento.liguria.it/progettiamocilfuturo/toolkit/>
- Movi Menti, a model for career counselling activities

<http://www.fondazioneerc.it/index.php/educazione-istruzione-e-formazione/progetto-movimenti/misura-2-orientamento>

Also, resources from *projects* are available, such as:

- *Widening the future* <http://www.wideningthefuture.eu/resources> (in English)
- *I know what I want to be* Erasmus+ project on early career learning <https://sites.google.com/caedraw.merthyr.sch.uk/iknowwhatiwanttobe/home> (in English)
- *LEADER project- CMS framework* <http://www.leaderproject.eu/cms-framework.html> (in English)

In the UK, complex and significant resources can be found in the learning packages that teachers and career counsellors deliver to their beneficiaries. Some of them are presented below:

- *Primary Futures*- A platform allowing children to connect with different specialists from different fields of activity. These are volunteers, who register and participate to events for primary schools to present their career <https://primaryfutures.org/> (in English)
- A series of reports which substantiate the career counselling in the primary cycle, for example: *Primary future. Connecting life and learning in UK primary education*
<https://www.educationandemployers.org/wp-content/uploads/2017/05/Primary-Futures-research-essay-2017-Mann-Kashefpadkel-Iredale.pdf> (in English)
- *KIZDANIA*- An Indoor city run by kids! is a platform that allow children to explore occupations through play <https://kidzania.co.uk/>
- *PAWS in JOBLAND*- an interactive platform which in-

troduces children in occupations practiced by people in their community <https://www.cascaid.co.uk/products/paws-in-jobland/> (in English)

- *MY WORLD of WORK (Scotland)*- a platform with resources for different categories, including primary school students, which helps them explore their interests <https://www.myworldofwork.co.uk/>

In **Turkey**, resources in Turkish language, for example online evaluations for students are available at <http://mbs.meb.gov.tr/>.

Research

Career learning activities should be supported and based on research data. The national reports show a very different situation in the partner countries. Thus, in **Spain**, numerous publications give space to studies in the general field of counselling and universities also have research groups on this dimension. However, studies focused on primary education are difficult to identify.

In **Romania**, there is a series of research in the field of counselling, especially for curriculum development. The Institute of Education Sciences (IES) has a specialized department dedicated to research in counselling, and Euroguidance Romania supported the publication of research results, e.g. *Career Counselling. Compendium of methods and techniques* (Jigău (coord.), 2007). Also, in Romania, various recently Erasmus+ projects have investigated the field of career counselling and have produced national reports in which the field of primary cycle counselling was included, for example:

- Widening the Future <http://www.wideningthefuture>.

- eu/ (2010-2012),
- My future <https://myfutureproject.eu/project/> (2016-2018).

In **Denmark**, since 2003 when the reform of the counselling system has begun, evaluations and reports on counselling services have been carried out so far, but no study has focused on the primary cycle. For example, the research *Insights and outlooks on counselling* (Poulsen, 2020) has been carried out about career counselling in the final years of compulsory education.

In **Italy** there are numerous studies and researches focused on the field of career learning available in Italian language. However, they are highly heterogeneous, they are often located in between disciplines and mainly focus on later stages of career learning.

The **United Kingdom**, with its long tradition of evidence based and assessment research in the field, presents a comprehensive set of research and reviews on the specific topic of early career learning such as: *What works? Career counselling in the primary cycle* (Kashefpakdel et al., 2018). *Drawing the future. Design of the future: exploring the career aspirations of children in the primary cycle* (Chambers et al. 2018), *Career related learning in primary. The role of primary teachers in preparing children for the future* (Kashefpakdel et al., 2019). In **Turkey**, models and career learning tools are available but without a focus on primary education (see, for example *Career Sailboat Model, Career Values Cards*).

Support institutions and networks

Career learning activities cannot be carried out or are carried out with difficulty without an efficient collaboration of the school with various actors from the formal or non-formal en-

vironment. The information collected shows that professional associations such as the *Confederacy of Psychopedagogy and Counselling Organizations of Spain*, the *Spanish Counselling and Psychopedagogy Association* are involved in **Spain**.

In **Romania** the coordination is provided by the *CMBRAE/CJRAE* and the *school inspectorates*, who benefit from the collaboration with Euroguidance Romania or with various NGOs that carry out projects in partnership with the schools. In **Denmark** there is consistent support from career counselling centres and the *Municipal Youth Effort*. In **Italy**, regional counselling offices, universities, labour market centres are involved. In the **UK**, the Education Department is in charge of education and qualifications and the Career Development Institute is responsible for career counselling practitioners. In **Turkey** the support comes from the Ministry of Education, the regional centres for research and counselling, ISKUR or Euroguidance Turkey.



9. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The data collected from the desk-based research, questionnaires and focus groups has shown that various career learning activities are taking place in the JOBLAND countries, but this area raises also challenges. Some interesting conclusions can be derived from our research, structured around the following main pillars:

A. The framework and support for career learning activities

Career learning activities benefit from certain **frameworks** in each country (guidelines, benchmarks, curriculum, guides for teachers and students). The way they are implemented at schools levels differs: as a distinct compulsory discipline, as cross-curriculum skills - infusing career learning in every education subject and “knowing where you are going”, extracurricular activities (such as dance, ballet, football, arts, drama, robotics etc.) linked to career learning as a starting point in exploring interests and possible future professions, or as fragmented pilot initiatives/programmes or projects.

Support for career learning activities is diverse in the JOBLAND countries, ranging from clear *coordination* by central authorities, to involvement of national or regional career counselling associations, or to the involvement of labour market organizations. Online and ICT *resources* have been developed, but their usage depends sometimes on the awareness of the practitioners on those specific tools, guides, or platforms, while the

language also limits their applicability.

Although there are concerns for **research** in the general field of counselling, the attention paid to data collection through research for the purpose of evaluating and developing activities or service is rather limited in the countries analysed. There are studies and articles dedicated to the field of counselling in general, reports for primary cycle, counselling carried out with the support of Erasmus+ projects, but with the exception of the United Kingdom, there are no systematic studies dedicated to the field of career counselling in the primary cycle.

B. The role of the career learning activities

Career learning activities are considered **important and very important** by the participants in this research from all JOB-LAND countries: teachers, principals, school counsellors and soon-to-become-teachers.

These kinds of activities seem to be not so clearly regulated so that educational actors are not sure whether they are **compulsory or not** in their countries or if they are a specific task of their job role. It seems that a larger percentage of the Romanian and Danish respondents consider career learning activities compulsory than respondents from Italy, Spain and Turkey.

When asked about the **age** at which career learning activities should start in school, 41% of the respondents at partnership level consider they should start at lower secondary education, 34% consider they should start at primary education and 21% at kindergarten.

Related to **the mission** of the career learning activities, from the 7 options under scrutiny, respondents at partnership level rated them slightly equal (all ranked between 3 and 4 on the 5 points scale), with a little more importance to the support they are giving to students for *making choices in their careers* and less importance on reducing academic dropout.

Related to the **importance** of career learning activities, those related to *helping children believe in their abilities* are considered more important for primary school children than activities which increase their understanding of the link between education, qualifications, skills and jobs.

C. The content of career learning activities in schools

Career related activities at primary education are seen as “a space without boundaries” where pupils can learn first and foremost about **themselves** through **self-reflection** activities about their own potential and all dimensions of self (cognitive, emotional, relational), **learning from each other**, putting emphasis on **collaborative** and teamwork and developing **soft skills** or transferable competencies. As a connected goal, children should be genuinely introduced to the world of **jobs**, by experience and live many experiences, becoming more aware of what they want to do in the future and broader horizons in relation to education, job, values, self in order to support the student in the long term to have a good basis for educational choices.

