

SUSTEIN EU



SUSTEIN GUIDE

Concrete tools for practitioners to help students with special needs in their transition to the labour market



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S U S T E I N **EU**

Introduction

In front of you, lays the SUSTEIN guide. A collection of useful tools that can be used in supporting special needs students. The tools have been developed in the course of our Erasmus+ project "SUSTEIN". This project is a continuation of the Cozima project (2015 – 2018) in which an e-portfolio was developed for disadvantaged youngsters (SEN). The main reason for developing the portfolio is that youngsters do not always receive a diploma or certificate after their study period which makes it hard for them to present their strengths and competences. In the SUSTEIN project, the portfolio is improved and expanded with several innovative tools and guidelines towards employment and transfer to the labour market. The project is carried out with funding from Erasmus+ and by the following partner countries: Italy (I.I.S.P. Sraffa), Netherlands (Aloysius Stichting, PSW, Sectorraad GO), Germany (Bildungsbüro Herne, Mulvany Berufskolleg Herne), France (Lycée Professionnel Turgot), Lithuania (Alytaus profesinio rengimo centras).

This guide is part of the SUSTEIN project. It includes information on VET systems and best practices in the partner countries for inspiration, but also includes relevant tools such as an internship guide (with practical information on how to guide students with a special need) and a training program. The e-portfolio Cozima plays a central role in this guide: Different functionalities and best practices of using the portfolio have been included in several parts. We used experiences that we had in the course of the project to make the guide practical.

Transition system

One of the main goals of educating special needs students is to prepare these individuals for independence, but also to make sure they develop to their full potential. In order to accommodate special needs students in achieving their best potential, we need to ensure they can transfer between different transitional phases smoothly: transfer between educational systems (primary, secondary and tertiary education) and between education and the labour market. In practice it is found that the transfer between different stages is hard for special needs students. There are many challenges which occur during the transitional process. Special needs students need extra support and guidance and until now, these needs are rarely met. This results in students leaving general school (without a diploma), unemployment or being in a job with bad working conditions.



User case Germany - Alice-Salomon Berufskolleg

To paint a picture of how the portfolio can be used in practice, we can look at how the portfolio is used at Alice-Salomon Berufskolleg. They implemented the portfolio as a labour market orientation tool. Different questionnaires and assignments have been added to the tool, which the students can use to find out their passions or what they are good at. For example, a questionnaire named 'what sort of job suits me?' is available for students. If students fill in the questionnaire, the results show your interests and one of the 6 category you belong in (see image below). The questionnaire is linked to a job-database. After filling in in the questionnaire a profile with a 3-digit code leads them to a job-database suited to their interests. Next to questionnaires, Alice-Salomon uses a 360 degree feedback tool, in which students can receive and give feedback to peers.

The 6 categories in the questionnaire

new implementation: interests assessment inventory

• Based on the theory of John Holland, „Holland Codes“ (et al., 1994)

• 6 categories of interests

- Doers
- Thinkers
- Creators
- Helpsters
- Persuaders
- Organizers



Creating a well-established transitional system, where students, schools, public authorities and educational professionals work together closely, will help the student in achieving his/her full potential. The e-portfolio Cozima offers tools to document the students' journey, skills and progress, which makes it an excellent tool to accommodate the transitional system.

In this section we will provide information and guidelines in how to create a right transitional system using the Cozima e-portfolio.

A. Transition concept



During the SUSTEIN project we have looked at several elements of the transition concept and the educational system of the partner countries as context. The VET systems in the five partner countries and describe the basis of the transition concept in relation to the Cozima e-portfolio. Below you will find a summary of the VET-systems.

A.1 Short summary VET systems¹



General

	Lithuania	Germany	France	Italy	Netherlands
Distinctive features	Initial VET (IVET) is centralised and highly regulated. Education is competence based (learning outcomes).	Dual VET System: (apprenticeship), combination work – education, lead to low youth unemployment	Social partners a role in funding apprenticeship and designing vocational training schemes.	Education and employment ministries lay down rules and principles, but regions and provinces in charge of VET. There are multiple institutional players.	Heterogeneous and multifunctional nature of upper secondary VET, school based & dual pathways, innovation is promoted.
Guidance and Counselling	Municipalities responsible for organising guidance services. Nationwide guidance: coordinated by Student Non-Formal education Centre. There is vocational counselling.	Focus on advice on educational pathways or individual learning difficulties. Specific services for disadvantaged students	<i>Parcours avenir</i> is a support programme for pupils and their families in IVET. Bodies such as national office for information on curricula and professions and youth information and documentation centre provide services to young people.	Italian employment agencies offer guidance and counselling services.	Career orientation and guidance (LOB) within schools. Since 2017 national expertise centre.
Providers	VET schools, VET centres, labour market training centres (also CVET), other institutions	Berufliches Gymnasium or Fachgymnasium	Vocational school, apprenticeship centre (under control of the Board of employment and entrepreneurship)	Technical schools, vocational schools	Publicly funded schools (ROC's)

¹ Source: input of partner countries and: <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/>

<p>Types of programmes</p>	<p>VET programmes (2-3yr), VET programmes leading to extra lower (basic) secondary education (3 yrs), Vet programmes for those who have upper secondary education (1-2yrs), Continuing VET programmes (up to 1yr). CVET programmes provided by labour market training centres (apprenticeships). Also, non formal VET programmes.</p>	<p>2 – 3.5 year, 330 different occupations</p> <p>Upper secondary level: general vocational programmes, school based VET-programmes, apprenticeship programmes (3 years)</p> <p>Post-secondary level: specialised programmes.</p> <p>Tertiary level: advanced vocational qualifications EQF 5.</p>	<p>CAP (practical route), 2 years. BAC PRO 2 years. It is possible to transfer to 2nd year of BAC PRO after finishing CAP.</p> <p>In IVET you have the options: full-time education VET schools, work-based learning in school-based VET</p>	<p>VET courses at various levels:</p> <p>Upper secondary level (3-5yrs, EQF level 3 or 4), post-secondary level (technical programmes EQF level 4-5), post higher education level (EQF 4 – 8, for 18 – 29 yrs old). Special for unemployed, migrants, special needs: post-leFP: provides theoretical, technical and managerial skills through practical work.</p>	<p>VET courses at different levels: entry level programmes EQF 1 (1 year), basic vocational programmes EQF 2, (1-2 yrs), Professional education programmes EQF 3 *2-3yrs), Middle management VET programmes EQF 4, (3-4 yrs).</p>
<p>Target group</p>	<p>learners over 14 years of age.</p>	<p>Usually, 16+</p>			<p>Usually, 16+</p>
<p>Diploma & Transfer</p>	<p>VET training diploma. Opportunity to obtain a vocational qualification together with general lower (basic) secondary education (secondary education certificate) or upper secondary education (Maturity diploma, gives access to higher education).</p>	<p>Diploma for each occupation, higher school certificates also possible for apprenticeships.</p>	<p>CAP (practical certification), BAC PRO (specialties, offers the possibility to go to higher education).</p> <p>33% of students transfers to BAC PRO after finishing CAP. After finishing BAC PRO 62% of students go on to higher education.</p>		

Special needs students

	Lithuania	Germany	France	Italy	Netherlands
<i>Distinctive features</i>	Individuals who have completed special education programs are taught along with other students in regular vocational training programs, which are adapted to them. The procedure is established by the Minister of Science in coordination with social security and labour Minister.	There are diverse groups of special needs students who attend special needs schools: learning, visual, auditive, physical, socio-emotional, intellectual. If possible and desired students can visit regular schools. Students with partial impairments like ADHD attend regular schools.	In France the 'special needs' students concern a wide range of students. (disability, adaptation difficulties, high potential, illness, incarcerated, migrants.). Each group has specific needs that are taken into account for the implementation of a support system.	Pupils with disabilities attend regular schools. They can complete upper-secondary education until the age of 18, instead of 16. It is mandatory for schools to remove possible barriers for the student. Classes with one or two pupils with disabilities usually contain a maximum of 20 pupils. The inclusion process is supported by a project which defines strategies and methods adopted jointly by curricular and support teachers, and the whole school staff.	In NL, special needs students are placed in developmental categories/groups, so education can be suited to their needs. To do so, the 'target group model' is used to determine the developmental potential of a student. The model gives input for the 'developmental perspective plan'. Each student who attends special needs education (primary, secondary, or practice based) has to have a 'developmental perspective plan' according to the law.
<i>Guidance and counselling</i>	Municipalities are responsible for organizing and coordinating career guidance services in schools in their area, this is	There is a representative at each school who is responsible for guidance and counselling of special needs students		Support teachers are part of the team of "mainstream" class teachers and participate in all the planning and assessment activities.	See above.

