

RESEARCH REPORT, *ROMANIA*

CURSOR: Crafting Career Roadmaps

In-service Training Needs Analysis Report to identify the needs of front-line youth workers to be used in the In-service Training Programme Handbook



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1. Findings from the field research in Romania

Respondents' profile:

| Category | Number |
|---|----------|
| Youth Worker | - |
| Youth Trainer | 1 |
| Social Worker working with young people | 2 |
| Teacher | 2 |
| Mentor | 1 |
| Career Adviser | - |
| Other. Please specify | - |
| Total | 6 |

| Men | Women |
|-----|-------|
| 0 | 6 |

| Age group of the young people that respondents work with | Number of answers |
|--|-------------------|
| 13-18 years | 4 |
| 19-24 years | 4 |
| 24-29 years | - |
| 30-35 years | - |

Do the respondents work with young people with disadvantaged backgrounds and/ or fewer opportunities?

| Yes | No |
|-----|----|
| 6 | 0 |

Please elaborate (summarize) upon the obstacles emphasized by your respondents as being faced by the young people they work with (interpretation of answers for question no. 4 in the field research questionnaire):

Most of the respondents face social (6) and economic obstacles (5), followed by disability (5), educational difficulties (4), cultural differences (4) and health problems (3). In schools and educational institutions, the groups are quite heterogenous and as a consequence, a trainer/ teacher/ youth worker has to deal with different situations and difficulties, according to the social background of the young people they work with.

Please present an overview of the answers provided by your respondents regarding the skills and competencies for career planning that the young people they are working with consider most and less important (interpretation of answers for question no. 5 in the field research questionnaire):

All skills and competencies are considered to be highly important or at least of medium importance. The competencies that enable individuals to develop their sense of self within society

are seen as highly important, excepting the individual to adapt his/her behaviour appropriately to fit a variety of context and the individual to be aware of how him/her changes (2) and growths throughout life (2) are of medium importance.

The competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities are highly important for all respondents.

In point of competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life, most respondents agreed that all of them are highly important, while 2 of them see the individual to be creative and enterprise in the way that he/she approaches his/her career of medium importance and one also considers the individual to understand that there is a wide variety of learning and work opportunities that he/she can explore and are open to him/her and the individual to identify how his/her life, his/her work, his/her community and his/her society interact of medium importance.

The competencies that enable individuals to develop relationships and network of support are seen as highly important by all respondents.

When it is about other skills and competencies for career management, communication, making decision and motivational skills are considered as highly important by all respondents, taking actions skills and social and civic competencies are highly important for 5 respondents and of medium importance for one respondent, while learning to learn, digital skills and sense of initiative and entrepreneurship are highly important for 4 respondents respectively 3 respondents and of medium importance for 2 respective 3 respondents.

Please elaborate (summarize) upon the specific methods, techniques and resources of your respondents to support career guidance and planning of their target group (interpretation of answers for question no. 6 in the field research questionnaire):

All respondents use digital tools, devices and software, personality tests, problem solving tests in their activity. 5 of the respondents use debates and case studies. Career interest tests, career values card sort, one-on-one interventions and occupational interest card sort support the activity of 3 respondents, while skill cards sort and career advice are useful for 2 respective one respondent. Blended learning curricula, e-learning environments and leisure and retirement card sort do not support career guidance and planning for the respondents.

Please provide in the table below the distribution of answers related to the participation of your respondents in train-the-trainer program(s) for acquiring/improving the skills necessary when working in the field of youth guidance and support in career planning (number of answers for question no. 7 in the field research questionnaire):

| Answer 'Yes' | Answer 'NO, I am self-educated' |
|--------------|---------------------------------|
| 6 | - |

Please provide in the table below the distribution of answers related to the need of your respondents for attending a train-the-trainer program to acquire/improve the skills necessary when working in the field of youth guidance and support in career planning (number of answers for question no. 8 in the questionnaire):

| Answer 'Yes' | Answer 'No' |
|--------------|-------------|
| 6 | - |

Please elaborate (summarize) upon the justification that your respondents provided for their answer regarding the need to attend a train-the-trainer program (interpretation of answers for the second part of question no. 8 in the field research questionnaire):

Attending a train-the-trainer program is quite useful in order to improve the trainer's competencies and skills and, in this way, s/he will be able to be successful in his/her activity, obtaining the intended results.

