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“Section B”

***An overview of the Tools, Systems and
Games used to support Career Guidance in
Europe***

Authors:

INSEAD, Ellinogermaniki Agogi, Orientum, Alba, Technical University of Dresden,
University of Louis Pasteur, Technical University of Sofia, IPA S.A.,
Alpha-Omega Communications, Newman College of Higher Education

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Introduction

In this report, we present a compilation of tools, systems and games currently used to support career guidance in eight European countries: Bulgaria, Estonia, France, Germany, Greece, Lithuania, Romania and the UK.

Each partner country contributed by identifying, describing and providing links and reference material related to relevant tools, systems and games currently used in their country to support career guidance. This report can thus be used as a basis for a broader attempt to identify the current status and trends in these areas in order to better understand, position and diffuse effective career guidance services.

The report is structured as follows. In Part 1, the tools and systems which support career guidance are presented for each country.

In Part 2 we focus principally on the analysis of the diffusion of games-based approaches in the career guidance context. Conclusions and next steps are presented in Part 3.

Part 1: Tools and Systems

1.1 Bulgaria

Some of the most important initiatives related to providing career information and guidance undertaken so far have been:

- Rendering the information regarding professional paths, fields and profiles, professions and specialties in secondary education automatic;
- Developing programs for literacy courses, general education and vocational training for people with special educational needs, deviant ones and prisoners.
- Holding regional and school forums for career guidance – panoramas, markets, secondary and higher school exhibitions jointly with users of personnel;
- Developing methods and tools of studying attitudes, interests and skills;
- A model of an inter-institutional approach called “Secondary School/Higher School – users of personnel” is being developed;
- Issuing printed, electronic and audio-visual products for the individual’s unaided career guidance and informing;

The information used is in the form of:

- Brochures about professions, schools and universities
- Information portfolios about 450 professions, information sheets, leaflets, brochures, newssheets, posters
- Videos for students and adults, for job seekers and career guidance specialists
- Computer programs for self-test diagnostics designed for 7th grade students (Interests-training-profession) and for secondary school-leavers (Interests-university studies-profession)
- Multimedia discs (a total of 90 products) for young people aged 16-28
- Specialized radio and television broadcasts
- The internet

The activities described below aim at providing secondary school students with adequate information about the opportunities for continuing their studies in different universities of the country. They became popular in the early 1990s when the Bulgarian higher schools - in the new socio-economic context - started to face a severe competition and had to develop new practices in order to attract a greater number of young people. Consequently, all these actions have had the characteristics of an advertising campaign. Experience shows that they are approved by secondary school students, as well as by teachers and parents, and thus could be considered as good practices for guiding secondary school students to universities. As to the main disadvantage of this kind of actions – the fact that they are inevitably biased against some specific higher school and therefore do not offer impartial and complex information – normally it is compensated by the availability of several similar initiatives taken by various universities.

A. Editing leaflets containing information about a university

Although a huge amount of information is available through the electronic media (Internet, TV, DVD, CD) nowadays, the traditional paper-based information sources are still playing an important role, especially for career guiding needs. Their main advantages are:

- no electronic equipment is necessary for their use;
- for many people leaflets and brochures are still the most familiar way to get informed about something;

The process of editing information materials for secondary school career guidance consists of the following steps:

1. Defining the students target groups. It is important because in Bulgaria there are different categories of secondary schools (secondary comprehensive schools, vocational secondary schools and profile oriented secondary schools) and their students have different level of competence in various fields.
2. Preparing a draft of the leaflet which should meet the requirements of comprehensiveness and reasonable volume and in the same time provide relevant information about academic structure, courses available, financial and living conditions, enrolment procedures etc. If the leaflet covers more than one university – which is the case with joint actions carried out by several universities – the setting up of their corresponding sections should precede the general draft construction.
3. A professional artistic design has to be made in order to ensure the leaflet's attractiveness.
4. The leaflets have to be edited in an optimal print run so that the necessary stock for the current year should be ensured, but without excessive quantities. (The use of materials from the previous year is not recommended, since as a rule the information should be updated often enough. For the same reason it is better to edit the information materials in March-April, so that they could be used for the enrolment campaign of the current year)
5. Dissemination of the information materials could be carried out through one of the following methods:
 - during specially organized meetings between university representatives and secondary school students;

- during higher education fairs which are periodically organized in various Bulgarian cities.