Regarding **the application of these activities at school level**, the activity declared as applied by the biggest percentage of the respondents is about *helping children believe and exploit*

their abilities. It seems that the majority of respondents consider important and also applied at school level activities which helped children believe and exploit their abilities, which is a personal development activity and a fundament for building career awareness among children. *Self-efficacy activities* to help children exploit their abilities and *self-exploration* to help children learn about themselves are to a largest extent applied in primary schools, while activities that engage employers and employees to learn about careers and activities to increase pupils' understanding of the link between education, qualifications, skills and jobs are less applied at school level. It seems that in the respondents' opinion, activities involving deeper cooperation with an understanding of the world of work are not as much implemented at school level in primary education.

Areas explored within career related activities at primary education level include: self-awareness and self-efficacy, the importance of professions/occupations in people's life, connecting to representatives from the world of work, career transitions - knowing the educational opportunities and *decision-making* activities, social-emotional learning, learning management/ study techniques, value education/nurturing positive attitudes.

Both traditional and innovative **methods** should be used for delivering career related activities, with focus on *games* and *linking activities to students' daily life* to make them more attractive and to capture students' interest into the world of professions.

The majority of those delivering career education activities declare that they use **evaluation** activities. There are some differences between countries in this respect, so that a high-

er percentage of the Romanian respondents declare that they are evaluating career learning activities, while Turkish respondents declare in the lowest percentages at partnership level that they are doing these kinds of activities.

Related to the modalities of evaluating the career learning activities, the highest percentage of respondents at partnership level declare that they are *observing classroom behaviours* and that they are using *portfolios*. Among the evaluating activities under scrutiny in the questionnaire, the online evaluation programs and the assignments have been chosen by the lowest percentages of respondents at partnership level.

D. Training needs of those applying career related activities

In most cases, the implementation of career education activities in schools is carried out by **teachers**, with the support of **practitioners** (e.g. school counsellors, career counsellors), but all participating countries mentioned that the training teachers receive for these activities (if any) is not sufficient to prepare them for carrying out career counselling activities with students.

Related to the **availability** of career learning training programs, respondents declared that there are *only few programs in this area and that there is a need for training programs in career learning*. This indicator can also reflect the lack of information about certain programs. The Spanish respondents seem to be less aware of such programs, while the Italian respondents seem to be most aware.

At partnership level, all the **resources** under scrutiny in the research seem to be necessary according to the answers. Around half of the respondents consider *all resources needed* for the career learning activities. Nevertheless, higher percentages of respondents declare that *educational games focused on career learning (pictures, cards, videos etc.)* as being necessary to support career learning activities in schools, compared to the other proposed resources.

At partnership level, 81% of the respondents declared that they **would like to attend a training** in career learning delivery. Only half of the Spanish respondents would like to be involved in comparison to the mean at partnership level, while the percentage is much higher than the mean at partnership level for the Romanian participants

When asked about their **interest to test new instruments/ resources** for career learning, respondents from all countries (to a lesser extent, respondents from Spain), declare their interest for this kind of activity, with a lesser interest from Spanish respondents.

The opinion expressed by the participants in our research revealed specific **needs** related to the whole system of career related activities, such as the need to receive more support from *policies* who should design strong framework for career learning activities, support from school *management*, or the importance of a *network* of stakeholders who work together in this field (eg.: frequent round table for sharing the work, collaboration, sharing ideas), seen as a fundamental factor for the effectiveness of the interventions at school level. Other needs

are directly linked with the *personal development* for those implementing career related activities, including the need to receive support through professional networks, the work towards a growing mindset, as well as the need of improvement of their own socio-emotional competencies in order to be able to promote them among children. It seems that the area of career related activities is enlarging in order to comprise more and more soft-skills/socio-emotional skills, considered nowadays equally important for both teachers and students when dealing with career issues.

Therefore, the training course which will be developed within the Jobland project should take into account:

- the need to promote **innovations** and transformations in the schools, for a teaching reform, changing mindset and attitudes regarding the learning, education, counselling,
- education on **uncertainty**, deal with changes, admission and acceptance of the errors,
- **theoretical and practical** career counselling knowledge and competencies (eg.: gamification and dynamic tools, materials, resources, to work in a group with the group-class, digital connection- platform within lessons to link up with employers, lists of local business and connections that are on-board to arrange a time to speak with teachers (students), updated resources on different jobs and industries- emailed out when updated, resources to support students with special education needs and disabilities, evaluation tools and ideas, ideas and sharing good practices on activities stimulating curiosity and strengthening motivation and self-efficacy),
- **socio-emotional** education, the development of the **soft skills** for those who are delivering career related activities in primary education, in order to be able to

develop them in children. While it is difficult to propose career learning activities especially in primary schools as children are temporally distant from the world of work, activities need to take into account transversal skills as a foundation for career exploration. In order to do this, teachers need a good ability to quickly process information, an increased ability to make good decisions, be a person who is emotionally balanced with good communication ability,

- **new tools and materials** to support teachers in delivering early career learning activities. Despite some materials do exist, often these resources are only available in the national language and not in English and are therefore difficult to be accessed by beneficiaries from other countries,
- a comprehensive, transversal, light and inclusive curriculum, or **toolkit** based on a methodological framework, which could be seen as an important mechanism for helping different school systems to talk and to share the same vocabulary and to improve career related activities.

Recommendations

The research undertaken in IO1 allowed the collection of relevant data on career learning delivery in the primary cycle at the level of the 6 partner countries in the JOBLAND project. The data allow a better understanding of the specifics of each country, of the strengths and challenges that can be addressed, as well as the formulation of recommendations at partnership level which will be taken into account both in the construction of the common methodological framework and in the implementation of the following products of the project:

- The JOBLAND countries differ in profile in terms of the analysed issues, which makes it difficult to challenge a methodological framework at the partnership level. However, the information gathered can be inspirational for achieving a *common, transnational, Career Management Skills (CMS)* framework, that allows for adaptations at the level of each participating country depending on the national specific and supporting Jobland countries in structuring career counselling activities relevant to students.
- The national reports each highlighted the *need to develop the skills of teachers and school counsellors to carry out career learning activities in the primary cycle* and drew attention to the opportunity of a *training course based on CMS, which would then be multiplied in the partner countries*, so that as many teachers as possible can benefit and then implement career counselling with students in the schools they belong to.
- Strengthening collaboration is another recommendation that can be formulated in accordance with desk-based research. *The collaboration of schools and teachers with partners with expertise in the field of career learning is important*, in order to respond to the needs of teachers to have access to a framework, directions, resources and innovations for carrying out the activities of career counselling in schools.
- *There is a need for interactive resources built on the experience of partners who have developed and used such tools, which are attractive, easy to use, involving ICT and can be accessible to students in the national language.* Also, the use of such resources would ensure fair access for all children from the youngest ages to activities and information to support them in building their educational and career future proj-



ects.

- It is necessary to *systematically collect the records* through studies and research that analyses the role that career learning plays in the primary cycle, the existing challenges and opportunities, the way of collaboration between teachers and school counsellors, the types of existing and necessary resources, the way in which ICT/ new technologies and research can support teachers and students in carrying out these activities.



10. PROPOSAL OF A CAREER MANAGEMENT SKILLS FRAMEWORK FOR PRIMARY EDUCATION

Based on the results of the present research and taking into consideration different frameworks in the analysed countries, as well as the CMS framework developed in the LEADER project (www.leaderproject.eu/project-resources.html) and CAREERS project (<https://www.careersproject.eu/>, unpublished reports) we designed as part of the IO1 Jobland Report a **proposal for a Career management framework for children in primary education**.