	applicable to guidance for all students.			An individual education plan is used to describe the interventions planned for learners with a disability.	
<i>Types of programmes</i>	<p>At our school: Special needs students acquire these qualifications through a 3-year curriculum:</p> <p>fine textile manufacturer, florist, locksmith, woodworker's assistant, tailor-operator, painter-plasterer's assistant, woodworker's-carpenter's assistant, tiler-plasterer's assistant, bricklayer-concrete assistant, cook, baker's.</p>	<p>At our school:</p> <ul style="list-style-type: none"> - Special needs of students are documented - Students with special learning needs can apply for supportive measures, e.g. more time for exams - there are special classes for students with migration or refugee background 	<p>The individualised school insertion project is a national project that aims at guaranteeing inclusion and support for children with disorders. It defines the adaptations necessary to facilitate insertion of the student. The plan is drawn up by the teaching team, involving the parents and professionals concerned.</p> <p>The categories concerned are: high potential students, students with disabilities, students with learning difficulties, nomads, newcomers,</p>	<p>Pupils with disabilities generally attend mainstream schools, in the ordinary sections and classes at all educational levels. Pupils who follow a simplified study plan have the same programme as the other students and they have to reach the minimum objectives in each subject whereas pupils who follow a differentiated study plan have different programmes but it is usually tried to find a connection with what the rest of the class is doing.</p>	<p>In NL special needs students are divided in 4 clusters, in order to tailor education to their needs:</p> <ul style="list-style-type: none"> - Students with visual impairments - Students with auditive impairments - Students with a physical impairment/long-term illness/ - Students with behavioural/psychological problems.

			incarcerated students, students in social difficulty		
<i>Diploma and transfer</i>	There is opportunity to get a vocational qualification together with basic secondary education (secondary education certificate) or upper secondary education (Maturity diploma, gives access to higher education).	Depending on the kind and degree of impairment the students can earn all the regular school certificates.	Depending on the nature of the difficulty, the student can take national diplomas (with or without adaptation of time or equipment), join the labour market, opt for training outside the national education system or work within a structure that will support him/her in his/her integration through work.	<p>If special needs students follow a simplified study plan they have the same opportunities as the other students.</p> <p>If they follow a differentiated study plan, after finishing secondary school they attend specialised day-care centres.</p> <p>Assessment is carried out following the goals set out in the individual plan. There is more focus on progress rather than achievements. Pupils who follow a simplified study plan get a final qualification whereas pupils who follow a differentiated study plan receive a 'portfolio' accrediting the subjects studied, the competences acquired and the relevant credits obtained in the final exam.</p>	<p>There are three transfer options from secondary special needs education:</p> <ul style="list-style-type: none"> - Continuing in regular primary education (gives a diploma) - Transfer to labour market - Transfer to a day care activities program (for students for whom the first two options are not possible). <p>A new development is the 'practical diploma', which can be given for students who are transferring to the labour market, or to day care activities. It has no formal educational value.</p>

A.2 Cozima as instrument for transition



The Cozima portfolio is a useful tool to support special needs students in their educational process. Whether the SEN-student is part of a regular classroom and school, or attends a special needs school, the portfolio helps to map out their talents and experiences.

Several tools can help the student in transitioning to the labour market:

- **Possibility to add questionnaires and assignments.** It is possible for students to make questionnaires and/or make assignments within the portfolio. These assignments and questionnaires can for example help students to map out their interests and talents. There is even the possibility to connect internship-/job-databases to the portfolio.
- **CV tool & showcase.** In the portfolio, there is a tool that helps compiling your CV or a showcase. These tools can be used to present information to a possible employer. The tool allows students to gather all relevant information that they collected in their portfolio: personal information, information on hobbies, skills they worked on and assignments that they completed. Students can choose what they want to put on their CV.
- **Traffic light.** The traffic light tool helps students to keep track of their skill-development. It gives a clear overview of what skills the students have developed and what skills still need development.
In the previous project Cozima we have developed a skills overview based on several competency frameworks. This can be used as input for competencies in your traffic light tool. Click [here](#) to go there.

A.3 Challenges



In the paragraph A.1 above, a description of the educational system of all the partner countries are presented. All countries have a different approach in educating students with special needs and have different ways of offering support and guidance. It is widely known that students with a special needs, also need assistance in transferring to the labour market. In the project SUSTEIN we aimed to contribute to making the transition from education to labour market easier, with Cozima as a tool. In trying so, we encountered several (transition related) problems. Below we will list some of the problems, but also a good practice.

Challenges in implementing the portfolio:

- In the transitional phase, where new employers enter the labour market, portfolios can be helpful to show what you have achieved. However, there is a lot of different portfolios on the market. This results in employers, schools and eventually students or employers, using different portfolio's, which makes it hard to compare these. We saw this, especially in the Netherlands.
- Motivating and assisting students in using the platform. Despite the fact that the portfolio is especially built for special needs students, students need support in using the portfolio. To use the portfolio in the transitional phase, the internship coordinator from the company also needs to support the student in using the portfolio.
- Rigidity on the labour market. In Italy, education is not tailored to the labour market well. This results in a slow and difficult transition period for young people from education to stable employment. Also, a lot of companies use social employment agencies or another intermediary agency to find suitable candidates. The distance between education and labour market made it more difficult to convince companies to use the portfolio.



User case Germany – Schülerwerkstatt

In the city of Herne, one of the problems is low student motivation. To cope with this, the city of Herne and IB (Internationaler Bund) have developed a project called "Schülerwerkstatt (student workshop)." This project's target group are students who are tired of school, show excessive absenteeism and have problems coping with the challenges at school.

The students take part in different projects/workshops that are custom-made for their level of development. In these projects they are confronted with tasks from the commercial and industrial sector and develop solutions in small groups of up to twelve students. The goals are e.g.:

- Improving the students' motor skills
- Developing creativity
- Getting to know different materials and skills of craftsmen.
- Using math in real-life situations
- Boosting logical and visual thinking
- Developing professional perspectives

With this project the city of Herne wants to (re)establish the willingness of students to learn and achieve.

B. Networking Platform



We have established that creating a well-established transitional system, where students, schools, public authorities, and educational professionals work together closely, will help the student in achieving his or her full potential.

In our project SUSTEIN we have sought cooperation with the most important stakeholders in the transition process: the employers. However, there are other relevant stakeholders for the transitional system. The most important stakeholders (according to our partners) are:

- The state and municipalities. They determine the educational policies and the long-term objectives. And, for example in Lithuania, the central and decentral government participate actively in the educational process.
- Companies and social partners. They provide internships for the students, which helps them to orient on the labour market and develop relevant skills.
- Employment agencies. For example, in Germany, the national employment agency provides counselling programs for students who have problems transferring to the labour market. Moreover, the coaches from the employment agencies visit the schools to offer counselling to the students.

Below, two examples of successfully involving stakeholders with the portfolio are given:



User case Netherlands – How to use Cozima in a re-integration office. *Werk.com*

Werk.com is a Dutch re-integration company that focusses on assisting people with a distance to the labour market to get a job. They assist people that receive social security, people that need assistance in doing their jobs or that need support in the transition from (special needs) education to the labour market. The agency is also the first point of contact for employers in the region regarding employment.