B. Organization of meetings between university representatives and secondary school students

As a rule, such events are organized by the universities themselves and take place in various secondary schools. This involves academic staff members' visiting schools and meeting students in order to provide them with relevant information about the opportunities for studies in the relevant higher education institution. This practice has gained ground in the last few years because of the opportunity for establishing personal contacts with a large number of students and answering their questions directly.

The steps of this action are:

1. Choice of the school to be visited. It has to be made in line with the general strategy of the university which normally is to maintain and enlarge its influence and popularity in different regions of the country. (Available statistics about the regions of origin of the young people studying in the university could be very useful).
2. Recruiting academic staff for the visits.
First volunteers are enlisted, but if their number turns out not to be large enough for fulfilling the whole meetings program, additional Professors, Associate Professors, Assistant Professors or research fellows are assigned to this task. Experience shows that the best results are achieved when the visiting university representative already has some connection with the hosting school (In the ideal case he/she should have graduated the same school).
3. Setting up a visits schedule.
The whole campaign should be carried out in April-May, i.e. just before the secondary school graduation. The good coordination with the secondary school representatives is a prerequisite for its smooth running.
4. Analyzing the experience gained and drawing conclusions.
After finishing the campaign a small group of experts analyzes the reports of all visitors and draws conclusions about the interest shown by the secondary school students and about the FAQ. This feedback is important for the organization of the next year's campaign and for assessing the university's popularity in the various regions.

C. Participation in annual higher education fairs.

This kind of events is organized on a commercial basis by small private companies offering guidance services to secondary school students. They take place annually in April, in Sofia, and in other Bulgarian cities: Varna, Plovdiv, Bourgas, Rousse, Stara Zagora etc. The organizers offer the universities stands with all facilities - office equipment, multimedia etc – which can be used during the fair.

The following steps have to be made with regard to carrying out this action.

1. Signing a contract with the company organizing the event.
2. Preparing presentations and publicity materials about the university.
3. Assigning university representatives to the stand and organizing a periodic supply of information materials.
4. Analyzing the representatives' reports and drawing conclusions about the interest shown by the visitors of the fair and the FAQ.

1.2 Estonia

No detailed information about tools and systems received from Estonia.

1.3 France

Two public websites

<http://www.onisep.fr>

<http://eduscol.education.fr/D0095F/accueil.php>

Two private editor's website

- www.delta-expert.com : Career guides and software for lower and upper secondary schools
- www.fontainepicard.com : Career guides and software for upper secondary schools and higher education

1.4 Germany

The “Berufsinformationszentrum” (BIZ)

The BIZ as an institution of the Federal Employment Agency provides:

- A variety offer on media and events according vocational training, study and career
- Relevant information brochures, books and magazines
- Computer based workstations (internet access)

Databases

KURSNET offers nationwide opportunities for vocational training and further education. It also informs about career chances on the European labour market

BERUFNET. The database provides all important facts about vocational training opportunities and profile descriptions to the user. Additionally it presents ca. 600 job describing movies.

Internet addresses

www.arbeitsagentur.de offers available apprenticeship training positions in cooperation with companies

www.europaserviceba.de presents information about vocational training, study and work in Europe

1.5 Greece

Psychometrical tools

In Greece, career counsellors do not officially make use of psychometrical tools unless they use their own ones. The Pedagogical Institute is responsible for the construction, the evaluation and the training of the counsellors. In the private sector, there are several psychometrical tools (about occupational interests, personality, occupational values etc). Below, we present a list which includes the companies that have created and used psychometrical tools. These tools can be also used in the sector of private education, after buying them.

