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**Result O3.**

**A set of educational packages for the instructor and training participant in the field of a new competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors"**

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# **MODULE 1: COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS**

**Modular unit: M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market**

**SET OF GUIDES  
FOR THE PARTICIPANT AND THE INSTRUCTOR**

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This handbook is a teaching aid for the module unit **M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market** as part of module **M1. Coordination of cooperation between the educational institution and external companies, including the acquisition of sponsors.**

Module M1 includes four other modular units:

- M1.U1. Acquiring external companies for cooperation and promoting vocational education,
- M1.U2. Creating patronage classes and organising dual education,
- M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,
- M1.U5. Training of vocational school teachers in cooperation with employers

which together form the teaching case for the modular curriculum for the course **Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.**

The material in this guide reflects the views only of the authors, and the European Commission accepts no responsibility or liability whatsoever with regard to the content.

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## 1. INTRODUCTION

The development presents a guide for training participants and instructors within the vocational competency „**Coordination of Educational Institution Cooperation with External Companies, Including Sponsorship Acquisition**”, which was developed in the Erasmus+ project „Lead of External Cooperation in Vocational Schools (LEADext)”. The project was co-financed by the European Union under the Erasmus+ program for Cooperation for Innovation and the Exchange of Good Practices in Strategic Partnership for Vocational Education and Training.

The basis for developing the guide for students and instructors were the following outcomes achieved in the “LEADext” project:

- IO1. Professional competency profile in coordinating cooperation of educational institutions with external companies, including sponsorship acquisition;
- IO2. Modular training program for the vocational competency 'Coordination of Cooperation of Educational Institutions with External Companies, Including Sponsorship Acquisition'.

The materials developed within the guide will primarily be used to create an e-learning course and can also be applied to conduct face-to-face classes.

By undertaking the study of professional tasks assigned to the coordinator for cooperation between educational institutions and external companies, training participants will gain the necessary knowledge and professional skills included in Module M1. Coordinating the Cooperation of Vocational Education and Training Institutions with External Companies, Including Sponsorship Acquisition.

The module has been divided into modular units containing, among other things, teaching materials, review questions, exercises that can be implemented both online and face-to-face, progress tests, recommended supplementary literature, including for self-study.

The development has prepared educational materials for the modular unit **M1.J4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry**, which is part of Module M1. Coordinating the Cooperation of Vocational Education and Training Institutions with External Companies, Including Sponsorship Acquisition. Module M1 includes four other modular units:

M1.J1. Engaging External Companies for Cooperation and Promoting Vocational Education,

M1.J2. Creation of Sponsor Classes and Organization of Dual Education,

M1.J3. Acquiring Support from External Companies for Equipping Workshops and School Laboratories,

M1.J5. Professional Development of Vocational Education Teachers in Cooperation with Employers,

which were developed by the respective project partners.

The aforementioned five modular units together form a complete didactic framework for the **modular curriculum of the course [Coordinating the Cooperation of Vocational Education and Training Institutions with External Companies, including Sponsorship Acquisition](#)**.

Before beginning the course, the participant should familiarize themselves with the preliminary requirements and the detailed learning outcomes, i.e., the knowledge, skills, and attitudes that will be acquired upon completion of the given modular unit

The guide includes topics that a coordinator for cooperation between the educational institution and external companies may encounter while performing their professional duties.

The development of the teaching material utilized the experiences of project partners in the field of cooperation between educational institutions and external companies. The teaching material has been supplemented with an online course (e-learning) for participants to complete independently.

The proposed training can also be conducted in a traditional (face-to-face) format. In this case, the task of the trainer conducting the face-to-face training will be to:

- familiarize themselves with the content included in the second project outcome, i.e., IO2. Modular training program for the vocational competency "Coordination of Educational Institution Cooperation with External Companies, Including Sponsorship Acquisition";
- prepare the necessary teaching aids using the materials developed in the project, enabling the training to be conducted in an online format.

It is important for the training participant to verify their entry-level competencies before starting to learn within a given modular unit. This will be facilitated by the information presented in the 'Preliminary Requirements' section.

After familiarizing themselves with the content of each topic within the modular unit in the guide and the online course, the participant's task will be to complete exercises and a progress test. The test will require the participant to self-assess the knowledge and skills acquired in the given topic. A positive result of the self-assessment will serve as a kind of pass to proceed to the next topic specified in the modular unit. In the case of a negative result, it is recommended to repeat the content included in the topic of the modular unit.

For online training, passing the modular unit will be based on passing a verification test. The test will be made available to the training participant after completing all the content and exercises, as well as self-assessment tests included in the modular unit.

**Note:** In the case of educational content that references legal acts, it is important to remember that they are current as of the date of preparation and must be subject to updates. The educational content presented in the modular unit is compliant with the legal status as of December 1, 2023.



M1.U4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry

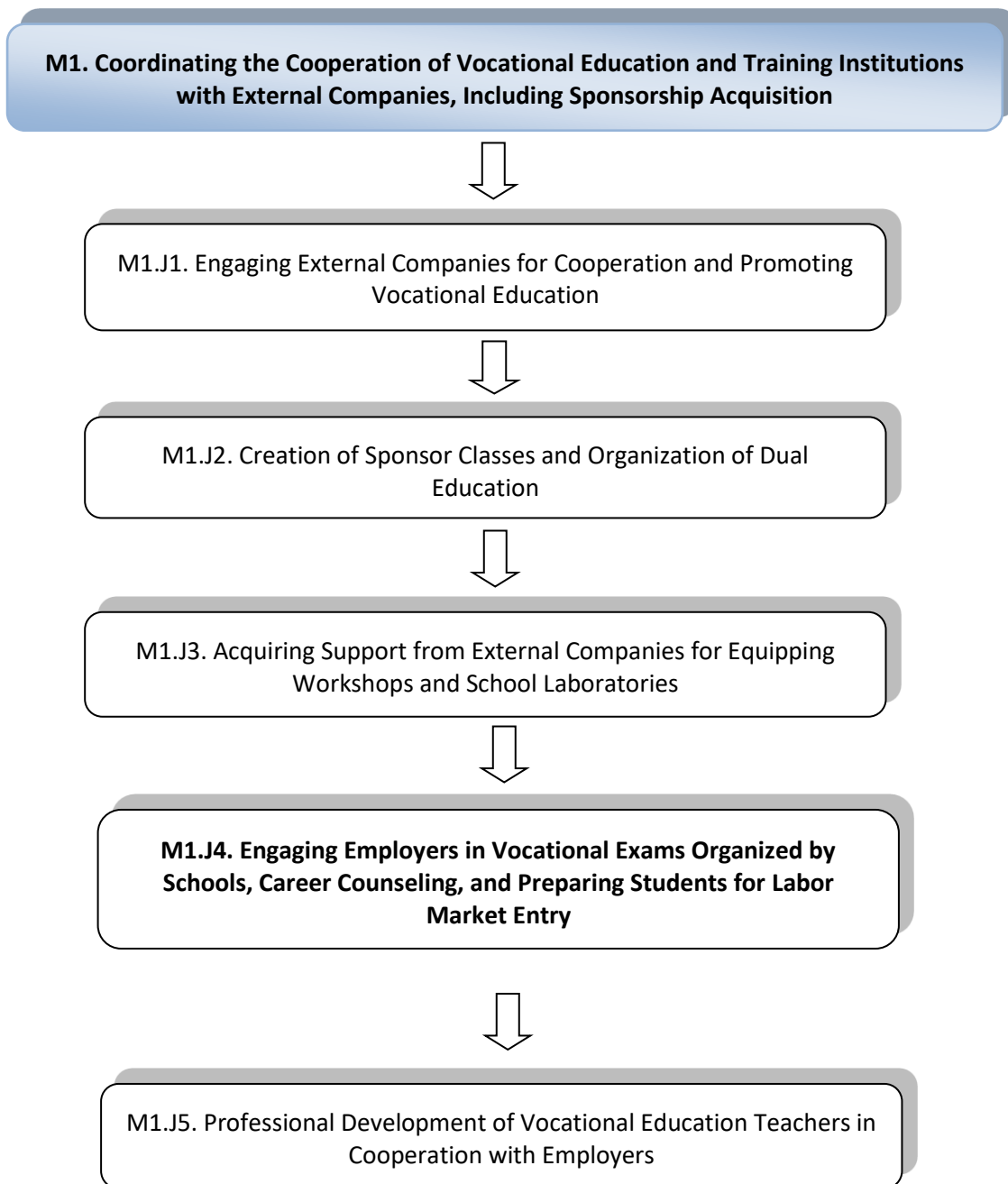
The table below provides an estimated number of hours deemed necessary by the project partners for the participant to master the learning outcomes specified in each modular unit.

Module Name	Modular Unit Name	Number of Teaching Hours			Number of ECVET Points <sup>1</sup>
		E-learning Classes	Self-study	Total	
<b>M1. Coordinating the Cooperation of Vocational Education and Training Institutions with External Companies, Including Sponsorship Acquisition</b>	M1.J1. Engaging External Companies for Cooperation and Promoting Vocational Education	20	15	35	15
	M1.J2. Creation of Sponsor Classes and Organization of Dual Education	20	30	50	
	M1.J3. Acquiring Support from External Companies for Equipping Workshops and School Laboratories	20	15	35	
	M1.J4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry	20	30	50	
	M1.J5. Professional Development of Vocational Education Teachers in Cooperation with Employers	20	35	55	
<b>Total M1</b>		<b>100</b>	<b>125</b>	<b>225</b>	

<sup>1</sup> As part of the partnership in the project, for the calculation of ECVET points, it was assumed that 1 point corresponds to 15 teaching hours. This is based on the fact that approximately 900 teaching hours are conducted annually in vocational schools, which, when converted to 60 points, results in 15 teaching hours per 1 point.

M1.U4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry

From the participant's perspective, it is important to understand the training path recommended by the project partners. This is illustrated in the diagram below.



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## 2. PRELIMINARY REQUIREMENTS

Before starting the program of the modular unit **M1.J4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry**, you should be able to:

- use various sources of information,
- define your own rights and responsibilities,
- recognize basic legal acts,
- participate in discussions, presentations, and defend your own position,
- feel responsible for your own health (life) and that of others,
- apply basic ethical principles (honest work, punctuality, keeping one's word, honesty, responsibility for consequences, truthfulness),
- collaborate in a group, considering the division of tasks,
- operate a computer at a basic level.

## 3. TEACHING MATERIAL

### 3.1. Presenting information to employers about vocational exams and highlighting the benefits for employers participating in vocational exams for students, as well as the benefits for schools from employers' involvement in vocational exams.

#### 3.1.1. Detailed Learning Outcomes

As a result of learning within this topic, you will be able to:

- explain to the employer what vocational exams are,
- present information to employers about vocational exams organized by the school in various member countries,
- list the groups of stakeholders directly and indirectly involved in vocational exams,
- identify the benefits for employers participating in vocational exams,
- explain to the employer the benefits they gain from participating in vocational exams,
- develop a set of benefits for employers to encourage their participation in vocational exams,
- justify to employers the need for their participation in vocational exams,
- define the benefits for the school and its community from employers' participation in vocational exams,
- explain to school representatives and the community the rationale for employers' participation in vocational exams,
- identify groups of stakeholders who can benefit from employers' participation in vocational exams,
- develop sets of benefits for the school and its community from employers' participation in vocational exams,
- justify to schools and their communities the need for employers' participation in vocational exams.

#### 3.1.2. Learning material

##### What are vocational exams?

Vocational exams are an important element of education in vocational schools and technical schools.

Vocational exams are a crucial stage in vocational education, allowing students to confirm the skills and knowledge acquired during their studies.

In Poland, vocational exams are organized by the Central Examination Board. This institution is responsible for preparing, conducting, and assessing vocational exams. The Central Examination Board ensures that the exams meet the standards and are relevant to the labor market requirements.<sup>1</sup>

## How are vocational exams organized in the respective partner countries of the project?

### 1. Description – Spain:

ORDER 79/2010, of August 27, of the Education Department, which regulates the evaluation of students in the Vocational Training training cycles:

Article 1. Purpose and scope of application

Article 2. Evaluation process

Article 3. Evaluation sessions

Article 4. Nature of the evaluation sessions

Article 5. Types of final evaluation sessions

Article 6. Number of evaluation sessions

Article 7. Evaluation documents

Article 8. Promotion and permanence

Article 9. Recovery program for non-professional modules surpassed

Article 10. Professional Workplace Training Module

Article 11. Exemption from the professional training module in Work Centers

Article 12. Professional project module

Article 13. Qualifications

Article 14. Claim of qualifications

Article 15. Calls

Instructions for 2024-20245 academic year: Resolution August 8, 2024, of the Autonomous Secretariat of Education, which dictates instructions on the academic and organizational management of centers that provide Vocational Training during the 2024-2025 academic year in the Valencian Community:

Art. 19. Evaluation of teaching processes, the curricular project and the teaching programs and virtual classrooms.

The teaching staff will assess the achievement of the students' learning outcomes, the teaching process and their own teaching practice in relation to the royal decrees and the degree curriculum, with the educational needs of the economic and productive environment of the centre and with the characteristics of the students, which will involve the evaluation and revision, where appropriate, of the cycle's curricular project and the teaching programmes they are developing.

19.1. Curriculum project.

The General Directorate of Vocational Training will provide a model of the curricular project as an advisory measure to the centres that will allow its development throughout the current academic year 2024-2025.

The pedagogical coordination commission will propose to the teaching staff, for approval, the evaluation plan for teaching practice and the curricular project.

The evaluation of the cycle curricular project will refer, at least, to the following aspects:

- a) The adequacy of the learning objectives and standards of Vocational Training to the socioeconomic and cultural context of the center.

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<sup>1</sup> Centralna Komisja Egzaminacyjna – egzaminy zawodowe w Polsce: <https://cke.gov.pl/egzamin-zawodowy/> (accessed: 11.10.2023).

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- b) The guidance and tutorial action plan.
- c) The Company Training Plan.
- d) The organization and distribution of schedules and spaces.

#### 19.2. Evaluation of the teaching program.

At the end of the academic year, and in view of the results achieved by the students, the departments will evaluate their programs with respect to:

- a) Selection, distribution and sequencing of learning outcomes and content.
- b) The Company Training plan.
- c) Evaluation criteria.
- d) Applied teaching methodology.
- e) Materials and teaching resources used.
- f) Criteria established for adopting measures to address diversity and making curricular adaptations for students who need them. g) Results obtained by students in company training, especially their professional integration.

#### 19.3. Final course report.

The end-of-course report will include the results of the evaluation of student learning, both at the center and at the company, with proposals for improvement.

As well as the curricular project for the cycle and the professional integration of students who complete their studies.

Based on these results and proposals, the aspects of teaching practice and the curriculum project detected will be modified and proposed for modification and improvement, considering that the deviation between the expected and assessed results is greater than desired, and assessing the adequacy of both the characteristics of the students and the school, socioeconomic and cultural context of the center.

#### 19.4. Virtual classrooms in a semi-presential regime.

Public centers:

Teachers will use the online learning platform available at <https://aules.edu.gva.es/semipresencial>.

The teaching team will have a space in the virtual classroom for each of the modules they teach, as well as another space reserved for the tutor, which will be used to distribute teaching materials and to make announcements relevant to the course. This web space will be prepared by the teaching staff.

In order to guarantee the continuity and quality of distance learning, access will be permitted to personnel assigned by the Department of Education, as well as to the owners of the centres or to the persons who are heads of studies, to the virtual classrooms and to the content published in them throughout the course.

#### Stakeholders directly and indirectly involved in the vocational exam

Various stakeholders are involved in the vocational exam, both directly and indirectly. Here is a brief characterization of them:

##### 1) Direct Stakeholders:

- Students and Graduates: They are the main participants in the vocational exam. They take the exam to confirm their skills and knowledge in a given profession.
- Teachers and Examiners: They prepare and evaluate vocational exams. Their role is crucial in ensuring the reliability and objectivity of assessments.
- Employers: Sometimes employers are involved in the examination process, especially in the practical part. They can assess the practical skills of students.

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- Central Examination Board (CKE): This is the institution responsible for the organization and supervision of vocational exams in Poland. CKE develops exam tasks, sets standards, and oversees the entire process.

#### 2) Indirect Stakeholders:

- Parents and Guardians: Although they do not directly participate in the exam, their support and motivation are important for the students.
- Educational Community: This includes teaching staff, school principals, career counselors, and other educational workers. Their actions influence the quality of vocational education.
- Employers and Industry Representatives: Their opinions on the usefulness of vocational exams are important. Employers often collaborate with vocational colleges and schools in training future employees.
- Union Organizations and Associations: They can express their views on vocational exams and advocate for improvements in the vocational education system.

The collaboration and engagement of these stakeholders are crucial for the effective implementation of professional examinations and their alignment with the needs of the labor market.

Vocational exams in Denmark are collaboratively organized by trade committees, vocational schools, and industry representatives. The trade committees ensure that the exams reflect the skills needed in the labor market, while vocational schools handle the theoretical exams. Industry representatives, often through external examiners, assess practical skills to ensure the exams meet professional standards<sup>2</sup>.

#### **Benefits for employers associated with participating in vocational examinations for students:**

- Skills verification: Examinations allow for the assessment of students' practical skills in specific professions.
- Familiarization with potential employees: Employers can observe students during examinations and identify potential employees.
- Collaboration with educational institutions: Participation in examinations provides an opportunity to establish collaboration with local vocational schools.
- Company promotion: Employers can showcase their company as an attractive workplace.
- Building relationships with teachers: Collaboration during examinations allows for relationship building with teachers and school principals.
- Access to young talents: Examinations help identify talented students who may join the company in the future.
- Supporting education: Employers engaging in examinations support the education and development of young people.
- Increasing prestige: Collaboration with educational institutions can enhance the company's socially responsible image.
- Influence on curriculum: Employers can provide input and suggestions regarding curriculum development.
- Market insight: Observing students during examinations provides better understanding of labor market needs.
- Shaping future employees: Employers can influence the development of future employees' skills.

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<sup>2</sup> <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/denmark-u2>



#### M1.U4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry

- Collaboration with other companies: Examinations provide opportunities to meet other employers and exchange experiences.
- Building trust in the company: Involvement in education is positively perceived by the community.
- Access to new ideas: Students often bring fresh perspectives to the industry, which can lead to new ideas.
- Supporting the local community: Collaboration with local schools supports the community in which the company operates.
- Employer branding: Activity in education can enhance the perception of the company as an attractive employer.
- Better understanding of younger generations: Employers can gain better understanding of the expectations and needs of younger workers.
- Intern recruitment opportunities: Examinations provide opportunities to identify potential interns.
- Supporting local economic development: Collaboration with education contributes to the development of the local economy.

#### **Benefits for schools associated with employers' participation in vocational examinations for students:**

- Current knowledge: Employers bring current knowledge from the labor market, helping to tailor the curriculum to real needs.
- Practical skills: Students learn practical skills directly applicable in their future careers.
- Collaboration with local businesses: Schools establish partnerships with local companies, leading to internships, practical training, and employment opportunities for students.
- Understanding employers' expectations: Employers assist in understanding what future employees are expected to know.
- Networking opportunities: Students can establish contacts with employers, which may help in their future careers.
- Student motivation: Knowing that examinations are evaluated by industry specialists motivates students to better prepare.
- Skills verification: Employers assess students' practical skills, allowing for a reliable verification of their competencies.
- Enhancing the school's prestige: Collaboration with renowned companies can enhance the school's reputation within the community.
- Support in examination organization: Employers can assist in preparing and conducting vocational examinations.
- Access to modern technologies: Employers can provide students with access to modern tools and technologies used in the industry.
- Understanding the profession's realities: Students learn about the realities of working in a specific industry.
- Soft skills development: Employers can help develop interpersonal and communication skills.
- Support in curriculum development: Employers can advise on curriculum content.
- School promotion: Collaboration with companies can contribute to a better image of the school.
- Access to specialized knowledge: Employers can share their knowledge with students.
- Increasing student engagement: Collaboration with employers can motivate students to actively participate in the learning process.
- Support in teachers' professional development: Employers can conduct training sessions for the teaching staff.



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- Access to new trends and technologies: Employers bring knowledge about the latest industry solutions.
- Career counseling collaboration: Employers can assist in guiding students toward suitable career paths.
- Supporting local community development: Collaboration with local companies contributes to the development of the local job market and reduces unemployment rates.

### 3.1.3. Exercises

#### Exercises recommended for conducting online training sessions :

##### Exercise 1.

Assign stakeholders involved in vocational exams for students to direct and indirect groups.

Stakeholders directly involved in vocational exams in vocational schools.	Stakeholders indirectly involved in vocational exams in vocational schools.
Students and graduates	Parents and guardians
Teachers and examiners	Educational community
Employers	Trade unions and associations

#### Answer key:

Stakeholders directly involved in vocational exams in vocational schools.	Stakeholders indirectly involved in vocational exams in vocational schools.
Students and graduates	Parents and guardians
Teachers and examiners	Educational community
Employers	Trade unions and associations

**Exercise recommended for conducting face-to-face training sessions**

**Exercise 1.**

**Flash report: What benefits can employers and schools gain from employers' involvement in students' vocational examinations?**

**Proceedings:**

Participants seated in a circle take turns speaking one sentence on a given topic. The rule is that everyone speaks in turn, and their statements are concise. The facilitator may record participants' statements on a flipchart. At the end, the facilitator summarizes the statements heard and formulates a conclusion or initiates a discussion.

**Organizational framework:**

Time frame: 15 to 25 minutes

**Important:**

- Each participant should speak up and in as concise a sentence as possible, name the problem or describe their state of mind (depending on the purpose of the flash information round).
- No one comments on others' statements.
- Discussion about the gathered issues can only begin after everyone has spoken.