Werk.com uses a portfolio in different manners:

- As a client tracking system for consultants. The consultants use the portfolio to find all kinds of information of clients, such as competences they acquired, employment letters the client wrote previously and outcomes of competency tests.
- As a way to present themselves for clients. Clients use the portfolio to present themselves, for example to create a CV or a showcase.
- As a database for jobs. It supports clients in gathering information on job-vacancies and companies.

When clients find a job, the consultants' job is done and the portfolio is virtually handed over to the jobcoaches.



User case Lithuania – How to use Cozima in cooperating with the labour market

Astra

In the SUSTEIN project, the Alytus vocational training centre (one of the partners) started cooperating via Cozima with a company in the metal industry called 'Astra.' The employees at Astra are introduced with the use of ePortfolio platform. The students of Alytus go for internship to this company annually. From this year, their CVs are presented using the Cozima ePortfolio. The company's staff can see the qualifications and skills students achieved. Moreover, they can access additional information from the students, such as their hobbies and extracurricular activities. The main advantage is that there is one place with all the information: personal details, evaluation of teachers, certificates, and diplomas.

Shortly, the ePortfolio helps Astra to become acquainted with the students in an uncomplicated way. And: it helps the students, as they can share and receive information easily.

Trainings concept Cozima e-portfolio

A. Video's



In the course of the project SUSTEIN, we have developed videos to illustrate what using the portfolio can bring you and it also explains several functionalities of Cozima. The videos are created in a way that makes them suitable for the target group (special needs students). You can find the video's on the SUSTEIN website via the following link: [Sustein](#).

B. Physical training for students



Introduction

The target group are (SEN-)students who are going to work with the portfolio. The purpose of the training is to introduce the platform to students and to provide the students with the right knowledge and skills to work with the platform independently.

- The training is preferably given by a counsellor or teacher that works with the portfolio him- or herself and has sufficient knowledge of the technicalities of the portfolio.
- Preferably the counsellor or teacher that provides the training is also the contact person for the portfolio, in case students need help.
- Preferably the training is given to groups of max. 15 students. Some students might need individual counselling. Take that into account when preparing the training.
- The format presented is a basis format. You are free to adapt the format of the training to your target group and to the functionalities in your portfolio.
- The duration of the training is approximately 1,5 hours.
- Make sure all the students bring their own laptop or tablet.

Deliverables:

- The student knows what the portfolio is and what they can use it for;
- The student can create his or her own account and navigate through the platform individually;
- The student can do assignments (e.g., fill in questionnaires, upload pictures) within the portfolio;
- The student knows where to go to when he or she needs help in navigating through the portfolio.

Activities

The training is focused on providing students with information, as well as letting the students experience the portfolio and practice with it.

The following three activities are part of the training:

1. Introduction of the portfolio. Visualizing the portfolio by showing it to the students on screen and showing the introductory videos (also developed in the SUSTEIN project, see [Sustein](#) website for the video's) to show why using the portfolio can help them. Also indicate where students can go if they need help.
2. Creating your own account and updating the profile.
 - You will start by showing the students how to create a portfolio. Then you will divide the group in pairs. The students will create their own account, they can help each other if needed. Make sure you have send an invitation link to all students beforehand.

- After creating their own account they will fill in their profiles. Put some help questions on the screen, for example: What are your hobbies? Do you have pets? What is a fun fact about you? Let the students have a nice conversation with each other and add information in their profile. After that, let them add a profile picture via the QR code.

The assignment is complete when: every students created his or her own portfolio and added a profile text and profile picture.

3. Practicing by making an assignment. It is important to upload the practice assignment (see attachment) in the portfolio before the training starts. After finishing the assignment, let each pair present how it went and what difficulties they possibly encountered.

For more inspiration, see attachments at the end of this guide for more inspiration. Two labor market orientation assignments, developed by the Dutch expertise centre for labor market orientation, are added: 'exploring professions' and 'what is my ideal job?' Click [here](#) to go there.

Concept program



Time	Deliverable	Activity	Necessities
15 minutes	<p>The student knows what the portfolio is and what they can use it for.</p> <p>The student knows where to go to when he or she needs help in navigating through the portfolio.</p>	1: Introducing the portfolio.	<p>Videos of the portfolio (see link)</p> <p>A digi-board on which you can show the demo-portfolio</p>
20 minutes	The student can create his or her own account and navigate through the platform individually;	2: Creating your own account and updating the profile.	<p>Make sure you have sent an invitation link to the students beforehand</p> <p>Write down guiding questions for the profile</p>
30 minutes	The student can do assignments (e.g., fill in questionnaires, upload pictures) within the portfolio;	<p>3: Making an assignment (individual assignment, discuss in pairs, 20 mins).</p> <p>10 minutes: Discuss how working with the portfolio went.</p>	Make sure the practice assignment is uploaded.
15 minutes	The student knows where to go to when he or she needs help in navigating through the portfolio.	<p>Wrap up.</p> <p>Repeat where students can go for help. Show students possible other assignments or activities that they can do on their own to practice. Possibly give the students a new assignment so they can practice at home.</p>	



10 minutes		Extra time	
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- The assignment lasts 20 minutes in total.
- Students need sheets of paper and a pen.
- Put a timer for the separate parts of the assignment.
- Make sure to add the fill-in sections (2 in total) and a description of the assignment in the portfolio.

Text to put in the portfolio:

Learning objective: By making this assignment you will learn what qualities you have by making a list of your own successes.

Assignment:

In this assignment you will write down what you are good at and what competencies you have. Think of a situation in which you received a compliment, a situation in which you did something you were proud of or a situation you solved well.

Step 1: You have 5 minutes to write down everything that comes to mind on a sheet of paper. The teacher will put an alarm.

- It is a list, not a story.
- Don't wonder if it's good, you can leave things out later.
- Use the full 5 minutes, you are working in silence.

Step 2: 10 minutes: You discuss the list with your duo-partner: Have you discovered new qualities? You put the list (or a smaller version of the list) in the portfolio.

Step 3: 5 minutes: You will reflect on this assignment. What is it like to spend 5 minutes on something you are good at? How did you experience this exercise? Write it down in the portfolio.

C. Short guidelines for counsellors/teachers

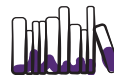


If you are the counsellor or guiding teacher for the students in using the portfolio, it is important that you know your way within the portfolio. Make sure that you know your way within the portfolio and that you can explain the different functionalities within the portfolio's.

It is advised to do the following:

- Create a portfolio for yourself (a student account) and practice with the functionalities. Fill in your own personal information, upload a photo, fill in an assignment or make a CV.
- When your students create an account, make sure that everything is in order. Check in your own administrator account if all students received their log-in details. Make sure some assignments are already uploaded in the students' environment so they can start as soon as they make their account.
- Assist the students in using the portfolio, at least the first several times. You can use the training above (B) to help the students get started, however, some students might need 1-on-1 instruction. Also try to integrate the portfolio in (other) school assignments within the classroom, so students can practice with it.
- Make sure you log in regularly to check the students' progress and possibly upload more assignments. Make sure to give feedback on the student.
- Check with your school or with Paragin for a tailor made instruction manual for the portfolio.

D. Extra material for career guidance for students



Practicing with the e-portfolio can be done well by doing labor market orientation exercises. It learns the student how to navigate the portfolio. Above, one labor market exercise has been described. More labor market orientation exercises have been added to the attachments, as inspiration. These assignments are developed by the Dutch expertise center for labor market orientation. Click here to see the two assignments. The assignments can be used individually (if made available in the e-portfolio) or in group setting (for example as part of the training described above). Click [here](#) to go to the assignments.

Internship guide

A. Introduction and background



Transitional system

Entering the labour market is a central transition that marks the development into young adulthood which involves many choices: do you continue studying after high school? Or do you decide to enter the labour market? There are a lot of possibilities and directions the student can choose from. For special needs students or students with learning difficulties the transition from one phase to another (education to education, or education to labour market) is more difficult than for students without special needs. The educational system and the teachers in it have been appointed the job to facilitate a smooth transitional system in which students (with special needs) can transfer from one phase to another smoothly.