The vision of the Jobland CMS framework

There is an intrinsic need for children to explore the world around them, to interact with each other and with adults and to be curious about the future. As the future is already surrounding us and learning today means preparing for tomorrow, schools should focus not only on cognitive content/information/academic subjects, but also on competences which will allow children to build meaningful lives beyond school.

The present CMS framework offers a simple but comprehensive vision about what children need to know and need to be able to do in order to embrace fearless and positive the big job world of tomorrow.

The structure of the Jobland CMS framework

The Jobland CMS framework is structured on **3 areas**:

- Managing self

- Managing relations

- Learning for tomorrow

For each of the main 3 areas we established a number of **spe-**

cific competences to be developed for children in primary education. We define the competence “as a combination of knowledge, skills and attitudes (Council, 2018):

knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;

skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations”.

Connexions between the JOBLAND CMS framework and the 8 key competences established at European level

The 3 areas are set in order to make a contribution, from a CMS perspective, to the development of the **8 key competences** established at European level as acquisitions people need in order to find fulfilling jobs and to become independent and engaged citizens (Council, 2018).

Sultana (2012) explained the way CMS frameworks can contribute to the acquisition of the 8 key competences established in 2006 at European level. We offer here some relevant examples which can be transferred to the new 8 key competences established in 2018, in order to illustrate the connexion between CMS frameworks (and consequently the Jobland CMS framework) and the key competencies:

Domains of the European reference framework of key competences for lifelong learning (Recommendation, 2006)	Domains of the European reference framework of key competences for lifelong learning (Council, 2018)	Links to CMS, examples (Sultana 2012)
Communication in mother Tongue	Literacy competences	Able to search, collect, process written information
Communication in a foreign language	Multilingual competence	Able to work with diversity
Math, science, technological literacy	Mathematical competence and competence in science, technology and engineering	Able to manage a budget
Digital competence	Digital competence	Able to use Internet-based data and services
Learning-to-learn	Personal, social and learning to learn competence	Effective self-management of learning and careers
Interpersonal and civic competences	Citizenship competence	Able to interact effectively with institutions

Entrepreneurship	Entrepreneurship competence	Able to identify one's strengths and weaknesses
Cultural expression	Cultural awareness and expression competence	Able to realise economic opportunities in cultural activities

Thus, the relation between the Jobland CMS framework and the 8 key competences established at European level (2018) can be explained in the following way: one Jobland CMS competency area can contribute to the development of many of the 8 key competencies, as shown in the below figure:

Domains of the European reference framework of key competences for lifelong learning (2018)	Area I Positive attitude towards self and the others	Area II Managing relationships (emotions and interactions)	Area III Learning for tomorrow
Literacy competences			
Multilingual competence			
Mathematical, science, technology and engineering			
Digital competence			
Personal, social and learning to learn competence			
Citizenship competence			
Entrepreneurship competence			
Cultural awareness and expression competence			

The JOBLAND CMS framework

Area I: Positive attitude towards self and the others	
Competencies	Examples of activities
<p>I'm able to speak about my strengths.</p> <p>I am able to identify positive traits in colleagues.</p> <p>I can appreciate others due to their qualities.</p> <p>I can present in front of others my dreams and hobbies.</p> <p>I can find simple solutions to setbacks, while staying positive.</p> <p>I make use of technologies to explore with games interesting parts about my personality.</p>	<p>mind maps on „Who am I”,</p> <p>story with a moral on common preconceptions and stereotypes,</p> <p>discussions on Who I am/What I can do/what I can't do yet/What my weaknesses are and how I can improve my skills, What I like and don't like doing/What I want to be, my dreams,</p> <p>my rucksack with personal strengths,</p> <p>creative art techniques to learn about themselves, for example: poetry, proverbs and old sayings, posters, singing, drawings</p> <p>writing on post-its about the dream job and sticking them on a big tree drawn on the board, followed by discussion based on what they know,</p> <p>online videos/games/quizzes about interests, aptitudes, values.</p>

Area II: Managing relationships - emotions and interactions

Competencies	Examples of activities
<p>I am able to find information with the support of others for my interests and hobbies.</p> <p>I am able to communicate with others in non-conflictual ways.</p> <p>I am able to listen to different opinions and offer simple positive feedback.</p> <p>I am able to make friends and keep them.</p> <p>I can use technologies to interact with peers when in need.</p>	<p>negotiating and observing shared rules of “co-living” manufacturing different objects and selling them in order to obtain school funds, organizing charity shows, so that pupils understand how raising funds can help those in need, who are disadvantaged,</p> <p>writing “thank you letters” to people who are performing different jobs,</p> <p>„Selfie”- an image of myself in a relational context,</p> <p>thematic network meetings (eg.: ‘Smart Pickens’ book displaying jobs in science) through a local support service bought by the school,</p> <p>theatre and actors invited to class to work on communications, emotions, empathy,</p> <p>exercises on the topic of leadership, students examine and discover the characteristics of a manager,</p> <p>keeping a journal or writing a book “The diary of a YouTuber”.</p>

Area III: Learning for tomorrow

Competencies	Examples of activities
<p>I am able to cope with the rules and routines of school life.</p> <p>I am able to set simple goals for myself and to fulfil them.</p> <p>I am capable during one day to keep a balance between learning, play, and hobbies.</p> <p>I am able to explain in simple words why learning is important for now and for my future.</p> <p>I am able to bring arguments in favour of my hobbies and interests.</p> <p>I am able to explore and explain in simple words what people are doing in specific jobs.</p> <p>I am able to persevere in front of the challenges.</p>	<ul style="list-style-type: none"> - inviting local speakers, working with local employers, visits in companies, - parent networks to run career days, - role play job interview in drama class, - organization of carnivals of professions, - getting inspiration from personalities in different fields, as scientists and mathematicians who became famous and got a reward for their work only after many years of study and efforts, - analysing characters from the literature that are related to a specific situation associated with work, rights and responsibilities, future jobs/ occupations, ways to build a career and family relations, - manufactured thematic books/ dictionaries with pictures (about jobs) present them in exhibitions, - research projects about the professions (at home and in the community) to understand jobs, - role-plays: "Teacher for a day", "I am the class lawyer", funny role-plays: "Today, I am a piece of chalk in the hands of a teacher..." - „reality tasks" associated with the discovery of the jobs in surrounding context, - online videos/games on different jobs/professions – "Future Life in You", "Become who you are", - budgeting exercises - students are assigned a specific job and are told of the respective salary for which they have to work out the lifestyle they can afford, - debates, readings on "professions of the future", - conducting research with students to find out the educational background of an archaeologist or a person who founded a museum, - cards on which different jobs are illustrated, and children pantomime that job in front of the colleagues. The others would be asked to guess the job, and then we discuss a bit about that, and move to another child with a card, - asking children to extract items from a small bag (the items are tiny instruments used in different jobs, including chalk, pen, measuring instruments etc.) and having a conversation about the people working in different fields, - "What shall I be?" - defining objectives for their professional future, i.e. "3 steps for planning to become a/an....."

Methodological suggestions for implementing the JOBLAND CMS framework

The competencies included in the JOBLAND CMS framework should be acquired through specific career education activities. The activities should be planned to address the following four steps in Bill Law's theory (Law, 2006, 2009):

- 1. Understanding:** working out - to know how something works and which actions seem to lead to what, to explain, to anticipate;
- 2. Focusing:** checking out - to know who and what you need to pay attention to and why, to find out what is important to me and to others;
- 3. Sifting:** sorting out - to organize the information in a meaningful way in order to understand differences and similarities, to compare and discover connections;
- 4. Sensing:** finding out - to get impressions, information and contacts in order to progress, to see, hear, feel.