Please present an overview of the answers provided by your respondents regarding their own (current) skills (interpretation of answers for question no. 9 in the field research questionnaire):

The professionals who answered this survey consider that their current skills are quite strong, neither of them admitting to have any weaknesses in their professional activity.

Based on the findings above, obtained from your field and desk research, please formulate a list of Learning Outcomes (minimum 3) that you consider as necessary to be included in CURSOR Learning Outcomes Matrix (LOM):

| Learning Outcome | Knowledge | Skills | Competencies |
|--|---|--|---|
| LO1: Social and civic competencies | K1.1. Define general and specific social, political and cultural concepts K1.2. Identify general and specific social, political and cultural features and trends of various environments (local, regional, national, European, international) K1.2. Describe the peculiarities of different social, political and cultural environments | S1.1. Explain social, political and cultural concepts S1.2. Apply theoretical knowledge to investigate and assess the environment according to social, political and cultural particularities (especially with a focus on cultural existing realities: traditions, habits, patterns, practices, etc.) | C1.1. Instruct trainees in relation to interpersonal and cultural competencies |
| LO2: Working strategy according to a heterogeneous group | K2.1. Present and explain working strategies K2.2. Select and match working strategies according to individual and group profile K2.3. Determine (identify or outline) the | S2.1. Diagnose the characteristics of a heterogenous group S2.2. Analyse and plan/organize the work strategy according to the group peculiarities | C2.1. Develop peer-to-peer learning C2.2. Apply group integration strategies |

| <i>Learning Outcome</i> | <i>Knowledge</i> | <i>Skills</i> | <i>Competencies</i> |
|--|---|---|---|
| | heterogeneous group characteristics | | |
| LO3: Different techniques and resources of career planning according to the background of the learners | K3.1. Have knowledge of techniques of career planning and of new career planning resources K3.2. Have knowledge upon the group members' background identification K3.4. Recognise and explain advantages/benefits of the online learning environments | S3.1. Demonstrate understanding of the career planning techniques S3.2. Connect career planning techniques to the learners' background | C3.1. Apply correct profile identification tools C3.2. Use efficiently career planning techniques and new resources C3.3. Develop a career plan according to the profile C3.4. Act independently within online learning environments |

Note for partners:

- There is no imposed number of Ks, Ss, Cs for each LO;
- It is not obligatory all LOs to have the same number of Ks, Ss, Cs;
- It is possible certain LO to be defined through only some of the categories above, and not through all three categories (i.e. one LO can have only Ks and Ss, another only Cs, another only Ks, etc...; any combination is possible; of course, the ideal situation is that we define all three categories for each LO, but this is not always possible!)

4 respondents have declared they are interested in becoming part of the national working group of CURSOR project.

4 respondents have declared they interested to participate in an In-service Training course on how to use and integrate new approaches and key career planning tools into your everyday career support activities. Their contact details are rendered below:

| <i>No.</i> | <i>Name and surname</i> | <i>Email</i> | <i>Telephone number</i> |
|------------|-------------------------|--------------|-------------------------|
| 1 | VOICU Crenguța | - | +40769642753 |
| 2 | FELEA Silvia | - | +40766242317 |
| 3 | PETRE Larisa | - | +40746054405 |
| 4 | FLOREA Olimpia | - | +40749099326 |
| 5 | - | - | - |
| 6 | - | - | - |

2. Findings from the desk research in Romania

Best practice in the design, development and provision of In-service Training Programmes for youth professionals:

| | |
|--|--|
| Name or title of the best practice | PROJECT PEH 018 "STRATEGIES FOR THE FUTURE, STRATEGIES FOR YOUTH" |
| Link (where the practice can be accessed or practice's identification data) | http://strategiipentruviitorsitineri.com/descriere-proiect/ |
| Brief description of the best practice | <p>Main objective: development of sports-based specific methodologies and strategies aimed at increasing the level of social inclusion and at controlling the exclusion of young individuals at risk due to disabilities or economic status.</p> <p>Main activities and results:</p> <ul style="list-style-type: none"> • Review of Target Group requirements • Study on the efficiency of motive programmes designed to control the social exclusion • Campaigns of information concerning the Target Group requirements and the implementation of social inclusion strategy, including in the virtual environment – exclusion risks, opportunities • Professional counselling, directing and training for the primary and secondary Target Group • Establishing and testing an assessment programme for persons with disabilities • Establishing and testing a strategy of social integration by sports • Establishing and testing a specific work methodology dedicated to persons at risk of social exclusion • Establishing and testing an action plan for the implementation of strategies created • Interactive sessions with the parents of young individuals included in the primary Target Group <p>Developed programmes, strategies and methodologies:</p> <ol style="list-style-type: none"> 1. Evaluation programme for young people from groups vulnerable to the risk of social exclusion, Publishing House Discobolul, ISBN 978-606-8603-92-6 2. Social integration strategy using sports, Publishing House Discobolul, ISBN 978-606-8603-91-9 3. Methodology for the use of pedagogical and psychological means to develop the capacity of social integration of the young people at social exclusion risk, Publishing House Discobolul, ISBN 978-606-8603-93-3 4. Specific working methodology for persons at social exclusion risk – BASKET, publishing house discobolul, ISBN 978-606-8603-94-0 5. Specific working methodology for persons at social exclusion risk – |