**3.1.4. Progress test (self-assessment)**

<b>Are you able to:</b>	<b>YES</b>	<b>NO</b>
1) Explain to the employer what vocational examinations are?		
2) Present information to employers about vocational examinations organized by the school in individual member countries?		
3) List the stakeholder groups directly and indirectly involved in mentor classes?		
4) Identify the benefits for employers from participating in vocational examinations?		
5) Explain to the employer the benefits associated with participating in vocational examinations?		
6) Develop a set of benefits for employers to interest them in participating in vocational examinations?		
7) Justify to employers the need for their participation in vocational examinations?		
8) Define the benefits that the school and its environment derive from employers' participation in vocational examinations?		
9) Explain to school representatives and the community the validity of employers' participation in vocational examinations?		
10) Identify stakeholder groups that may benefit from employers' participation in vocational examinations?		
11) Develop sets of benefits for the school and its environment associated with employers' participation in vocational examinations?		

12) Justify to schools and their environment the need for employers' participation in vocational examinations?		
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If you have chosen 'NO', we recommend revisiting the teaching material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information indicated below.

### 3.1.5. Recommended sources of information

#### Recommended literature - you can find more information on the topic in:

1. Basterretxea Imanol, González Ana, Saiz María, Simón Lola, *Colaboración entre centros de Formación Profesional y empresas en la Comunidad Autónoma Vasca*. Editor: Servicio Editorial de la Universidad del País Vasco, January 2002.  
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2. *Erhvervsuddannelser med høj kvalitet for virksomheder og elever*, Dansk Arbejdsgiverforening, Maj 2023. <https://da.dk/globalassets/uddannelse-og-kompetencer/eud-udspil---erhvervsuddannelser-med-h%C3%B8j-kvalitet-for-virksomheder-og-elever.pdf> (accessed: 20.02.2024).
3. Iván Diego Rodríguez, *Guía práctica para la colaboración entre empresas del sector tic y centros de fp en Asturias*. Diciembre 2020. [https://asturias4steam.eu/wp-content/uploads/2021/10/Asturias4Steam\\_GuiaColaboracionEmpresasTICCentrosFP\\_lowRes.pdf](https://asturias4steam.eu/wp-content/uploads/2021/10/Asturias4Steam_GuiaColaboracionEmpresasTICCentrosFP_lowRes.pdf) (accessed: 19.02.2024).
4. Konczal Magdalena, *Praktyki zawodowe w szkole branżowej. Czy są obowiązkowe i ile się na nich zarobi? Najważniejsze informacje o praktykach*. 23 października 2023, <https://strefaeducacji.pl/praktyki-zawodowe-w-szkole-branzowej-czy-sa-obowiazkowe-i-ile-sie-na-nich-zarobi-najwazniejsze-informacje-o-praktykach/ar/c5-17978785> (accessed: 12.12.2023).
5. Kozieł Edyta, Sołtysiak Małgorzata, Żurek Mirosław (red.). *Diagnoza w zakresie kształcenia i szkolenia zawodowego w Wielkopolsce Wschodniej w kontekście transformacji energetycznej*. Konin, Oslo, Radom 2023.  
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6. *Kształcenie i szkolenie zawodowe w POLSCE – w pigułce 2019*. IBE, Warszawa.  
[https://refernet.ibe.edu.pl/images/Publikacje/Spotlight\\_on\\_VET\\_PL\\_2019\\_final.pdf](https://refernet.ibe.edu.pl/images/Publikacje/Spotlight_on_VET_PL_2019_final.pdf) (accessed: 02.05.2024).
7. Pachocki Michał, Smolak Agata, *Współpraca przedsiębiorców z sektorem edukacji. Raport z badań*. Wydawnictwo FRSE, Warszawa 2021.  
[https://www.frse.org.pl/brepo/panel\\_repo\\_files/2022/01/05/ehcehc/wspolpraca-przedsiębiorstw-z-sektorem-edukacji-new.pdf](https://www.frse.org.pl/brepo/panel_repo_files/2022/01/05/ehcehc/wspolpraca-przedsiębiorstw-z-sektorem-edukacji-new.pdf) (accessed: 12.12.2023).
8. *Raport końcowy pn. Ewaluacja działań podejmowanych na rzecz współpracy przedsiębiorstw ze szkołami i placówkami kształcenia zawodowego w ramach realizacji projektów PO KL w województwie świętokrzyskim w kontekście realizacji przyszłej perspektywy finansowej 2014-2020*. Katowice, październik 2013. <https://www.ewaluacja.gov.pl/media/29078/r22.pdf> (accessed: 02.05.2024).
9. *Se listen: Her er de mest populære erhvervsskoler ifølge virksomhederne*, 23. februar 2024. <https://smvdanmark.dk/analyser/temaanalyser/se-listen-her-er-de-mest-popul%C3%A6re-erhvervsskoler> (accessed: 27.02.2024).
10. *Styrket samarbejde mellem virksomheder og erhvervsskoler*. <https://www.tilmeld.dk/nve2021/download-zip?data=277708> (accessed: 20.02.2024).
11. *Współpraca szkolnictwa zawodowego z przedsiębiorcami w województwie dolnośląskim*. Biostat, Wałbrzych, listopad 2019.

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12. *Zalety współpracy przedsiębiorstw ze szkołami zawodowymi, 2019*<https://www.asystem4you.pl/zalety-wspolpracy-przedsiębiorstw-ze-szkolami-zawodowymi/> (accessed: 12.12.2023).
13. *Επαγγελματική εκπαίδευση και κατάρτιση στην Ελλάδα. Ίδρυμα Οικονομικών & Βιομηχανικών Ερευνών* Απρίλιος 2021. [http://iobe.gr/docs/research/RES\\_05\\_F\\_27042021\\_REP\\_GR.pdf](http://iobe.gr/docs/research/RES_05_F_27042021_REP_GR.pdf) (accessed: 15.02.2024).
14. *Επαγγελματική εκπαίδευση και κατάρτιση. Δεξιότητες για το παρόν και το μέλλον.* <https://op.europa.eu/webpub/empl/VET-skills-for-today-and-future/el/index.html> (accessed: 15.02.2024).
15. *Επαγγελματική εκπαίδευση και κατάρτιση: γεφυρώνοντας τις ανάγκες προσφύγων και εργοδοτών.* CEDEFOP, [https://www.cedefop.europa.eu/files/9120\\_el.pdf](https://www.cedefop.europa.eu/files/9120_el.pdf) (accessed: 15.02.2024).

## 3.2. Identification of actions related to vocational exams in which an employer can participate

### 3.2.1. Detailed Learning Outcomes

As a result of learning within the given topic, you will be able to:

- List actions related to vocational exams that employers can be involved in,
- Explain to the parties what actions related to vocational exams employers can be involved in,
- Distinguish actions related to vocational exams in which employers can be involved,
- Design procedures for actions related to vocational exams in which employers can be involved,
- Co-organize actions related to vocational exams in which employers can be involved.

### 3.2.2. Learning material

#### Actions related to vocational exams in which employers can be involved

- Preparation of exam tasks: Employers can assist in creating exam tasks that reflect real professional challenges.
- Assessment of practical components: Employers can assess students' practical skills during the exam.
- Provision of materials and tools: Employers can provide materials, tools, and equipment used in the profession.
- Organization of internships and placements: Employers can provide students with internships or work placements.
- Participation in exam boards: Employers can be members of exam boards, ensuring the objectivity of assessments.
- Consultation on curriculum: Employers can advise on curriculum content.
- Collaboration in career counseling: Employers can provide guidance on career paths.
- Lectures and presentations: Employers can share their knowledge and experience with students.
- Preparation for practical exams: Employers can conduct practical sessions to prepare students for the practical part of the exam.
- Provision of job placements: Employers can provide students with access to real job placements.
- Collaboration on professional projects: Employers can involve students in industry projects.
- Support for soft skills development: Employers can help develop interpersonal skills.
- Exam preparation guidance: Employers can prepare students for exams by sharing their experiences.
- Collaboration on market research: Employers can provide information on industry trends and requirements.
- Participation in seminars and workshops: Employers can lead or participate in training sessions for students.
- Support for CV building: Employers can advise on application documentation.
- Networking opportunities: Employers can help students establish professional relationships.

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- Collaboration on research projects: Employers can involve students in research related to their industry.
- Support for written exam preparation: Employers can provide guidance on the theoretical part of the exam.
- Promotion of best practices: Employers can share their experiences and work standards.
- Collaboration with employers is crucial for the effective conduct of vocational exams and their alignment with labor market needs.

In Poland, there are several procedures related to vocational exams in which employers can be involved to increase their accuracy and alignment with the needs of the job market. Here are descriptions of some of them:

##### 1) Designing Exam Tasks:

Employers can be involved in creating exam tasks that reflect real professional challenges. Collaboration with employers in this area allows for better alignment of tasks with the current needs of the job market.

Procedure:

- Organizing working meetings with employers to establish the requirements for specific exam tasks.
- Agreeing on the content of the exam tasks and the methods for their assessment.
- Preparation and verification of tasks by a team of experts and employers.

##### 2) Assessing the Practical Part of the Exam:

Employers can participate as examiners in evaluating the practical skills of examinees. Their professional experience is utilized to assess the competencies of examinees in realistic work conditions.

Procedure:

- Training employers in examination methodology and assessment criteria.
- Employers, as members of examination teams, assess the practical part of vocational exams.
- Participating in the analysis of results and potential discussions on improving examination procedures.

##### 3) Participation in Examination Committees:

Employers can be members of examination committees, which ensures the objectivity and validity of the assessment of vocational exams.

Procedure:

- Selection of employer representatives for examination committees by relevant institutions.
- Training committee members on educational law and examination procedures.
- Active participation in determining and approving exam results.

##### 4) Collaboration in Vocational Internships:

Employers can provide places where students can complete vocational internships, which are often required before taking the vocational exam.

Procedure:

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- Establishing cooperation with vocational training centers and schools to organize internships.
- Preparing internship plans and training programs tailored to the needs of the job market.
- Monitoring progress and evaluating interns, providing them with feedback on their skills and progress.

These procedures enable more effective and relevant vocational education, which is better aligned with the dynamically changing job market. Employer involvement helps maintain the currency of training programs and vocational exams.

#### **Procedures Spain:**

Companies do not participate in the preparation of vocational training exams in classrooms.

Students must complete the FCT Module: Training in Work Centers and Project Module:

- It is a phase of practice in the real environment of the company.
- It will be carried out once all the professional modules of the training cycle have been completed.
- It is not a work-related activity or scholarship-related activity: while the student is enrolled in the training centre, all FCT students are covered by civil liability and accident insurance subscribed by each competent educational administration.
- Duration: determined in the official curriculum of each training cycle.
- Basic FP: 240 hours minimum (12% of the total duration of the training cycle).

The activities you will carry out are specific to the professional profile of the FP qualification you are studying and are included in a training programme (document that specifies how the FCT module will be developed and assessed).

You will have a Tutor from the Educational Center and a Tutor from the Work Center who will define the training program in advance, coordinate its development, set the dates of the visits and evaluate its completion, issuing the appropriate reports.

**Assessment:** It is carried out by the tutor of the educational centre that has carried out the monitoring. It will be determined whether or not you have acquired the general competence of the title, based on passing the learning results of the professional module.

You only have two evaluation calls (the other professional modules have four calls).

**Calendar:** The internships take place during the academic period at the designated work centre(s) (from September to December or from March to June). Except in exceptional situations, school holiday periods are excluded. The schedules are agreed between the 2 tutors in accordance with the hours of each professional profile within the periods mentioned above.

**Daily duration of the training day:** It must be equal to or close to the company's working hours, generally between 7:00 and 22:00, and periodic and mandatory follow-up meetings will be held with the FCT tutor at the educational center.

The following are involved in the management of training in workplaces:

- **Educational agents:** Educational administrations and educational centers.



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- **Business Agents:** Companies or corporations and intermediary entities such as Chambers of Commerce or Employers' Associations.

What is its purpose?

- Complete the acquisition of the professional skills provided for in the training cycle being studied.
- Acquire knowledge of productive organization.
- Contribute to achieving the general objectives of FP related to integration in work environments.
- Evaluate the student's professional competence, especially those aspects that cannot be verified at the educational center because they require real work situations.

The company will sign a collaboration agreement with the corresponding educational centre and you will appoint a tutor responsible for the coordination of the training activities to be carried out at the workplace, who will guarantee the guidance and consultation of the student, facilitate relations with the teacher at the educational centre and provide the assessment reports that contribute to the evaluation. This reference person in your company will facilitate the teacher at the educational centre's access to the company and the assessment and supervision of the process.

The company will undertake to comply with the training activities programme that has been previously agreed with the educational centre, to monitor and assess the progress of the students and, together with the tutor of the educational centre, to review the programme, if once the FCT has started and in view of the results, it is necessary.

**It is not allowed to cover**, not even on an interim basis, any position on the payroll with the student who carries out training activities in the company.

**In Denmark**, vocational education and training (VET) programs, known as "EUX" or "Erhvervsuddannelser," prepare students for careers in various trades and professions. The exams in these programs are an essential part of the certification process and are designed to assess both theoretical knowledge and practical skills. Here's an overview of how vocational exams are typically organized in Denmark:

#### 1. Structure of VET Programs:

- **Dual System:** The Danish VET system is structured as a dual system, meaning it combines school-based education with practical, on-the-job training (apprenticeships) in a company.
- **Phases:** VET programs are divided into two main phases:
  - **Basic Program (Grundforløb):** This typically lasts for around 20 weeks to a year, depending on the field, and is primarily school-based.
  - **Main Program (Hovedforløb):** This consists of alternating periods of work placements (apprenticeships) in a company and school-based learning. The duration depends on the specific trade but usually lasts 2 to 4 years.

#### 2. Types of Exams:

- **Practical Exams:** These exams take place in a workshop or the student's workplace. Students demonstrate their ability to perform specific tasks or projects related to their trade.
  - In many cases, students must complete a final project (svendepøve), which is often a significant practical assignment demonstrating their competence in their profession.
- **Theoretical Exams:** These are school-based and usually consist of written or oral tests to evaluate students' understanding of the theoretical aspects of their trade, including technical knowledge, regulations, and safety procedures.

#### 3. Final Project (Svendepøve):



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- The **svendeprov** is a critical element of the Danish vocational exam system. Students are assigned a complex task or project that they must complete within a set time frame, often several days. This project mirrors real-world tasks they would perform in their profession.
- The project is then assessed by a panel of external examiners, which typically includes representatives from the trade industry and school instructors.

#### 4. Apprenticeship and Work-Based Assessment:

- During the apprenticeship period, students are continuously evaluated by their employers based on their performance in the workplace. This evaluation contributes to their final grade.
- Employers work closely with vocational schools to ensure that the practical skills being taught in the workplace align with the educational objectives.

#### 5. Grading System:

- The grading system for vocational exams follows the Danish 7-point scale:
  - 12 (Excellent),
  - 10 (Very good),
  - 7 (Good),
  - 4 (Fair),
  - 02 (Sufficient),
  - 00 (Failed),
  - -3 (Unacceptable).

Practical and theoretical exams are both graded, and the final certification reflects the combination of these scores.

#### 6. Certification:

- Upon successful completion of both the practical and theoretical exams, students receive a vocational certificate (svendebrev), which qualifies them as skilled workers in their respective trades. This certificate is recognized across the country and often internationally.

#### 7. External Examiners:

- External examiners, who are often professionals from the relevant industries, play a key role in ensuring that vocational exams maintain high standards and reflect industry requirements.

In summary, vocational exams in Denmark are a combination of practical and theoretical assessments. They are carefully structured to ensure that students are adequately prepared for the workforce, and the strong emphasis on real-world skills through apprenticeships is a hallmark of the Danish VET system.<sup>3</sup>

### 3.2.3. Exercises

#### Exercises recommended for conducting online training sessions:

##### Exercise1.

**Instruction:** Below are different forms of collaboration between vocational schools and employers. Your task is to match the descriptions to the appropriate categories of collaboration. Drag the description to the appropriate category or select the correct answer.

<sup>3</sup> <https://www.ug.dk/6til10klasse/erhvervsuddannelsehovedtemaside>

**Categories of collaboration:**

1. Designing vocational exams
2. Vocational internships
3. Teacher training
4. Participation in the examination committee
5. Feedback and curriculum improvement

**Descriptions to match:**

A. Employers provide schools with feedback regarding graduates' skills, which is crucial for adjusting courses and teaching methods to the real needs of the job market.
B. Industry specialists participate in creating exam tasks to ensure they test skills that are relevant from the perspective of future employers.
C. Company representatives conduct workshops for teaching staff, enhancing their qualifications in the latest technologies and industry trends.
D. Employers offer students the opportunity to complete vocational internships, which are often a mandatory component of the curriculum.
E. Company experts participate in assessing students' practical skills during vocational exams, ensuring their objectivity and relevance.

**Answer key:**

**Designing vocational exams - answer: B**

**Vocational internships - answer: D**

**Teacher training - answer: C**

**Participation in the examination committee - answer: E**

**Feedback and curriculum improvement - answer: A**

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

**Excercise 2.**

**Instruction:** Below are statements concerning various aspects of collaboration between vocational schools and employers. Select all statements that are true.

**Question:** Which of the following statements accurately describe the benefits of employer involvement in vocational education?

**Options to choose from:**

- A) Employers can provide up-to-date information about labor market needs, helping schools adjust their curricula.
- B) Collaboration with employers is limited solely to providing vocational internship placements for students.
- C) Employer involvement helps in creating more practical and applicable vocational exams.
- D) Employers involved in vocational education usually do not influence the development of students' soft skills.
- E) Collaboration with employers allows students to develop interpersonal skills and professional networks during their education.
- F) Employers participating in examination committees can objectively assess the practical skills of examinees, ensuring they meet industry standards.

**Answer key:**

**Correct answers:**

**A, C, E, F**

**Explanation of correct answers:**

A: Employers, with their knowledge of current market demands, can effectively support schools in updating and adjusting curricula.

C: Employers' involvement in designing vocational exams helps create more relevant exam tasks that better assess the skills needed in the job market.

E: Interaction with employers allows students not only to gain specialized skills but also to develop interpersonal skills and build professional networks, which are invaluable for their future careers.

F: Employers as members of examination committees assess practical skills in the context of real industry requirements, enhancing the relevance and fairness of the evaluation process.

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

### Exercise recommended for conducting face-to-face training sessions

#### Exercise 1.

The aim of the session is to familiarize participants with various forms of employer involvement in the vocational examination process and to explore the benefits of this collaboration for the vocational education system and the labor market.

#### Session format:

The session will be conducted as interactive workshops, during which participants will have the opportunity to actively engage in discussions, group work, and case study analysis.

#### Session description:

1. Introduction and Topic Overview (30 minutes)
  - Presentation of the session's objectives and agenda.
  - Brief lecture on the importance of employer involvement in vocational exams.
2. Group Work - Designing Exam Tasks (1 hour)
  - Participants will be divided into groups with the task of designing realistic exam tasks in collaboration with fictitious employers from various industries.
  - Each group will receive an industry profile and a list of skills that should be assessed.
3. Role-Play - Assessing the Practical Part of the Exam (1 hour)
  - Simulation where participants act as examiners and employers assessing exam tasks.
  - Discussion on challenges and best practices in assessing practical skills.
4. Lecture and Discussion - Providing Materials, Tools, and Workplaces (45 minutes)
  - Lecture on the logistics and legal aspects of employers providing resources.
  - Discussion on potential benefits and pitfalls.
5. Case Study - Analyzing Examples of Collaboration (1 hour)
  - Analysis of case studies on effective employer involvement in examination committees and curriculum advisory.
  - Group discussion on key insights and practical applications.
6. Summary and Reflection (30 minutes)
  - Participants share their impressions and takeaways from the session.
  - Discussion on the application of acquired knowledge and skills.

#### Educational Materials:

- PowerPoint presentations for each section of the course.

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- Supporting materials: articles, industry reports, sample exam tasks.
- Tools for simulation and role-play: scenarios, role descriptions, assessment forms.

#### Assessment Methods:

- Participation and engagement in discussions and group work.
- Evaluation of group projects and individual written reflections at the end of the course.

#### 3.2.4. Progress test (self-assessment)

Are you able to:	YES	NO
1) List actions related to vocational exams in which employers can be involved?		
2) Explain to stakeholders the nature of actions related to vocational exams in which employers can be involved?		
3) Distinguish actions related to vocational exams in which employers can be involved?		
4) Design procedures for actions related to vocational exams in which employers can be involved?		
5) Co-organize actions related to vocational exams in which employers can be involved?		

If you have chosen "NO," we recommend revisiting the teaching material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information listed below.

#### 3.2.5. Recommended sources of information

##### Recommended literature – you can find more information on this topic in:

1. Nowak, E. (2019). "Rola pracodawców w kształceniu zawodowym"
2. Kowalska, S., Piotrowski, A. (2020). "Współpraca szkół zawodowych z przedsiębiorcami - dobre praktyki"
3. Borowiecki, R., Jasiński, M. (2018). "Modernizacja edukacji zawodowej w Polsce".
4. Majewska, J. (2021). "Integracja teorii i praktyki w edukacji zawodowej".
5. Centrum Rozwoju Zasobów Ludzkich (CRZL). "Partnerstwo na rzecz kształcenia zawodowego".
6. Wojnarowska, M., Łukaszewska, K. (2017). "Ocena efektywności kształcenia zawodowego w Polsce".
7. Davis, L. & Spencer, B. (2017). "The Handbook of Work-based Learning".
8. International Labour Organization (ILO). "Skills for Employment: Engaging Employers in Vocational Training".
9. Carter, A. (2020). "Effective Practices in Work-based Learning".
10. Evans, K. & Johnson, R. (2018). "Partnerships and Collaborations in Vocational Education".
11. Turner, M. (2021). "Building Skills for the Future: The Role of Employers in Vocational Training".
12. Smith, J. & Lewis, R. (2019). "Employer Engagement in Vocational Education".