At the same time, as expressed by the participants to our research, the learning model for the implementation of the Jobland CMS framework should take into account the Kolb's 4 stage cycle of learning (Kolb, 1984):

According to Kolb (1984), learning is an integrated process with each stage supporting and enhancing the next one. Educators can organize learning in a flexible way as pupils could enter the cycle at any stage, nevertheless one should go through all four stages of the model, as no stage is effective as a stand-alone learning procedure.

Teachers should organize activities in order to allow children to learn about **themselves**, the world around them, values, ide-

als and discover their dreams, being aware of their own skills / abilities / competencies and broadening their horizons. Activities should be built as an ongoing path that includes swimming into concrete experiences thinking and reflecting about themselves, what they are, what they want to be regarding their dreams and desires listening to others, learning from their experiences trying out the new solutions in new contexts/new activity/ own life.

The recommended **methods** for implementing the activities which will lead to the acquirement of the competencies include discussions, debates, mind maps, role play, completing the Personal Portfolio with everything they have done, school celebrations as means of understanding how to work together, cooperative learning, gamification and peer education such as inter-class activities with mixed age groups of students (when possible). An important role has the reflection upon activities: What did I achieve from this activity? How did I feel during the activity? What was difficult/ easy? Where do I need help? Self-reflection activities about their own potential and all dimensions of self (cognitive, emotional, relational) should be complemented by learning from each other, collaborative and teamwork. Teachers should use and recommend online relevant resources in order to help students think about topics/ careers outside their direct circle and to find answers about different jobs. Involving parents, guidance counsellors, employers, and community is part of the whole school approach on CMS theme. Observing the student's behaviours and attitudes, portfolios and presentation of students' products can be used in evaluating the acquisitions of the students.

The way of implementing the framework

There are different models offered as examples by the Jobland

countries for implementing career related activities:

- As distinct discipline/ subject, where children can focus explicitly on the development of the competencies proposed by this framework.
- The aspects regarding career learning are included in all the disciplines which assume the development of the proposed competencies.
- Within programs/projects at school or local level.
- In correlation with extracurricular activities (such as dance, ballet, football, arts, drama, robotics etc.) which are linked to career learning as a starting point in exploring interests and possible future professions.

Schools will adhere to one or another model of implementation in correlation with the policies and legal provisions in the respective country/region, as well as in direct relation with the budgets and the human resources available. Nevertheless, schools should strive for a systematic and coherent implementation and not singular input, in order to assure the development of all competencies proposed by the Jobland CMS framework.

Another important condition for the implementation of the Jobland CMS framework is the training and preparation of the teachers involved in the delivery of the career related activities. Beside the initial training, continuous professional in career guidance/CMS is needed for those involved in offering career learning activities at school level. Collaboration with guidance practitioners, parents, employers, community is part of the whole school approach on CMS theme.



11. GLOSSARY

Career

The interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education. (ELGPN, 2014)

Career carousels

These events involve a range of volunteers coming together to speak with groups of children about their jobs. In a career carousel, a child will speak individually or in small groups to employee volunteers for a short period of time (commonly 5-15 minutes) about their job career. (Kashefpakdel et al., 2018)

Career counselling

The interaction between a career/guidance counsellor and an individual. An individual or group process which emphasises self-awareness and understanding, and facilitates the development of a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as how to manage responses to changing work and learning environments over the lifespan. (ELGPN, 2014)

Career education

Programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway. These include accessing and making effective use of career information and guidance. (ELGPN, 2014)

Career guidance

A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities

and competences are learned and/or used. (ELGPN, 2014)

Career insights

Is an example of employer engagement activities with employers or business representatives coming into the speech about their job or career path, including the route they may have taken and challenges they faced. Particular emphasis is placed at this stage on explaining how certain subjects are relevant to working life. (Kashefpakdel et al., 2018)

Career management skills

A range of competences which provide structured ways for individuals (and groups) to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions. (ELGPN, 2014)

Career-related learning

Includes early childhood activities in primary schools designed to give children from an early age a wide range of experiences of, and exposure to, education, transitions and the world of work; is about helping “children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential” (Kashefpakdel et al., 2018)

Competence

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. (CEDEFOP, 2011)

Counselling

The interaction between a professional and an individual helping them to resolve a specific problem or issue. (ELGPN, 2014)

Curriculum

Inventory of activities implemented to design, organise and

plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. (CEDEFOP, 2011)

Dropout

A dropout is anyone who has withdrawn from an education or training programme without completing it. (ELGPN, 2014)

Early school-leaver

Early school-leavers are individuals below the statutory school-leaving age who have withdrawn from or left an education or training programme without completing it. (ELGPN, 2014)

Economic and social outcomes of guidance

Guidance has social and economic outcomes: in particular, improving the efficiency and effectiveness of education, training and the labour market through its contribution to reducing drop-out, preventing skills mismatches, increasing job tenure and boosting productivity; and also addressing social equity and social inclusion. (ELGPN, 2014)

Educational counselling/guidance

Helping an individual to reflect on personal educational issues and experiences and to make appropriate educational choices. (ELGPN, 2014)

Employer engagement activities refer to activities that connect schools with employers to assist in delivering career-related learning tasks such as career talks, workshops and school trips. It makes a very significant difference that the employer/employee volunteer in question is someone bringing real life, authentic experiences of the workplace (Kashefpakdel et al., 2018)

Evidence

The information presented to support a finding or conclusion.

Evidence should be sufficient, competent and relevant: there are four types of evidence: observations (obtained through direct observation of people or events); documentary (obtained from written information); analytical (based on computations and comparisons); and self-reported (obtained through, for example, surveys). (ELGPN, 2014)

Evidence-based policy and practice

The conscientious, explicit and judicious use of current evidence of what works best, and most cost effectively, to inform lifelong guidance policy and practice. More generally, any activity, intervention or way of working that has been designed on the basis of evidence that demonstrates the effectiveness of the particular approach (policy or practice) being used. (ELGPN, 2014)

Guidance

Help for individuals to make choices about education, training and employment. (ELGPN, 2014)

Guidance counsellor

A trained individual delivering guidance as defined above. Guidance counsellors assist people to explore, pursue and attain their career goals. (ELGPN, 2014)

Guidance outcomes

Guidance has economic, social and learning outcomes and these reflect both its personal impact and the wider societal benefits. (ELGPN, 2014)

Guidance policy

Policy that determines and shapes the range and extent of guidance services that exist, their aims and principles, how the services are funded, and who is eligible to use them and under what circumstances. (Kashefpakdel et al., 2018)

Guidance systems

The way the delivery of guidance services has been designed and organised. This might be the approach taken in a particular country or region to the organisation of guidance services or a particular way of delivering guidance, such as online or at a distance. (ELGPN, 2014)

Identity capital

It is a useful theoretical framework to understand how career-related learning in primary schooling works. It refers to various resources and personality traits and/or strengths needed to understand and negotiate personal obstacles and opportunities for children as they grow up. Identity capital includes having an extensive social network, financial support, self-efficacy, motivation, adaptability and resilience. (Kashefpakdel et al., 2018)

Impact

General term used to describe the effects of a programme, policy or socioeconomic change. Impact can be positive or negative as well as foreseen or unforeseen.³