| | |
|--|--|
| | <p>FOOTBALL, Publishing House Discobolul, ISBN 978-606-8603-95-7</p> <p>6. Specific working methodology for persons at social exclusion risk – GYMNASTICS, Publishing House Discobolul, ISBN 978-606-8603-96-4</p> <p>7. Action plan for the implementation of strategies created in the strategies for the future, strategies for young people project, Publishing House Discobolul, ISBN 978-606-8603-97-1</p> <p>The project increased the professionalism level of experts from the sector, broadened the methods of action integrated at the level of beneficiaries, actually integrated 245 young individuals and heightened the opportunities of long-term social and professional integration.</p> |
| List of partners involved in this best practice | <p>Project Promoter: Universitatea Națională de Educație Fizică și Sport (National University of Physical Education and Sport)</p> <p>Project Partner: Fundația pentru Învățământ (Foundation for Education)</p> |
| Why do you think this is a best practice? Please justify your choice. | <p>The project addressed problems of youth social inclusion caused by economic issues and disabilities, developing strategies of work and specific methodologies to solve this issue. The strategies were implemented with experts and organisations working directly with the groups at risk. Moreover, apart from the social integration, the project aimed to facilitate the professional inclusion.</p> |

Issue to be addressed in CURSOR Handbook:

| | |
|---|--|
| Name of the issue/topic | 'Self-knowledge' skills |
| Brief description of the issue/topic | <p><i>Who am I? How do I distinguish myself from the others? What are my strong and weak points? What are my possibilities? How can I develop my qualities and overcome my weaknesses?</i></p> <p>Answers to such questions relate to the knowledge of defining one's personality, skills, motivation and values, self-esteem, self-confidence, creativity development, self-control capacity, communication and relationship skills, emotional management, etc. Therefore, good career guidance cannot be achieved without self-knowledge, which involves two aspects: self-image and self-esteem. Self-awareness also involves awareness of skills. We say that a person has skills in a field if s/he has the ability to achieve superior performance in that area. The actual achievement of these performances depends on many other factors: motivation, learning, practice, parents 'and teachers' attitudes, material conditions, health, etc. Therefore, when looking at a particular career, we must take all these aspects into account. Moreover, in the case of disadvantaged young people, it is even more important to identify one's qualities and skills, so that he can take advantage of them and, why not, build a career based on these.</p> <p>This is why the CURSOR Handbook should help youth professionals acquire the necessary skills regarding how to support young persons in the self-knowledge process and how to efficiently integrate this crucial process within the career guidance.</p> |

Possible prototype tool that support Career Planning:

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|--|--|
| Name of the prototype tool | The "Who am I?" method |
| Link where the prototype tool can be accessed | Mileu Zlate, <i>The Self and the Personality</i> , 2002, ISBN: 973-8291-30-5 https://www.scribd.com/document/7911909/Mielu-Zlate-Eul-Si-Personalitatea |
| Brief description of the prototype tool | <p>The method is based on the test known in the specialty literature as the "TST – Twenty Statements Test" or "WAY - Who Are You?".</p> <p>Developed/adapted in 1988 by the Romanian psychologist Mielu Zlate is a method of investigating the self and personality. Due to the method of interpretation of the results (content analysis), it is among the qualitative biographical samples, which aim at probing the human personality.</p> <p>The method consists of a composition entitled "Who am I?" that the subjects should write about themselves. Subjects have the freedom to write this composition when they want, at school or at home, to be free to sign it or not or, moreover, they can even escape from performing this task. They are asked, at the beginning of the works, to note the first reaction to the question.</p> <p>The content analysis of the composition allows the identification of the self-knowledge themes and then their evaluation based on specific criteria. In a study, Mielu Zlate identified 27 such themes (and 52 sub-themes): (1) identity (name, age, gender, occupation); (2) physical appearance; (3) psychic features (temperamental, aptitudinal, characteristic, psycho-neurotic tendencies); (4) learning or work results; (5) preferences, desires (vocational, leisure, minor, profound); (6) relational system (parents, colleagues, friends); (7) opinions and experiences (first love, marriage); (8) self-seeking; (9) unit of the person; (10) the uniqueness of the person; (11) isolation and closing himself off; (12) adaptation and social integration (effective social involvement and participation, difficulties of adaptation and social integration); (13) attitudes towards life and its problems; (14) the value of self-knowledge, the reactions caused by it; (15) the becoming of the personality; (16) the need for self-improvement; (17) attitude towards himself; (18) personal filtering of ideas, actions, events; (19) the need for authenticity; (20) the indicative value system (convictions and beliefs); (21) big questions and worries specific to the age or person; (22) conflicts and contradictions; (23) the ideal of self; (24) image system about others (the reflected self); (25) the status of the person in the world; (26) the self (the definition of the self; the place of the self in the personality structure; the functions of the self; the facets of the self; the relations between the self's facets; the becoming of the self; the knowledge of the self; the significance of the knowledge of the self); (27) types of personality (united and harmoniously developed, unstable, doubled, accented).</p> <p>Another variation of the method is where subjects complete the following sentences:</p> <p>The people I care most about are</p> |

| | |
|--|--|
| | <p>I feel proud of myself because</p> <p>The people I admire the most are</p> <p>I really like to</p> <p>I wish to</p> <p>One of the best things I did is</p> <p>I would love to become</p> <p>I propose to</p> <p>I prefer tothan to</p> <p>This method can be used especially at the age of adolescence, in which the willingness to self-knowledge of the young is expressed and manifested, so the method is very suitable for youth professionals, to use it in their work with young persons (at risk, vulnerable, seeking a job, etc.).</p> |
|--|--|

Relevant best practice in the design of blended learning curricula and e-learning environments in career guidance of the young people, with a focus on those with fewer opportunities:

| | |
|--|---|
| Name or title of the best practice | Orientarea carierei – perspective europene – ghid metodologic pentru cadre didactice (Guiding career – European Perspectives – Methodological Guide for Teachers) |
| Link (where the practice can be accessed or practice's identification data) | http://www.isjiasi.ro/documente/RED/special/GHID%20CARIERA_PERSPECTIVE%20%20%20EUROPENE.pdf |
| Brief description of the best practice | <p>“Career Guidance - European Perspectives” is the expression of psycho-pedagogical experiences, which, supported by a wealth of specialized information, suggests possible answers, offers models or invites to reflection. The guide aims to be a useful tool first of all for senior teachers in a period of multiple transformations, being also the expression of new policies in the field of education.</p> <p>At the same time, the guide aims to clarify the role of counselling and guidance for all school actors. The elements that make the “Career Guidance - European Perspectives” are: comparative approach at EU level, promotion of European integration, educational mobility, promotion of good practice as well promoting equal opportunities.</p> <p>The guide provides teachers with information, methodologies and tools (i.e. <i>Passport for career, What do I know about crafts?, I'm learning to build my future</i> , etc.) to guide and advise students in rural areas and not only. The guide proposes to the reader to meditate on the role of the teacher - the teacher supports students in identifying, developing, capitalizing and promoting qualities; and of their own skills, in order to be able to integrate into a permanent society change. From this perspective, the work represents a real milestone in the development professional process, highlighting a number of priority areas requiring new skills. The guide is based on the fact that at the level of a society, investing in people is the most sustainable investment, and investing</p> |

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| | in education, the most effective, with long-term effects. Continuous professional development of teachers and access to modern, flexible, affordable tools connected to changes in society are the guarantee for the added value in education. |
| List of partners involved in this best practice | School Inspectorate of the Iași County County Centers for Psycho-pedagogical Assistance School staffs – teachers, educational counsellors, tutors |
| Why do you think this is a best practice? Please justify your choice. | This guide is quite comprehensive, starting from the presentation of career guiding aspects, and continuing with examples of useful activities for educational planification. Moreover, it describes many good practices for career guiding, and aspects regarding European integration and approaches in career guiding at EU level. The designed activities provide the framework of a curriculum for counselling and career guiding in school. |