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INTEGRATED CARRIER SERVICES PACK

realized within the Erasmus+ project

WHEEL DONE – Enforced alliances between VET providers in the car
mechanic field



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About the project

The project *“Wheel Done – Enforced alliances between VET providers in the car mechanic field”* is financed by the European Commission through the Erasmus+ program and is implemented by four partners from Romania, Spain and Italy:

- Technological Highschool Aurel Persu – Lead Applicant Romania
- SC Vladadel SRL – car company Romania
- Associazione Formazione Professionale del Patronato San Vincenzo – Italy
- Confederacion Espanola de Centros de Ensenanza (CECE) - Spain

The goals settled by the four VET partners are:

- To create more learning opportunities for students with focus on their transition towards labour market
- To strengthen the partnership SCHOOL – COMPANY – NGO (civil society) at local level
- To increase the level of knowledge and professionalism of teachers and tutors, as well as of students
- To consolidate a program of career guidance students while they are still in school
- To reduce the gap between theory and practice (what is being taught in school and the technological progress)
- To increase the quality of the students’ internships, their commitment and stability at the work place

Results achieved:

- ✓ Three learning mobilities dedicated to teachers/VET professionals and students, one in each country (two joint staff training mobilities and one blended mobility of VET learners)
- ✓ Local partnerships with VET companies consolidated, as well as cooperation between VET teachers and internship tutors
- ✓ Experiences and knowledges exchanged between the participants in the learning mobilities (students and VET teachers/professionals)
- ✓ Experience acquired in Erasmus+ and new project ideas settled for the future
- ✓ New and more perspectives opened for the VET students due to the Erasmus+ learning mobilities
- ✓ Strategic Plans for Development adapted and updated with fresh perspectives gathered in this learning experience
- ✓ An Integrated Career Services Pack which collects instruments and methods for better accompanying students in their transition from school to labour market



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Career guidance and counselling

Why is it needed in school?

“A book, a pen, a teacher and some
guidance can change the world”

Parents and children feel there is a long way to decide over career and then after boards, it becomes very hard to understand what stream is to be taken. While in school, the focus is on transferring knowledge, on teaching habits, manners and values. But there is another crucial guidance that is completely left aside – [Career Guidance and Counselling](#).

Today, the professional field is overloaded with career options. There has been a boom in specific requirements of the companies which are looking for specialists who are experts in a particular stream.

While exchanging points of view, working together and observing how things are settled in another country, the participants engaged in the three learning mobilities (VET teachers/professionals and students) arrived to some common ground regarding career guidance and counselling and professional integration. Here are the crucial points which form the basis for further decisions that need to be taken by VET schools, companies and NGOs which offer career counselling services:

- By the time they finish school, students need to be taught a very important value: The EFFORT is much more appreciated, valuable and rewarded than the FINAL RESULT. If this is practiced more in school, students will discover two super powers: the one of not giving up and the one of appreciating more what they are doing. In the end, the more the effort the better the result.
- Students need to be taught those attitudes and behaviours of the GOOD WORKER. This can be done only if the two important actors (VET school and company) cooperate well. A good worker is a person who is responsible, always interested to learn more, who values the time and the effort of the others, focused on self-development, good communicator and a team player.
- Students need more internship opportunities and much more practical hours in companies than those who are mandatory according to school legislation. Therefore, VET schools need to have more contractual agreements with companies who value the same qualities of the good worker. Strong partnerships between VET schools and companies lead to better prepared students and to professional workers.



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- VET teachers and tutors responsible for students on behalf of the companies need more opportunities to work and cooperate together. They need to focus on the same goals and to look for investing in developing the same attitudes, behaviours, skills and values in students.
- Students need to be guided and counselled on what career they should focus further while they are still in school. By the time they finish secondary (gymnasium) they should be aware of their strengths, abilities, interests and even offers on the educational system and the labour market. The more informed the students are, the better they choose further.
- VET schools need to search for ways of engaging more a psychologist or counsellor in individual and group career guidance and counselling. Partnerships with NGOs might be very important.
- The gap between theory and practice needs to be reduced. Quite often VET schools are outdated in terms of technology and equipment. Cooperation between VET schools and companies is the key.
- Also, VET teachers are behind with technological progress, digitalization of systems and with the phenomenon of machine learning. They need to be better trained and to have more learning opportunities in companies so as to be in line with technological progress.
- If career guidance doesn't happen in school, while students still have time ahead to decide what career path to choose, after they finish school, it might be too late. The result is what we see in reality: poor results in final exams, unsatisfied and unprofessional workers, interest of students for earning easy money with less work, exploitation of workers especially when they are at the beginning of their career, job migration, cheap workforce, lack of ethics etc.