Throughout the years, several models for transitional systems have been developed which can be used to support teachers in their role. One of the models is Kohler's Taxonomy for Transition Planning (1996)². Kohler's model had been used widely and includes the school, family and community as important parts of the transitional system³. The five areas of the model include: student-focused planning, student development, interagency collaboration, family involvement and program structure and attributes. More precisely, the model calls for:

- student-focused planning. This involves performing a needs assessment in which the student needs are mapped out. This allows for future planning, instruction, collaboration, and job development activities.
- a collaborative approach from departments and organizations from within and beyond the school (e.g., employers, guidance counsellors, social workers), that provide services and support and guidance for the students.
- Involvement of the family. According to the model, family investment in a student's education is positively associated with school outcomes. Therefore, special attention should be paid to parental involvement and participation.
- Enhancement of student's self-determined abilities through offering a range in experiences within the classroom, but also experiential opportunities. Internships are a good example of experiential opportunities. Research found that students who successfully completed hands-on training experiences were more likely to have positive school outcomes⁴.

Internships

As mentioned in the previous section, experiential experiences are an important part of the students' transitional system. An essential experiential experience is an internship, which offers the student the opportunity to experience employment and how they can cope with their disabilities or learning difficulties in a work setting. Despite the importance of internships for the students' development, it is difficult for the student to find a suitable internship and to complete the internship successfully⁵.

Several **difficulties** that they possibly regard the adjustment to the working environment. Special needs students usually experience more difficulties in adjusting to the routine and climate of their working environment (Alias, 2013). In school their days are fairly structured, and they know what they can expect in terms of facilities. When they are doing an internship, they cannot rely on the security of structures and facilities that are in place. Difficulties that students encounter for example relate to the workload of the students, the lack of facilities in the

² Kohler, P. D. (1996). Taxonomy for transition programming: Linking research and 89 practice. Urbana Champaign, IL: University of Illinois at Urbana-Champaign, Transition Research Institute.

³ Goldstein, D. S. (2012). *Evaluation of a school-to-work internship pilot program for high school seniors with special needs*. Rutgers The State University of New Jersey, Graduate School of Applied and Professional Psychology.

⁴ Luecking, R. G., & Fabian, E. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23, 205-222.

⁵ Alias, A. (2013). The issues in implementing transition program for special needs students. *Asian Social Science*, 9(16), 9.

internship company and the travelling time (ECIO⁶). This can cause stress and anxiety in the student. Another difficulty regards the social inclusion in the workplace. Sometimes SEN students struggle more with communication which can cause stress and anxiety in a new surrounding and situation. Extra support for students from teachers, counsellors and the support office are vital in making the internship succeed.

Several **success factors** can help the student in his or her process:

- Dedication of the teachers: their awareness of the needs of the students (Alias, 2013)
- Support of the school program and the school administration (Alias, 2013)

B. Tips and tricks



These tips and tricks are formulated for teachers or counsellors who engage in internships for their students. After this guide, a condensed checklist is added so you can.

The process surrounding internships has four distinctive phases⁷:

1. Preparation
2. Finding an internship and matching
3. Executing the internship
4. Finishing the internship and evaluation

Phase 1: Preparation for internship

Tips and tricks:

- Place yourself in the shoes of the student. Discuss possibilities and guidance needs. Take the time to discuss needs with the students and to explore several possibilities. A good starting point of the conversation is exploring what the students likes and what his or her talents and skills are. It is important to focus on what the students CAN do, instead of what he or she cannot do. Connect these wishes and skills to possibilities on the labour market and discuss with the student in what aspects of the job the student might need extra guidance or extra facilities⁸.

You can use the following questions to discuss with the student⁹:

- *What are your qualities?*
- *How can you use these qualities during an internship?*
- *What do you need to show these qualities in your internship?*

- Discuss possibilities and boundaries. It is important for the student to know beforehand what their possibilities and chances are, but also to be aware of what the limitations are, and which aspects might become difficult. In order to discuss this, it is important that you are aware of the possibilities and limits within your school or within the company the students want to start an internship. Moreover, it is important to discuss with students which sensitive information may be shared with the internship company. You need explicit consent because of the GDPR.

⁶ [Inclusief op stage | tips voor onderwijsprofessionals - ECIO](#)

⁷ Expertisepunt LOB, BPV handbook, voor de begeleiding van mbo-studenten met extra ondersteuningsbehoefte (mei 2022)

⁸ [Inclusieve uitstroom naar werk \(ecio.nl\)](#)

⁹ BPV handbook, voor de begeleiding van mbo-studenten met extra ondersteuningsbehoefte (mei 2022)

You can use the following questions to discuss with the student¹⁰:

- *What restrictions do you see for your internship? (Think about physical workplace, work hours, other necessary services)*
- *Talk about what a working day looks like from beginning to end and discuss difficulties.*
- *What should your future colleagues know about you to work together nicely? (Think about medication, physical characteristics, allergies, personal preferences).*
- *How will they receive this information about you?*
- *What can future colleagues know about you?*
- *What assistance do you need during your internship?*
- *How can the internship coordinator from school help you during your internship?*

- Connect students with special needs with each other. Bringing together students with special needs might give them possibilities to discuss possible difficulties they encounter during the internship in a safe environment and amongst peers. For example: internship agencies could ask students before they start their internship, if they have any special needs or want extra guidance. Students who indicate they want so, could be brought together in a group setting (e.g. once a week) where they can discuss difficulties and experiences with guidance of a counsellor. It has been found that students found these group sessions really helpful (ECIO).
- Make sure the students know how to find you. It is important that the student knows where and how he or she can go to in case extra guidance or support is needed (ECIO). Moreover, it is important to be up to date on which facilities and guidance options are available for the student within your school. (ECIO)
- Prepare the students for a possible job interview. You can practice several ways to introduce yourself (make a CV, pitch, or filling your Cozima portfolio)

Phase 2: Finding an internship and matching.

There are several ways to help students find an internship:

- *Students search for internships themselves and receive support if they do not succeed. The search can be completely free or guided by reference to websites with recognised training companies.*
- *The school (internship coordinator or agency) matches student and company. Students may indicate their preference for a company (often based on a preselection).*
- *A student is difficult to place and the school searches for a suitable company, preferably in consultation with the student¹¹*

Tips and tricks

- Point students towards inclusive companies. For example, companies with a clear and inclusive diversity program. In some countries/regions there are websites which list the companies that offer internship to SEN students (for example in the Netherlands: (www.onbelemmerdstuderen.nl)).
- For SEN students it is often hard to determine when and to what extent they should elaborate on their disability. In what extend they need to elaborate, depends on their personal situation. In general, it is

¹⁰ idem

¹¹ Expertisepunt LOB, BPV handbook, voor de begeleiding van mbo-studenten met extra ondersteuningsbehoefte (mei 2022)

advised to *not* mention the disability in your motivation letter or on your cv. It is best to mention it during the interview so you can immediately answer the questions that might be raised.