1. SHL <http://www.shl.gr/>

2. ISON Phsycometrica <http://www.ison.gr/>

3. Crème de la Crème <http://www.cremedelacreme.gr/>
4. Computer Academy <http://www.computeracademy.gr/>
5. METPON <http://www.metrontest.gr/>
6. Laboratory of Experimental Pedagogy of University of Athens (Tertiary Education) (training seminars of counsellors about the use of psychometrical tools)
http://www.ergastirio.ppp.uoa.gr/seminaria/epag_prosanatol_2006.html

Career Counsellors of O.A.E.D and K.P.A. do not usually use career guidance tests, because they just place people into the labour market and they do not use the approach of a personal interview.

1.6 Lithuania

After entering EU Lithuania started new project (project number: **BPD2004-ERPF-1.5.0-07-04/0003**) on designing national career guidance system – AIKOS (**Open Information, Counselling and Guidance System**).

One of main products of the project – website, designed not only for schoolchildren and students, but also for adults. This website is a part of AIKOS system and is used to show the internet data from education, statistics and labour registers for the wide scope of users. The data is displayed as a result of a search query or referring to the links to other related information sources.

AIKOS objectives:

- To provide relevant information on the learning opportunities and employment possibilities to the Career Information and Career Guidance Centres;
- To ensure the availability of the relevant information on the learning opportunities and employment possibilities for the citizens of Lithuania during the entire life;
- To provide career information services to all citizens, taking into account the individual and society needs;
- To improve the employability skills of young and adult people, to encourage their entrepreneurship and lifelong learning;
- To develop the social activity and personal responsibility for career development in order to prevent the unemployment, to provide information to the citizens of European countries on learning opportunities and employment possibilities in Lithuania.

<http://www.aikos.smm.lt/aikos/webdriver.exe?kalba=lt&kalba=en&MIval=/DizPirma s.html>

‘Career Planning Steps’ - an online tool designed by Euroguidance (www.euroguidance.lt/jaunimaui.htm). Career guidance tool that is very popular between teenagers. Gives clear theoretical idea on future career path. This tool is used by career counsellors during the group vocational counselling session with IT.

Online tests:

Test prepared by E.Klimov.

<http://www.euroguidance.lt/profesijosvadovas/gui/testas.htm>

Test for personal communicational - organizational skills assessment

<http://www.euroguidance.lt/profesijosvadovas/gui/testas2.htm>

Test for personal needs assessment -

<http://www.euroguidance.lt/profesijosvadovas/gui/testas3.htm>

Questionnaire of interests www.profejupasaulis.lt

Questionnaire of skills www.profesijupasaulis.lt

Online exercises for choosing a career (www.profesijupasaulis.lt):

Choosing a career on the background of most liked school subject

Choosing a career on the background of most liked work activity

Choosing a career on the background of appearance in work environment.

Profesijos vadovas – Guide for vocation – is an online product that also has print version. This product is provided to each Lithuanian school by authorities. This guide shows a system of different professions, and their families in Lithuania.

<http://www.euroguidance.lt/profesijosvadovas/gui/index.htm>

Different online systems that provides information on fulfilling CV (curriculum vitae) forms:

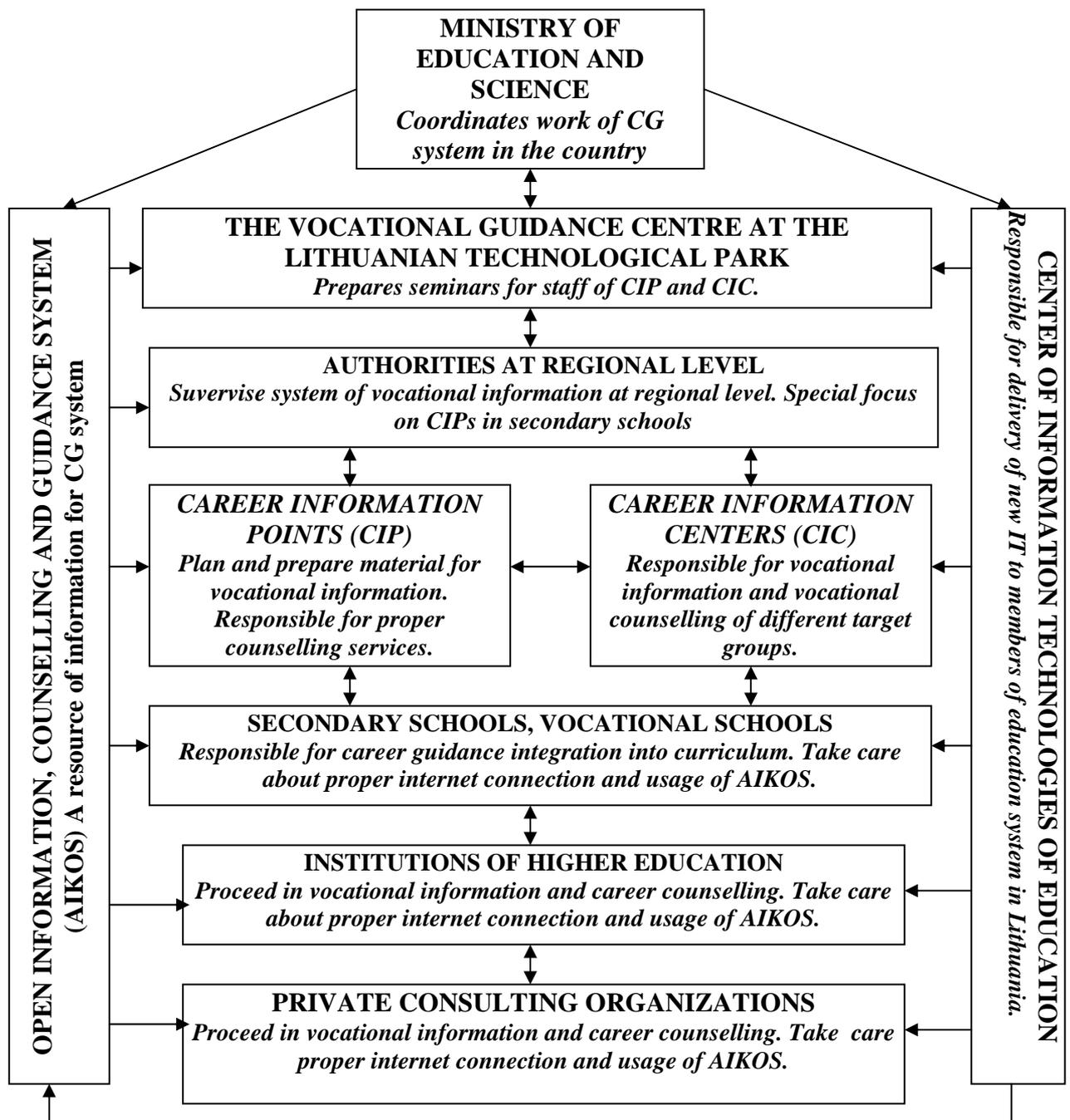
<http://www.europass.lt/en>

<http://www.cvonline.lt/>

<http://www.cv.lt/index.do;jsessionid=aaabvSIsXPhJnS?lang=en>

<http://cvmarket.info.lt/>

System of Vocational Information in Lithuania



1.7 Romania

The main categories of products and means of information and counselling in career guidance are:

- Occupational profiles:** refer to the job descriptions, working instruments and tools, occupational dynamics on the labour market, physical and psychical requirements of each occupation etc.
- Group Counselling:** is a form of information and counselling in career guidance through which the same set of information is sent to a group of persons with common interests.

- Individual Counselling:** is done for correctly identifying the personal necessities, abilities and aspirations, in order for the individual to make the correct decision when choosing his career.
- Video cassettes:** present information regarding the techniques of searching for a job, of how to present oneself at an interview, information related to the labour market and to the qualification possibilities etc.
- Newspapers related to career guidance:** contain self-knowledge instruments, self-evaluation, forecasts with respect to occupations, answers to different questionnaires etc.
- Posters:** presenting attractive/supportive messages and drawings related to how to choose a career and to the chances of and steps in building a successful career etc.
- Tests of attention, memory, intelligence, personality, ability and interests:** these are used for a precise evaluation of some psychical dominants, as well as of the ability and motivational traits, and of the client's interests.
- Computer systems for interactive testing and assistance in choosing a career:** they are used to explore the contents and the requirements of an occupation in Romania, as well as at evaluating human behaviour

Systems

The Sectorial Operational Programme for the Development of Human Resources 2007-2012 *Link: [SOP DHR Informative bulletin](#)*

The general objective of SOP DHR is the development of the human resources and the increase in their competitiveness on the labour market, through ensuring equal opportunities of life-long learning and the development of a modern, flexible and inclusive labour market, that is to determine, until 2015, the sustainable integration on the labour market of 900 000 persons.