To find the right career, there needs to be an understanding of what course to take and if capabilities match interests. A student might want to get into studying economics thinking he's good at math and wants to have own business. In reality, there is much more to economics than that and there is a high possibility of him wanting to pursue another career at the end of the first year itself. Career counselling in schools ensures the right kind of help to overcome such thinking and stop students from making such mistakes. Many students take a psychometric test in order to avoid making mistakes and their efforts are commendable, although the results of the test might leave them more confused than before. Why? The psychometric test basically outlines the strengths and weaknesses of students and highlights their aptitudes and interests. The catch is, their aptitudes and interests don't necessarily have to match. Meaning, they can be good at Math but have an interest in car mechanics. So which career option do they pick?



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Done right and at the right time, career guidance and counselling bring several advantages:

- Provides clarity to both students and parents about the numerous career choices available on the market
- Helps parents understand the weaknesses and strengths of their child. This helps to channelize their ability in the right direction.
- Reduces the mental barrier that many parents have towards non-academic and unconventional courses by making them aware of the potential of these courses.
- Mapping the aptitude to the interest of the child can be done in a more in-depth manner, thereby providing a comprehensive list of plausible career choices for them.
- The students can begin to work towards their specific goals having received appropriate feedback from the career counsellors.
- Children with learning difficulties and other differences will be able to identify their strengths and weaknesses and opt for appropriate career paths.
- It becomes an additional asset to the school as it provides a more structured, comprehensive system of academics and personal growth.
- It increases acceptance and lowers stress levels regarding non-academic courses.
- If the school provides in-house guidance, students can save their time and parents their resources.
- Ultimately, vocational schools need much more career counselling than any other school because on one hand, they are very linked to the labour market and, on the other hand, they are many prejudices around them and vocational schools are seen as second-hand schools, destined to poorly prepared students. Having a career guidance and counselling department in school, raises the school's recognition and value in the community.

Due to the Erasmus+ project, the partners had the opportunity to better understand the requirements for having career counselling sessions at school and how are these sessions being organized in every country. The following resource pack is a collection of best instruments used by the schools and NGOs, partners in this project, which have been discussed and adapted based on the identified needs of students and schools. Every partner is free to use these materials in future counselling sessions with students and to improve them or enrich them with other tools which might prove to be more efficient in time.

In order to strengthen the partnership between VET institutions and companies, the following tools have been implemented in the EFA Moratalaz (Spanish school that has a historic collaboration with CECE):



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1. LABOR TRAINING AND ORIENTATION SUBJECT (FOL – FORMACIÓN Y ORIENTACIÓN LABORAL)

The FOL subject, or module of Labor Training and Orientation, is included in the curriculum of all Intermediate and Higher VET programs in Spain.

The FOL subject has a double aim:

- 1) To allow students to understand and become familiar with the working conditions they will have in their professional life, as well as the legal framework. They will learn about their rights and obligations as workers, occupational risks, analyzing payrolls, the Law of Prevention of Professional Risks, etc¹.
- 2) To assess and enhance the personal, professional, social, and technical competencies of each student in order to guide them to find and match with the best job opportunity and develop a professional pathway according to their skills.

The course is taught throughout the first academic year of all VET programs, with a total of 96 teaching hours distributed in 2-3 hours per week.

During the course, there could be evaluation exams and practical works to test what has been learned e.g. creating your resume, calculating payroll taxes or creating a LinkedIn profile.

Contents and materials

First thematic block: Legislation and Labour Relations. This thematic block deals with the study of basic legislation on labor law, the rights and obligations arising from labor relations.

Second thematic block: Occupational Health. With this thematic block, students will learn about injuries at work and how to avoid them, and the basic actions in case of a work accident.

Third thematic block: Orientation and Labor Insertion. This block aims to assess and enhance the personal, professional, social, and technical competencies of each student in order to guide them to find and match with the best job opportunity and develop a professional pathway according to their skills.

Fourth and fifth thematic block: Economics and Business Organization. With this block, students will learn about the functioning of the market and the indicators to

¹ Francisco López Baeza. (2022). ¿Por qué FOL es importante? MEDAC – Instituto Oficial para la Formación Profesional. <https://medac.es/blogs/te-orientamos/por-que-fol-es-importante>



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analyze the economic progress of a country. They will delve into the study of a company and its organizational structure, in order to identify the relationships that occur within it. The business reality will be deepened from the analysis of the financial statements to the economic resources that companies use to finance their activities².

Materials available

The FOL subject counts with a book for the students. A part from the book, the students can strive their FOL lessons with self-Awareness Exercises for the Job Search, films, business start-up simulators, etc³.

2. INTERNAL JOB BOARD

EFA MORATALAZ receives job offers and collects resumes from students who are unemployed. The responsible staff is in charge of reviewing the resumes and calling the student in case his/her profile fits with one of the open job offers.