- Make sure that the special arrangements a student need are written down in the internship agreement. Agreements on how to achieve the learning goals and promises on how the internship company will take the special needs of a student into account, have to be written down in the internship agreement. Also, ensure clear alignment on the following points:
 - o *What are the activities?*
 - o *How do they fit in with what the student needs to learn?*
 - o *How do they relate to the student's limitation?*
 - o *How many days and how many hours does the BPV last?*
 - o *Are interim adjustments possible?*
 - o *What assignments does the student have to do?*
 - o *How often and when does the BPV supervisor visit? Make sure that the contact details of the practice trainer and the BPV supervisor are exchanged so that you can easily reach each other.*
 - o *What are the evaluation moments?*
- Communicate with the company about the support needs of the special needs student. Focus on needs rather than the disability¹²
- Possibly join the student on the first meeting between the possible employer/internship coordinator and the student. Especially when it considers a new training company.
- It is important to have good relationship management when it comes to training companies. Tips and tricks are:
 - o *Know the training company. Know what work processes there are and what the company culture is.*
 - o *Maintain contact with the practice trainer.*
 - o *Make use of the knowledge and experience of the apprenticeships. Use the experience of learning companies to do even better. But also maintain a sense of reality. Prevent apprenticeships from dropping out because of an unpleasant experience and from not wanting to offer a place in the future.*
 - o *Ask if the training companies that are well known and have very regular trainees who do well, can also occasionally offer a student with extra support needs a place.*
 - o *Once a training company has been found that is open to students with extra support needs, it is important to make a good match. Cooperation with the school counsellor and the second-line supervisor can help paint a good picture of the student and the support needs.*

Phase 3: Executing the internship.

- Stay in close contact with the student during the internship. Often, students with special needs want to be treated the same as other students and they do not want to be a burden. Therefore, they might not always come asking for help. Because of that it is important to check in with the student regularly: it is advised to plan regular meetings with the student (ECIO).
- Stay in close contact with the internship counsellor. This is essential in guiding the student well. It is advised to communicate with the internship counsellor regularly, so you keep good track of the students' progress and possible difficulties he or she encounters (ECIO).

More concrete tips:

- *Show the students that you are available for them when they experience difficulties or have questions.*
- *Schedule extra meetings beforehand.*
- *Ask students regularly about the workload.*
- *Consult the set agreements within your own school (e.g., the examination regulation).*
- *Think about alternatives when the internship assignment cannot be executed as described.*
- *Give compliments. Emphasize what is going well.*

Phase 4: Finishing the internship and evaluation

When the internship period is over, the student is assessed on the assignments carried out, the functioning and the learning objectives achieved from school, supplemented by the personal objectives. From a legal point of view, the school is responsible for the assessment.

The BPV supervisor and the practical trainer look back together at the cooperation in the supervision. They determine what went well and where improvements are needed.

Extra tips and tricks on policy level:

- Cooperate with other instances that are involved in the transitional system of the student: employers, counsellors, internship and employment agencies, policy makers, etc. It is important to stay in close contact with all kinds of organisations that are involved in the transition from the school system to the labour market. This cooperation allows you to get a clear picture of what the special needs students might need in their working life and which possible difficulties they might encounter. This information can be used in the educational process so the students enter the labour market well prepared (ECIO).
- Find already existing initiatives regarding special needs students, and try to align your policy with these (ECIO)
- Focus on cooperation within the school. Cooperation between career services/centres, internship facilities, student counselling and deans is significant. Make connections between these institutions. For example, between policy makes and internship counsellors. By connecting, partners can strengthen and complement each other (ECIO).

C. Internships checklist



Phase 1		Phase 2		Phase 3		Phase 4	
Have a conversation with the student about his/her possibilities	<input type="checkbox"/>	Make sure that special arrangements of the students are laid down in the agreement	<input type="checkbox"/>	Schedule extra meetings beforehand	<input type="checkbox"/>	Evaluate the cooperation between the internship company, the school and student.	<input type="checkbox"/>
Have a conversation with the student about their boundaries	<input type="checkbox"/>	Make sure the communication between the internship company and the internship coordinator is well aligned	<input type="checkbox"/>	Consult the set agreements within your own school	<input type="checkbox"/>	Make sure to evaluate the internship with the student	<input type="checkbox"/>
Explicitly discuss what to share regarding sensitive information	<input type="checkbox"/>	Make sure the internship company knows all about the disability					
Do the students know where to find you?							
Prepare the student for job interviews							

D. Cozima in internships



The Cozima e-portfolio is a useful tool (a transition hub) which can be used to improve the transitional system of the student. If we look at Kohlers model for transitional planning, we can conclude that the portfolio is useful in most phases: The portfolio can be adjusted to the students' needs, wishes and abilities and offers tools that help to map out job development activities. Moreover, it offers a platform to accommodate the collaboration between the student, school and other involved departments (e.g. social services) and parents. In the framework below you can read how Aloysius uses Cozima in internships.



User case Aloysius schools

An example of using Cozima for internships is from three Aloysius schools in the south of the Netherlands. These three schools offer special education to youth between 12 and 18 years. The students have social and/or behavioural problems. A substantial part of the students will not receive a regular diploma for their secondary education. After school they will transition to the labour market, which can be a paid job or in the form of day care activities. The three schools decided to cooperate intensively to strengthen the quality and diversity of their educational

programs and to optimise the cooperation with companies in the region. To do so, they developed a mutual service point for internships and career development. The base of this service point is the so called 'phase model', which describes the phases that a student's passes through in transitioning to the labour market: orienting phase, labour-market-preparation phase, specialising phase and finally the transition phase. The kind of internships that students can do depends on the stage that they are in. Internships can be internal (within the school) or external (within a company). Working with the phase model, allows for a personalized approach to labour market orientation. Working together in one service centre allows for a uniformed way of cooperation with the companies in the region. Companies work via one format, have one contact person, and use the same forms for everyone.

Cozima

Within the Servicepoint the three schools work with Cozima. The amount of experience each school has differs. The schools are striving to use the portfolio in the new school year (2022-2023) as a standard portfolio for internships. They will work with a uniform house-style (so the portfolio remains the same for the companies that work with it). They will involve teachers, counsellors and employers in using the portfolio. The portfolio will be used in the primary communication between these actors. Functionalities of the portfolio that will be used are the QR code and the traffic light tool. Students will be introduced with the Cozima portfolio as soon as they start their labour market orientation. In this example, Cozima will be a binding factor between the different actors that are involved in offering students internships.

Functionalities

There are several facilities in Cozima that are well suited in the different internship phases:

1. Preparation

- If students make an account on the portfolio, they fill in their personal profile, in which they answer questions such as: Who am I? What makes me happy? Etc. The answers to these questions can help in finding an internship.
- You can give students the opportunity to get to know themselves better by giving them the opportunity to fill in questionnaires or surveys on what their competencies are and what they want to do for an internship. To do so, upload several questionnaires that focus on reflection and labour market orientation.

In the previous project of Cozima, a competence list based on several Dutch competence framework, was developed. You can use this competence list as inspiration for your questionnaire or assignments. See attachment A, or click [here](#).

- You can upload information on different kind of internships in the portfolio.
- You can ask students before the internship starts, to think about the influence of their disability on the internship and what they want to do with it. For example, upload the questions

2. Finding an internship and matching

- It is possible to link an internship database to the portfolio, so students can use Cozima to find an internship.
- Students can create their CV with the portfolio, to communicate with possible employers what they like and what their competencies are.

3. Executing the internship



- Students and the employer can use the portfolio during the internship. It can be used as a communication tool. Moreover, the employer can upload feedback during the internship. The student can e.g., use the photo tool to upload pictures of what kind of tasks they perform during their internship.

4. *Finishing the internship and evaluation*

- The employer and internship counsellor can use the portfolio to give the student a final assessment.
- The student can reflect on his or her own internship by filling in a reflection form on the portfolio.