Specific objectives: • Increasing the level of education and vocational training of the human resources; • Development of human resources in the education system; • Promotion of enterprise culture; • Facilitation of the entrance on the labour market of the young people; • Development of a modern, flexible and inclusive labour market; • Promotion of the entrance / re-entrance on the labour market of the inactive population, rural areas not excepted; • Improvement in the employment public services; • Facilitating the access to education and on the labour market of vulnerable groups.

1.8 UK

Self-Development

Activities here focus on identifying and developing personal skills, key skills and personal qualities. One example is the SNIP analysis, where S = Strengths, N = Needs, I = Interests and P = Preferences (the last including such aspects as whether the child would prefer working indoors or outdoors).

Career Exploration

Activities here concentrate on raising awareness about the possibilities offered by different job types. This can include challenging children's acceptance of stereotypes, such as that certain careers are limited to men or women.

Career Management

This area of work looks at what may be called life skills in relation to work e.g. managing one's money, filling in application forms and doing oneself justice in interviews. There is a strong connection between this aspect and self-development e.g. in cultivating decision-making skills.

Careers databases.

Databases can be accessed privately by children and their families but are also often networked by Connexions to local schools for access by Personal Advisers and the students they work with. Prominent examples include Kudos and Careerscape, both published by CASCAiD (www.cascaid.co.uk), and Careers Information Database (CID) produced by Careerssoft (www.careerssoft.co.uk), which is designed with particular reference to young people with disabilities.

Published materials

Now that careers education is statutory many educational publishers have developed their own ranges of teaching and self-access materials to meet the needs of teachers and PAs working in schools. An excellent example is The Trotman Directory (available online at www.trotman.co.uk).

Connexions

Staff at local and regional offices of Connexions produce their own materials as part of their consultancy and support work with schools. For obvious reasons these are not produced to the same standard of presentation as published materials. On the other hand they pose fewer problems regarding copyright and there are examples of resources produced by Connexions being taken up by commercial publishers.

Part 2: Games

Games are a potentially attractive way to support rich learning experiences in children's and young adults' education, and have also recently demonstrated their effectiveness in addressing adults' (managers, professionals) competence development needs.

For instance, SmallWorld Simulations¹ and similar experiential, Learning-by-Doing / Learning-by-Playing, game-based approaches have been developed and deployed successfully in management schools and universities, as well as private and public organizations world-wide to address "complex" subjects such as change management, collaboration, and innovation. These game-based approaches are proving to be more effective than the traditional (and online) approaches used until now to support awareness-building, learning and competence development in these critical domains.

As career guidance also requires effective awareness-building, learning and competence development services, the principal aim of this section of the report is to explore the current usage as well as the potential of adopting game-based approaches to address career guidance challenges.

Each partner country was asked to provide details about any game-like (e.g. role-playing games) approaches used in Career Guidance within their country.

2.1 Bulgaria



BULGARIAN CENTRE OF TRAINING FIRMS
http://www.buct.org/newsite/en/projects_info.php

Basic Principles

- Training Environment – learning by doing
- Simulation: trade, business administration, payments and bank operations
- Interdisciplinary relations
- A tool for developing entrepreneurship knowledge and skills (technical, professional and social)

Target Group Benefits

- Development of entrepreneurship skills
- Development of international links and language skills
- Provision of work experience
- Live Trading at Trade Fairs
- Direct links with employers

¹ Albert A. Angehrn (2006); **Designing SmallWorld Simulations: Experiences and Developments**; *The 6th IEEE International Conference on Advanced Learning Technologies (ICALT 2006)*, 2006 (pdf)