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13. *Companies motivations to get involved in dual vocational training. Pilar Pineda 2018. [https://www.google.es/books/edition/Formaci%C3%B3n\\_profesional\\_dual\\_Las\\_motivaci/QU91DwAAQBAJ?hl=es&gbpv=1&dq=participacion+de+las+empresas+en+la+formacion+profesional+en+espa%C3%B1a&printsec=frontcover](https://www.google.es/books/edition/Formaci%C3%B3n_profesional_dual_Las_motivaci/QU91DwAAQBAJ?hl=es&gbpv=1&dq=participacion+de+las+empresas+en+la+formacion+profesional+en+espa%C3%B1a&printsec=frontcover) (accessed: 25.02.2024).*
14. *Vocational education and training in Denmark <https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark> (accessed: 25.02.2024).*

### 3.3. Conducting monitoring and evaluation of activities in the area of employer involvement in the organization of vocational exams

#### 3.3.1. Detailed Learning Outcomes

As a result of learning within this topic, you will be able to:

- Distinguish and select monitoring and evaluation methods for employer involvement in the organization of vocational exams.
- Identify tools for conducting monitoring and evaluation of employer involvement in the organization of vocational exams.
- Explain the functionalities of tools for monitoring and evaluating employer involvement in the organization of vocational exams.
- Explain how to prepare an evaluation report on employer involvement in the organization of vocational exams.
- Characterize the process of improving actions in the area of employer involvement in the organization of vocational exams.
- Utilize various methods of monitoring and evaluating employer involvement in the organization of vocational exams.
- Design tools for conducting monitoring and evaluation of employer involvement in the organization of vocational exams (Forms, Google surveys).
- Prepare a report on the evaluation of actions in the area of employer involvement in the organization of vocational exams.
- Propose improvement actions in the area of employer involvement in the organization of vocational exams.
- Implement and assess the effectiveness of improvement actions in the area of employer involvement in the organization of vocational exams.

#### 3.3.2. Learning materials

Methods for monitoring and evaluating activities related to employer involvement in the organization of vocational exams are crucial for understanding the effectiveness of these activities and their impact on the vocational education system. These methods include:

##### 1. Surveys and Questionnaires

- **Training and Exam Participants:** Conduct regular surveys among students, teachers, and examiners from the private sector to assess their opinions on the organization, usefulness, and effectiveness of the exams.
- **Employers:** Surveys directed at employers help gather information on their satisfaction with graduates' competencies and the effectiveness of collaboration.

**Recommended Tools:**

- **CRM Tools (Customer Relationship Management):** Enable the management and tracking of interactions with employers, including collaboration history, exam participation, and feedback.
- **ERM Systems (Education Resource Management):** Allow integration of data on students, curricula, exam results, and employer collaboration.

## 2. Focus Groups

Organize meetings with stakeholder groups, including employer representatives, teachers, and students, to deepen understanding of the collaboration's impact on educational processes and vocational exam outcomes.

### Recommended Tools:

- **Google Analytics:** Can be used to analyze user behavior on e-learning platforms used for vocational training.
- **Advanced Statistical Software like SPSS or R:** Enables deep analysis of data collected from surveys, questionnaires, or tests, allowing for the detection of trends and patterns.

## 3. Observations

- **Workplace Observations:** Visits to places where students undertake vocational internships or where employers are involved in the examination process can provide direct information about the real impact of education on professional practice.
- **Exam Observations:** Direct observations of how exams are conducted with employer involvement allow for assessment of the collaboration's process and outcomes.

### Recommended Tools:

- **SurveyMonkey, Google Forms, or Typeform:** Enable quick and efficient online surveys among program participants (students, teachers, employers), allowing for feedback collection on the perception and effectiveness of activities.

## 4. Documentation Analysis

- **Exam Results Analysis:** Systematically analyze vocational exam results before and after implementing changes in the exam process with employer involvement.
- **Project Documentation Analysis:** Review training documentation and materials used in preparing for vocational exams to assess their adequacy and currency.

### Recommended Tools:

- **Zoom, Microsoft Teams:** Allow for digital focus group meetings, where deep, qualitative data can be gathered from participants.
- **NVivo:** Qualitative data analysis software that helps in organizing, coding, and analyzing data collected during focus groups or interviews.

## 5. Case Study Method

Conduct detailed case studies on specific projects or collaboration initiatives with employers, which can provide a deep understanding of processes and outcomes.

### Recommended Tools:

- **Trello, Asana, or Microsoft Project:** Allow for monitoring the progress of project implementation and activities, coordinating tasks and deadlines, and effectively managing resources.



## 6. Progress Evaluation

Conduct regular reviews and evaluations of progress in achieving planned collaboration goals, helping to identify strengths and areas needing improvement.

### Recommended Tools:

- **Dashboards in Power BI or Tableau:** These tools enable real-time data visualization and trend analysis, which are crucial for ongoing evaluation of collaboration effectiveness and quick response to potential issues.

## 7. Feedback from Graduates

Collect feedback from graduates who have entered the job market to assess how the skills and knowledge acquired contributed to their professional success and their evaluation of the school's collaboration with employers.

### Recommended Tools:

- **Microsoft Office (particularly Word and Excel):** Fundamental tools for creating documentation, data analysis, and reports, which are widely used and accepted in most professional environments.

Preparing an evaluation report on activities involving employer engagement in the organization of vocational exams is a crucial element in assessing the effectiveness and impact of these activities. Creating an accurate and well-thought-out evaluation report is not only a means of documenting actions but also a strategic tool that can contribute to the improvement of vocational education and collaboration between educational institutions and the business sector. The principles essential for developing an effective and efficient report include:

### 1) Clear Definition of the Report's Purpose

**Definition of Purpose:** Clearly define the objectives of the report at the outset, such as evaluating the effectiveness of employer collaboration, identifying areas for improvement, or presenting results to stakeholders.

**Target Audience:** Specify the intended audience for the report (e.g., school management, local education authorities, employers).

### 2) Structure and Organization of the Report

**Introduction:** Provide an overview of the report's topic, context, and evaluation objectives.

**Methodology:** Describe the methods and tools used for data collection and analysis (e.g., surveys, focus groups, observations, document analysis).

**Results:** Present the evaluation results, including both quantitative and qualitative data. Data should be presented clearly, often supported by graphics, tables, and charts.

**Analysis of Results:** Discuss the implications of the results in the context of the report's objectives. Indicate how the results fit into the broader context of vocational education and labor market collaboration.

**Recommendations:** Offer specific suggestions on how to improve or develop employer collaboration and the organization of vocational exams in the future.

**Conclusion:** Provide a brief summary of the main findings and recommendations.

### 3) Clarity and Precision in Communication

**Language:** Use clear and understandable language, avoiding overly technical terminology that may be confusing to some readers.

**Detail:** Provide sufficient detail to allow the reader to understand the evaluation process and the rationale behind the conclusions, but avoid unnecessary information that may overwhelm the reader.

#### 4) Transparency and Aesthetics

**Formatting:** Ensure consistent formatting of text, headings, tables, and charts.

**Clarity:** Make sure the document is easy to navigate and read, with clearly marked sections and subsections.

#### 5) Verification and Review

**Proofreading:** Thoroughly check the report for language and factual errors before final approval.

**Review:** Submit the report for review by other experts or stakeholders to obtain additional feedback and suggestions.

#### 6) Accessibility and Distribution

**Accessibility:** Decide how the report will be made available to stakeholders (e.g., print, electronic, online).

**Distribution:** Organize effective methods for distributing the report to all interested parties.

In the area of employer involvement in the organization of vocational exams, it is essential to continuously improve collaboration to ensure that these exams reflect current labor market needs and support the development of students' vocational skills. Achieving these objectives requires the commitment of both vocational schools and the business sector. The key to success lies in open communication, joint planning, and a willingness to continuously learn and adapt to a changing environment. Achieving such goals can be ensured by the organization of:

##### 1) Training for Employers

Organizing regular training sessions and workshops for employers on examination standards, assessment methodology, and current trends in vocational education. The goal is not only to enhance their competencies as examiners but also to build a common understanding of vocational education objectives.

##### 2) Discussion Panels and Workshops

Inviting employers to participate in discussion panels and workshops that allow for the exchange of experiences and best practices across different industries. Such meetings can also serve as a platform to discuss necessary changes in curricula and vocational exams.

##### 3) Feedback System

Implementing a systematic process for collecting and analyzing feedback from employers regarding vocational exams. This feedback should be used to continuously improve examination processes and adapt them to the evolving requirements of the labor market.

##### 4) Partnership Programs

Developing partnership programs with local businesses and industry organizations that regularly engage in educational and examination processes. These partnerships can include joint projects, student internships, and the co-creation of educational and examination materials.

##### 5) Periodic Review of Procedures

Conducting regular reviews of procedures related to the organization of vocational exams in collaboration with employers to identify areas needing improvement or updates.

#### 6) Enhancement of Assessment Tools

Investing in the development and enhancement of assessment tools, such as simulators, software, or modern technologies, that can be used during practical exams. This enables more objective and fair evaluation of students' skills.

#### 7) Research Initiatives

Supporting and funding research on the effectiveness of collaboration between vocational schools and employers in the context of vocational exams. Such research can provide valuable data on the impact of this collaboration on students' outcomes and their subsequent career success.

### 3.3.3. Exercises

#### Exercises recommended for conducting online training sessions:

##### Exercise 1.

##### Instructions for participants:

1. Read all terms and definitions carefully.
2. Drag the definition to the appropriate concept or select it from the drop-down list.
3. Confirm your answers after completing the assignment.

##### Concepts:

1. Monitoring
2. Evaluation
3. Feedback
4. Employer engagement
5. Graduate competencies
6. Observations
7. Surveys

##### Definitions:

- A) The process of collecting, analyzing, and interpreting data to evaluate how a project, program, or policy operates in practice.
- B) Systematic and continuous collection of information on the characteristics, activities, and outcomes of a project, aimed at improving the effectiveness of actions.
- C) Feedback from stakeholders that can be used to improve programs and interventions.
- D) An initiative involving the inclusion of company and institution representatives in the educational process, especially in the context of practical aspects of teaching and assessment.
- E) Skills and knowledge that students acquire during their education, relevant to their future professional careers.

F) A data collection method involving the systematic observation of activities, behaviors, or processes being carried out.

G) A tool for gathering information that allows for obtaining a wide range of data from a large number of respondents in a short period of time.

**Answer key:**

1. Monitoring - B
2. Evaluation - A
3. Feedback - C
4. Employer engagement - D
5. Graduate competencies - E
6. Observations - F
7. Surveys – G

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

**Exercises recommended for conducting face-to-face training sessions**

**Exercise 1.**

***Simulation of monitoring and evaluation planning***

**Exercise Objective:** Participants will be able to independently plan the process of monitoring and evaluating activities related to employer engagement in the organization of vocational exams, identifying key elements necessary for effective assessment.

**Instructions:**

In groups, participants will prepare a monitoring and evaluation plan for a fictional project involving collaboration between a vocational school and local businesses in organizing vocational exams. Each group will receive a project description and a list of available tools and methods. Their task is to select the most appropriate methods and tools and then plan how they will use them.

**Materials:**

**Project Description:** Vocational School X is beginning a collaboration with Companies Y and Z to organize vocational exams. Employers will be involved in creating exam tasks and will be part of the examination committee.

**List of Methods and Tools:** Surveys, focus groups, observations, document analysis, case study method, progress evaluation, feedback from graduates, Google Forms, SurveyMonkey, CRM, ERM systems, Google Analytics, Zoom, Microsoft Teams, NVivo, Trello, Asana, Microsoft Project, Power BI, Microsoft Office.

**Tasks to Complete:**

- **Selection of Methods and Tools:** Determine which methods and tools are best suited for evaluating the project. Consider the project goals, available resources, and the specifics of the collaboration.
- **Action Plan:** Create a detailed action plan outlining the steps to be taken for monitoring and evaluation. This includes both the data collection and analysis plans.
- **Timeline and Responsibilities:** Establish a timeline for the activities and assign responsibilities among the project team members.
- **Expected Outcomes:** Define the expected outcomes at the conclusion of the monitoring and evaluation. What information do you hope to obtain and how will it be used to further develop the project?

**Presentation:**

Each group will present their plan, justifying their choice of methods and tools and explaining how they will be applied. The discussion should also cover potential challenges and ways to address them.

**3.3.4. Progress test (self-assessment)**

Are you able to:	YES	NO
1) Distinguish and select monitoring and evaluation methods for activities involving employer engagement in the organization of vocational exams?		
2) Identify tools for conducting monitoring and evaluation of activities involving employer engagement in the organization of vocational exams?		
3) Explain the functionalities of tools for monitoring and evaluating activities involving employer engagement in the organization of vocational exams?		
4) Explain how to prepare an evaluation report on activities involving employer engagement in the organization of vocational exams?		
5) Characterize the process of improving activities involving employer engagement in the organization of vocational exams?		
6) Use various methods for monitoring and evaluating activities involving employer engagement in the organization of vocational exams?		
7) Design tools for conducting monitoring and evaluation of activities involving employer engagement in the organization of vocational exams (Forms, Google surveys)?		
8) Prepare a report on the evaluation of activities involving employer engagement in the organization of vocational exams?		
9) Propose improvement actions for activities involving employer engagement in the organization of vocational exams?		

10) Implement and assess the effectiveness of improvement actions for activities involving employer engagement in the organization of vocational exams?		
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In the case where you selected "NO," we recommend returning to the teaching material and reviewing it again to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to refer to the additional sources of information listed below.

### 3.3.5. Recommended sources of information

#### **Recommended literature – you can find more information on the topic in:**

1. Scriven, M. (1991). "Evaluation Thesaurus". Fourth Edition. Newbury Park, CA: Sage Publications.
2. Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2004). "Evaluation: A Systematic Approach". Seventh Edition. Thousand Oaks, CA: Sage Publications.
3. Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2011). "Program Evaluation: Alternative Approaches and Practical Guidelines". Fourth Edition. Boston, MA: Pearson.
4. Gupta, K., Sleezer, C.M., & Russ-Eft, D.F. (2007). "A Practical Guide to Needs Assessment". San Francisco, CA: Pfeiffer.
5. Barker, D., & Chasteen, L. (1996). "The Practical Guide to Joint Ventures and Corporate Alliances: How to Form, How to Organize, How to Operate". New York, NY: Wiley.
6. European Centre for the Development of Vocational Training (CEDEFOP) (2019). "Stronger VET for Better Lives: CEDEFOP's monitoring report on vocational education and training policies 2010-2016."
7. Billett, S. (2011). "Workplace Participatory Practices: Conceptualising Workplaces as Learning Environments". *Journal of Workplace Learning*.
8. Kargul, J. (2007). "Ewaluacja w edukacji szkolnej i poza szkolnej". Warszawa: Wydawnictwo FRSE.
9. Oleksyn, T. (2010). "Współpraca szkoły z pracodawcą w kontekście kształcenia zawodowego". Kraków: Oficyna Wydawnicza Impuls.
10. Instytut Badań Edukacyjnych (2019). "Rola pracodawców w kształceniu zawodowym w Polsce".
11. Fundacja Rozwoju Systemu Edukacji (FRSE). "Monitoring i ewaluacja projektów edukacyjnych z udziałem pracodawców – przykłady dobrych praktyk".
12. Evaluation of training modules. 1998 . Mariano Alvaro.  
[https://www.google.es/books/edition/Evaluaci%C3%B3n\\_de\\_los\\_m%C3%B3dulos\\_profesionales/j-w0pMMK7r4C?hl=es&gbpv=1&dq=participacion+de+las+empresas+en+los+exámenes+de+formación+profesional+en+espa%C3%B1a&printsec=frontcover](https://www.google.es/books/edition/Evaluaci%C3%B3n_de_los_m%C3%B3dulos_profesionales/j-w0pMMK7r4C?hl=es&gbpv=1&dq=participacion+de+las+empresas+en+los+exámenes+de+formación+profesional+en+espa%C3%B1a&printsec=frontcover) (accessed: 25.02.2024).
13. Monitoring and evaluating work-based learning in vocational education and training  
<https://www.etf.europa.eu/en/publications-and-resources/publications/monitoring-and-evaluating-work-based-learning-vocational> (accessed: 25.02.2024).



### 3.4. Defining and explaining what career counseling is

#### 3.4.1. Detailed learning outcomes

As a result of learning within this topic, you will be able to:

- Define the concept of career counseling,
- List terms related to career counseling,
- Explain to employers what career counseling is,
- Identify the objectives of providing career counseling for different target groups in the school,
- Present information to employers about career counseling.

#### 3.4.2. Learning materials

The importance of career counseling and guidance is increasingly emphasized in EU and national strategies and policies on skills, highlighting the urgent need to ensure adequate capacities at the national and regional levels to support individual career development<sup>4</sup>.

In 2008, in the Council Resolution on better integrating lifelong guidance into lifelong learning strategies<sup>5</sup> all EU Member States were called upon to better integrate career guidance into lifelong learning strategies.

The European Skills Agenda for 2020 reminds governments of the need to ensure that all individuals have access to high-quality support services, such as career guidance<sup>6</sup>.

#### Definitions of the terms "career counseling", "career guidance" and "lifelong career guidance":

In Poland, **career counseling** should be understood as organized and planned activities aimed at supporting students in grades VII–VIII of primary school and secondary school in the process of making informed and independent educational and career decisions<sup>7</sup>.

From the above definition, it follows that in Poland the term "career counseling" is associated with activities related to primary and secondary school students. The issues of career counseling for students and youth

<sup>4</sup> Cedefop (2023). W kierunku europejskich standardów monitorowania i oceny systemów i usług poradnictwa przez całe życie (tom II): wstępna lista wskaźników ram jakości . Luksemburg: Urząd Publikacji. Artykuł badawczy Cedefop. <http://data.europa.eu/doi/10.2801/754351> (accessed: 23.01.2024).

<sup>5</sup> Rezolucja Rady i przedstawicieli rządów państw członkowskich zebranych w Radzie z dnia 21 listopada 2008 r. w sprawie lepszego uwzględniania poradnictwa przez całe życie w strategiach uczenia się przez całe życie. Dziennik Urzędowy Unii Europejskiej (2008/C 319/02): <https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX%3A42008X1213%2802%29> (accessed: 23.01.2024).

<sup>6</sup> Świeże spojrzenie na profesjonalizm doradców zawodowych. Określenie roli i uznanie kompetencji ma kluczowe znaczenie w rozwoju polityki poradnictwa zawodowego przez całe życie. CEDEFOP, 2021: [https://www.cedefop.europa.eu/files/9161\\_pl.pdf](https://www.cedefop.europa.eu/files/9161_pl.pdf) (accessed: 23.01.2024).

<sup>7</sup> Dziurkowska A., Skoryna M., Załoga E.: Wzorcowe rozwiązania organizacyjne funkcjonowania WSDZ dla szkoły podstawowej. Ośrodek Rozwoju Edukacji, Warszawa 2017, s. 14.

in Poland are regulated by the Regulation of the Minister of National Education of February 12, 2019, on career counseling (Journal of Laws 2019, item 325).

In Poland, a term related to career counseling is career guidance. These terms are often used interchangeably, although they differ.

**Career guidance** is a labor market service provided by employment offices, with the main recipients being unemployed or job-seeking adults<sup>8</sup>.

**Lifelong Career Guidance**<sup>9</sup> aims to provide career development support to individuals of all ages and at all career stages. This definition indicates that lifelong career guidance encompasses both career counseling and career guidance.

Lifelong career guidance is an approach that focuses on supporting individuals at various life stages, helping them address issues related to transitions between different roles, such as professional, family, or educational roles.

### Objectives of providing career counseling for different target groups in the school

The primary recipient of career counseling services in schools is the student. As stated in the definition of career counseling, its main objective is to support primary and secondary school students in making informed and independent educational and career decisions.

However, from the analysis of the content of the Regulation on Career Counseling<sup>10</sup> we can identify other specific objectives:

- 1) Support in Career Planning: Parents, career counselors, teachers, and employers help students understand their interests, skills, and goals. Together, they support the student in developing an individual career development plan.
- 2) Preparation for Active Job Searching: Counselors help secondary school students acquire skills needed in the job market, such as writing resumes, interview techniques, and self-presentation.
- 3) Knowledge of the Labor Market: Students learn about trends and rules in the labor market. This allows them to make more informed decisions regarding career choices.
- 4) Knowledge of the Education System: Career counselors help students understand various educational and vocational pathways. This enables them to better identify their preferences and choose the appropriate path.
- 5) Individual Action Plan: As a result of career counseling, the student develops an individual career development plan that includes self-awareness, knowledge of the education system and labor market, as well as personal goals and aspirations.

These objectives are common to all partner countries implementing the given project.

<sup>8</sup> K. Karczmarczyk-Tokarska, M. Mazur-Mitrowska, M. Żurek: Informacja o zawodzie doradca zawodowy 242304. Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Warszawa 2018, s. 34.

<sup>9</sup> Lifelong Guidance, CEDEFOP <https://www.cedefop.europa.eu/pl/projects/lifelong-guidance> (accessed: 23.01.2024).

<sup>10</sup> Rozporządzenie Ministra Edukacji Narodowej z dnia 12 lutego 2019 r. w sprawie doradztwa zawodowego (Dz.U. 2019 poz. 325).



The second important actor in students' career planning is their parents, who are considered the most important career advisors. Career counseling from a parent's perspective is a crucial area that impacts the child's future.