Attachments

A. Skills frameworks

Social skills

Competence	VET*	SME GW**	CED**	Melba**	Dariuz**	Description
1 Working together	<ul style="list-style-type: none"> MBO E Cooperation and consultation 	<ul style="list-style-type: none"> SME D3 Working together SME C3 Meeting commitments 	<ul style="list-style-type: none"> CED 5.4 Collaboration 	<ul style="list-style-type: none"> MEL19 Punctuality MEL26 Teamwork 	<ul style="list-style-type: none"> Keeping commitments Cooperation and collegiality 	<ul style="list-style-type: none"> I consult on work-related things I agree on division of labour I check that it is clear who does what I do what is agreed I'll report if I do anything different or later I ask/give others information about work I know what I am working towards (what the ultimate goal is) I take others into account I ask/give others advice on decisions I ask/give others advice on how to do your job I ask/give feedback to people I work with I am on time I'll let you know if I don't come or am late
2 Dealing with other people	<ul style="list-style-type: none"> MBO F Acting ethically and with integrity MBO D Showing attention and understanding MBO G Building relationships and networking 	<ul style="list-style-type: none"> SME C1 Dealing with criticism SME A4 Overall attitude SME A3 Environmental sensitivity 	<ul style="list-style-type: none"> CED 3.3. Standing up for yourself CED 4.1 Sharing experiences CED 4.2. Being nice CED 4.3. Dealing with arguments 	<ul style="list-style-type: none"> MEL6 Assertiveness MEL9 Contact skills (to unfamiliar people) MEL13 Receiving criticism MEL3 Comprehension 	<ul style="list-style-type: none"> Communicate 	<ul style="list-style-type: none"> I act friendly to other people I am polite to other people (sorry, please, thank you) I take (feelings of) other people into account I show interest in other people and ask questions I give others space to say something, express own opinion I can deal with differences of opinion I treat other people with respect I try to understand other people I remain calm even when angry (do not react aggressively) I listen carefully I keep appointments I help other people I look for a solution when arguing I can give feedback to others in a pleasant way I can deal with the feedback/criticism I receive from other people

Competence	VET*	SME GW**	CED**	Melba**	Dariuz**	Description
						<ul style="list-style-type: none"> • I admit mistakes • I adjust my behaviour if it appears that other people do not like something • I stand up for myself when I don't like other people's behaviour • I give my own opinion, even if others disagree with it • I can easily talk to unfamiliar people • I can assess how another person is feeling (happy, angry, scared, sad, etc.) • I know what I can and cannot joke about
3 Presenting	<ul style="list-style-type: none"> • MBO I Presenting • MBO H Persuading and influencing 		<ul style="list-style-type: none"> • CED 3.1 Presenting yourself 			<ul style="list-style-type: none"> • I introduce myself to people I don't yet know • I give my opinion on a topic • I say why I think something is so • I provide clear information • I give a presentation • I can give and receive feedback • I take into account the 'audience' I am telling something to
4 Service-oriented working	<ul style="list-style-type: none"> • MBO R Focusing on customer needs and expectations 		<ul style="list-style-type: none"> • CED 2.3 Customer-oriented work 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I listen to a customer's question • I ask further if something is not clear • I make sure the customer is satisfied • I check whether the customer is satisfied • I adapt my behaviour so that the customer is satisfied • I know how to deal with different customers (right tone of voice) • I deal courteously/neatly with customers, even if the customer himself does not act courteously/neatly • I refer a customer to a colleague if they can help better
5 Language/communication	<ul style="list-style-type: none"> • MBO J Formulating and reporting 	<ul style="list-style-type: none"> • SME A1 Language comprehension 				<ul style="list-style-type: none"> • I make sure others understand me well (orally and in writing) <ul style="list-style-type: none"> ◦ I use the same kind of language, • I check that others have understood me correctly • I provide clear information (orally and in writing) • I take care of good spelling and grammar when I write

Competence	VET*	SME GW**	CED**	Melba**	Dariuz**	Description
6 Dealing with managers/colleagues		<ul style="list-style-type: none"> SME C2 Dealing with hierarchy 			<ul style="list-style-type: none"> Sense of labour relations¹³ 	<ul style="list-style-type: none"> I treat colleagues and my boss/supervisor in a decent manner I remain polite I show respect for other people I follow rules set by others <ul style="list-style-type: none"> What to do How the work is done When I can take time off
7 Driving	<ul style="list-style-type: none"> MBO B Directing 			<ul style="list-style-type: none"> MEL8 Leadership 		<ul style="list-style-type: none"> I tell other people what to do I check whether other people keep appointments I divide work between different people I know the best person to ask to do something because they would be good at it
8 Supervise	<ul style="list-style-type: none"> MBO C Supervising 					<ul style="list-style-type: none"> I clearly explain to other people what to do I have patience with other people I help other people do something better I motivate other people

Possibly merge 7 and 8 into one competence because examples of leading also fit with guiding

¹³ According to document 'alignment MELBA and Dariuz', Sensitivity to industrial relations from Dariuz fits with Assertiveness and Conversion from Melba. Previously at 6 Dealing with managers/colleagues

Attitude

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
9 Enthusiasm/energy	<ul style="list-style-type: none"> MBO W Showing drive and ambition 	<ul style="list-style-type: none"> SME A4 Overall attitude SME B1 Energy level 		<ul style="list-style-type: none"> MEL1 Energy deployment MEL5 Stamina 		<ul style="list-style-type: none"> I take responsibility myself I take initiative to do something I help others I like doing new things I do something I am asked to do, without rebuttal, even when I don't feel like it I divide my energy between the things that need to be done I keep in mind to spread my energy throughout the day so that I can keep it up throughout the day
10 Independence		<ul style="list-style-type: none"> SME B4 Discipline SME C4 Work pace SME D2 Self-reliance 	<ul style="list-style-type: none"> CED 5.2 Requesting deferred attention/help CED 5.3 Independent (continued) work 	<ul style="list-style-type: none"> MEL23 Independence MEL4 Attentiveness 	<ul style="list-style-type: none"> Work pace Independence 	<ul style="list-style-type: none"> I work independently after being given an assignment or explanation I know who to ask for help I stay focused on my work, even when distracted I keep track of time to get work done on time I know what is expected of me in work I know whether to work especially quickly or neatly I solve problems myself I respond to signals when relevant to the work
11 Quality	<ul style="list-style-type: none"> MBO S Delivering quality 			<ul style="list-style-type: none"> MEL11 Judging critically (others' tasks) MEL12 Judging critically (tasks of self) MEL24 Carefulness 	<ul style="list-style-type: none"> Accuracy 	<ul style="list-style-type: none"> I know what requirements my work must meet I make sure I do my job to the best of my ability I work accurately I monitor the work and results of myself and others I say in a good way why something is not good or how it could be better I correct mistakes
12 Learning/me developing myself	<ul style="list-style-type: none"> MBO P Learning 	<ul style="list-style-type: none"> SME D1 Curiosity/Curiousness 	<ul style="list-style-type: none"> CED 1.4 Developing yourself in your workplace 	<ul style="list-style-type: none"> MEL14 Learning/unlearning 	<ul style="list-style-type: none"> Learning capability 	<ul style="list-style-type: none"> I make sure I know what is important in work I know what to do when work changes I make sure I learn new things to keep doing my job well

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
			<ul style="list-style-type: none"> CED 5.5 Reflection on work 			<ul style="list-style-type: none"> I seek information myself to know better how to do my job well I ask questions of others to know how to do my job even better I seek feedback from others on how I could do my job better I show what I do with feedback I think about it when something has gone wrong I think about how to do something better next time I remember things I learned before
13 Perseverance/stress resistance	<ul style="list-style-type: none"> MBO V Dealing with pressure and setbacks 	<ul style="list-style-type: none"> SME B2 Perseverance 		<ul style="list-style-type: none"> MEL10 Concentration MEL16 Frustration tolerance MEL18 Troubleshooting MEL20 Response speed 	<ul style="list-style-type: none"> Perseverance Stress resistance & flexibility¹⁴ 	<ul style="list-style-type: none"> I remain calm in stressful situations I do my job to the best of my ability, even in stressful situations I indicate in time if something or someone goes over my limits too often (e.g. too hard work, bullying behaviour) I don't give up in the face of adversity I try something again/in a different way if it doesn't work at first I work with concentration I come up with solutions to problems I react quickly in dangerous situations
14 Flexible/adaptable to circumstances	<ul style="list-style-type: none"> MBO U Dealing with change and adaptation 	<ul style="list-style-type: none"> SME B3 Flexibility 		<ul style="list-style-type: none"> MEL27 Switchover 	<ul style="list-style-type: none"> Stress resistance & flexibility¹⁵ 	<ul style="list-style-type: none"> I can deal with situations that are constantly changing and different from what I expected beforehand I can interact with different people I can easily adapt my behaviour to new environments I can easily adapt to new assignments I can cope with changing working hours
15 Exterior care		<ul style="list-style-type: none"> SME A2 Beauty care 				<ul style="list-style-type: none"> I choose clothes that suit the work I choose clothes that won't annoy others I wear company clothing I take neat care of my body