- Networking within Virtual Business network

Alternative of traditional apprenticeship programs

- Education ⇔ Business
- Simulation ⇔ Real environment
- Theory ⇔ Practice
- Job ⇔ Training

The Training Firm /practice enterprise/ is

- A simulated company, run as a "real" business.
- It silhouettes a "real" firm's business procedures.
- Integrated practical education in economics, ICT and foreign languages
- Practice firms conduct a "real" business with other practice firms
- There is no real transfer of money and goods
- Practice firms have real mentor-companies

Students-employees of training/practice firms gain:

- Professional competencies
- Technical skills
- Social experience

Training and Qualification

- Training of teachers-managers by training firms:
 - Teachers from schools of economics
 - Teachers from vocational schools
 - Teachers from comprehensive schools
 - In-service courses - topical
- Life-long/continuing education

Projects

- Training Firms in the Penitentiary System – Leonardo da Vinci
- Bridge between School and Business
- Training Recruitment Procedure "Looking for a Job"
- Education-Training-Employment – TF for people with special needs

BULGARIAN BUSINESS
LEADERS FORUM



<http://www.bblf.bg/projects.php>

BUSINESS HOUR

The initiative "Business hour" is a part of the ENGAGE campaign of the International Business Leaders Forum of the Prince of Wales, whose main objective is to increase the extent and quality of our member companies employees' involvement in the development of the sustainable community.

Main objective - meeting the employees of BBLF membership companies with the students from vocational high schools in order to provide them with information about the latest development of each business sector and quality advice on their future development.

Methodology:

- Meetings with business professionals which share their expertise from day-to-day business and their own personal success stories.

- Acquainting students with the basic standards of business ethics, ways of conducting transparent business, the basic requirements for labour legislation, with the appropriate duties and behaviour of an accurate businessman and taxpayer etc.

Achievements:

- The project includes a total of 34 vocational high schools and 20 leading Bulgarian and international companies

2.2 Estonia

We are not aware of any game-like (e.g. role-playing games) approaches used in Career Guidance in Estonia.

2.3 France

PERFORMANSE designs, develops and markets behavioural skills assessment solutions for Human Resources Professionals. **PERFORMANSE software applications**, which can be accessed via the Internet, are used as a decision-making aid in several situations: recruitment, annual assessment, skills assessment, career advice, team management, creation of professional reference guides, internal mobility...and, in general, skills management. <http://www.performanse.com/uk/>

2.4 Germany

Berufswahltest as a standardized qualification test of the Federal Employment Agency (BA) provides detailed information about Career Guidance. It helps users to find out what kind of offered vocational training fits with the personal interest. It also provides information about personal strength and weak points as well as the occupational aptitude. In addition to that, the Federal Employment Agency (BA) offers medical and psychological services, internship and company presentations. Similar qualifications tests are offered by a numerous of private organizations. Most of them are comprehensive and professional but only available for purchase. The homepage www.machs-richtig.de provides an overview about all important facts regarding vocational choice, job application and career guidance. Detailed information and interactive games are available. Young people are being advised, counselled and prepared during their application time.

Tool: Choice of vocation (Berufswahlportal)

http://www.machs-richtig.de/Berufe_finden/Meine_Interessen/mi_main.jsp?action=new

Tool: virtual factory search (geriatric nurse)

http://www.machs-richtig.de/Berufe_finden/vbList.html

Tool: virtual job interview training

2.5 Greece

Until nowadays, there is no official role-playing games in Career Counselling used in the public sector. On the contrary, in private sector there are some game approaches which are not for free, so we are not able to present them.

2.6 Lithuania

There are some game-like activities used in Kaunas Maironis gymnasium and other participating countries in Comenius 1.3 project “Better Behaviour for Better Future” which can be described as self development, self confidence, and career design activities. <http://www.maironis.kaunas.lm.lt/betterBehavior/>

2.7 Romania

N/A – in present

On the next period, we will try to collect some materials (games) from Romanian schools which included in the project network schools, if will be available.