Objectives of providing career counseling for students as seen from a **parent's** perspective:

- 1) Support in Career Choice: Parents want their children to make informed decisions regarding their future career paths.
- 2) Preparation for the Job Market: Parents desire their children to be well-prepared to enter the job market.
- 3) Understanding Different Career Paths: Parents want their children to have knowledge about various educational and career opportunities.
- 4) Collaboration with Teachers: Parents expect career counselors to collaborate with them and other teachers to provide consistent support in career counseling.

Career counseling is a key element in shaping the future of our children. Together with teachers and career counseling specialists, we can help our children make informed decisions about their careers.

Sample specific objectives of career counseling for students from the perspective of **employers**:

- 1) Access to Future Employees: Employers want young people to be aware of various career paths and have access to labor market information. Career counseling helps students understand which skills are in demand by employers.
- 2) Skill Development: Employers expect students to acquire the skills necessary for job performance. Career counselors assist in preparing students for the job market, for example, through training in self-presentation or soft skills.
- 3) Understanding Industry Specifics: Employers want students to have knowledge about specific industries or professions. Career counseling can help students understand which skills are crucial in a particular field.
- 4) Collaboration with Education: Employers value collaboration with teachers and career counseling specialists. This allows for better alignment of education with labor market needs.
- 5) Preventing Workforce Gaps: Employers view career counseling as a tool for preventing future workforce shortages. By properly preparing young people, they can minimize workforce gaps in their companies.

### 3.4.3. Exercises

#### Exercises recommended for conducting online training sessions:

##### Exercise 1.

Match the terms with their definitions.

Career guidance

Lifelong career guidance

A labor market service primarily aimed at unemployed or job-seeking adults.

Aims to provide career development support to individuals of all ages and at all career stages.

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<b>Career counseling</b>	Organized and planned activities aimed at supporting students in making informed and independent educational and career decisions.
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Answer key:

<b>Career guidance</b>	A labor market service primarily aimed at unemployed or job-seeking adults.
<b>Lifelong career guidance</b>	Aims to provide career development support to individuals of all ages and at all stages of their careers.
<b>Career counseling</b>	Organized and planned activities aimed at supporting students in making informed and independent educational and career decisions.

**Exercise 2.**

**Pin the given specific objectives of career counseling to the appropriate fields.**

Specific objectives of career counseling for students from the perspective of **employers**

	Skill development – acquiring the skills necessary for job performance
	Better alignment of education with labor market needs and employers' requirements
	Preventing future workforce shortages

Objectives of providing career counseling for students from a **parent's** perspective

	More informed participation in supporting their child's educational and career choices
	Establishing collaboration with the career counselor and teachers as allies supporting the child's choices

Objectives of providing career counseling from a **student's** perspective

	Support from the environment in making informed and independent educational and career decisions
	Developing an individual career development plan, taking into account self-knowledge, the education system, and the labor market

Answer key:

Specific objectives of career counseling for students from the perspective of employers:

1. Skill Development – Acquiring the skills necessary for job performance
2. Better Alignment of Education with Labor Market Needs and Employers' Requirements
3. Preventing Future Workforce Shortages

Objectives of providing career counseling for students from a parent's perspective:

1. More Informed Participation in Supporting Their Child's Educational and Career Choices
2. Establishing Collaboration with the Career Counselor and Teachers as Allies Supporting the Child's Choices

Objectives of providing career counseling from a student's perspective:

1. Support from the Environment in Making Informed and Independent Educational and Career Decisions
2. Developing an Individual Career Development Plan, Taking into Account Self-Knowledge, the Education System, and the Labor Market

**Exercises recommended for conducting face-to-face training sessions**

**Exercise 1.**

**Quick Information: Who has objectives related to providing career counseling for students in vocational schools, and what are those objectives?**

**Procedure:**

Participants seated in a circle take turns speaking one sentence on a given topic. The rule is that everyone speaks in turn, and their statements are concise. The facilitator may write down participants' statements on a flipchart. At the end, the facilitator summarizes the statements and formulates a conclusion or initiates a discussion.

**Organizational Framework:**

Duration: 15 to 25 minutes

**Important:**

- Each participant should speak and, in the briefest sentence possible, identify the problem or describe their state of mind (depending on the purpose of the quick information round).
- No one comments on others' statements.
- Discussion on the collected issues may only begin after everyone has spoken.

**3.4.4. Progress test (self-assessment)**

Are you able to:	YES	NO
1) Define the concept of career counseling?		

2) List terms related to career counseling?		
3) Explain to employers what career counseling is?		
4) Identify the objectives of providing career counseling for different target groups in the school?		
5) Present information to employers about career counseling?		

If you selected "NO," we recommend returning to the teaching material and reviewing it again to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to refer to the additional sources of information listed below.

### 3.4.5. Recommended sources of information

#### Recommended literature – you can find more information on the topic in:

1. Af Laura Cordes Felby, Astrid Schrøder Olsen, Mathias Mark Christensen & Rie Thomsen, *Karrierevejledning og karrierelæring for social retfærdighed*: [https://dpu.au.dk/fileadmin/edu/Paedagogisk\\_Indblik/Karrierevejledning/Forskningsoversigt\\_08\\_Karrierevejledning\\_og\\_karrierelaering\\_for\\_social\\_retfaerdighed.pdf](https://dpu.au.dk/fileadmin/edu/Paedagogisk_Indblik/Karrierevejledning/Forskningsoversigt_08_Karrierevejledning_og_karrierelaering_for_social_retfaerdighed.pdf) (accessed: 25.02.2024).
2. Cedefop (2023). *W kierunku europejskich standardów monitorowania i oceny systemów i usług poradnictwa przez całe życie (tom II): wstępna lista wskaźników ram jakości*. Luksemburg: Urząd Publikacji. Artykuł badawczy Cedefop. <http://data.europa.eu/doi/10.2801/754351> (accessed: 23.01.2024).
3. Dziurkowska A., Skoryna M., Załoga E.: *Wzorcowe rozwiązania organizacyjne funkcjonowania WSDZ dla szkoły podstawowej*. Ośrodek Rozwoju Edukacji, Warszawa 2017.
4. *Europe: The new era for skills - Greece: The human dynamic in the new workplace and society*. <https://www.hazliseconomist.com/en/event/summit-for-skills/overview> (accessed: 17.02.2024).
5. Karczmarczyk-Tokarska K., Mazur-Mitrowska M., Żurek M.: *Informacja o zawodzie doradca zawodowy 242304*. Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Warszawa 2018.
6. *Karrierevejledningens håndbog*. Udgivet af Karrierevejledningen v/UCL Erhvervsakademi og Professionshøjskole: <https://www.ucl.dk/globalassets/06.-for-studerende/karrierevejledningen/karrierevejledningens-handbog.pdf> (accessed: 25.02.2024).
7. *KLOG PÅ KARRIERE. – GUIDE TIL DE FØRSTE SKRIDT. A U KARRIERE AALBORG UNIVERSITET*: [https://www.karriere.aau.dk/digitalAssets/996/996171\\_endelig-udgave.pdf](https://www.karriere.aau.dk/digitalAssets/996/996171_endelig-udgave.pdf) (accessed: 25.02.2024).
8. *Lifelong Guidance, CEDEFOP* <https://www.cedefop.europa.eu/pl/projects/lifelong-guidance> (accessed: 23.01.2024).
9. *Manual metodológico de orientación profesional a estudiantes: en su ruta hacia el mercado laboral*. [https://areaempleofsmr.es/?sdm\\_process\\_download=1&download\\_id=17465](https://areaempleofsmr.es/?sdm_process_download=1&download_id=17465) (accessed: 06.03.2024).
10. *ORIENTACIÓN PROFESIONAL PARA ESTUDIANTES DE ENSEÑANZAS MEDIAS Y BACHILLERATO*. Claves del mercado de trabajo que te ayudarán a contrastar tus creencias: <https://www.eusa.es/wp-content/uploads/2019/02/manual-orientacion-profesional.pdf> (accessed: 06.03.2024).
11. *Rezolucja Rady i przedstawicieli rządów państw członkowskich zebranych w Radzie z dnia 21 listopada 2008 r. w sprawie lepszego uwzględnienia poradnictwa przez całe życie w strategiach uczenia się przez całe życie*. Dziennik Urzędowy Unii Europejskiej (2008/C 319/02): <https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX%3A42008X1213%2802%29> (accessed: 23.01.2024).
12. *Rozporządzenie Ministra Edukacji Narodowej z dnia 12 lutego 2019 r. w sprawie doradztwa zawodowego* (Dz.U. 2019 poz. 325).

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13. Αδαμοπούλου Αγάπη, Βλαχάκη Φωτεινή, Δουλάμη Σταυρούλα (Επιστημονική επιμέλεια): ΒΑΣΙΚΕΣ ΑΡΧΕΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ ΔΙΑΔΙΚΑΣΙΕΣ ΚΑΙ ΤΕΧΝΙΚΕΣ.  
<http://repository.edulll.gr/edulll/retrieve/3858/1151.pdf> (accessed: 17.02.2024).
14. Καθοδήγηση και Συμβουλευτική στην Προσχολική και τη Σχολική Εκπαίδευση:  
<https://eurydice.eacea.ec.europa.eu/el/national-education-systems/greece/kathodigisi-kai-symboleytiki-stin-prosholiki-kai-ti-sholiki> (accessed: 14.12.2023).

### **3.5. Identification of who can be internally and externally involved in the implementation of vocational guidance in schools, as well as the benefits for employers and other participants of the vocational guidance process in schools, and the tasks of the employer.**

#### **3.5.1. Detailed learning outcomes**

As a result of learning within a given topic, you will be able to:

- Identify internal and external stakeholders who may be involved in the career counseling process in schools.
- Compile a list of internal and external participants who may be involved in the career counseling process in schools.
- Define the benefits for stakeholders involved in career counseling.
- Explain to stakeholders the benefits they have in relation to participating in career counseling for students.
- Develop sets of benefits for stakeholders to interest them in participating in joint initiatives related to career counseling in schools.
- Justify to employers the need for their participation in career counseling in schools.
- Select tasks that support career counseling in schools in which employers could be involved.
- Explain to employers the need to perform specific tasks supporting career counseling in schools.
- Compile a list of tasks that representatives of employers can perform as part of career counseling in schools.
- Justify to employer representatives the extent of their involvement in specific career counseling tasks in schools.

#### **3.5.2. Learning material**

In Poland, according to the provisions of the Education System Act (Article 26a, paragraph 2), career counseling for students in vocational schools is carried out through:

- 1) Mandatory educational activities in the scope of general education or vocational training, conducted by teachers teaching general subjects and conducting theoretical and practical vocational classes.
- 2) Activities in the field of career counseling conducted by a career counselor.
- 3) Activities related to choosing the direction of education and profession conducted as part of psychological and pedagogical assistance, led by career counselors employed in psychological and pedagogical counseling centers.
- 4) Activities with the class tutor responsible for a particular school unit or class.

It is recommended that the school director appoint a teacher as a career counselor to coordinate career counseling activities conducted in the vocational school, as well as a head of the team developing the

program for the implementation of career counseling activities. It is advisable for the team to include representatives of class tutors, teachers teaching various general and vocational subjects.

The task of the team is to develop a career counseling program that addresses the following questions:

- 1) What topics and activities should be covered in career counseling sessions with students? What should be the thematic scope and content of the program?
- 2) To whom should the issues discussed in career counseling sessions with students be directed?
- 3) What methods and forms of career counseling activities should be employed, including considering the involvement of parents in these activities?
- 4) When should the content be addressed in career counseling sessions with students? This involves specifying the timing of the implementation of career counseling activities in the program.
- 5) Who is responsible for implementing the content in career counseling sessions with students? This entails assigning specific activities and topics to individuals responsible for their implementation. These individuals may include members of the school management, teaching staff, class tutors, psychologists, pedagogues, or other school employees, as well as experts from the school's environment, including parents, representatives of employers, career counselors, psychologists from psychological and pedagogical counseling centers, employees of public employment services, higher education institutions, and others depending on the needs and planned activities in the career counseling program.
- 6) With whom can the school collaborate in implementing the programmatic content of career counseling for students in various types of schools?

In the regulation, it is stated that career counseling sessions in vocational schools cover educational content divided into 4 areas:

1. Self-awareness.
2. The world of professions and the job market.
3. The educational market and lifelong learning.
4. Planning one's own development and making educational and career decisions.

**The instructors for career counseling sessions in vocational schools include:**

- Career counselor teachers,
- Class tutors,
- Teachers of general education subjects,
- Teachers instructing vocational subjects and conducting practical sessions.

Additionally, the following individuals may be involved in career counseling sessions for students:

- School management representatives,
- Practical session supervisors,
- School pedagogue,
- Psychologist,
- Librarian.

The school staff in implementing career counseling can be supported by external experts, including:

- Career counselors and psychologists employed in psychological and pedagogical counseling centers,
- Career counselors working in employment offices,
- Representatives of employers and employer organizations,



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- Representatives of research institutes specializing in labor market studies,
- Representatives of central institutions responsible for shaping lifelong career guidance policies and developing education programs,
- Employees of higher education institutions, including career offices,
- Representatives of non-governmental organizations involved in career counseling and the labor market,
- Employees of institutions providing employment mediation services,
- Parents of students.

In Polish law, it is specified in the regulation that **representatives of employers** or employer organizations may be involved in the implementation of career counseling for students.

#### Recipients of career counseling in vocational schools

From research<sup>11</sup> conducted in Wielkopolska vovoidship- Poland indicates that the primary recipients of career counseling sessions conducted in schools and vocational training institutions are students. In the second place as recipients of career counseling services are parents or legal guardians of the students.

The career counselor teacher coordinating career counseling sessions, as an expert, is recommended to support class tutors and other teachers involved in career counseling. This support is expected to involve, among other things, training the specific group regarding the career counseling sessions they conduct.

#### Tangible effects of implementing career counseling for students

From research<sup>12</sup> conducted in Poland in 2023, it was found that in career counseling sessions for students, there is a lack of tangible effect, which could be represented by each student having a written alternative plan for their further educational and career path.

#### The scope of employers' involvement in career counseling for students in vocational schools

Representatives of employers involved in career counseling for students in vocational schools may:

- 1) Be invited to participate in group meetings with students, during which they talk about themselves, the profession they work in, their career path, company, etc.
- 2) Be asked by the school to organize field trips for students, during which they can learn about the actual work environment and the requirements of employers when hiring graduates of vocational schools.
- 3) Participate in educational or job fairs organized for students from primary schools.
- 4) Be involved in meetings with parents or legal guardians of students in vocational schools.
- 5) Consult on the program and topics of career counseling sessions for students.

It's important for such collaborative efforts between employers and schools to adequately prepare both the employer representatives and the students involved. Otherwise, for example, during job fairs, students might end up collecting gadgets provided by exhibitors instead of gaining knowledge about local employers and their requirements.

#### Benefits for parties involved in career counseling sessions in vocational schools

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<sup>11</sup> E. Kozieł, M. Sołtysiak, M. Żurek (red.): Diagnoza w zakresie kształcenia i szkolenia zawodowego w Wielkopolsce Wschodniej w kontekście transformacji energetycznej. Konin, Oslo, Radom 2023, s. 174.

<sup>12</sup> Tamże, s. 182.



**1) Students in vocational schools<sup>13</sup>:**

- Assisting in determining students' vocational predispositions,
- Indicating educational paths to students,
- Informing students about professions and the national and global job market,
- Developing students' skills in planning their educational and career paths,
- Broadening students' educational and professional perspectives,
- Making informed, more accurate educational and career decisions,
- Facilitating entry into the job market through understanding job acquisition and retention procedures,
- Easy access to educational and career information,
- Developing skills to recognize personal resources and their utilization in shaping one's career path,
- Fostering active attitudes, overcoming passivity, coping with difficult and stressful situations,
- Cultivating habits of continuous learning and acquiring new experiences,
- Shaping attitudes of openness – presenting one's knowledge and personality potential,
- Cultivating habits of future planning, career path modeling, and consistent pursuit of goals,
- Instilling values of respect for individuals and their work,
- Planning one's professional future,
- Organizing personal and team activities,
- Presenting one's own views and beliefs with respect for others' views and beliefs,
- Preparing documents related to professional work,
- Job searching, presenting oneself in the job market,
- Getting acquainted with the "world of professions".

Summing up, career counseling for students in vocational schools not only helps them in choosing their educational path but also contributes to their personal and professional development.

**2) Vocational school**

- Increase in prestige and reputation: A school that actively supports students in choosing their career path gains in prestige and is perceived as an institution that cares about the development of its students.
- Increase in school attractiveness: Implementing career counseling attracts students and parents, which can affect the level of recruitment.
- Collaboration with employers: The school can establish cooperation with local employers, facilitating the organization of vocational internships and apprenticeships.
- Building relationships with parents: The school can involve parents in the career counseling process, leading to a better understanding of students' needs.
- Supporting parents in their role as career advisors: Parents can receive support in providing advice to their children.
- Supporting the development of teachers' skills: Teachers involved in career counseling have the opportunity to develop their competencies and knowledge of the job market.

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<sup>13</sup> Developed using: Centrum Doradztwa Zawodowego dla Młodzieży. Korzyści wynikające z działalności szkolnego doradcy zawodowego: <https://www.cdzdm.pl/PL-H157/szkolny-doradca-zawodowy.html> (accessed: 07.03.2024); M. Wrzosek: Treści dostępne za darmo na: Mapa Karier (<https://mapakarier.org>), licencja CC BY 4.0. Jaka szkoła, jaki zawód - w czym pomoże Tobie i Twojemu dziecku doradca zawodowy? Mapa karier: <https://mapakarier.org/blog/128/jaka-szkola-jaki-zawod-w-czym-pomoze-tobie-i-twojemu-dziecku-doradca-zawodowy/> (access: 22.01.2024); Program realizacji doradztwa zawodowego w Branżowej Szkole I Stopnia w Zespole Szkół Zawodowych w Kurzętniku w roku szkolnym 2020/2021. Kurzętnik 2020: [https://www.zszkurzetnik.pl/images/pdf/program\\_doradztwa\\_BS.pdf](https://www.zszkurzetnik.pl/images/pdf/program_doradztwa_BS.pdf) (accessed: 11.12.2023).

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- Supporting the personal development of the teaching staff: Teachers can develop their communication skills and empathy in the context of career counseling.
- Promoting educational values: Implementing career counseling aligns with the educational goals of the school, such as developing students' competencies.
- Supporting the development of practical skills: The school can organize workshops, study visits, and other activities that allow students to gain practical experience.
- Supporting professional mobility: Students learn about job opportunities abroad and acquire skills needed in an international work environment.

### 3) Employers<sup>14</sup>

- Better skill alignment: Employers engaging in career counseling can assist students in choosing a career path, leading to better alignment of skills and interests.
- Collaboration with future employees: Employers have the opportunity to get to know students and identify potential future employees.
- Relationship building: Collaborating with students in career counseling enables the building of positive relationships with young people.
- Supporting the local community: Employers engaging in vocational education contribute to the development of the local community.
- Industry promotion: Through participation in career counseling, employers can promote their industry and interest young people in its opportunities.
- Understanding the expectations of young workers: Employers can learn about the expectations of young workers and the skills that are important to them.
- Collaboration with educators: Engaging in career counseling allows collaboration with teachers and other education specialists.
- Supporting the development of soft skills: Employers can help students develop interpersonal, communication, and leadership skills.
- Increasing company attractiveness: Employers supporting vocational education can gain a positive reputation as a company that cares about the development of young talent.
- Collaboration with parents: Employers can collaborate with students' parents to better understand their expectations and needs.
- Recruitment support: Employers can acquire future employees through collaboration with students.
- Networking: Engaging in career counseling enables networking with other professionals and entrepreneurs.
- Supporting equal opportunities: Employers engaging in vocational education contribute to ensuring equal opportunities for all students.
- Supporting innovation: Employers can inspire students to think creatively and innovatively.

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<sup>14</sup> Opracowano z wykorzystaniem: Rozporządzenia Ministra Edukacji Narodowej z dnia 12 lutego 2019 r. w sprawie doradztwa zawodowego (Dz.U. 2019 poz. 325); Centrum Doradztwa Zawodowego dla Młodzieży. Korzyści wynikające z działalności szkolnego doradcy zawodowego: <https://www.cdzdm.pl/PL-H157/szkolny-doradca-zawodowy.html> (accessed: 07.03.2024); Program realizacji doradztwa zawodowego w Zespole Szkół Ponadpodstawowych im. Jana Pawła II w Czarnem w roku 2023/2024: <https://zspczarne.pl/program-realizacji-doradztwa-zawodowego-2022-23,394.pl> (accessed: 07.11.2023); Doradztwo zawodowe w placówkach oświatowych: <https://portal.librus.pl/szkola/artykuly/doradztwo-zawodowe-w-placowkach-oswiatowych> (access: 19.09.2023).

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- Promoting ethical values: Collaboration with students in career counseling allows for the transmission of ethical and social values.
- Supporting local labor market development: Employers engaging in vocational education contribute to the development of the local labor market.
- Supporting entrepreneurship: Employers can encourage students to develop entrepreneurial skills.
- Supporting mental health: Employers can help students cope with stress.
- Supporting diversity: Employers engaging in vocational education can support diversity and inclusion in the workplace.
- Supporting social development: Collaboration with students in career counseling enables the transmission of knowledge about social norms, communication, and cooperation.

Utilize the benefits to persuade employers to collaborate with the school in activities aimed at vocational counseling for students.

### 3.5.3. Exercises

#### Recommended exercises for conducting online training sessions:

##### Exercise 1.

Select all correct answers. Identify the benefits for employers in engaging in vocational counseling activities for students in vocational schools.