Key competences

The sum of skills (basic skills and new basic skills) needed to live in contemporary society. In its recommendation on key competences for lifelong learning, the European Commission (2006) sets out the eight key competences: communication in the mother tongue; communication in foreign languages; competence in maths and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; and cultural awareness and expression. (ELGPN, 2014)

Labour market information systems

Systems, mechanisms or processes for gathering, organising and providing information about the state of the labour market and/or professions and jobs. This includes recording chang-

es taking place within the labour market, employment, jobs and the professions. (ELGPN, 2014)

Learning outcomes of guidance

The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a guidance activity or through participation in the guidance process. (ELGPN, 2014)

Lifelong learning

All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. (ELGPN, 2014)

Non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. (CEDEFOP, 2011)

Preventive action

Action to eliminate the cause of a potential nonconformity or other undesirable potential situation. (CEDEFOP, 2011)

Self-knowledge

Knowledge that an individual has about him/herself. (ELGPN, 2014)

Skill

Ability to apply knowledge and use know-how to complete tasks and solve problems. (CEDEFOP, 2011)

Social emotional skills and behaviours

It refers to the traits which individuals use to understand and manage their emotions, communicate with others and maintain healthy relationships. These include communication, empathy, team-work, self-awareness, confidence, self-belief, lead-

ership, understanding and managing emotions, resilience and collaboration. (Kashefpakdel et al., 2018)

Tutoring programmes

There are programs that connect schools, pupils and parents with employers who can help mentor struggling students in curriculum subjects. Tutors help develop a child's understanding of a subject while simultaneously showing the pupil how the subject and school curriculum can relate to the mentor's own career. These activities have the same benefits as employer engagement activities in broadening a child's understanding of careers with the additional bonus boosting academic attainment. (Kashefpakdel et al., 2018)

Vocational guidance

Help for individuals to make choices about education, training and employment. (ELGPN, 2014)

Work-related learning

Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work. (Kashefpakdel et al., 2018)

Workplace visits

These are activities that often involve a group of children visiting an organisation from a couple of hours to a full day. The aim is to provide children with a general overview of the company and wider industry, to familiarise them with its working environment and to provide them with guidance and how they could one day get into the industry. Workplace visits can comprise of a variety of activities such as: group exercises, workshops, networking events, presentation, Q&A session and site tours. (Kashefpakdel et al., 2018)

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ANNEXES

Annex 1 - Methodological support for running the desk-based research

IO1 – CAREER MANAGEMENT SKILLS

A methodological framework for career learning at school

Desk-based research

Guidance and counselling for children in primary school

Introduction

Every partner should perform an analysis of the counselling and guidance situation in the primary school, reviewing the documents and practices in the partner's origin country. This analysis is based on 9 questions, and the answers to these questions will be gathered in a **National Report** regarding the current situation of counselling and guidance in every partner country.

Report language: English

Length of document/country: 5-7 pages

Necessary questions for desk-based research

1. Description of the current situation on ESL, unemployment, mobility and gender equality at national level in your country.

2. The career learning system in your country
National legislation regarding career learning and guidance in primary school and lower secondary school. Please review current laws or guidelines in the field of career learning and career guidance, recent changes, activities included in the national curriculum, how services are structured, examples of activities included in the national curriculum.
3. The career learning professionals
Who are the professionals who provide career learning and guidance activities to children in primary school and lower level secondary school? Please define the necessary qualifications or study programs required; the initial professional training and the continuous professional training path for these professionals.
4. Institutions involved in career learning
What kind of institutions offer support and guidance to the professionals who work in counselling and career learning in primary or lower level secondary schools.
5. Available support materials
Provide a list or a review of available materials used to guide and support career learning activities in primary and lower level secondary school. Please include textbooks, frameworks, blueprints, handbooks, guides for teachers/students, websites which provide information and resources, ICT resources and tools.
6. ICT in career learning

How is ICT used in career learning and guidance in primary and/or lower level secondary school? Please give examples.

7. National research in the field of early career learning.
List example of national research studies in early career learning.

Annex 2 - Methodological support for running the focus groups

IO1 – CAREER MANAGEMENT SKILLS

A methodological framework for career learning at school

The focus group

Every partner will organise 2 focus groups in order to collect information, needs, experiences and proposals from participants. The target group consists of teachers, school counsellors, career practitioners, school principals who work in primary schools and lower level secondary schools. Each group should include around 10 participants. If not possible, partners can organise smaller focus groups. The aim is to reach 20 participants per partner.

The report for each focus group will be sent by every partner to Andra Făniță andra.fanita@ise.ro (The Institute of Educational Sciences– Romania).

General principles for running the focus group

1. Focus groups should be no more than 10 in size. Any more than this will make recording the results very difficult.
2. Do not make the focus groups any longer than an hour and a half as people will lose concentration and this will affect the quality of the data.
3. It may help you to have two people to conduct the focus group- 1 to facilitate and one to take notes.
4. It would help you to manage the gathering and accurate recording of data if you ask everyone to wear a name badge. This can be easily achieved using a sticky label and pen.
5. Make sure that everyone understands the purpose of the research and has signed an informed consent form (see the document).
6. Feel free to digitally record the focus group but ensure that everyone is aware that you are doing this.
7. A tip to help when listening back to your recordings of the session: use individual's names when responding to points (thank you John, that was helpful etc.) This will ensure that you can recognise and distinguish between voices when you listen back to your recording.
8. Encourage all the participants to answer.

Participants. Try to engage participants from different schools. Try to engage participants who work in different types of schools and possibly from schools located in different areas.

Prior to run the focus group, local researchers should complete this section to help with writing up field notes:

1. Date of focus group
2. Name of Country
3. Where did the focus group take place?
4. How many people were in the focus group?
5. Details re the participants, names, gender and roles (see attendance sheet)
6. Was this group recorded?
7. Name of the researchers

Guidelines for running the national focus groups

A. Introduce the research to participants.

- Introduce yourself, the purpose of the meeting, introduce the project, the methodology and the rules of the focus group.
- This survey has been created as part of an Erasmus funded project called JOBLAND. The project involves 9 partners from all over Europe and aims to develop tools and resources to help improve career learning in primary and lower level secondary schools.
- The project will result in a number of outputs including an educational game, a series of activities for students, training materials for teachers, a handbook and a training course for teachers.
- The results of this survey represent the starting point of the project and will contribute to all project outputs. All the outputs will be published and made freely available.

B. Consent form

Explain the data policy for the project. All data provided with this survey will be treated in line with data information legislation and freedom of information legislation. The data will be anonymised, held securely and will only be shared amongst project partners. *We are going to digitally record the group.* This will only be used to check the accuracy of our notes and the recordings will be destroyed at the end of the project. If you would like to withdraw your data you may do this up to one week after the focus group and you can do this by emailing *{please put the local contact name here}* on *[please put the local contact email address here]* stating your name, and the date of completion of the survey.

If you have any questions about this research, please contact *{please put the local contact name here}*.

Informed consent (please see the document).

Please sign the following letter to demonstrate that you have understood the purpose of the research and that you are happy for us to use your data.

C. Present the participants

Name, school, profession, professional experience

D. Research questions (order open to change based on the context)

1. How do you talk with your students about the world of work and different ways of living/careers?
2. What kind of activities, didactic modules, experiences do you deliver to your students in relation to this?
3. What is your understanding of career learning in primary schools?
4. What skills/knowledge/attitude do teachers need in order to offer effective career learning to your students?
5. How can we help you? What do you need to improve your

work/approach regarding career learning?

E. Debriefing

The moderator thanks for taking part in focus groups, for the time and suggestions offered by the participants.