2.8 UK

Games are used with the younger age group. *Paws in Jobland* is aimed at 7-11 year olds and introduces them to 100 different types of jobs (details are on <http://www.bridges.com/usa/product/paws/theloveofpaws.pdf>). Other examples include card games (Let’s Talk!, Let’s Draw, Let’s Mime are a series offered by Trotman, see previous section.)

Part 3: Conclusions and Next Steps

In this report we have identified a number of methods and tools used in several European countries to address career guidance. Thus Section 1 provides a basis for benchmarking and knowledge exchange to be extended further during the next phases of the project.

Concerning the potential of game-based approaches to address career guidance, based on the evidence provided by the country partners in section 2, there do not appear to be many games developed or deployed for Career Guidance yet, compared to other areas in which games are adopted more rapidly as an approach to complement or substitute traditional awareness-building, learning and competence development methods and tools, such as the ones included in section 1. We have therefore identified a number of additional games, which we consider worth exploring to extend our research on this specific subject during the next phases of the project:

[A Day In A Life - Career Board Games](#) - This career board game uses situations familiar to middle school students rather than workplace situations. Players 6 total per game.

[Bully Busters](#) - is an educational game that deals with the complex nature of bullying in a way school students can understand and learn specific skills. Versions for Elementary, Middle School and High School Levels. Players 6 total per game.

[Career Challenge Game](#) - combines the fun of a quiz show with a board game. Players learn about a wide range of careers and which careers may be good matches for their interests, talents and job preferences. Questions help players learn (1) education requirements, (2) about everyday life on the job, and (3) the advantages of various careers. Elementary Grades 3 to 6. Board Game. Players 6 total per game.

[Career Odyssey - Career Interest Game](#) - is a board game specifically designed to help students explore careers that may be good matches for their talents and interests. Grades 6th - Adult. School to Work, Welfare to work, Middle school, High school and adult. Players 6 total per game.

[Meeting of the Minds - Conflict Resolution](#) - This board game teaches middle school age children conflict resolution skills, using situations familiar to middle school students. Players 6 total per game

[You're Hired](#) - helps students learn important skills in the job search process, especially filling out applications and interviewing. Players in the game play the role of the employer. They evaluate job applications and interview the job candidates. Interest 8th - adult. High school and adult. School to Work. Players 6 total per game

(For more details on the games listed above, see:
<http://www.careercc.com/links/search.cgi?query=game>)

[Career Bingo II Gamekit](http://marcoproducts.stores.yahoo.net/carbiniigam.html) (<http://marcoproducts.stores.yahoo.net/carbiniigam.html>)
Teach fifteen career clusters in a way that kids will not only learn them, but enjoy learning them. This gamebox includes three different bingo games. Each bingo game has 30 gameboards and focuses on five career clusters and the jobs associated with them. The leader draws the calling card and can choose whether to call the cluster and the career or call the cluster and a clue about the career.

[The Real Game Series](http://www.realgame.org/) (<http://www.realgame.org/>)

The Real Game Series is a set of six evolutionary, world-class programs designed to bring real life to the classroom.

[The L'Oréal e-strat Challenge](http://www.e-strat.loreal.com/_int/_en/home.aspx) (http://www.e-strat.loreal.com/_int/_en/home.aspx)

This business competition challenges students from all majors to work in teams and to think like a general manager in order to manage a portfolio of products through 5 weeks of intensive global competition - via the internet. Sixteen finalist teams will be asked to present their business plans and 'sell' their virtual company to a L'Oréal senior executive jury as part of the grand final.

[Career Moves](http://www.maryflanagan.com/career/career.htm) (<http://www.maryflanagan.com/career/career.htm>)

Career Moves explores the contradictory world of women in corporate America through an interactive, computer controlled board game. The game itself represents several aspects of women and work under a variety of conditions, from menial jobs to corporate spaces.

Better understanding the application potential in different European countries of games such as the ones listed above will help us:

- to better assess the value of game-based approaches for career guidance
- to determine the specific conditions and key features underlying the successful diffusion of game-based approaches in the career guidance context
- to identify new trends in the domain of methods and tools used to provide effective career guidance