Collaboration with future employees: Employers have the opportunity to get to know students and identify potential future employees.	<input type="checkbox"/>
Building relationships: Collaboration with students in vocational counseling enables the establishment of positive relationships with young individuals.	<input type="checkbox"/>
Supporting the local community: Employers who engage in vocational education contribute to the development of the local community.	<input type="checkbox"/>
Promoting their industry: Through participation in vocational counseling, employers can promote their industry.	<input type="checkbox"/>
Increasing school attractiveness: Implementing vocational counseling attracts students and parents, which may impact recruitment levels.	<input type="checkbox"/>

#### Answer key:

Collaboration with future employees: Employers have the opportunity to get to know students and identify potential future employees.	X
Building relationships: Collaboration with students in vocational counseling enables the establishment of positive relationships with young individuals.	X
Supporting the local community: Employers who engage in vocational education contribute to the development of the local community.	X
Promoting their industry: Through participation in vocational counseling, employers can promote their industry.	X

**Exercise 2.**

**Pin to the appropriate fields.**

The instructors leading vocational counseling sessions in vocational schools.



Career advisors- teachers

Class supervisors

Teachers of general education subjects.

Teachers instructing vocational subjects and conducting practical classes.

External experts involved in the implementation of vocational counseling for students in vocational schools.



Career advisors - employees of labor offices.

Employers representatives

Students parents

Answer key:

Facilitators of vocational counseling sessions in vocational schools:

- Vocational guidance teachers
- Class tutors
- Teachers of general education subjects
- Teachers instructing vocational subjects and conducting practical classes

External experts involved in the implementation of vocational counseling for students in vocational schools:

- Career advisors - employees of labor offices
- Representatives of employers
- Parents of students

**Exercise 3.**

**Connect the benefits for employers with their descriptions in pairs.**

Collaboration with future employees  
Support in recruitment  
Enhancement of company attractiveness

Employers have the opportunity to get to know students and identify potential future employees.  
Employers can acquire future employees through collaboration with students.  
Employers who support vocational education can gain a positive image as a company that cares about the development of young talents.

Answer key:

Collaboration with future employees  
Support in recruitment  
Enhancement of company attractiveness

Employers have the opportunity to get to know students and identify potential future employees.  
Employers can acquire future employees through collaboration with students.  
Employers who support vocational education can gain a positive image as a company that cares about the development of young talents.

**Exercises recommended for conducting in-person training:**

**Exercise 1.**

**Scenarios for meetings with an employer:**

Exercise Procedure:

- 1) Group discussion - identifying topics for scenarios of employer involvement in vocational guidance sessions with vocational school students.
- 2) The facilitator divides participants into teams of 3-4 individuals. Each team is tasked with:
  - Developing the vocational guidance session scenario assigned by the facilitator, involving the employer.
- 3) Teams present the results of their work in the form of notes on a flip chart.
- 4) After completing the tasks, team leaders present the group's work outcomes.
- 5) Following each presentation, the facilitator and other participants identify opportunities for improving the group's ideas.
- 6) The facilitator summarizes the exercise.

### 3.5.4. Progress test (self-assessment)

Are you able to:	YES	NO
1) Identify internal and external stakeholders who can be involved in the career guidance process at school?		
2) Prepare a list of internal and external participants who can be involved in the career guidance process at school?		
3) Define the benefits for the parties involved in career guidance?		
4) Explain to the parties the benefits they have in participating in career guidance for students?		
5) Develop sets of benefits for stakeholders to interest them in participating in joint initiatives related to career guidance in schools?		
6) Justify to employers the need for their participation in career guidance in schools?		
7) Select tasks that support career guidance in schools, in which employers could be involved?		
8) Explain to employers the need for carrying out specific tasks supporting career guidance in schools?		
9) Prepare a list of tasks that representatives of employers can perform as part of career guidance in schools?		
10) Justify to representatives of employers the scope of their involvement in various career guidance tasks in schools?		

In case you selected "NO," we suggest revisiting the instructional material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information provided below.

### 3.5.5. Recommended sources of information

**Recommended literature - you can find more information on the topic in:**

1. Af Laura Cordes Felby, Astrid Schrøder Olsen, Mathias Mark Christensen & Rie Thomsen, *Karrierevejledning og karrierelæring for social retfærdighed*:  
[https://dpu.au.dk/fileadmin/edu/Paedagogisk\\_Indblik/Karrierevejledning/Forskningsoversigt\\_08\\_Karrierevejledning\\_og\\_karrierelaering\\_for\\_social\\_retfaerdighed.pdf](https://dpu.au.dk/fileadmin/edu/Paedagogisk_Indblik/Karrierevejledning/Forskningsoversigt_08_Karrierevejledning_og_karrierelaering_for_social_retfaerdighed.pdf) (accessed: 25.02.2024).
2. *Doradztwo zawodowe w placówkach oświatowych*:  
<https://portal.librus.pl/szkola/artykuly/doradztwo-zawodowe-w-placowkach-oswiatowych> (accessed: 19.09.2023).
3. Dziurkowska A., Skoryna M., Załoga E.: *Wzorcowe rozwiązania organizacyjne funkcjonowania WSDZ dla szkoły podstawowej. Ośrodek Rozwoju Edukacji, Warszawa 2017.*
4. *Europe: The new era for skills - Greece: The human dynamic in the new workplace and society.*  
<https://www.hazliseconomist.com/en/event/summit-for-skills/overview> (accessed: 17.02.2024).

5. *Karrierevejledningens håndbog*. Udgivet af Karrierevejledningen v/UCL Erhvervsakademi og Professionshøjskole: <https://www.ucl.dk/globalassets/06.-for-studerende/karrierevejledningen/karrierevejledningens-handbog.pdf> (accessed: 25.02.2024).
6. *KLOG PÅ KARRIERE. – GUIDE TIL DE FØRSTE SKRIDT. A U KARRIERE AALBORG UNIVERSITET*: [https://www.karriere.aau.dk/digitalAssets/996/996171\\_endelig-udgave.pdf](https://www.karriere.aau.dk/digitalAssets/996/996171_endelig-udgave.pdf) (accessed: 25.02.2024).
7. *Korzyści wynikające z działalności szkolnego doradcy zawodowego*. Centrum Doradztwa Zawodowego dla Młodzieży, Poznań: <https://www.cdzdm.pl/PL-H157/szkolny-doradca-zawodowy.html> (accessed: 07.03.2024).
8. *Manual metodológico de orientación profesional aestudiantes: en su ruta hacia el mercado laboral*. [https://areaempleofsmr.es/?sdm\\_process\\_download=1&download\\_id=17465](https://areaempleofsmr.es/?sdm_process_download=1&download_id=17465) (accessed: 06.03.2024).
9. *ORIENTACIÓN PROFESIONAL PARA ESTUDIANTES DE ENSEÑANZAS MEDIAS Y BACHILLERATO*. Claves del mercado de trabajo que te ayudarán a contrastar tus creencias: <https://www.eusa.es/wp-content/uploads/2019/02/manual-orientacion-profesional.pdf> (accessed: 06.03.2024).
10. *Program realizacji doradztwa zawodowego w Zespole Szkół Ponadpodstawowych im. Jana Pawła II w Czarnem w roku 2023/2024*: <https://zspczarne.pl/program-realizacji-doradztwa-zawodowego-2022-23,394.pl> (accessed: 07.11.2023).
11. *Rozporządzenie Ministra Edukacji Narodowej z dnia 12 lutego 2019 r. w sprawie doradztwa zawodowego* (Dz.U. 2019 poz. 325).
12. *Αδαμοπούλου Αγάπη, Βλαχάκη Φωτεινή, Δουλάμη Σταυρούλα (Επιστημονική επιμέλεια): ΒΑΣΙΚΕΣ ΑΡΧΕΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ ΔΙΑΔΙΚΑΣΙΕΣ ΚΑΙ ΤΕΧΝΙΚΕΣ*. <http://repository.edulll.gr/edulll/retrieve/3858/1151.pdf> (accessed: 17.02.2024).
13. *Καθοδήγηση και Συμβουλευτική στην Προσχολική και τη Σχολική Εκπαίδευση*: <https://eurydice.eacea.ec.europa.eu/el/national-education-systems/greece/kathodigisi-kai-symboyleytiki-stin-prosholiki-kai-ti-sholiki> (accessed: 14.12.2023).



## 3.6. Monitoring and evaluation of activities involving employers in vocational guidance

### 3.6.1. Detailed learning outcomes

As a result of learning within this topic, you will be able to:

- Distinguish and select methods for monitoring and evaluating actions in the area of engaging employers in career counseling.
- Identify tools for conducting monitoring and evaluation of activities in career counseling involving employers.
- Explain how to prepare a report on the evaluation of actions in career counseling involving employers.
- Utilize various methods for monitoring and evaluating actions in career counseling involving employers.
- Design tools for conducting monitoring and evaluation of actions in career counseling involving employers (e.g., Forms surveys, Google).
- Prepare a report on the conducted evaluation of actions in career counseling involving employers.
- Propose improvement actions in the area of engaging employers in career counseling.
- Implement and assess the effectiveness of implemented actions in career counseling involving employers.

### 3.6.2. Learning materials

#### Coordinator for Cooperation with the Environment - monitoring the involvement of employers in career counseling for vocational school students

**The essence of monitoring** the involvement of employers in career counseling for students is to conduct a continuous process of gathering information about the implementation of planned activities in a given area.

**Monitoring the involvement of employers** in the career counseling process is carried out during the execution of tasks.

**The aim of monitoring** is to assess the involvement of employers in career counseling for students, the degree and regularity of implementation of plans and assumptions, the pace of their implementation, in order to eliminate any obstacles and difficulties and improve the actions taken.

In conducting the monitoring process of employer engagement in career counseling for students, the Deming cycle can be applied: plan - do - check - act. Therefore, in evaluating the involvement of employers in the career counseling process for students, one should:

- Plan actions aimed at engaging employers in career counseling for students. It is important for employers to be active participants at this stage and to co-decide on what they want to engage in within the framework of career counseling for young people.
- Implement planned actions into practice.
- Monitor how the implementation process is progressing.
- Introduce purposeful and positive changes based on these assessments.

Monitoring primarily involves analyzing the alignment of planned actions with those actually undertaken. During monitoring, facilitators gather and process information to identify and address issues related to the implementation of daily activities. Additionally, it allows for assessing progress in implementing plans and objectives<sup>15</sup>.

Conducting monitoring of employer engagement in career guidance for students, one can seek answers to the following questions:

- 1) Was the planned task executed?
- 2) Who was involved in carrying out the planned activity?
- 3) When was the planned activity executed?
- 4) Was it completed according to the planned schedule?
- 5) Are the planned goals being achieved?
- 6) To what extent was the goal achieved?
- 7) Who prepared the sides for employer involvement in career guidance for students?
- 8) How was the employer prepared to participate in career guidance for students?
- 9) How were the students prepared to participate in the event with the employer?
- 10) What benefits did the participants - the parties involved in career guidance for students - derive?
- 11) What problems did the parties involved encounter during the implementation of the activity?
- 12) How were the identified problems resolved during the activity?
- 13) What could be done to make the actions more attractive to students?
- 14) What could be done to increase employer engagement?
- 15) What could be done to increase the benefits for employers and schools in relation to employer involvement in career guidance for students?
- 16) What other actions could employers take?
- 17) What was inspiring for the students, according to them?
- 18) What was boring for the students, according to them?

These are just selected issues to pay attention to in the process of monitoring employer engagement in career guidance for students.

In the monitoring process, it is important to establish methods of collecting and communicating information so that they can be effectively used, for example, in ongoing improvement of employer engagement in career guidance for students.

Data collected during monitoring can serve as input for evaluating employer engagement in career guidance for students.

### **Who is responsible for monitoring employer engagement in career counseling for students?**

For monitoring employer engagement in career counseling for students, responsibility should be shared among all involved parties, both from the school and the company. However, it is recommended to designate individuals to serve as coordinators on both the school and company sides.

From the school's side, the person responsible for monitoring employer engagement in career counseling for students is appointed by the director.

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<sup>15</sup> A. Kościewicz, Monitoring WSDZ – czyli słów kilka na dobry początek... <https://epedagogika.pl/top-tematy/monitoring-wsdz-czyli-slow-kilka-na-dobry-poczatek...-4407.html> (accessed: 10.10.2023).

In our assessment, such a person could be:

- 1) Coordinator of cooperation with external companies. In this case, it is advisable for them to collaborate with the coordinator of career counseling in the school.
- 2) Coordinator of career counseling in the school, who will collaborate with the coordinator of cooperation with external companies.
- 3) Another person appointed by the director, collaborating with the coordinator of cooperation with external companies.

The company owner or managing director may designate a selected employee as the person responsible for coordinating the monitoring of career counseling for students. It is advisable for this person to be an employee performing tasks assigned to the coordinator of cooperation with vocational schools.

The monitoring process can also serve to shape attitudes<sup>16</sup>:

- 1) Reflective executor, both on the school and company side, who:
  - while selecting the action plan or assessing actions, checks compliance with applicable law,
  - when developing the action plan, takes into account the goals outlined in the school documentation presenting the learning outcomes in the profession,
  - systematically monitors the progress of action implementation,
  - evaluates the progress, changes in attitudes of participating students,
  - shapes students' attitudes,
  - implements goals and content in accordance with the adopted arrangements,
  - is aware of the actions taken and their significance for students and the company,
  - approaches the implemented actions reflectively,
  - plans and implements the undertaking according to recommended conditions and methods of implementation,
  - documents their actions.
- 2) An effective representative of the management staff (school, enterprise), who:
  - monitors the involvement of employers in vocational guidance for students,
  - monitors the implementation of employer involvement in vocational guidance for students, with particular emphasis on the alignment of actions with the adopted plan,
  - documents the monitoring of employer involvement in vocational guidance for students,
  - seeks to minimize the documentation process for monitoring activities to the necessary minimum.
- 3) An aware student who:
  - consciously participates in the properly conducted process of engaging employers in vocational guidance for students,
  - engages in conducted activities to gain maximum benefits.

## Monitoring Tools

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<sup>16</sup> Opracowano z wykorzystaniem D. Grzonkowska, J. Misztal, J. Wilińska-Wieczorek, Z. Żuchowski, Monitorowanie wdrażania podstawy programowej kształcenia ogólnego na II, III, IV etapie edukacyjnym. Poradnik, Warszawa 2013, [http://www.bc.ore.edu.pl/Content/597/monitorowanie+ii+iii+iv\\_\\_mm.pdf](http://www.bc.ore.edu.pl/Content/597/monitorowanie+ii+iii+iv__mm.pdf) (accessed: 29.11.2023).

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It is important for coordinators, in agreement with the management, to establish methods, rules, schedules, and areas for conducting monitoring, including the development of tools. Coordinators may obtain information from representatives of stakeholders directly (students, individuals implementing activities in schools and companies) as well as indirectly (e.g., parents, guardians, management of companies, or schools) involved in career counseling for vocational school students in various ways.

1. Interviews with representatives of stakeholders (students, career advisors, parents, class tutors, designated staff for implementation, and others).
2. Surveys directed to employers, students, and school representatives.
3. Action monitoring sheet completed by various parties.
4. Documentation analysis (school records including entries in the lesson journal, notes or reports, student work products, coordinator and career advisor reports, evaluations of activities conducted with students, and documents developed in the company).

It is recommended that data collected as a result of monitoring be documented in written form, for example, compiled in a single file accessible remotely to the parties involved in the monitoring. Remote access to the file will also allow interested parties to have real-time insight into information recorded by others.

We propose conducting the monitoring in the form of a monitoring sheet. The content of the sheet may consist of questions and comments from parties directly or indirectly involved in actions carried out by employers as part of career counseling for students. The type and number of questions depend on the nature of the activities and the purpose.

The questions should concern the implementation of recommended conditions and methods for engaging employers in career counseling for students. From our experience, monitoring and documenting the engagement of employers in career counseling for students should primarily serve to ensure the student and the employer's participation in a properly conducted career counseling process, taking into account the needs of the students and the capabilities of the employers.

It should be noted that during monitoring, the application of the following three principles is recommended:

- Triangulation, which involves obtaining data from various stakeholders involved in the action, from different sources, ideally utilizing complementary methods and tools.
- Reliability, ensuring adequate sampling, using "similar" tools that provide responses to the same question from different sources and perspectives, conducting research by professionally trained individuals, and ensuring the credibility and authenticity of gathered information and data.
- Validity, which allows for the formulation of accurate questions in the monitoring process, enabling the diagnosis of the reality of our area of interest.

#### Example Monitoring Sheet for Assessing Employer Engagement in Career Counseling for Students

##### MONITORING SHEET FOR ASSESSING EMPLOYER ENGAGEMENT IN CAREER COUNSELING FOR VOCATIONAL SCHOOL STUDENTS

Main goal:

- Monitoring the implementation of employer engagement in career counseling for vocational school students at [school name] during the academic year [year].

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Types of activities undertaken during the academic year... (examples) (indicate those that were undertaken and are subject to monitoring):

- Participation of employer representatives in the development of career counseling programs for school students;
- Involvement of employer representatives in meetings with students;
- Vocational field trips for students to companies;
- Participation of employers in educational fairs;
- Participation of employers in job fairs for youth;
- Participation of employers in school open days;
- Others...

I am (please select the appropriate option):

- Coordinator of activities on the school side
- Coordinator of activities on the company side
- Executor of activities on the company side
- School staff member involved in the activity
- Other (please specify position) ...

Example set of questions for the activity "... (provide the name of the selected activity)":

Question	Comment
Has the planned task been completed?	
Who was involved in executing the planned activity?	
When was the planned activity executed?	
Was it executed according to the planned schedule?	
Are the planned objectives being achieved?	
To what extent has the objective been achieved?	
Who prepared the parties for employer participation in career counseling for students?	
How was the employer prepared to participate in career counseling for students?	
How were the students prepared to participate in the event with the employer?	
What benefits did the participants - stakeholders involved in career counseling for students - derive?	
What challenges did the involved parties encounter during the implementation of the activity?	
How were the identified problems resolved during the activity?	
What could be done to make the actions taken more attractive to students?	
What could be done to increase employer engagement?	

What could be done to increase the benefits for employers and the school regarding employer engagement in career counseling for students?	
What other actions could employers take?	
According to the students, what was inspiring for them?	
According to the students, what was boring?	

**Conclusions and recommendations aimed at improving and expanding employer engagement in career counseling for students.**

.....

.....

.....

.....

**Evaluation of career counseling activities involving employers.**

The evaluation of career counseling activities involving employers is a significant process. It allows for assessing the effectiveness and quality of these activities and adapting them to the needs of students, parents, and teachers.

Below are several steps that can be taken to conduct the evaluation:

- 1) Establishment of a team.  
It is valuable to establish a team responsible for developing and evaluating career counseling activities conducted in the school, including activities related to employer involvement in the career counseling process for students. The team may include a career advisor - coordinator of activities, representatives of employers, school management, class tutors, subject teachers, school counselor, and librarian. Shared responsibility for implementing activities will enable more effective monitoring and evaluation.
  
- 2) Needs assessment.  
When planning career counseling activities, it would be advisable to conduct a comprehensive needs assessment, which not only considers students' interests and talents but also human resources (teachers and school staff), the social environment (employers, higher education institutions, other allies), and the school's material resources (journals, publications, films).
  
- 3) Development of an action plan.  
The action plan organizes what we want to achieve within career counseling in accordance with guidelines, including consideration of activities conducted by employers. The plan should include:
  - Main goal of career counseling implementation,
  - Actions taken with indication of main recipients,
  - Methods of implementing these actions,
  - Implementers of actions,
  - Material resources useful in achieving the objectives,
  - Potential allies - cooperation networks,

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- Action implementation plan for a given school year.

##### 1. Monitoring and evaluation of career counseling activities in the school.

Let's start by defining the monitoring and evaluation schedule. Evaluation should be conducted annually or at the end of the entire education cycle. The recipients of career counseling activities are students, parents, and teachers, so it is important to promote career counseling activities among these groups<sup>17</sup>.

It should be remembered that evaluation serves to improve the system and adjust actions to real needs.

#### **Example questionnaire for evaluating employer engagement in career counseling for students**

Below are the sample topics that, in our opinion, can be addressed in the process of evaluating employer engagement in career counseling for students:

- 1) List the career counseling activities during the school year in which employer representatives were involved.
- 2) Identify the target audience of the career counseling activities conducted by employers.
- 3) Indicate the reasons for the low engagement of employers in career counseling conducted at the vocational school.
- 4) Rate the effectiveness of individual career counseling activities conducted by employer representatives on a scale from 1 to 100%.
- 5) Identify the main reasons for the low effectiveness of individual career counseling activities conducted by employer representatives.
- 6) Specify other career counseling activities at the vocational school in which employers could have been involved.
- 7) List what could be done to increase employer engagement in career counseling at the vocational school.

It is important that while conducting the monitoring and evaluation processes of employer engagement in career counseling for students, documenting activities related to monitoring the implementation of the core curriculum should be limited to the necessary minimum.

From the evaluative studies of career counseling in Poland conducted in 2022, it follows, among other things, that every third school needs support in developing cooperation with external entities<sup>18</sup>.

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<sup>17</sup> Dokumentowanie i monitorowanie działań doradczych w szkole. <https://ul.odnpoznan.pl/dokumentowanie-i-monitorowanie-dzialan-doradczych-w-szkole> (accessed: 16.01.2024).

<sup>18</sup> 1. Fuchs P. (red.), Ewaluacja wsparcia doradztwa zawodowego w obszarze oświaty. Badanie wartości wskaźnika rezultatu długoterminowego PO WER Raport końcowy. Poznań, lipiec 2022, s. 159: [https://www.ewaluacja.gov.pl/media/110158/Raport\\_koncowy\\_z\\_badania.pdf](https://www.ewaluacja.gov.pl/media/110158/Raport_koncowy_z_badania.pdf) (accessed: 15.01.2024).



