

Counseling and Career Guidance of Students

I. CURRICULAR CRITERIA

Participants - The target:	Primary and secondary school teachers from Dolj County
Argumentation:	<p>Success in life is more often related to social integration which cannot be dissociated from a good career choice. Education is more than cognitive development, which is actually the main educational aim. Youngsters need a thorough personality development, and even if they don't have a real guidance in the sense of choosing a suitable career, they look for information monitoring the adults around them.</p> <p>We believe that in order to facilitate social and professional integration, every teacher must organise training activities for career counselling.</p> <p>But, actually teachers need a good outsider's eye in order to understand their guidance importance and the great influence that they have upon youngsters. This can also function as a very powerful motivation for teachers to keep updating their knowledge in career counselling, which makes them feel extremely important in their students' choices for future development.</p> <p>Teachers' needs for career counseling training have been a main preoccupation in the Comenius- Regio „Career Counselling-Let's help our students to choose a good career !” partnership project no. 13-PR-04-DJ-RO,TR.</p> <p>The project is coordinated by Dolj Teacher Training Department in collaboration with the National Education Agency of Mersin, Turkey, its main objective being the improvement of career counselling activities.</p> <p>The general objective of the project consists in the improvement of career counselling activities for students (students' ECG) from Dolj County (Romania) and Mersin province in order to facilitate students' access to the full labour market.</p> <p>The main target group consists of teachers, directors, students' parents, learners and the local community representatives.</p>

Among the projects' activities, there is a research aimed at identifying the importance of career counselling activities in the educational system, as well as the needs of all factors directly or indirectly involved in this activity (students, teachers, directors, local community representatives) from the two partner regions.

Thus it has been carried out a research based on a questionnaire having students as a target group and 4 focus –groups: students, teachers, directors, local community representatives (gymnasial schools, high schools, university).

The test consisted of five types of questions related to :

- the importance of career counselling training carried out with students in order to help them to integrate into the labour market
- the persons who should develop career counselling training in schools;
- the needs to improve career counselling training.

The results of the above mentioned research show that:

- The services for career counselling are considered very important by all the persons who were questioned- teachers, students, parents, local community representatives.
 - Each teacher's contribution to the career counselling activities is highly important, because thus teachers can discover students' propensity towards a specific learning domain, which leads to effective counseling on career opportunities.
- It has been also acknowledged that we shouldn't expect that only class masters should deal with career counselling, since all school objects are involved in the process of choosing a future job. So the whole staff should take part in students' counselling.

Career education should be the result of a complex effort belonging to class masters and the rest of the teaching staff which should carefully observe the personality traits and learning needs of their students.

- Another important request is the organization of parents training activities in which learners' parents should be made aware of specific methods of guiding their children in the process of choosing a future career.

	<p>- As for teachers’ request regarding the organization of counselling on career opportunities, the following aspects have been mentioned :</p> <ul style="list-style-type: none"> - legislative changes so as to include an hour for class management problems, the increase of the number of career counselling hours - to place new focus on the psychological and pedagogical field training activities in universities - to identify funding sources for career counseling activities, non- formal education activities - partnerships and projects of social organizations in the educational domain, in order to support financially students’ participation in different extracurricular educational activities - European funding grants and the existence of many experts in the field of European project management - to reduce the number of students in a class, because a great number of learners affects the quality of teaching and career counselling activities - teachers need career guiding as well, therefore there is a request for the increase of the number of trainers - there is a need of a much greater flexibility in the Romanian educational system <p>Therefore, the main category of professional needs of teachers are:</p> <ol style="list-style-type: none"> 1. legislative changes 2. identifying funding sources 3. a better pedagogical and psychological training for students 4. counselling services for teachers <p>Thus we aim at supporting teachers’ activities through a teacher training course which mainly concerns the first two aspects mentioned above.</p> <p>The importance of the programme lies in the fact that teachers are well aware of the formative and informative character of the counselling activities, which bring countless advantages : increasing students’ learning motivation, reducing absenteeism, increasing the number of good marks in national exams, increasing the degree of social integration.</p>
Duration:	42 hours
<u>The curriculum of the programme</u>	
Competencies:	- the development of specific skills to train students in keeping a

	<p>healthy life style which leads to a better social integration</p> <ul style="list-style-type: none"> - the development of competencies needed to stimulate students’ self-knowledge for an effective career guidance - the development of communication skills and interpersonal relationship with the educational environment - the development of the ability to support students in making good decisions about their future career; decisions made according to the students’ personal interests and skills, also taking into account the labour market ‘s dynamics 					
The planning of thematic learning modules:	Thematic learning module	Face to face training hours		Online hours	Total hours	Observations
		Activități teoretice	Activități practice	Activități practice		
	Career counselling training within the Romanian educational system	2	4	3	9	
	Attitudes and abilities in career counselling	2	4	3	9	
	Methods, techniques and instruments used in career counselling	3	5	3	11	
	The components of the career planning process	3	5	3	11	
	The final evaluation of the programme				2	
	Total				42	
* Assessment methods for trainees	<ul style="list-style-type: none"> - Initial evaluation: oral examination - Formative evaluation: actual techniques for oral tests - Final evaluation: portfolio (case studies) 					
II.HUMAN RESOURCES						
Trainers (level of education):	Alina Marinela STĂNCULESCU – school counselor Mirela Florentina ISUF- school counselor					
Project coordinator	Claudia MATEI					
III. ECONOMIC CRITERIA						
Number of trainees:	25					
Programme cost	From the budget of the project					