² Federación de Enseñanza de Comisiones Obreras de Andalucía. (2010). El módulo de FOL y su inclusión en la FP. *Temas para la educación – revista digital para los profesionales de la enseñanza*, (7). <https://www.feandalucia.ccoo.es/docu/p5sd7008.pdf>

³ Tiempos Modernos. (2010). Listado de la categoría: Recursos FOL. *Tiempos Modernos*. <https://www.tiemposmodernos.eu/materiales-didacticos/recursos-fol-materiales-didacticos/>



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Resource Pack for Career Guidance and Counselling in School

Questionnaire for professional interests

In the following Holland questionnaire, you may find more types of activities. Mark every grey cell by writing the correct mark, depending on whether you like that activity or not. Take into consideration only what you feel about that type of activity, not the competences or training needed for it.

2 – if you LIKE it;

1 – if it DOESN'T MATTER to you;

0 – if you DON'T LIKE it.

Work fast! First reactions are the best reactions.

Nr. crt.	Activity	R	I	A	S	E	C
1.	To repair watches and jewelry						
2.	To count money (person who receive and gives money like in a bank)						
3.	To interview people about community issues.						
4.	To do scientific experiments.						
5.	To lead an administrative department.						
6.	To sing on a scene.						
7.	To repair car engines.						
8.	To record the financial data of a company						
9.	To help people with physical disabilities prepare for a job						
10.	To use the microscope to study cells and bacteria						
11.	To buy merchandise for a large store						
12.	To be an artist.						
13.	To make furniture						
14.	To work with calculators or copying machines in an office						
15.	To be social assistant						
16.	To read books and scientific magazines.						
17.	To be sales manager.						
18.	To write short stories.						



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19.	To work on a crane						
20.	To make reservations for flights on airplanes, for hotels, in a travel office						
21.	To be a teacher or educator.						
22.	To do research work in a physics lab						
23.	To interview workers who are dissatisfied with their workplace						
24.	To make cartoons						
25.	To be a carpenter						
26.	To be an expert accountant who determines the taxes returned to others						
27.	To study sociology, that is, to study how people live together						
28.	To do scientific studies about the Sun, Moon, planets, stars						
29.	To make money through trading or the stock market						
30.	To teach music in school.						
31.	To assemble the components of a stereo equipment						
32.	To examine a company's budget						
33.	To give advice on poor people's legislation						
34.	To study the causes of heart disease						
35.	To run a large restaurant						
36.	To write a novel.						
37.	To be electrician.						
38.	To keep records of goods, supplies, etc						
39.	To care for ill people.						
40.	To use mathematics to solve technical and scientific problems						
41.	To deal with administrative policy						
42.	To direct plays						
43.	To drive a tractor with a trailer						
44.	To work with numbers in a business office						
45.	To help people who have come out of prison to find a job						
46.	To be a surgeon						
47.	To be a bank vice president						
48.	To be a singer						
49.	To restore, repair, refinish furniture						
50.	To study a company and develop an accounting system for its financial needs						



51.	To teach and qualify adults for a job						
52.	To be a marine biologist						
53.	To be the lawyer of a company						
54.	To read articles about music and art						
55.	To use and repair radio equipment, telephone						
56.	To supervise the administrative staff of an office						
57.	To help people in choosing a career						
58.	To examine the effects of air pollution on the environment						
59.	To occupy a leadership position						
60.	To design advertisements for magazines or TV						
61.	To install or repair telephones						
62.	To take a business math course						
63.	To bail or supervise people who have broken the law (probation officer)						
64.	To invent a new type of technical or scientific equipment						
65.	To be a real estate agent						
66.	To listen to great musicians						
67.	To work in construction						
68.	To check bank statements to discover mistakes						
69.	To participate in the increase of the charity fund						
70.	To do scientific research on the use of solar energy for heating houses						
71.	To work to get the government to pass a law						
72.	To write a play						
73.	To install electrical devices						
74.	To use the calculator for accounting data						
75.	To plan the activity of others						
76.	To work on making an artificial heart						
77.	To promote the development of a new population supply market						
78.	To compose or make musical arrangements						
79.	To build bookshelves						
80.	To take an accounting course						
81.	To give first aid.						
82.	To be a medical assistant in a laboratory						



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83.	To do business; to trade							
84.	To conduct a symphony orchestra							
85.	To build houses as a building contractor							
86.	To enter information into the computer							
87.	To work as a family counselor							
88.	To take a biology course at school or university							
89.	To be the legislator who mediates disputes between unions and companies							
90.	To write reports for magazines							
91.	To make wooden animals							
92.	To be the clerk who keeps records of workers' earnings							
93.	To help children with mental disorders.							
94.	To research, find a remedy against cancer.							
95.	To be a judge.							
96.	To paint animals or landscapes.							
97.	To work as a guardian or custodian.							
98.	To operate in a register of receipts							
99.	To learn and help people from underdeveloped countries							
100.	To conduct scientific studies on plant disease control							
101.	To recruit and hire people for a large company							
102.	To write TV scripts							
103.	To drive a bus.							
104.	To be receptionist in a hotel.							