¹⁴ Stress resistance at 13, Flexibility at 14

¹⁵ Stress resistance at 13, Flexibility at 14

Working

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
16 Using knowledge and skills	<ul style="list-style-type: none"> MBO K Apply professional expertise 					<ul style="list-style-type: none"> I use my knowledge to do the job well I use my skills to do the job well I help other people with my knowledge and skills <ul style="list-style-type: none"> I do something for other people I explain something to other people
17 Following procedures	<ul style="list-style-type: none"> MBO T Following instructions and procedures 		<ul style="list-style-type: none"> CED 2.1 Social, economic, safe and environment ally aware work CED 2.2 Working according to quality systems CED 2.4 General procedures in and around the workplace 	<ul style="list-style-type: none"> MEL28 Justification¹⁶ 	<ul style="list-style-type: none"> Keeping commitments¹⁷ 	<ul style="list-style-type: none"> I follow the (legal) procedures/rules I follow instructions/directions I work safely, according to safety regulations I use the right tools I use protective equipment (e.g. helmet, gloves, earplugs) if necessary/compulsory I work environmentally aware I make sure less is wasted I work hygienically (e.g. washing hands, gloves, cleaning things) I report errors/discrepancies in the work process I check that everything is running properly and no errors occur I adjust my work when I see that errors are occurring
18 Making choice/decision	<ul style="list-style-type: none"> MBO A Deciding and initiating activities 		<ul style="list-style-type: none"> CED 3.2. Making a choice 			<ul style="list-style-type: none"> I am looking for information to make a good choice I make decisions, even when it is difficult I take initiative to do something I consider others when making my choice I take responsibility for the choices I have made I explain why I chose this <ul style="list-style-type: none"> Even if other people choose something else I name the advantages and disadvantages of each choice

¹⁶ Fits with 17 Follow procedures rather than 1 Collaborate

¹⁷ Rather fits1 Collaboration

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
19 Planning/organising	<ul style="list-style-type: none"> MBO Q Planning and organising 		<ul style="list-style-type: none"> CED 5.1 Task approach 	<ul style="list-style-type: none"> MEL2 Work planning MEL29 Imagination 		<ul style="list-style-type: none"> I think about how I am going to do something as convenient/efficiently as possible <ul style="list-style-type: none"> So that it takes the least amount of time So that it delivers the best results I plan the work I know how much time something takes I decide what should be done first because it is <ul style="list-style-type: none"> Most importantly Most in a hurry I determine the order of operations <ul style="list-style-type: none"> What do I need to do first before I can do the following I can adjust the schedule if necessary I will let you know if something is not finished on time and when I think it will be finished
20 Analysing	<ul style="list-style-type: none"> MBO M Analysing 					<ul style="list-style-type: none"> I check information I am comparing information I decide, based on the information, what to do I record information correctly I check if I have done something right I devise a solution to a problem
21 Investigations	<ul style="list-style-type: none"> MBO N Investigations 					<ul style="list-style-type: none"> I know where to find information, what information sources there are I am looking for information I use the internet to find more information about something I ask people questions when I want to know something
22 Being creative/improving	<ul style="list-style-type: none"> MBO O Creating and innovating 					<ul style="list-style-type: none"> I come up with new ideas I come up with (new) solutions to a problem I make suggestions on how to tackle something better
23 Using materials and machines	<ul style="list-style-type: none"> MBO L Deploying materials and resources 			<ul style="list-style-type: none"> MEL17 Ordering ability 		<ul style="list-style-type: none"> I know how to use tools, devices, aids I know which tool, device, aid to use for each situation I am careful with tools, devices, aids I work safely according to regulations I keep my workplace neat and orderly

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
24 Commercial trading	<ul style="list-style-type: none"> MBO X Acting entrepreneurially and commercially 					<ul style="list-style-type: none"> I can think of ways to get more sales/customers I take initiative to get more sales/customers I discuss my ideas with my supervisor/colleagues
25 Business conduct	<ul style="list-style-type: none"> MBO Y Business management 					<ul style="list-style-type: none"> I work as efficiently as possible <ul style="list-style-type: none"> I make sure nothing is wasted (minimum cost) I handle materials carefully and sparingly I do my job as quickly as possible I understand how things work in an organisation <ul style="list-style-type: none"> How to cooperate How to get more information What the work is
26 Future orientation/work orientation			<ul style="list-style-type: none"> CED 1.1 Picture of own capabilities CED 1.2 Vocational orientation: choice options CED 1.3 Vocational orientation: skills needed 			<ul style="list-style-type: none"> I know what tasks there are within a company I know what you need to be able to do for certain kinds of work I know what I can already do to do this kind of work I know what skills I still need to learn to do this kind of work I know what it takes to be able to do this kind of work (e.g. work adjustments, working with a colleague, aids) I know what kind of functions there are in a company I know what sectors there are I know what occupations there are in a sector I am looking for more information about an occupation <ul style="list-style-type: none"> I ask someone about his work I search the internet I know I have to do things in my work that I did not learn in school I know I need to learn new things

Communication/basic skills¹⁸

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
Reading				MEL15 Reading		<ul style="list-style-type: none"> I can read forms and instructions for use in the workplace
Maths				MEL21 Arithmetic		<ul style="list-style-type: none"> I can (head) count and count
Writing				MEL22 Writing		<ul style="list-style-type: none"> I can fill in a form I can write a letter or short text
Speaking				MEL25 Speaking		<ul style="list-style-type: none"> I can articulate well what I think and feel I speak understandable Dutch

Add to works (adjust numbering)

Competence	MBO	SME GW	CED	Melba	Dariuz	Description
Fine motor skills				MEL7 Fine motor skills		<ul style="list-style-type: none"> I can work precisely with my hands I am handy

¹⁸ Added on the basis of Melba



B. Labour market orientation exercises

Developed by Expertisepunt LOB: [Expertisepunt LOB](#)

Criteria

Stage of training

- general
- 1ste 100 days
- profile choice
- internship/ BPV choice
- further education
- labour market flow

Career competence

- qualities reflection
- motif reflection
- work exploration
- networks
- career guidance

Parties involved

- parents
- labour market
- alumni (graduates)
- follow-up training

Time indication assignment

- 0-30 minutes
- 30-60 minutes
- > 60 minutes

Assignment 1, title:	Exploring professions
Target	By talking to a family member, young people discover and explore three professions and know why they find this profession interesting or not.
PREPARATION	
Preliminary work by teacher	<p><u>Supplies:</u></p> <ul style="list-style-type: none"> • Beamer with access to website www.kiesmbo.nl. • Access to a computer with internet access for every young person • Annexes to this assignment <p>Research the website in advance so that you know how it is set up and can answer any questions young people may have.</p> <p>If necessary, have the young people first complete the task "what do I find important in my job?" or "images of my profession: pros and cons of my job" or "what is my ideal job?"</p>
Explanation by teacher	<i>'You do this assignment to learn more about professions and think about what suits you. You will do this assignment together with a family member. Think about who would be best to do this assignment with: with your father, your mother, carer or perhaps another adult family member.'</i>
Experienced	A. Class assignment (Annex 1)

	<ul style="list-style-type: none"> a. Let young people go to www.kiesmbo.nl. b. Have them pick three professions they find interesting. Then pick three professions that seem interesting to you. Have the young people watch the videos. c. Have them answer the questions in Annex 1 of this assignment. <p>B. Home assignment with family member (Annex 2)</p> <ul style="list-style-type: none"> a. Let the young person tell at home which professions they have chosen. b. Let the young person ask the family member if they know of another interesting profession. c. Together with the family member, let the young person watch the videos of the professions at www.kiesmbo.nl d. Have the young person complete Annex 2 of this assignment with the family member. e. Have the young person take a photo as they work on the task. <p>C. Home assignment (Annex 3)</p> <ul style="list-style-type: none"> a. Let the young person complete Appendix 3 at home by themselves. <ul style="list-style-type: none"> Agree with the young people when this annex will be discussed in an individual career interview.
Reflect	<p>In particular, discuss assignment c with the young people during an individual career interview.</p> <p>What steps do they want to take now?</p>
Capture	<ul style="list-style-type: none"> • Have the youngsters take a photo as they work on the assignment with the family member. • Have the youngsters take a picture of the completed task. • Have the youngsters save the photo in their portfolio. • Possibly: have the youngsters hand in the assignment to their mentor.
Review of the activity	<p>What was it like for the young people to do this assignment? What did they discover about certain professions? About which professions did young people discover something that they now say: maybe I find that profession very</p>



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interesting? Are there any questions that still need to be answered?