### 3.6.3. Exercises

Exercises recommended for conducting in the online version of the training:

#### Exercise 1.

Arrange the actions in such a way as to form Deming's cycle.

1. ....
2. ....
3. ....
4. ....

Plan

Insert

Examine

Improve–

Answer key:

1. Plan
2. Insert
3. Examine
4. Improve

#### Exercise 2.

Connect the names of monitoring principles with their descriptions

The principle of triangulation

The principle of reliability

The principle of validity

Data collection from various stakeholders involved in the action, from different sources, and preferably utilizing mutually complementary methods and tools.

Ensuring adequate sampling, using "similar" tools, meaning those in which we obtain responses to the same question from different sources and perspectives, conducting the research by professionally prepared individuals, and ensuring the credibility and authenticity of the gathered information, data.

The principle by which in the monitoring process, relevant questions will be formulated enabling the diagnosis of the reality of our area of interest.

Answer key:

The principle of triangulation

The principle of reliability

Data collection from various stakeholders involved in the action, from different sources, and preferably utilizing mutually complementary methods and tools.

Ensuring adequate sampling, using "similar" tools, meaning those in which we obtain responses to the same question from different sources and perspectives, conducting the research by professionally prepared individuals, and ensuring the credibility and authenticity of the gathered information, data.

The principle of validity

The principle by which relevant questions enabling the diagnosis of the reality of our area of interest will be formulated in the monitoring process.

### Exercises recommended for implementation in the stationary version of the training

#### Exercise 1.

**The online tool for monitoring activities aimed at engaging employers in the implementation of career counseling for vocational school students.**

Exercise procedure:

- 1) Group discussion - determining activities related to career counseling for vocational school students in which employers can be involved.
- 2) The facilitator divides participants into teams of 3-4 people. Each team is tasked with:
  - Developing online monitoring tools for the activity specified by the facilitator.
- 3) The team selects an application for creating the online tool.
- 4) After completing the work, team leaders present the results of the group's work.
- 5) After each presentation, the facilitator and other participants identify opportunities to improve the group's idea.
- 6) The facilitator concludes the exercise.

#### Exercise 2.

**Online tool for evaluating activities aimed at engaging employers in the implementation of career counseling for vocational school students.**

Exercise procedure:

- 1) The facilitator divides participants into teams of 3-4 people. Each team is tasked with:
  - developing an online evaluation tool for the activity specified by the facilitator aimed at engaging employers in the implementation of career counseling for vocational school students.
- 2) The team selects an application for creating the online tool.
- 3) After completing the work, team leaders present the results of the group's work.
- 4) After each presentation, the facilitator and other participants identify opportunities to improve the group's idea.
- 5) The facilitator concludes the exercise.

### 3.6.4. Progress test (self-assessment)

Are you able to:	YES	NO
1) differentiate and select monitoring and evaluation methods in the area of engaging employers in career counseling?		
2) identify tools for conducting monitoring and evaluation of career counseling activities involving employers?		
3) explain how to prepare a report on the evaluation of career counseling activities involving employers?		
4) use various methods for monitoring and evaluating career counseling activities involving employers?		
5) design tools for conducting monitoring and evaluation of career counseling activities involving employers (Forms surveys, Google)?		
6) prepare a report on the conducted evaluation of career counseling activities involving employers?		
7) propose improvement actions in the area of engaging employers in career counseling?		
8) implement and assess the effectiveness of implemented career counseling activities involving employers?		

In case you selected "NO", we suggest revisiting the learning material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information indicated below.

### 3.6.5. Recommended sources of information

**Recommended literature - for more information on the topic, you can find in:**

1. *Evaluering af job-veu modellen. Styrelsen for arbejdsmarked og rekruttering April 2021:* <https://www.star.dk/media/17858/n-samlet-evalueringssrapport-jobveu.pdf> (accessed: 16.01.2024).
2. *Ewaluacja przebiegu i efektów testowania ramowych programów realizacji doradztwa edukacyjno-zawodowego dla szkół gimnazjalnych i ponadgimnazjalnych, Warszawa, Ośrodek Rozwoju Edukacji, 2017.*
3. *Fuchs P. (red.), Ewaluacja wsparcia doradztwa zawodowego w obszarze oświaty. Badanie wartości wskaźnika rezultatu długoterminowego PO WER Raport końcowy. Poznań, lipiec 2022:* [https://www.ewaluacja.gov.pl/media/110158/Raport\\_koncowy\\_z\\_badania.pdf](https://www.ewaluacja.gov.pl/media/110158/Raport_koncowy_z_badania.pdf) (accessed: 15.01.2024).
4. *Laura García Peña, Vloración de la formación profesional y perspectivas de futuro en el campo de la orientación educative, 2023:* <https://uvadoc.uva.es/bitstream/handle/10324/63071/TFM-L651.pdf?sequence=1&isAllowed=y> (accessed: 15.01.2024).
5. *Mari Fe Sánchez García, Beatriz Álvarez González, Nuria Manzano Soto, Juan Carlos Pérez-González, Análisis de las competencias del orientador profesional: implicaciones para su formación, REOP. Vol. 20, No 3, 3 er Cuatrimestre, 2009, pp. 284-299,* <https://www.redalyc.org/pdf/3382/338230783007.pdf> (accessed: 15.01.2024).

6. Podwójcic K., *Diagnoza stanu doradztwa edukacyjno-zawodowego w gimnazjach i szkołach ponadgimnazjalnych w relacjach dyrektorów szkół i osób realizujących doradztwo*. Warszawa: Instytut Badań Edukacyjnych, 2015.
7. *Raport z ewaluacji szkoleń trenerów z zakresu doradztwa zawodowego przeprowadzonych w ramach projektu „Przygotowanie trenerów do realizacji szkoleń z zakresu doradztwa edukacyjno-zawodowego”*, Warszawa, Ośrodek Rozwoju Edukacji, 2018.
8. Rodríguez Álvarez, P.; Ocampo Gómez, C.I. y Sarmiento Campos, J.A. (2018). *Valoración de la orientación profesional en la enseñanza secundaria postobligatoria*. *Revista de Investigación Educativa*, 36(1), 75-91. DOI: <http://dx.doi.org/10.6018/rie.36.1.285881>: [https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/182467/Valoraci%C3%B3n\\_Orientacion\\_Profesional.pdf?sequence=1](https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/182467/Valoraci%C3%B3n_Orientacion_Profesional.pdf?sequence=1) (accessed: 15.01.2024).
9. *Rola doradztwa zawodowego; badanie na potrzeby Projektu „Szkolnictwo zawodowe. Kondycja – Potencjał – Potrzeby. II” Działanie 9.2. „Podniesienie atrakcyjności i jakości szkolnictwa zawodowego” w ramach Priorytetu IX „Rozwój wykształcenia i kompetencji w regionach”, Program Operacyjny Kapitał Ludzki (POKL). Wojewódzki Urząd Pracy w Warszawie, PSDB 2013.*
10. *Rozporządzenie Ministra Edukacji Narodowej z dnia 1 sierpnia 2017 r. w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli (Dz.U. 2020 poz. 1289).*
11. *Rozporządzenie Ministra Edukacji Narodowej z dnia 12 lutego 2019 r. w sprawie doradztwa zawodowego (Dz. U. 2019 poz. 325).*
12. *Rozporządzenie Ministra Edukacji Narodowej z dnia 3 kwietnia 2019 r. w sprawie ramowych planów nauczania dla publicznych szkół (Dz.U. 2019 poz. 639).*
13. Δρόσος, Ν., *Αξιολόγηση της λήψης επαγγελματικών αποφάσεων: Τι μετράμε και πώς το μετράμε. Στο Αι. Αργυροπούλου (Επιμ.) Επαγγελματική Συμβουλευτική και Λήψη Επαγγελματικών Αποφάσεων. Αθήνα: Εκδόσεις Γρηγόρη 2019.*

## 3.7. Project planning and goal setting

### 3.7.1. Detailed learning outcomes

As a result of learning in the given topic, you will be able to:

- select the principles of project goal setting and its tasks,
- choose methods for creating a project schedule,
- describe the stages of project budgeting,
- recall methods for assigning project tasks to individual team members,
- define the concept of risk management,
- distinguish methods of risk management in the project,
- create project goals and tasks,
- construct a project budget,
- calculate the costs of individual budget items in accordance with applicable legislation,
- prepare a list of risks in the project and preventive actions.

### 3.7.2. Learning material

Collaboration between schools and businesses can take various forms, from joint research projects to professional internships for students. Effective management of these projects is crucial for achieving their educational and business goals. Below are key aspects of project management in the context of such collaboration.

#### 1. Principles of defining the project goal and its tasks

Establishing project goals is a key step in project planning and management. Its importance lies in the fact that clearly defined goals direct the actions of all project participants and provide a basis for measuring project progress and effectiveness. The project goal should be clear, measurable, achievable, realistic, and time-bound (SMART principle). Within the project goals, specific tasks should also be defined to be carried out, so that each contributes to achieving the main objective. Building the goal involves the following steps:

- **Understanding Needs and Expectations**

The first step in building goals is understanding the needs and expectations of all stakeholders, both internal (e.g., students, teachers) and external (e.g., businesses, partners). This involves conducting:

**Needs Analysis:** Conducting interviews, surveys, focus groups to understand what is needed and why.

**SWOT Analysis:** Assessing the project's strengths and weaknesses, opportunities, and threats, which can help refine goals.

- **Formulating Goals According to the SMART Principle**

Goals should be formulated according to the SMART principle, which means they must be:

**Specific:** The goal must be clearly and precisely defined.

Measurable: There must be a way to assess progress toward achieving the goal.

Achievable: The goal must be realistic to achieve under given conditions.

Relevant: The goal must be significant and appropriate in the context of the project's overall objectives.

Time-bound: The goal must have a defined deadline for completion.

- **Breaking Down Goals into Subgoals**

Complex main goals often require breaking down into smaller, more specific subgoals. Each subgoal should also meet the SMART criteria and contribute to the achievement of the main project goal.

- **Gaining Agreement and Engagement**

Obtaining consent and engagement from stakeholders is crucial for project success. Therefore, it is necessary to:

Consultation and acceptance of goals: Project participants and their leaders must agree on the goals, increasing their engagement.

Communication: Goals should be clearly communicated to all team members and stakeholders outside the project team.

- **Ongoing Assessment and Adjustment of Goals**

Project goals may require adjustment as the project progresses or conditions change. It is essential to regularly conduct:

Monitoring and progress control: Use Key Performance Indicators (KPIs) to measure progress towards achieving goals.

Flexibility and readiness for change: Be open to modifying goals in response to feedback or unforeseen events.

Building effective project goals requires a deep understanding of project needs, strategic planning, and continuous stakeholder engagement. Properly defined and managed goals are fundamental to any successful project, ensuring its effectiveness and efficiency.

## 2. Methods of Creating a Project Schedule

A project schedule is an essential tool in project management that allows for the planning, monitoring, and controlling of the timing of various tasks and project stages. Good time organization can determine the success or failure of a project. We can distinguish the following methods of creating a project schedule:

- **Gantt Chart**

The Gantt Chart is one of the most popular techniques for project planning and progress tracking. Its key features include:

Visualization: Simple bars depict the duration of each task and their sequence.

Task Dependencies: Ability to mark time dependencies between tasks, aiding in identifying the critical path.

Flexibility: Easy adjustment and updating as the project progresses.

- **Critical Path Method (CPM)**

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The Critical Path Method is an advanced tool for planning tasks that must be completed as soon as possible. CPM helps manage tasks that directly impact the project's completion date by:

Identifying the longest path of tasks: These tasks determine the minimum time required to complete the project.

Schedule Optimization: Focusing on the critical path allows for efficient resource allocation and minimizes delays.

- **Critical Chain Method (CCM)**

The Critical Chain Method is an extension of the Critical Path Method. It focuses on resource management and eliminating bottlenecks in the project by:

Managing time buffers: Buffers are added to critical tasks to minimize the risk of delays due to unforeseen obstacles.

Task Prioritization: Resources are allocated according to the priority of tasks on the critical chain, ensuring that critical tasks are always adequately resourced.

- **Program Evaluation Review Technique (PERT)**

PERT is used to analyze tasks in projects where the duration of individual tasks is uncertain. Key features of PERT include:

Estimation of three time scenarios: Optimistic, pessimistic, and most likely time to complete a task.

Probability analysis: PERT allows for calculating the probability of project completion within a specified time.

- **Agile/Scrum**

For projects requiring high flexibility and adaptation to changing requirements, Agile and Scrum methodologies offer an iterative approach to schedule management:

Project breakdown into sprints: Short cycles (typically 1-4 weeks) in which teams complete small but complete project segments.

Regular reviews and adaptation: After each sprint, the team evaluates progress and adjusts the schedule based on results and feedback.

Choosing the appropriate method for creating a project schedule depends on various factors, including the project's nature, stakeholder requirements, and desired level of detail and control. Each method has its advantages and may be useful in different scenarios, and often the most effective approach involves combining several techniques. Effective time management in a project is crucial to its success and efficiency.

### 3. Defining Project Scope

Before initiating budget creation, it's important to precisely define the project scope. This includes understanding all project goals, requirements, and expected outcomes. This allows for identifying all necessary tasks and resources needed for their completion.

- **Resource Identification**

Each task in the project requires specific resources. These resources can be human (project team work), material (supplies, equipment), or service-based (outsourcing, consultations). Identifying and estimating the required resources is crucial for realistic cost estimation.



- **Cost Estimation**

After identifying the required resources, the next step is to estimate their costs. Cost estimation involves:

Direct Costs: Salaries, materials, equipment.

Indirect Costs: Administration, space rental, supporting services.

Contingency Reserves: Typically 5-10% of the total budget to cover unforeseen expenses.

Estimation should be based on experiences from previous similar projects, supplier offers, or industry standard rates.

- **Budget Allocation**

Once the costs are estimated, the next step is budget allocation. This involves assigning specific monetary amounts to particular tasks or project stages. At this point, it's also valuable to determine priorities for different project elements to optimize expenses.

- **Budget Approval**

Before project implementation begins, the budget must be approved by all key stakeholders. Budget approval often involves a review and potential adjustments to ensure that the budget is realistic and aligned with project goals.

- **Budget Monitoring and Control**

After budget approval, regular monitoring and control are necessary. This includes:

Expense Tracking: Comparing actual expenses with the planned budget.

Variance Analysis: Identifying and analyzing the reasons for differences between planned and actual expenses.

Budget Adjustments: Making changes to the budget in response to project changes or unforeseen events.

- **Reporting**

Budget reporting should be regular and transparent to all stakeholders. Reports should include detailed information about expense status, projected costs to complete the project, and any financial issues that may affect the project.

Effective project budget management requires precise analysis, careful planning, and continuous control. Adhering to the above-described stages can significantly increase the likelihood of completing the project within the established budget, which is crucial for its success.

#### 4. Assigning project tasks to team members

Assigning tasks to project team members is a key element of project management, as proper allocation of responsibilities affects the team's efficiency and the overall success of the project. This process requires understanding the competencies of each team member, as well as human resource management skills. Below are described the key steps and strategies in effectively assigning tasks.

- **Understanding Team Members' Skills and Competencies**

The first step is to thoroughly understand the skills, experience, and competencies of each team member. It is valuable to conduct individual interviews or surveys to understand which roles best suit each individual. You can also use:

Skills matrix: A table presenting the skills and experience of each team member.

Performance evaluations: Using past performance evaluations to understand the strengths and weaknesses of team members.

- **Defining Tasks and Responsibilities**

The next step is to clearly define tasks within the project and the responsibilities associated with each task. Each task should be:

Specifically described: What exactly needs to be done?

Measurable: How will task performance be measured?

Assigned to a specific person: Who is responsible for completing the task?

- **Utilizing RACI Matrix**

The RACI matrix is a tool that helps in clearly assigning tasks and responsibilities in the project. RACI is an acronym for:

Responsible: The person performing the task.

Accountable: The person ultimately responsible for the task.

Consulted: Individuals who need to be consulted during task execution.

Informed: Individuals who need to be informed about task progress.

- **Assigning Tasks According to Competencies**

Task assignments should align with the skills and competencies of team members. Task assignment should also consider individual preferences and career development paths of team members.

- **Monitoring Progress and Adjusting Tasks**

After task assignment, it is important to monitor progress and, if necessary, adjust assignments. Regular team meetings and individual status discussions help maintain clarity of goals and responsibilities.

- **Ensuring Resources and Support**

Managing does not end with task assignment. It is also important to provide the team with the necessary resources and support to effectively carry out their assigned tasks. This may include training, tools, access to necessary information, and support from the project leader.

Effective task assignment in a project requires a strategic approach to human resource management. This process should be dynamic and flexible, allowing for adaptation to changing project conditions and needs. With proper task assignment and continuous progress monitoring, the project has a greater chance of success.

## 5. Risk Management in the Project

Risk management in projects is a key element that helps minimize potential issues that may impact the success of the project. This process involves identifying, analyzing, and responding to all possible risks that may arise during project execution. Proper risk management can effectively reduce not only the likelihood of unfavorable events but also their potential impact on the project. Below are the steps that constitute an effective risk management process.

- **Risk Identification**

The first step in risk management is its identification. All potential threats that may negatively impact the project need to be identified. This can be achieved by:

Project documentation analysis: Reviewing documentation to find clues regarding potential risks.

Consultations with the project team and stakeholders: Team members and other project stakeholders often possess experience and intuition that can aid in identifying less obvious risks.

SWOT analysis: Identifying weaknesses and threats within the project.

Brainstorming sessions: The project team gathers to collectively think about possible issues that may arise.

- **Risk Assessment**

After identifying risks, they need to be assessed in terms of their likelihood of occurrence and potential impacts on the project. This process can be conducted using:

Risk matrix: A tool for classifying risks based on their probability and impact.

Risk quantification: If possible, estimating financial losses that may result from the realization of a particular risk.

- **Risk Prioritization**

Not all risks are equally important; some will have a greater impact on the project than others. Prioritizing risks involves focusing resources on those risks that have the highest probability of occurrence and the greatest potential impact on the project.

- **Risk Response Planning**

For each prioritized risk, a response plan must be developed. Possible risk response strategies include:

Risk avoidance: Changing the project plan to avoid the risk.

Risk transfer: Transferring some of the risk to another party, e.g., through insurance or outsourcing.

Risk mitigation: Taking actions to reduce the probability of risk occurrence or limit its impacts.

Risk acceptance: Conscious acceptance of the risk without attempting its elimination, often due to high costs or low impact.

- **Monitoring and Controlling Risks**

The final stage involves continuously monitoring identified risks and the effectiveness of planned responses to these risks. This process should be ongoing throughout the project duration. Monitoring includes regular reviews and updates of the risk status, allowing for a quick response to changing conditions.

- **Risk Reporting**

It is important that risk information is regularly reported to stakeholders and the project team. Transparency regarding risk helps build trust and ensures that all involved parties are aware of potential issues and planned responses.

Risk management is a dynamic and continuous process that requires commitment and attention throughout the project's duration. Effective risk management not only minimizes negative impacts on the project but also maximizes its chances of success. A proper approach to risk allows for better preparation for unexpected events and increases the project's overall resilience.

## 6. Compiling a Risk Register and Preventive Actions

Compiling a risk register and planning preventive actions are key elements of risk management in projects. These processes not only increase awareness of potential issues but also enable the project team to prepare effective strategies for minimizing risk. The following processes can be distinguished:

Creating a risk register and planning preventive actions are key elements of risk management in projects. These processes not only increase awareness of potential issues but also enable the project team to prepare effective strategies for minimizing risk. We can distinguish the following processes:

- **Creating a Risk Register**

A risk register is a document that systematically identifies potential risks in the project, assesses their impact and likelihood, and assigns responsibilities for managing them. This process involves several steps:

**Risk Identification:** As previously described, use brainstorming sessions, SWOT analysis, project documentation reviews, as well as experiences from previous projects.

**Risk Description:** Each identified risk should be clearly described so that all team members can understand its nature and potential consequences.

**Risk Classification:** Organizing risks into categories (e.g., financial, operational, technological, legal) facilitates their analysis and management.

**Risk Assessment:** Assigning each risk a rating based on its likelihood of occurrence and potential impact on the project, typically using a risk matrix.

- **Planning Preventive Actions**

After creating the risk register, the next step is to develop strategies aimed at reducing the likelihood of occurrence or mitigating the effects of identified risks. These actions may include:

**Preventive Actions:** Actions aimed at preventing the occurrence of risk, such as training, improving procedures, or implementing additional quality controls.

**Risk Response Planning:** Developing specific action plans in case the risk materializes. This may involve preparing resources, developing contingency procedures, or establishing communication protocols.

**Resource Allocation:** Assigning appropriate resources, both human and financial, to manage risk.

**Risk Transfer:** Insurance, guarantees, agreements with clauses transferring some risk to other parties, such as suppliers or subcontractors.

- **Monitoring and Adjusting Preventive Plans**

Risk management is a continuous process that requires regular monitoring and adjustment:

Regular Risk Reviews: Systematic reviews of the risk register to update their status and the effectiveness of preventive actions taken.

Gathering Feedback: Obtaining feedback from the project team and other stakeholders on the effectiveness of preventive actions and risk response plans.

Adjusting Strategies: Modifying plans in response to changes in the project or environment that may affect risks and their impact.

- **Documentation and Reporting**

Accurate documentation and reporting are crucial for effective risk management:

Documentation of Actions: All preventive actions and risk responses should be thoroughly documented.

Progress Reporting: Regular reports on the status of risks, actions taken, and their effectiveness should be presented to the project team and stakeholders.