Annex 3 - The Jobland Questionnaire (template)

IO1 – CAREER MANAGEMENT SKILLS

A methodological framework for career learning at school

JOBLAND Questionnaire

This questionnaire has been created as part of an Erasmus+ funded project called JOBLAND. The project involves 9 partners from all over Europe and aims to develop tools and resources to help improve ‘career learning’ in primary and lower level secondary schools.

Career learning is about helping children to understand who they could become and helping them develop a healthy sense of self that will enable them to reach their full potential. Career learning includes teaching activities aimed at improving the pupils’ knowledge of the world, the understanding of their own learning potential and at inspiring future plans.

The results of this survey represent the starting point of the project and will contribute to all project outputs. We are interested in knowing more about what teachers think of career learning, about what is being done in schools and about teachers’ needs.

Your response to this survey will remain confidential – neither you nor your organization will be identified or identifiable in reports written from the results of this survey.

Answering the questions should take no longer than 15 minutes to complete. Please try to answer each question. By continuing, you confirm you are happy to contribute to this survey.

SECTION 1 - Demographic info

1. Your name

2. The name of your organization

3. Country

4. Region (County – Province)

5. Town

6. What is your job role?

- a. teacher
- b. school counsellor
- c. career practitioner
- d. school principal
- e. soon-to-come teacher
- f. another job role. Which one?.....

7. Gender

a. male / b. female / c. I
prefer not to say

8. Type of school

a. public / b. private / c. mixed status

9. Education level you are teaching / working

a. preschool education / b. primary education / c. lower secondary education

If you teach/work at other education level this questionnaire reached you by mistake and please discontinue answering it.

SECTION 2 - Career learning at school

1. Which of the following activities do you think should be part of a career learning program in primary and lower secondary? Where 5 is the very important and 1 not at all important– On a second column – do you run this type of activity in your school?

Yes – No

- activities to help children believe in their abilities (self-efficacy)
- activities to help children learn about themselves (self-exploration)
- activities that promote emotion regulation
- activities for reflecting on passions, interests, hobbies
- activities to increase pupils' understanding of the

world of work

- activities to inform pupils on different careers and learning environments
- activities that engage employers and employees to learn about careers
- activities to increase pupils' understanding of the link between education, qualifications, skills and jobs
- activities to reflect on the meaning of work and learning
- activities on decision-making and planning
- activities on interpersonal and communication abilities

2. How valuable do you think career learning is? On a scale of 1 to 5, where 1 means 'not at all valuable' and 5 means 'very valuable'.

No at all
valuable

Very
valuable

1

2

3

4

5



Impact evaluation

Do you measure the impact of the career learning activities you run?

Yes

No

How are they assessed? (please select ALL relevant answers)

- b. In primary school
- c. In lower secondary
- d. In secondary education
- e. In university

6. What do you think the mission of career learning activities is? where 5 is the very important and 1 not important at all)

1, 2, 3, 4, 5

- a. it can be very influential in raising children's aspirations
- b. it helps students make choices in their career
- c. it helps challenge stereotyping (e.g. gender stereotypes) about jobs and subjects studied
- d. it can change children's attitudes positively towards learning leading to increase motivation and improved academic attainment
- e. it helps link school subjects to the world of work
- f. it helps reduce academic dropout
- g. it engages parents and carers in their children's education and career choices.

SECTION 3 - Teachers' needs

TRAINING

- 1. Would you like training / additional training in career learning delivery?**

Yes

No

Don't Know

- 2. What training do you think would help you to deliver careers learning programme/activities to your learners?**

- 3. Is there training available to those who deliver career learning programmes/activities?**

Yes

No

Don't Know

If yes, please tell us about the careers learning training that is available:

SECTION 4 – RESOURCES

RESOURCES AND TOOLS

4. What educational resources do you think are needed to support the delivery of career learning activities?

- E-Portfolio
- Lesson plans
- Career Repertories and Database for children
- Handbooks
- Exercise Books

Educational games on career learning (pictures, cards, videos, etc.)

Other (please specify)

5. Would you like to test new career learning tools?

Yes

No

If Yes please include your contact details in the last question

Can you pinpoint or describe any examples of project, program, and initiative about development and testing of effective practice in career development in your country? (if

there are any document you would like to share with us please attach them using the link below)

Upload files:

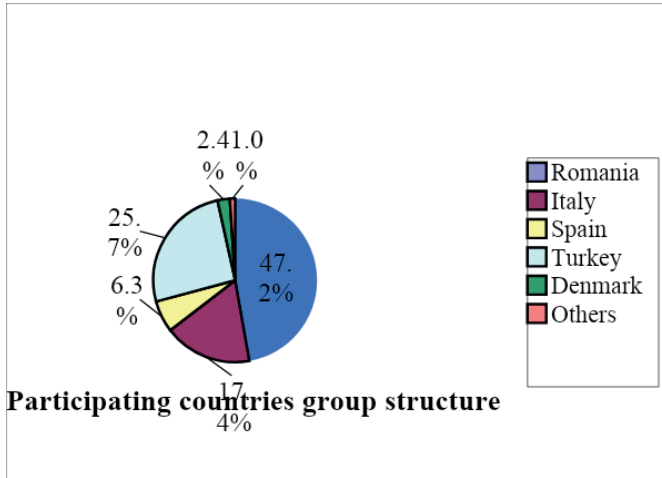
- 6. This project will develop educational tools and model for improving career learning: if you would like to participate in further testing activities or receive updates and information about this project please enter your email address:**

Thank you for completing this survey!

Annex 4 - The distribution of the respondents, by country

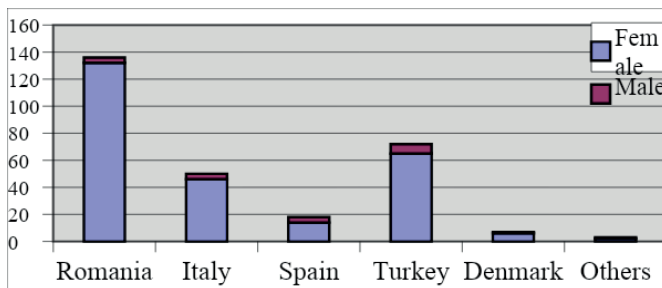
Table 1. The distribution of the respondents, by country

Romania	136	47,2%
Italy	50	17,4%
Spain	18	6,3%
Turkey	74	25,7%
Denmark	7	2,4%
UK	3	1,0%
Total/ 6 countries	288	100%



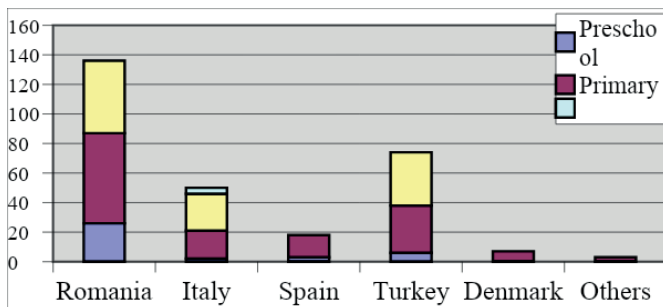
Graphic 1. Participating countries group structure

Annex 5 - The distribution of respondents, by country and gender



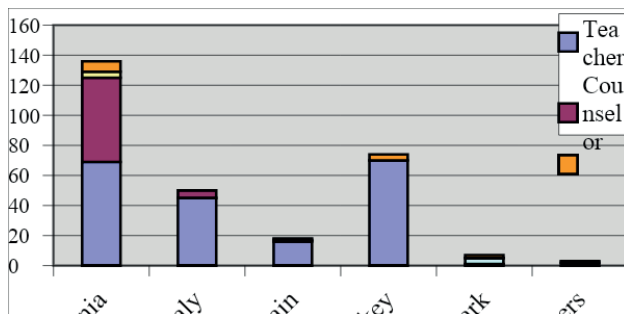
Graphic 2. The distribution of respondents, by country and gender