DIFFERENTIATION

Tips and tricks	Let parents of young people also talk about their profession during, for instance, a professional evening or during a guest lesson. This way, young people also learn about other professions.
Coherence and references to other LOB assignments	Titles assignments: <ul style="list-style-type: none">• The job carousel• I like that• Dream environment• Discover the videos at www.kiesmbo.nl



Annex 1 to assignment: exploring professions

Appeal 1:

What does someone with this occupation do in a working day?

Where does someone in this profession work (e.g. outdoors, in an office, on the road a lot)?

What do you need to be good at in this profession?

Grade: (circle: 1 = this profession does not suit me at all, 10 = suits me perfectly)

1 2 3 4 5 6 7 8 9 10

Why did you give this grade?



Annex 1 to assignment: exploring professions

Appeal 2:

What does someone with this occupation do in a working day?

Where does someone in this profession work (e.g. outdoors, in an office, on the road a lot)?

What do you need to be good at in this profession?

Grade: (circle: 1 = this profession does not suit me at all, 10 = suits me perfectly)

1 2 3 4 5 6 7 8 9 10

Why did you give this grade?



Annex 1 to assignment: exploring professions

Appeal3:

What does someone with this occupation do in a working day?

Where does someone in this profession work (e.g. outdoors, in an office, on the road a lot)?

What do you need to be good at in this profession?

Rating: (circle: 1 = this profession does not suit me at all, 10 = suits me perfectly)

1 2 3 4 5 6 7 8 9 10

Why did you give this grade?



Annex 2 to assignment: choosing professions

Appeal 1: _____

Why does this profession suit me?

Why doesn't this profession suit me?

Appeal 2: _____

Why does this profession suit me?

Why doesn't this profession suit me?

Appeal 3: _____

Why does this profession suit me?

Why doesn't this profession suit me?



Criteria

Annex 3 to home assignment: choosing professions

Stage of training

- general
- 1ste 100 days
- profile choice
- internship/ BPV choice
- Further education
- labour market flow

1. Which occupations do you agree on?

2. Which professions do you have different opinions about?

Career competence

- qualities reflection
- motif reflection
- work exploration
- networks
- career guidance

3. What did you like to hear from your parent/family member?

Parties involved

- parents
- labour market
- alumni (graduates)
- follow-up training

4. What did you learn about yourself?

Time indication assignment

- 0-30 minutes
- 30-60 minutes
- > 60 minutes

Assignment 2, title:	What is my ideal job?
Target	Young people depict their ideal job on paper or digitally.

PREPARATION

Preliminary work by teacher	<u>Supplies:</u> -Printed out chart of questions for the ideal job for each young person, see annex 1 -Magazines , sheets of paper or computer (for digital collage)
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	<ul style="list-style-type: none"> -Photos taken by the young person -Glue , scissors, markers, crayons -Possibility of hanging the paper images in the room -Computers for every young person when digital images are created -Beamer to show the digital images <p>Set up the tables in the room so that young people can work well to collect and organise visual material; if necessary, put four tables together (primary school arrangement). As a facilitator, it is useful to perform this exercise yourself beforehand, so that you can act as a role model for your young people and answer any questions better. This also helps young people see that their counsellor may not find all facets of their profession equally enjoyable or relevant.</p>
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EXECUTION

Explanation by teacher	<i>'To ensure that you can keep thinking about what you are doing here in training and what you have been trained for, it is helpful if you occasionally think about what your ideal job would be. After all, your ideal job always has something to do with your heart. If you let your heart speak too little in your work, you risk either getting sick or sour. So we should occasionally compare our situation at the moment with an ideal situation, to examine whether we are still on the right track for ourselves. That is what we are going to do in this exercise.'</i>
Experienced	-
Reflect	<p>(individual)</p> <ol style="list-style-type: none"> 1. Have the young people first describe their ideal job based on the questions in Annex 1. Encourage them to really start from an ideal situation, so don't censor too much beforehand. You can always cross out. 2. Based on this, ask young people to collect pictures and/or photos that fit this. Or have young people draw a picture of their ideal job.



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	<p>3. Have the youngsters make a collage of what they have collected.</p> <p>4. Hang the collages or show them on a projector.</p>
Capture	<p>Have the young people take a picture of their collage/drawing/image on their smartphone.</p> <p>See appendix 1.</p>
Review of the activity	<p>Discuss the different collages/drawings/images of the young people with each other.</p> <p>Questions you can ask in the process are:</p> <ul style="list-style-type: none"> -What are the differences? -What are the similarities? -What , if anything, did young people discover by carrying out this exercise? -Did they find out something they were not aware of before? -How did they experience looking at an ideal job in this way? -Are there any questions they have as a result of this exercise?

DIFFERENTIATION

Tips and tricks	<p>So by definition, an ideal situation is never a feasible situation, at least not for most people. So encourage young people to describe the ideal job as much as possible; it is not about feasibility or reality. Even if the things they name are not feasible or real, it is still apparently something their heart desires. It is there anyway. So better to name things explicitly and see what can be done next.</p>
Coherence and references to other LOB assignments	-



Annex

WHERE DO YOU WANT TO WORK?

Outside or inside?

Always in the same place or always in a different place?

In people's homes or just not?

Do you want to travel or work near where you live as much as possible?

In a quiet/quiet environment or with lots of people/noise around you?

What does your ideal environment look like?

At a large company or just a small one?

WHAT 'TOOLS' ARE YOU WORKING WITH?

Do you work with 'people'?

Do you work with animals or plants?

Do you need tools/instruments for your work?

Do you mainly work on computers or with machines?

Do you have a company car or a company public transport annual card?

WHO ARE YOU WORKING WITH?

Alone or with others?

Always or sometimes?

How many colleagues do you have?

Do you work for an executive, have your own business or are you yourself an executive of others?

Do you have clients or do you only speak to your colleagues?

Are you reachable by phone/per mail or only in calls?

How old are the colleagues you work with?

HOW DO YOU WORK?

Do you do the same thing every day or is every day different?

Do you sit a lot or have to stand and/or walk a lot?

Do you spend a lot of time in the car or travel by public transport?

WHAT ARE YOU DOING?

What assignments do you carry out?

Do you work mostly with your hands?

Do you work at a computer?

Do you talk to people/clients/patients?

Do you write a lot?

WHEN DO YOU WORK?

During the day, evening, night, weekday or weekend?

Do you have regular or irregular working hours?

Can you arrange your own working hours?

Need to coordinate with colleagues if you can work over Christmas and New Year?

Do you also work during the holidays?

How many days a week and how many hours a day do you work?

How many holidays do you have in a year?

If you had children, could you take holidays with them?

WHAT KIND OF WORKING CONDITIONS/EXTRAS DO YOU ALL HAVE?

How high is your salary?

Are there Christmas hampers in your company?

Are weekends organised for employees?

Are there staff outings?

Can employees play sports at company expense?

Can employees attend courses at company expense?

Is there an annual barbecue or dinner with all employees?

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