Compiling a risk register and planning preventive actions requires a systematic approach and the involvement of all project team members. Effective management of these elements can significantly contribute to minimizing the negative effects of risk and ensuring greater stability and predictability in project execution.

Efficient project management between schools and businesses requires precise planning and execution in various areas, from goal and task definition to time and budget management, as well as risk and human resources. With project management skills, schools and businesses can carry out projects that bring tangible benefits to both parties.

### 3.7.3. Exercises

#### Exercises recommended for conducting online training sessions:

##### Exercise 1.

Which of the following options is not one of the characteristics of a SMART goal?

- A) Specific.
- B) Measurable.
- C) Acceptable.
- D) Time-bound.

Correct answer: C) Acceptable

##### Exercise 2.

Which tool is best used for visualizing task dependencies in a project?

- A) SWOT Matrix.
- B) Gantt Chart.
- C) RACI Matrix.
- D) Google Forms Survey.

[Correct answer: B\) Gantt Chart](#)

**Excercise 3.**

**What is not a typical risk response strategy in project management?**

- A) Mitigation.
- B) Acceptance.
- C) Ignorance.
- D) Transfer.

[Correct answer: C\) Ignorance](#)

**Excercise 4.**

**Which element is not typically included in a project budget?**

- A) Direct costs.
- B) Indirect costs.
- C) Reserves for unforeseen expenses.
- D) Net project profit.

[Correct answer: D\) Net project profit](#)

**Excercise 5.**

**Who does the letter 'I' indicate in the RACI matrix?**

- A) The person responsible for task execution.
- B) The person who is informed about progress.
- C) The person who decides on task acceptance.
- D) The person who is consulted on the task.

[Correct answer: B\) The person who is informed about progres](#)

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

**Reccomended excercises for conducting in the stationary version of the training**

**Excercise 1.**

**Creating Project Goals**

**Task:** Participants are divided into small groups. Each group receives a description of a fictional project, including the overall goal and project background. The task for the groups is to create 3-5 specific project goals that align with the SMART criteria.

**Format:** Groups work in virtual rooms. They use collaboration tools such as Google Docs or Miro to create documents and diagrams together.

**Verification:** After completing the exercise, each group presents their goals to the other participants in the course. The facilitator and other participants assess the goals based on meeting the SMART criteria.

## **Excercise 2.**

### **Project Schedule Planning**

**Task:** Participants individually use tools such as Microsoft Project or free online alternatives to create a schedule for the assigned project. The schedule should include key tasks, their dependencies, and the resources needed for execution.

**Format:** Participants work independently, utilizing access to online tutorials for the selected tool.

**Verification:** Participants share their screens during video conferencing, presenting and explaining their schedules. The instructor leads a discussion, analyzing selected approaches and suggesting potential improvements.

## **Excercise 3.**

### **Risk Management Simulation**

**Task:** Participants receive a project scenario along with a list of potential risks. They are tasked with assessing these risks, determining which ones are prioritized, and developing risk response plans.

**Format:** The exercise is conducted individually using online survey tools such as Google Forms, where participants can assign probability and impact values to the risks.

**Verification:** Results are collected and analyzed in real-time. Group discussion helps understand various approaches to risk management and their effectiveness.

## **Excercise 4.**

### **Project Budgeting**

**Task:** Participants receive a project description along with the required resources. Their task is to create a detailed project budget, taking into account all direct and indirect costs.

**Format:** The exercise is conducted using online spreadsheets (e.g., Google Sheets), which allow for tracking changes and collaboration.

**Verification:** Participants present their budgets, and the instructor discusses key elements such as the realism of estimates, appropriate allocations, and potential savings.

## **Excercise 5.**

### **RACI Matrix Workshop**

**Task:** Participants create a RACI matrix for the project they are undertaking. The task involves assigning responsibilities for key project tasks to different roles in the project.

**Format:** Group exercise conducted in online collaboration tools such as Miro or other diagramming applications.

**Verification:** Each group shares their matrix with the other course participants during the online session, discussing decisions regarding role and responsibility assignments.



These interactive exercises not only aid in understanding the theory but also develop practical skills necessary in project management.

### 3.7.4. Progress test (self-assessment)

Are you able to:	YES	NO
1) Selecting principles for drafting project goals and tasks.		
2) Selecting methods for creating project schedules.		
3) Describing the stages of project budget creation.		
4) Recalling methods of assigning project tasks to individual team members.		
5) Defining the concept of risk management.		
6) Distinguishing methods of risk management in a project.		
7) Creating project goals and tasks.		
8) Constructing a project budget.		
9) Calculating the costs of individual budget items in accordance with applicable legislation.		
10) Compiling a risk register in the project and preventive actions.		

In the event that you selected 'NO,' we suggest returning to the learning material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information indicated below.

### 3.7.5. Recommended sources of information

**Recommended literature - you can find more information on the subject in:**

1. "A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition" – Project Management Institute 2017, Wydawnictwo: Project Management Institute.
2. "Smart Goals: How the Application of Smart Goals can Contribute to Achievement of Your Goals" – John Connelly 2015, Wydawnictwo: Independently published.
3. "Project Management Using Microsoft Project 2019: A Step-by-Step Guide" – Gus Cicala 2019, Wydawnictwo: Apress.
4. "Identifying and Managing Project Risk: Essential Tools for Failure-Proofing Your Project – Third Edition" – Tom Kendrick 2015, Wydawnictwo: AMACOM.
5. "Project Management Accounting: Budgeting, Tracking, and Reporting Costs and Profitability – Second Edition" – Kevin R. Callahan, Gary S. Stetz, Lynne M. Brooks 2011, Wydawnictwo: Wiley.
6. "Effective Project Management: Traditional, Agile, Extreme – Seventh Edition" – Robert K. Wysocki 2014, Wydawnictwo: Wiley.
7. "The Fast Forward MBA in Project Management – Fifth Edition" – Eric Verzuh 2015, Wydawnictwo: Wiley.
8. [www.ProjectManagement.com](http://www.ProjectManagement.com). (accessed: 14.12.2023).
9. [www.PMI.org](http://www.PMI.org). (accessed: 14.12.2023).

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10. *SMEs management*. Francisco Javier Segura 2014.  
[https://www.google.es/books/edition/El\\_Mapa\\_de\\_las\\_Pymes/DyN1EAAAQBAJ?hl=es&gbpv=1&dq=gestion+de+pymes+en+espa%C3%B1a&printsec=frontcover](https://www.google.es/books/edition/El_Mapa_de_las_Pymes/DyN1EAAAQBAJ?hl=es&gbpv=1&dq=gestion+de+pymes+en+espa%C3%B1a&printsec=frontcover) (accessed: 14.12.2023).
11. Vocational education and training in Europe: Denmark <https://www.cedefop.europa.eu/en/country-reports/vocational-education-and-training-europe-denmark-2018> (accessed: 14.12.2023).

## 3.8. Assigning and allocating tasks to project team members

### 3.8.1. Detailed learning outcomes

As a result of learning within the given topic, you will be able to:

- describe the principles of selecting project team members,
- explain the principles of assigning project tasks to team members according to their competencies,
- describe the procedure for creating a competency matrix of the project team,
- distinguish between methods of human resource management,
- select project team members,
- assign project tasks according to employees' competencies.

### 3.8.2. Learning material

Collaboration between schools and entrepreneurs can bring mutual benefits if projects are properly managed. A crucial aspect of effective management is the proper composition of the project team, their competencies, and task allocation. The following stages can be identified:

#### 1. Principles of Team Member Selection

Selecting team members is the first and crucial step in laying the groundwork for a successful project. The right team members should possess not only the necessary technical skills but also interpersonal abilities that enable effective collaboration.

Steps in team selection:

- Project requirements analysis: Understanding the skills and experiences needed to carry out the project.
- Resource assessment: Reviewing the skills of available individuals from both the school and the business.
- Interviews and competency assessment: Qualification interviews or analysis of past achievements and projects.
- Team balance: Ensuring that the team has a mix of different skills, experiences, and development potential.

#### 2. Principles of Project Task Allocation

Effective task allocation requires an understanding of the competencies of individual team members and their best fit for the project's needs.

How to allocate tasks:

- Understanding the task: Each task should be precisely defined along with the required skills.
- Competency analysis: Using a competency matrix to match team members' skills to tasks.
- Team discussions: Conversations with team members to understand their preferences and expectations regarding tasks.

Flexibility and adaptation: The ability to reorganize tasks based on changing circumstances and resource availability.

### 3. Creating a Project Team Competency Matrix

A competency matrix is a tool that helps visualize the skills of each team member and identifies competency gaps within the team.

Stages of creating a matrix:

- Skill list: Creating a list of all the skills needed for the project.
- Assessment of each member: Evaluating team members on a scale (e.g., from 1 to 5) for each skill.
- Visualization: Using a table or software to create a graphical representation of competencies.
- Analysis and planning: Analyzing the matrix to identify missing competencies and planning for their development.

### 4. Human Resource Management Methods

Human resource management in a project involves various methods, from traditional task-based management to modern Agile methodologies that promote autonomy and accountability.

Management methods:

- Traditional task-based management: Hierarchical division of responsibilities.
- Agile and Scrum: Breaking the project into short sprints with regular progress reviews.
- Goal-based management: Setting overarching goals and allowing the team to autonomously achieve them.

Effective project team management requires a clear strategy for team member selection, efficient task allocation, and ongoing monitoring and adjustment of both tasks and team competencies. Proper application of these principles will enable the successful implementation of projects between schools and businesses, benefiting both parties.

#### 3.8.3. Exercises

##### Recommended Exercises for Online Training Sessions:

##### Exercise 1.

**What criterion is NOT recommended when selecting project team members?**

- A) Technical skills.
- B) Time availability.
- C) Personal music style preferences.
- D) Interpersonal skills.

[Correct answer: C\) Personal music style preferences](#)

##### Exercise 2.

**On what basis should tasks be assigned to project team members?**

- A) Based on team members' availability.
- B) Based on their competencies.
- C) Based on seniority in the company.
- D) Based on the project manager's preferences.

[Correct answer: B\) Based on their competencies](#)

**Excercise 3.**

**What is the main purpose of creating a competency matrix for the project team?**

- A) Determining the salaries of team members.
- B) Understanding and visualizing each team member's skills.
- C) Resolving disputes within the team.
- D) Selecting the project leader.

[Correct answer: B\) Understanding and visualizing each team member's skills](#)

**Excercise 4.**

**Which human resource management method promotes autonomy and accountability among team members?**

- A) Traditional task management.
- B) Agile and Scrum.
- C) Goal-based management.
- D) All of the above.

[Correct answer: B\) Agile and Scrum](#)

**Excercise 5.**

**What is the main purpose of conducting a mini integration project at the end of the training?**

- A) Assessing participants' technical skills.
- B) Integrating knowledge from the entire course by participants.
- C) Entertaining participants.
- D) Assessing the instructor's managerial skills.

[Correct answer: B\) Integrating knowledge from the entire course by participants](#)

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

## Recommended exercises for conducting in-person training sessions

### Exercise 1.

#### Team Member Selection Simulation

Objective: Teach participants how to analyze and select project team members based on specific criteria and project requirements.

Description: Participants are divided into small groups and given a project description along with a list of available "team members" (descriptions of fictional characters with various skills and experience). Their task is to select the most suitable individuals for the project team.

Tools: Platforms such as Zoom for communication and Google Docs for collaboration and documenting decisions.

### Exercise 2.

#### Task Allocation Workshop

Objective: Teach participants how to effectively assign tasks according to team members' competencies.

Description: Each group receives a set of tasks to be completed within the project and must allocate them to the team members selected in Exercise 1, considering their skills and experience.

Tools: Trello or Asana for task management, where each task will be a card that can be assigned to team members.

### Exercise 3.

#### Competency Matrix Creation

Objective: Help participants understand how to create and use a competency matrix for effective team management.

Description: Participants, individually or in groups, create a competency matrix for a fictional project team. They then analyze the resulting distribution of skills and identify potential gaps.

Tools: Excel or Google Sheets for creating and sharing the matrices.

### Exercise 4.

#### Discussion on Human Resource Management Methods

Objective: Understand the differences between traditional and modern human resource management methods and their practical application.

Description: Participants engage in a discussion led by the instructor, analyzing case studies of different human resource management methods in the school-business context.

Tools: A video conferencing platform like Zoom and interactive online surveys (e.g., Mentimeter) for collecting opinions and preferences.

### Exercise 5.

#### Integration Mini-Project

Objective: Integrate knowledge from the entire course through practical application in a mini-project.

Description: Groups are tasked with planning a small educational project between a school and a company, including team selection, task allocation, and human resource management planning. The project culminates in a presentation of their solutions.

Tools: Online project management tools, shared documents, and online presentation platforms.

### 3.8.4. Progress test (self-assessment)

Can you:	YES	NO
1) Describe the principles of selecting project team members.		
2) Explain the principles of assigning project tasks to team members according to their competencies.		
3) Describe the procedure for creating a competency matrix for the project team.		
4) Differentiate methods of human resource management.		
5) Select project team members.		
6) Assign project tasks according to employees' competencies.		

If you selected "NO," we suggest returning to the teaching material and reviewing it again to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult the additional sources of information listed below.

### 3.8.5. Recommended sources of information:

#### Recommended literature – you can find more information on the topic in:

1. "The Five Dysfunctions of a Team: A Leadership Fable" – Patrick Lencioni 2002, Wydawnictwo: Jossey-Bass.
2. "Effective Project Management: Traditional, Agile, Extreme" – Robert K. Wysocki. 2019, Wydawnictwo: Wiley.
3. "Scrum: The Art of Doing Twice the Work in Half the Time" – Jeff Sutherland 2014, Wydawnictwo: Currency.
4. "Building a Winning Team: Technical Leadership Capabilities" – Tom J. Bouchard 2020, Wydawnictwo: Independent.
5. "Project Management Case Studies" – Harold Kerzner 2017, Wydawnictwo: Wiley.
6. *Undertaking a business project. Silvia Garrido 2000*  
[https://www.google.es/books/edition/La\\_Gesti%C3%B3n\\_de\\_Proyectos\\_en\\_la\\_Empresa/6tMUAAAACAAJ?hl=es](https://www.google.es/books/edition/La_Gesti%C3%B3n_de_Proyectos_en_la_Empresa/6tMUAAAACAAJ?hl=es) (accessed: 14.12.2023).
7. Vocational education and training in Denmark <https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark> (accessed: 14.12.2023).



## 3.9. Project Implementation

### 3.9.1. Detailed Learning Outcomes

As a result of learning within this topic, you will be able to:

- Select methods for verifying the goals and tasks implemented within the project according to the planned project schedule,
- Adapt principles for minimizing risks in the project,
- Recognize principles of project budget management,
- Choose methods for introducing changes in the project,
- Verify the completion of project tasks assigned to team members,
- Verify the goals and tasks implemented within the project according to the adopted schedule,
- Manage project risk,
- Prevent the failure to achieve project goals,
- Supervise task completion in accordance with the planned project schedule,
- Implement changes in the project,
- Prepare a project completion report.

### 3.9.2. Learning material

Project implementation encompasses several key components that ensure its effectiveness and efficiency. Proper management of these elements is essential to achieving project goals, especially in the context of collaboration between the educational and business sectors. The implementation of the project can be divided into the following key stages and strategies to ensure its success:

#### 1) Initiating the Project

**Defining Objectives:** Clearly outline what the project aims to achieve, in alignment with the expectations of all stakeholders.

**Engaging Stakeholders:** Identify all parties interested in the project and ensure their support and understanding.

**Establishing Project Scope:** Precisely define the scope of work to avoid changes and misunderstandings during the project's duration.

#### 2) Planning the Project

**Creating a Schedule:** Plan the sequence of activities, estimate their duration, and allocate the appropriate resources.

**Budgeting:** Estimate the costs associated with project implementation and secure adequate funding.

**Resource Management:** Determine the necessary human, technical, and material resources and manage them effectively.

#### 3) Executing the Project

Commencing Work: Begin the actual execution of tasks according to the plan.

Team Management: Direct the project team on a daily basis, motivate them, and resolve operational issues.

Monitoring Progress: Regularly track progress against the project plan and budget.

#### 4) Controlling and Monitoring

Change Management: Accept and implement changes in the project in a controlled and organized manner.

Reporting: Create regular progress reports for stakeholders and the project team.

Risk Management: Identify, analyze, and respond to project risks.

#### 5) Closing the Project

Project Closure: Formally conclude all activities and confirm the achievement of project objectives.

Final Evaluation: Analyze what was done well and what could have been improved, to learn for future projects.

Delivering the Product: Provide the final products or services to the project beneficiaries.

#### 6) Key Project Implementation Strategies Include:

Flexible Management: Use agile methodologies (e.g., Scrum) that allow for quick responses to changes and adjustments in a dynamic environment.

Communication and Engagement: Maintain regular and open communication among all team members and project stakeholders.

Quality and Standards: Ensure high-quality execution by applying appropriate standards and quality control procedures.

Project implementation in the context of collaboration between schools and businesses requires meticulous planning, effective resource management, and operational flexibility. An appropriate approach to each project stage and the application of proven project management strategies are crucial for achieving project success and meeting its objectives.

### 3.9.3. Exercises

#### Recommended exercises for online training:

##### Exercise 1.

**What elements should be included in a project plan?**

- A) Only the schedule.
- B) Only the costs.
- C) Schedule, costs, and resources.
- D) Only the resources.

[Correct answer: C\) Schedule, costs, and resources](#)

**Excercise 2.**

**What is the purpose of monitoring progress in a project?**

- A) Ensuring the project is not completed.
- B) Allowing changes without analysis.
- C) Identifying deviations from the plan and managing them.
- D) Omitting reporting to stakeholders.

[Correct answer: C\) Identifying deviations from the plan and managing them](#)

**Excercise 3.**

**What is a key element of risk management in a project?**

- A) Ignoring risks.
- B) Identifying potential risks.
- C) Accepting every risk without analysis.
- D) Focusing only on the positive aspects of the project.

[Correct answer: B\) Identifying potential risks](#)

**Excercise 4.**

**What should be done when a problem arises in a project?**

- A) Ignore the problem.
- B) Expect the problem to resolve itself.
- C) Propose and implement problem-solving strategies.
- D) Shift responsibility to another team.

[Correct answer: C\) Propose and implement problem-solving strategies](#)

**Excercise 5.**

**What information should be included in the final project report?**

- A) Only a description of problems.
- B) Only a list of project participants.
- C) Achieved objectives, resources used, encountered problems, recommendations for the future.
- D) Only project costs.

[Correct answer: C\) Achieved objectives, resources used, encountered problems, recommendations for the future](#)

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

**Recommended exercises for in-person training:**

**Excercise 1.**

**Project Planning**

Objective: Practical application of project planning knowledge.

Description: Participants receive a fictional project scenario and must develop a comprehensive plan. The plan should include a schedule, estimated budget, and the resources needed for project implementation.

Tools: Google Docs or other online collaboration tools for creating the project plan.

Task: Participants must plan the project by specifying the sequence of activities, estimated costs, and human and technical resources.

**Excercise 2.**

**Project Control Simulation**

Objective: Understanding the process of project control and monitoring.

Description: Participants use a provided template to monitor project progress and identify any deviations from the plan.

Tools: Excel or specialized project management software.

Task: The simulation involves entering fictional project progress data and analyzing and reporting on the project's status, including issues and risks.

**Excercise 3.**

**Risk Management Workshop**

Objective: Teach participants how to identify and manage risks in a project.

Description: Participants work in groups to identify potential risks in an assigned project scenario and develop strategies to mitigate them.

Tools: Video conferencing platforms for group work and mind mapping tools or shared documents for note-taking and presenting results.

Task: Each group must present their findings, including risk identification and proposed management methods.

**Excercise 4.**

**Project Problem-Solving**

Objective: Apply acquired knowledge to practical problem-solving.

Description: Participants receive a description of a problem that occurred during project implementation. They must propose strategies to solve this problem, considering any necessary changes to the project.

Tools: Discussion forum or group chat for participants to discuss and present their proposals.

Task: Develop creative and effective solutions to the problems, which will be evaluated by other participants or the instructor.

**Excercise 5.**

**Final Report Preparation**

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Objective: Develop the skill of creating project completion reports.

Description: Participants prepare a final project report, describing achieved objectives, resources used, encountered problems, and recommendations for the future.

Tools: Online text editors like Google Docs, where documents can be created and formatted.

Task: Create a comprehensive document that could be presented to actual project stakeholders.

#### 3.9.4. Progress test (self-assessment)

Can you:	YES	NO
1) Select methods for verifying the goals and tasks implemented within the project according to the planned project schedule?		
2) Adapt principles for minimizing risks in the project?		
3) Recognize principles of project budget management?		
4) Choose methods for introducing changes in the project?		
5) Verify the completion of project tasks assigned to team members?		
6) Verify the goals and tasks implemented within the project according to the adopted schedule?		
7) Manage project risk?		
8) Prevent the failure to achieve project goals?		
9) Supervise task completion in accordance with the planned project schedule?		
10) Implement changes in the project?		
11) Prepare a project completion report?		

If you selected "NO," we suggest returning to the teaching material and reviewing it again to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult the additional sources of information listed below.

#### 3.9.5. Recommended sources of information

**Recommended literature – you can find more information on the topic in:**

1. "A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition" – Project Management Institute 2017, Wydawnictwo: Project Management Institute.
2. "Identifying and Managing Project Risk: Essential Tools for Failure-Proofing Your Project" – Tom Kendrick 2015, Wydawnictwo: AMACOM.
3. "Making Things Happen: Mastering Project Management" – Scott Berkun 2008, Wydawnictwo: O'Reilly Media.