Annex 6 - The distribution of respondents, by country and the education level they are teaching



Graphic 3. The distribution of respondents, by country and the education level they are teaching

Annex 7 - The distribution of respondents, by country and the job role



Graphic 4. The distribution of respondents, by country and the job role

Annex 8 - The distribution of responses related to the mission of career learning activities

Table 2. The distribution of responses related to the mission of career learning activities

	1	2	3	4	5	Non responses	Mean	Satisfaction rate
	Total							
raising children's aspirations	15.3%	4.9%	7.3%	20.5%	51.7%	0.3%	3.875	77.5%
making career choices	14.2%	5.2%	4.5%	14.6%	61.1%	0.3%	4.021	80.4%
challenging stereotyping about jobs and subjects studied	13.9%	4.2%	9.4%	18.8%	52.8%	1.0%	3.892	77.8%
changing children's attitudes positively	14.2%	4.9%	7.3%	17.0%	55.9%	0.7%	3.934	78.7%
linking school subjects to the world of work	10.8%	7.3%	9.7%	22.2%	49.3%	0.7%	3.899	78.0%
reducing academic dropout	12.2%	4.9%	15.6%	20.5%	46.2%	0.7%	3.816	76.3%
engaging parents and carers in their children's education and career choices	12.2%	6.6%	15.6%	16.3%	48.3%	1.0%	3.788	75.8%

Table 3. Distribution of responses related to the mission of career learning activities, by country

	Satisfaction grade				
	Total	Romania	Italy	Spain	Turkey
raising children's aspirations	77.8%	77.3%	80.5%	63.3%	84.3%
making career choices	80.7%	79.0%	82.4%	64.4%	82.7%
challenging stereotyping about jobs and subjects studied	78.7%	76.9%	79.5%	63.3%	83.6%
changing children's attitudes positively	79.2%	77.2%	81.0%	66.7%	84.1%
linking school subjects to the world of work	78.5%	76.7%	81.0%	65.6%	83.0%
reducing academic dropout	76.9%	76.0%	76.7%	68.9%	78.4%
engaging parents and carers in their children's education and career choices	76.6%	76.4%	79.5%	65.6%	77.6%

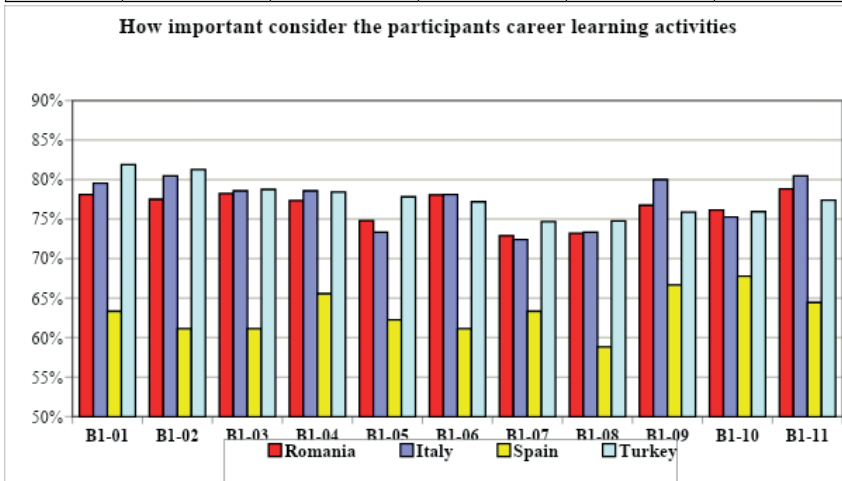
Annex 9 - The distribution of responses related to the importance of career learning activities

Table 4. The distribution of responses related to the importance of career learning activities

	Scale 1-5					
	1	2	3	4	5	Non responses
No. of respondents	0	1	6	44	226	11
Total	0.0%	0.3%	2.1%	15.3%	78.5%	3.8%

Table 5. The distribution of responses related to the importance of career learning activities, per country

	Satisfaction rate				
	Total	Romania	Italy	Spain	Turkey
%	95.7%	97.9%	97.1%	84.4%	95.9%



Graphic 5. The distribution of the responses related to the importance of career learning activities

Annex 10 - The distribution of responses indicating career learning activities as compulsory in primary schools

Table 6. Responses indicating career learning activities as compulsory in primary schools

Countries	Roma- nia	Italy	Spain	Turkey	Den- mark	Others	Total
Total	136	50	18	74	7	3	288
No. of re- spondents	96	13	4	25	4	2	144
%	71%	26%	22%	34%	57%	67%	50%

Annex 11 - The distribution of responses related to the age children should start career learning activities

Table 7. The distribution of responses related to the age children should start career learning activities

	Roma- nia	Italy	Spain	Turkey	Den- mark	Others	Total
TOTAL	136	50	18	74	7	3	288
Kindergar- ten	28	0	2	29	0	1	60
Primary	45	19	10	23	0	2	99
Lower edu- cation	62	31	6	20	0	0	119
Kindergar- ten	21%	0%	11%	39%	0%	33%	21%
Primary	33%	38%	56%	31%	0%	67%	34%
Lower edu- cation	46%	62%	33%	27%	0%	0%	41%

Annex 12 - The distribution of responses related to career learning activities in primary education

Table 8. The distribution of responses related to career learning activities in primary education

	1	2	3
self-efficacy	19.4%	2.4%	1.4%
self-exploration	20.1%	2.1%	1.4%
emotion regulation	19.4%	2.8%	4.2%
reflecting on passions, interests, hobbies	17.0%	3.1%	5.9%
increase pupils' understanding of the world of work	12.8%	5.6%	11.1%
inform pupils on different careers and learning environments	12.8%	7.3%	8.0%
engaging employers and employees to learn about careers	11.1%	8.7%	16.0%
increasing pupils' understanding of the link between education, qualifications, skills and jobs	16.0%	5.9%	9.7%
reflecting on the meaning of work and learning	15.3%	6.9%	6.6%
decision-making and planning	16.7%	6.9%	5.6%
interpersonal and communication abilities	18.4%	3.5%	3.1%

Scale 1-5			Mean	%
4	5	Non responses		
Total				
7.3%	65.6%	3.8%	3.858	77.2%
8.0%	64.6%	3.8%	3.833	76.7%
10.1%	59.4%	4.2%	3.747	74.9%
13.9%	55.9%	4.2%	3.760	75.2%
18.4%	48.3%	3.8%	3.722	74.4%
18.4%	49.7%	3.8%	3.733	74.7%
20.5%	39.6%	4.2%	3.563	71.3%
18.1%	44.8%	5.6%	3.531	70.6%
17.4%	49.3%	4.5%	3.649	73.0%
14.9%	52.1%	3.8%	3.674	73.5%
12.2%	58.0%	4.9%	3.733	74.7%

Annex 13 - The distribution of responses related to the frequency per country

Table 9. The distribution of responses related to the frequency per country

	Total
self-efficacy	80.2%
self-exploration	79.7%
emotion regulation	78.2%
reflecting on passions, interests, hobbies	78.5%
increase pupils' understanding of the world of work	77.4%
inform pupils on different careers and learning environments	77.6%
engaging employers and employees to learn about careers	74.3%
increasing pupils' understanding of the link between education, qualifications, skills and jobs	74.8%
reflecting on the meaning of work and learning	76.4%
decision-making and planning	76.4%
interpersonal and communication abilities	78.5%

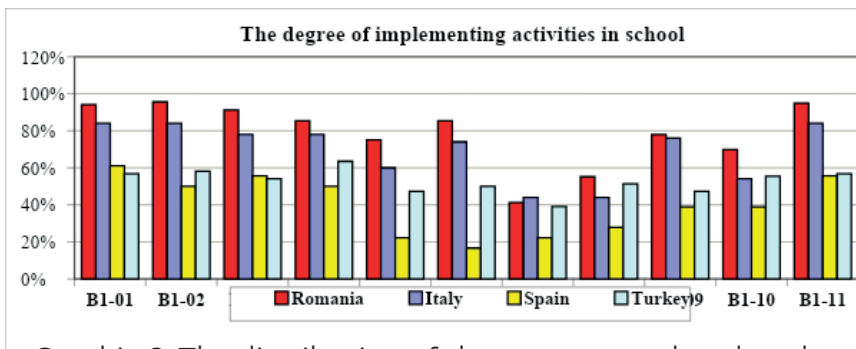
Frequency of responses per country

Romania	Italy	Spain	Turkey
78.1%	79.5%	63.3%	81.9%
77.5%	80.5%	61.1%	81.3%
78.2%	78.6%	61.1%	78.8%
77.3%	78.6%	65.6%	78.4%
74.8%	73.3%	62.2%	77.8%
78.1%	78.1%	61.1%	77.2%
72.9%	72.4%	63.3%	74.7%
73.2%	73.3%	58.8%	74.8%
76.7%	80.0%	66.7%	75.9%
76.1%	75.2%	67.8%	75.9%
78.8%	80.5%	64.4%	77.4%

Annex 14 - The distribution of responses related to the application of the career learning activities at school level

Table 10. The distribution of responses related to the application of the career learning activities at school level

	Total	Roma- nia	Italy	Spain	Turkey
self-efficacy	79.9%	94.1%	84.0%	61.1%	56.8%
self-exploration	78.8%	95.6%	84.0%	50.0%	58.1%
emotion regulation	75.7%	91.2%	78.0%	55.6%	54.1%
reflecting on passions, interests, hobbies	72.2%	85.3%	78.0%	50.0%	63.5%
increase pupils' understanding of the world of work	63.5%	75.0%	60.0%	22.2%	47.3%
inform pupils on different careers and learning environments	68.8%	85.3%	74.0%	16.7%	50.0%
engaging employers and employees to learn about careers	43.4%	41.2%	44.0%	22.2%	39.2%
increasing pupils' understanding of the link between education, qualifications, skills and jobs	55.9%	55.1%	44.0%	27.8%	51.4%
reflecting on the meaning of work and learning	61.5%	77.9%	76.0%	38.9%	47.3%
decision-making and planning	60.8%	69.9%	54.0%	38.9%	55.4%
interpersonal and communication abilities	75.7%	94.9%	84.0%	55.6%	56.8%

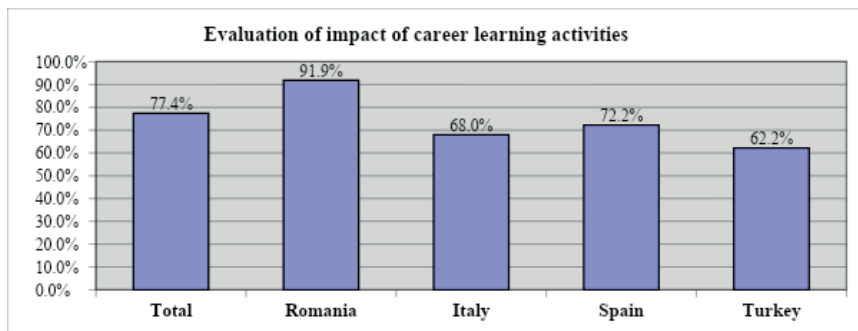


Graphic 6. The distribution of the responses related to the application in schools of the career learning activities

Annex 15 - The distribution of responses related to the evaluation of career learning activities

Table 11. The distribution of responses related to the evaluation of career learning activities

Countries	Romania	Italy	Spain	Turkey	Denmark	Others	Total
Total	136	50	18	74	7	3	288
No. of respondents	125	34	13	46	4	1	223
%	92%	68%	72%	62%	57%	33%	77%



Graphic 7. The distribution of responses related to the evaluation of the career learning activities

Annex 16 - The distribution of responses related to evaluation modes

Table 12. The distribution of responses related to evaluation modalities

Countries	Total	Romania	Italy	Spain	Turkey
Mode 1	62.5%	77.2%	64.0%	50.0%	70.3%
Mode 2	19.1%	18.4%	20.0%	5.6%	33.8%
Mode 3	82.3%	85.3%	68.0%	66.7%	87.8%
Mode 4	49.3%	44.1%	36.0%	50.0%	64.9%
Mode 5 (other)	4.9%	1.5%	2.0%	5.6%	6.8%

Annex 17 - The distribution of responses related to the evaluation of career learning knowledge

Table 13. The distribution of responses related to the evaluation of career learning knowledge

	Scale 1-5					
	1	2	3	4	5	Non responses
No. of respondents	5	32	103	100	35	13
%	1.7%	11.1%	35.8%	34.7%	12.2%	4.5%

Table 14. The distribution of responses related to the evaluation of career learning knowledge, per country

Distribution of responses related to the evaluation of career learning knowledge, per country					
Satisfaction rate					
	Total	Romania	Italy	Spain	Turkey
%	69.3%	73.6%	6.,9%	58.9%	70.4%

Table 15. The distribution of responses related to the evaluation of career learning knowledge, per gender, education level and job role

Total	Criteria	73.1%
Gender	Female	72.9%
	Male	80.0%
Education level	Preschool	75.4%
	Primary	68.5%
	Lower Secondary	77.6%
Job role	Teacher	70.4%
	Counsellor	79.6%
	Director	60.0%
	Others	54.3%

Annex 18 - The distribution of responses related to the need to be involved in training programs in career learning

Table 16. The distribution of responses related to the need to be involved in training programs in career learning

	% of affirmative responses				
	Average	Romania	Italy	Spain	Turkey
%	81.3%	89.0%	76.0%	50.0%	77.0%

Annex 19 - The distribution of responses related to the need to be involved in training programs in career learning, by country

Table 17. The distribution of responses related to the need to be involved in training programs in career learning, by country

	% of affirmative responses				
	Total	Romania	Italy	Spain	Turkey
%	24.7%	29.4%	30.0%	11.1%	21.6%

Annex 20 - The distribution of responses related to the educational resources needed to support career learning activities

Table 18. The distribution of responses related to the educational resources needed to support career learning activities

	Total	Romania	Italy	Spain	Turkey
Resource 1	40.6%	54.4%	46.0%	16.7%	44.6%
Resource 2	40.6%	43.4%	38.0%	50.0%	54.1%
Resource 3	55.9%	70.6%	58.0%	22.2%	73.0%
Resource 4	46.2%	70.6%	68.0%	5.6%	44.6%
Resource 5	48.3%	62.5%	60.0%	50.0%	44.6%
Resource 6	70.8%	86.8%	76.0%	0.0%	81.1%
Resource 7	3.5%	2.2%	2.0%	0.0%	0.0%

Annex 21 - The distribution of responses related to the interest to test new instruments in career learning

Table 19. The distribution of responses related to the interest to test new instruments in career learning

	% of affirmative responses				
	Total	Romania	Italy	Spain	Turkey
%	75,0%	89,7%	78,0%	27,8%	64,9%