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4. "Project Management Accounting: Budgeting, Tracking, and Reporting Costs and Profitability" – Kevin R. Callahan, Gary S. Stetz, Lynne M. Brooks 2011, Wydawnictwo: Wiley.
5. "Successful Project Management" – Trevor L. Young 2013, Wydawnictwo: Kogan Page.
6. *Management in small companies*. Juna Anotnio Martín. 2004  
[https://www.google.es/books/edition/Administraci%C3%B3n\\_gesti%C3%B3n\\_y\\_comercializac/FFYefqcbZwAC?hl=es&gbpv=1&dq=gestion+de+proyectos+en+las+pymes+espa%C3%B1olas&pg=PA51&printsec=frontcover](https://www.google.es/books/edition/Administraci%C3%B3n_gesti%C3%B3n_y_comercializac/FFYefqcbZwAC?hl=es&gbpv=1&dq=gestion+de+proyectos+en+las+pymes+espa%C3%B1olas&pg=PA51&printsec=frontcover) (accessed: 14.12.2023).
7. The Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.  
<https://eric.ed.gov/?q=Curriculum+Development+in+Vocational+and+Technical+Education.+Planning+%2C+Content%2C+and+Implementation.+Fifth+Edition.&pg=224&id=ED316706> (accessed: 14.12.2023).

## 3.10. Monitoring and evaluation of the project

### 3.10.1. Detailed learning outcomes

As a result of learning within this topic, you will be able to:

- Monitor the planned objectives in the project (quantitatively and qualitatively),
- Define principles for measuring the planned objectives in the project,
- Establish evaluation principles for the project,
- Monitor the qualitative and quantitative indicators planned in the project,
- Perform quantitative and qualitative measurement of the planned indicators,
- Assess and prevent the failure to achieve project objectives,
- Conduct the evaluation process in the project.

### 3.10.2. Learning material

Collaboration between schools and businesses within projects requires not only meticulous planning but also effective evaluation and monitoring of objectives. The monitoring and evaluation stage can be divided into:

#### 1. Monitoring Planned Objectives in the Project

Monitoring project objectives involves both quantitative and qualitative aspects. This means regularly checking whether project activities are leading to the achievement of specified results and assessing the quality of those results.

How to do it:

Establish regular checkpoints where the project team can evaluate progress.

Use project management tools, such as dashboard software, which provide easy access to progress data.

#### 2. Defining Principles for Measuring Planned Objectives

To effectively measure objectives, they must be clearly defined at the project's start. Each objective should have specific, measurable indicators assigned.

Measurement Elements:

Quantitative indicators, such as the number of training participants, the percentage of tasks completed, costs versus budget.

Qualitative indicators, such as participant satisfaction and quality assessments.

#### 3. Principles of Project Evaluation

Project evaluation is the process of assessing the extent to which project objectives are being met and the outcomes of project activities.



Evaluation Process Includes:

Planning the evaluation during the project planning stage.

Collecting data from various sources, including surveys, interviews, and observations.

Analyzing data to draw conclusions about project progress.

#### 4. Monitoring and Measuring Qualitative and Quantitative Indicators

Systematic monitoring and measurement of indicators are essential to assess project effectiveness.

Measurement Techniques:

Analytical tools, such as Google Analytics for digital projects.

Qualitative research, including focus groups and interviews, to understand participant perceptions and opinions.

#### 5. Assessing and Addressing the Failure to Achieve Objectives

Not all projects proceed as planned. It is crucial to quickly identify issues and make corrections.

Problem-Solving Strategies:

Analyzing the causes of problems when objectives are not met.

Modifying the project plan if initial assumptions prove ineffective.

#### 6. Conducting the Evaluation Process

The final project evaluation helps understand its successes and limitations, and the results can improve future projects.

Evaluation Steps:

Collecting final data on all aspects of the project.

Conducting a comparative analysis with project objectives.

Developing recommendations for future initiatives.

Project management between schools and businesses requires meticulous planning and implementation and continuous monitoring, evaluation, and readiness to make changes. The key to success is understanding that every project is a learning process that offers improvement opportunities for both participants and organizers.

### 3.10.3. Exercises

#### Recommended exercises for online training:

##### Exercise 1.

**What tools should be used to monitor project progress?**

A) Only paper notes.

B) Project management tools, such as Microsoft Project or Trello.

C) Exclusively direct conversations with the team.

Correct answer: B) Project management tools, such as Microsoft Project or Trello

**Excercise 2.**

**What types of indicators should be included in the measurement methodology for project objectives?**

- A) Only financial indicators.
- B) Quantitative and qualitative indicators.
- C) Only the number of completed tasks.

*Correct answer: B) Quantitative and qualitative indicators*

**Excercise 3.**

When should evaluation planning begin in a project?

- A) After the project is completed.
- B) At the beginning of the project, during the planning phase.
- C) Only when the project encounters problems.

*Correct answer: B) At the beginning of the project, during the planning phase*

**Excercise 4.**

**What should be included in every risk management plan?**

- A) Only risk identification.
- B) Risk mitigation strategies and contingency plans.
- C) Ignoring risks to avoid causing team anxiety.

*Correct answer: B) Risk mitigation strategies and contingency plans*

**Excercise 5.**

**What should be done after identifying problems in achieving project objectives?**

- A) Immediately terminate the project.
- B) Ignore the problems and continue the project without changes.
- C) Analyze the problems and develop corrective actions.

*Correct answer: C) Analyze the problems and develop corrective actions*

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

## Recommended exercises for in-person training

### Exercise 1.

#### Project Objectives Monitoring Simulation

Objective: Learn to monitor and evaluate project progress both quantitatively and qualitatively.

Task: Participants are divided into groups and receive a project description along with its objectives. Their task is to determine which indicators will be used to monitor progress in achieving these objectives. Then, based on fictional data, they must prepare a brief report evaluating the status of the project's objectives.

Tools: Google Docs or Excel for data collection and analysis, Zoom for group discussions.

### Exercise 2.

#### Measurement Definition Workshop

Objective: Gain practical understanding of how to define and implement measurement systems to monitor project objectives.

Task: Participants individually develop a measurement methodology for a selected project objective, considering both quantitative and qualitative indicators. They must also specify which tools will be used for data collection and analysis.

Tools: Survey platforms such as SurveyMonkey or Google Forms, and data visualization tools like Tableau Public.

### Exercise 3.

#### Planning and Conducting Evaluation

Objective: Learn how to plan and conduct an effective project evaluation.

Task: Each group receives a project scenario with a completed implementation cycle. Groups must plan and simulate the project evaluation process, including selecting data collection methods, analyzing results, and developing recommendations for the future.

Tools: Diagram and presentation tools such as Microsoft PowerPoint or Prezi.

### Exercise 4.

#### Risk Management Simulation

Objective: Understand the process of risk management in a project

Task: Working in groups, participants receive a project description along with a list of potential risks. Their task is to develop a risk management plan, including mitigation strategies and contingency plans.

Tools: Group discussions on Zoom, documentation in Google Docs.

### Exercise 5.

#### Assessment and Addressing the Failure to Achieve Objectives

Objective: Learn to identify problems in project implementation and develop response strategies.

Task: Participants analyze the provided project progress report data, identify potential problems in achieving objectives, and propose specific corrective actions.

Tools: Case studies provided in PDF format, online collaboration and communication tools.

### 3.10.4. Progress test (self-assessment)

Can you:	YES	NO
1) Monitor the planned objectives in the project (quantitatively and qualitatively)?		
2) Define principles for measuring the planned objectives in the project?		
3) Establish evaluation principles for the project?		
4) Monitor the qualitative and quantitative indicators planned in the project?		
5) Perform quantitative and qualitative measurement of the planned indicators?		
6) Assess and prevent the failure to achieve project objectives?		
7) Conduct the evaluation process in the project?		

If you selected "NO," we suggest returning to the teaching material and reviewing it again to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult the additional sources of information listed below.

### 3.10.5. Recommended sources of information

**Recommended literature - for more information on the subject, you can find:**

1. "A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Sixth Edition" – Project Management Institute, 2017, Wydawnictwo: Project Management Institute.
2. "Making Things Happen: Mastering Project Management" – Scott Berkun, 2008, Wydawnictwo: O'Reilly Media.
3. "Measure What Matters: Online Tools For Understanding Customers, Social Media, Engagement, and Key Relationships" – Katie Delahaye Paine, 2011, Wydawnictwo: Wiley.
4. "Project Management Metrics, KPIs, and Dashboards: A Guide to Measuring and Monitoring Project Performance" – Harold Kerzner, 2017, Wydawnictwo: Wiley.
5. "Effective Project Management: Traditional, Agile, Extreme" – Robert K. Wysocki, 2019, Wydawnictwo: Wiley.
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[https://www.google.es/books/edition/Manual\\_para\\_la\\_Direcci%C3%B3n\\_de\\_Proyectos/mRC3EAAAQBAJ?hl=es&gbpv=1&dq=guia+de+gestion+de+proyectos&printsec=frontcover](https://www.google.es/books/edition/Manual_para_la_Direcci%C3%B3n_de_Proyectos/mRC3EAAAQBAJ?hl=es&gbpv=1&dq=guia+de+gestion+de+proyectos&printsec=frontcover) (accessed: 14.12.2023).
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### 3.11. Characterizing the process of awarding qualifications applicable in the school and determining opportunities for supplementing qualifications

#### 3.11.1. Detailed learning outcomes

As a result of learning in this subject, you will be able to:

- Define what vocational qualifications are in school,
- Assign vocational qualifications to the taught field of study,
- Define what market qualifications, additional vocational skills, and other forms of professional development are distinguished in partner countries,
- Determine the possibility of complementing the vocational qualifications acquired by the student in school with other vocational qualifications useful in the labor market.

#### 3.11.2. Learning material

##### Definition of Vocational Qualifications in School

Vocational qualifications comprise a set of skills, knowledge, and competencies acquired by students through vocational education. The curriculum in vocational schools is designed to prepare students for specific professions. These qualifications are verified by appropriate certificates or diplomas, recognized in the job market. In Poland, vocational qualifications are regulated by the Ministry of Education and Science, and their standards correspond to the needs of the labor market.

##### Assignment of Vocational Qualifications to Taught Specializations

In vocational schools, each educational specialization is closely linked to specific vocational qualifications. For example, a student studying to become an IT technician acquires qualifications in programming, computer network management, and system administration. These qualifications are directly related to the profession the student will be able to pursue upon completing their education.

##### Definition of Market Qualifications, Additional Vocational Skills, and Other Forms of Vocational Development

Market qualifications refer to skills and knowledge highly valued by employers but not always formally included in school curricula. These may include skills such as project management, interpersonal communication, or proficiency in foreign languages.

Additional vocational skills are specialized competencies acquired through courses, training, industry certifications, or internships. Examples include courses in operating modern industrial machinery for mechanical technicians.

Other forms of vocational development include participation in workshops, conferences, or international exchange programs, allowing individuals to gain professional and cultural experience.

Opportunity to Supplement Existing Vocational Qualifications with Other Skills Useful in the Job Market  
Collaboration between schools and businesses is crucial for supplementing vocational qualifications acquired in school with market-relevant skills. Employers may offer internships, apprenticeships, or workshops enabling students to acquire practical knowledge and skills required in the job market. Schools may also establish dual education programs where part of the learning takes place within enterprises.

As part of vocational education, students should be encouraged to pursue personal and professional development, explore various career paths, and acquire additional qualifications to enhance their marketability. Collaboration with businesses is one of the most effective ways to achieve this goal, creating a win-win situation for both enterprises and future employees.

### Collaboration between Schools and Businesses

Collaboration between schools and businesses can take various forms, from joint research projects to vocational internships for students. Effective management of these projects is crucial to achieving their educational and business objectives. Below are key aspects of project management in the context of such collaboration.

#### 3.11.3. Exercises

#### Recommended Exercises for Online Training Sessions:

##### Exercise 1.

**Professional qualifications are:**

- Specialized courses offered by companies.
- Skills and knowledge related to a specific profession, confirmed by the education system.
- Awards for achievements in professional competitions.
- Certificates obtained from online training.

Correct answer: b) Skills and knowledge related to a specific profession, confirmed by the education system

##### Exercise 2.

**How is professional qualification assigned to the taught field?**

- It is chosen by the student individually.
- It is determined by the industry based on market research.
- It is defined by the curriculum of the vocational school.
- All answers are correct.

Correct answer: c) It is defined by the curriculum of the vocational school

##### Exercise 3.

What are examples of marketable qualifications?

- Ability to operate the latest technologies.
- Proficiency in fast typing on a keyboard.
- License for driving heavy vehicles.
- All answers are correct.

Correct answer: d) All answers are correct

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

### Recommended exercises to be conducted in the stationary version of the training.

#### Exercise 1.

##### Interactive multiple-choice test

Objective: Verification of understanding of basic concepts related to professional qualifications.

Description: Course participants answer multiple-choice questions that assess their understanding of professional qualifications, marketable qualifications, and additional professional skills.

#### Exercise 2.

##### Forum Discussion

Objective: To expand understanding of additional qualifications and their significance in the job market.

Description: Course participants engage in a forum discussion, sharing opinions and examples regarding various forms of professional development in their countries and how these can complement qualifications obtained in school.

Discussion Topics:

What forms of professional development are popular in your country and why?

Share an example of how additional professional skills have helped you or someone you know in their career.

What additional professional qualifications do you consider most valuable in your industry?

### 3.11.4. Progress test (self-assessment)

Can you:	YES	NO
1) Define what professional qualifications are in school?		



2) Assign professional qualifications to the taught field?		
3) Define what marketable qualifications, additional professional skills, and other forms of professional development are distinguished in partner countries?		
4) Determine the possibility of supplementing the student's existing professional qualifications acquired at school with other professional qualifications useful in the job market?		

In case you selected "NO," we suggest revisiting the teaching material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information listed below.

### 3.11.5. Recommended sources of information

#### **Recommended literature - for more information on the subject, you can find it in:**

1. "Podstawy zarządzania organizacjami" - Griffin Ricky W. Wydawnictwo: PWN, 2020.
2. "Edukacja i kształcenie zawodowe w Polsce - wyzwania i kierunki rozwoju" - Kowalski Antoni, Szymański Michał (red.) Wydawnictwo: Difin, 2018.
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<https://www.cedefop.europa.eu/en/country-reports/vocational-education-and-training-europe-denmark-2018> (accessed: 14.12.2023).

## 3.12. Recognition of professional qualifications in European countries

### 3.12.1. Detailed learning outcomes

As a result of learning within the given topic, you will be able to:

- Define the concept of a regulated profession,
- Identify the stages of the procedure for recognizing professional qualifications in partner countries, members of the European Union,
- Identify the costs of recognizing qualifications,
- Determine the level of language proficiency in the country where the qualification is to be recognized,
- Define what sectoral professions are,
- Identify how professionally experienced qualifications are recognized,
- Recognize what the European Professional Card is,
- Present procedures for recognizing professional qualifications in partner countries, members of the European Union,
- Present the costs of recognizing professional qualifications,
- Prepare information on language proficiency requirements in the country where the professional qualification will be recognized,
- Present the procedure for recognizing sectoral professional qualifications and those confirmed by experience,
- Indicate how to prepare the European Professional Card.

### 3.12.2. Learning material

A Regulated Profession is a profession whose practice is dependent on meeting specific legally established requirements in a given country, such as possessing appropriate qualifications or licenses. Examples include doctors, lawyers, and teachers.

#### Stages of the Procedure for Recognizing Professional Qualifications

##### Process in EU Countries:

Submission: Submission of the intention to have qualifications recognized to the appropriate authority of the respective country.

Verification: Verification of the compliance of qualifications with the requirements of the regulated profession.

Decision: Issuance of a decision on the recognition or refusal of recognition of qualifications.

Appeal: Possibility to appeal against the decision.

#### Costs of Qualification Recognition

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These costs may include administrative fees, translation of documents, possible supplementary courses, or exams.

#### Language Proficiency Level

The required level of proficiency in the language of the country where the qualification is to be recognized typically includes the ability to communicate in a professional environment. The specific level is determined by national or sectoral regulations.

#### Sectoral Professions

These are specialized professions that are particularly regulated within a specific sector of the economy, such as finance, medicine, or construction.

#### Recognition of Experience-Confirmed Professional Qualifications

Some EU countries offer procedures for recognizing competencies acquired through practical work experience, even if they are not supported by formal qualifications.

#### European Professional Card

Definition: An electronic certificate facilitating professional mobility within the EU for regulated professions, such as nurses or pharmacists. It enables faster and easier recognition of professional qualifications in another member state.

#### Recognition Procedures for Professional Qualifications in the EU

These procedures are harmonized under the EU directive on the recognition of professional qualifications, facilitating workers' relocation and employment in various EU countries.

#### Preparation of the European Professional Card

Registration: Submission of an application online.

Documentation: Attachment of scans of documents confirming qualifications.

Fee: Payment of a fee for issuing the card.

Waiting Time: Waiting for verification and issuance of the card by the relevant authorities.

#### Language Requirements

Information about language requirements is available from regulatory bodies responsible for recognizing qualifications in a given country. It is important for candidates to be prepared to demonstrate the required level of language proficiency, which may be confirmed by appropriate certificates.

### 3.12.3. Exercises

#### Recommended exercises for conducting online training:

##### Exercise 1.

##### A regulated profession is:

- A profession whose practice does not require meeting special requirements.
- A profession for which meeting specific legal requirements in a given country is necessary for practice.

[Correct answer: b\) A profession for which meeting specific legal requirements in a given country is necessary for practice.](#)

### Excercise 2.

**The European Professional Card is:**

- a) A paper document confirming professional qualifications.
- b) An electronic certificate facilitating professional mobility within the EU.

[Correct answer: b\) An electronic certificate facilitating professional mobility within the EU.](#)

**In case of a correct answer, the following message will appear:**

**Congratulations!**

**You have mastered the material very well.**

In case of an incorrect answer:

**Unfortunately, you did not solve the task correctly.**

Please try again. Alternatively, review the topic online or refer to the student guide.

### Recommended exercises for conducting face-to-face training:

#### Excercise 1.

**What challenges may arise regarding the recognition of professional qualifications obtained abroad in your profession? Describe briefly.**

Objective: Practice applying knowledge to sample scenarios

Participant's response: The required response may involve the need to pass additional exams, the requirement for document translation, differences in educational standards, or language requirements.

#### Excercise 2.

**Goal: Simulation of the process of applying for recognition of qualifications in another EU country.**

Instructions: Use acquired knowledge to navigate through the process of applying for recognition of qualifications for the selected profession. Decide what documents you will need, what the costs may be, and how long the entire process may take.

Objective: Simulation of the process of applying for recognition of qualifications in another EU country.

Correct steps:

Check if the profession is regulated in the country you are applying to.

Gather necessary documents, such as diplomas, certificates, and translations.

Submit an application to the relevant authority in the country where you want to obtain recognition of qualifications.

Pay fees for the recognition process.

Wait for the decision on the recognition of qualifications.

These exercises help training participants better understand and prepare for the process of recognizing professional qualifications in various European Union countries, which is crucial for individuals planning to work abroad in regulated professions.

### 3.12.4. Progress test (self-assessment)

Can you:	YES	NO
1) Define the concept of a regulated profession?		
2) Identify the stages of the procedure for recognizing professional qualifications in partner countries, members of the European Union?		
3) Identify the costs of recognizing qualifications?		
4) Determine the level of language proficiency in the country where the qualification is to be recognized?		
5) Define what sectoral professions are?		
6) Identify how professionally experienced qualifications are recognized?		
7) Recognize what the European Professional Card is?		
8) Present procedures for recognizing professional qualifications in partner countries, members of the European Union?		
9) Present the costs of recognizing professional qualifications?		
10) Prepare information on language proficiency requirements in the country where the professional qualification will be recognized?		
11) Present the procedure for recognizing sectoral professional qualifications and those confirmed by experience?		
12) Indicate how to prepare the European Professional Card?		

In case you selected "NO," we suggest revisiting the teaching material and reanalyzing it to achieve the intended learning outcomes (knowledge, skills). Alternatively, we encourage you to consult additional sources of information listed below.

### 3.12.5. Recommended sources of information

**Recommended literature - more information on the topic can be found in:**

1. "The Recognition of Professional Qualifications in the European Union" - Autor: Ewa Klonowski  
Wydawnictwo: Edward Elgar Publishing 2019.
2. "Navigating the European Union: Professional Qualifications and Skills Recognition" - Autorzy: Anna Smith i Tom Brown  
Wydawnictwo: Routledge 2020.
3. "European Professional Card and Recognition of Qualifications in the EU" - Autor: Claire Johnson  
Wydawnictwo: Palgrave Macmillan 2018.
4. "Legal Frameworks for the Integration of Third-Country Nationals" - Redakcja: James Hampshire

M1.U4. Engaging Employers in Vocational Exams Organized by Schools, Career Counseling, and Preparing Students for Labor Market Entry

Wydawnictwo: Brill Nijhoff 2016.

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## 4. DICTIONARY

<i>Polski</i>	<i>ENGLISH</i>
bibliotekarz	librarian
całozyciowe poradnictwo kariery	lifelong career guidance
cyklu Deminga	Deming cycle
doradca zawodowy	career counselor
dyrekcja szkoły	school management
ewaluacja	evaluation
indywidualny plan działania	individual action plan
innowacyjność	innovation
kierownik zajęć praktycznych	manager of practical classes
kompetencje miękkie	soft skills
monitoring	monitoring
organizacja związkowa	trade union organization
pedagog szkolny	school counselor
poradnictwo zawodowe	career guidance
prestż	prestige
program nauczania	curriculum
przedsiębiorczość	entrepreneurship
psycholog	psychologist
rodzic	parent
rozwój społeczny	social development
rynek pracy	labor market
sieć kontaktów	contact network
szkoła zawodowa	Vocational school
wychowawcy klasy	class teachers



## 5. LITERATURE

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