Now calculate your score yourself:

Count how many boxes you checked in each column. Calculate how many points each letter got (among the R I A S E C letters you find at the beginning of each column). Your personal code consists of the 3 letters that obtained the highest score. Read the description corresponding to each letter. For example, if the letters I A S obtained the highest score, your profile is Investigative, Artistic and Social.

R = Realistic – It is characterized by the tendency to go towards those activities that involve the manipulation of objects and tools. Possesses manual, mechanical or technical skills and is satisfied with those professional environments that require an optimal level of development of these skills. Preferred occupations – engineer, mechanic, driver, machinist, etc.



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Personality characteristics associated with this type – conformist, sincere, honest, submissive, materialistic, natural, consistent, practical, modest, shy, stable, economical.

I = Investigative – Distinguished by a preference for research, investigation in various forms and in the most different fields (biological, physical, social, cultural). He usually has mathematical and scientific abilities and prefers to work alone to solve problems. Preferred occupations – doctor, chemist, mathematician, biologist, other occupations that require mathematical and scientific skills.

Personality characteristics associated with this type – analytical, cautious, critical, curious, independent, introverted, methodical, modest, precise, rational, reserved.

A = Artistic – Attraction towards less structured activities, which involve a creative solution and the use of imagination. The occupations are in the field of fine arts, interior decorations, music, writing.

Personality characteristics associated with this type – complex, messy, emotional, expressive, idealistic, imaginative, lacking in practical skills, impulsive, independent, original, non-conformist.

S = Social – Orientation towards activities that require interpersonal relationships – to help people solve their problems or teach them various things, e.g. teacher, counselor, social worker, human resources manager, etc.

Personality characteristics associated with this type – cooperative, friendly, generous, bouncy, idealistic, problem-oriented, kind, responsible, sociable, understanding.

E = Entrepreneur – The entrepreneur type prefers to work in a team, but primarily with the aim of leading, directing, occupying the leadership position. He avoids scientific activities or fields that involve very difficult work, preferring those that highlight his oratory and managerial skills. Favorite occupations – sales agent, manager, politician, etc.

Personality characteristics associated with this type – brave, ambitious, attention-grabbing, dominant, energetic, impulsive, optimistic, popular, sociable, talkative.

C = Conventional – the second type in weight in the questionnaire result, but much less represented than the first (investigative).

Preference for activities that are characterized by working in a well-organized and defined framework. Administrative activities are suitable - accountant, clerk, librarian, secretary, etc.



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Personality characteristics associated with this type – conscientious, attentive, conservative, conformist, submissive, orderly, consistent, efficient, practical, controlled, efficient.

QUESTIONNAIRE

Types of intelligence

Mark the sentences that are true for you by circling the indicated figure!

I hear the words in my head before I read them, say them, write them.	1
Books are very important to me.	1
I retain more from the radio or listening to an audio cassette/CD or from a movie.	1
I like games like Scrabble, anagrams, etc.	1
I like to entertain myself and others with rhymes, puns.	1
Colleagues frequently ask me to explain the meaning of the words they use.	1
I learn English and social sciences more easily than mathematics.	1
When I drive I pay more attention to commercial posters than to the scenery.	1
I recently wrote something that I am proud of or was appreciated by others.	1
In conversation, I frequently refer to things I have read or heard.	1
I feel better when things are measured, classified, analyzed, quantified.	2
I like to find logical errors in what other people say or do.	2
I can count easily in my head.	2
Mathematics, physics, chemistry are my favorite subjects.	2
I like games that require logical thinking.	2
I like to do little experiments with substances, plants or animals.	2
My mind looks for structures, rules, logical sequences in everything I do.	2
I think everything has a rational explanation.	2
I am interested in advances in science.	2
Sometimes I think in clear, abstract concepts that I don't put into words.	2
I prefer books and magazines with lots of illustrations.	3
When I close my eyes, I often see clear images.	3
I can easily imagine what something would look like from above.	3
I am sensitive to colors.	3
I like to take photos or film what I see around.	3
I like to play puzzle, maze and other visual games.	3
I dream a lot at night.	3



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I find my way easily in unfamiliar places.	3
I like to draw or doodle.	3
I find geometry easier than algebra.	3
I have to practice to form a skill, it's not enough to read or watch a demonstration.	4
I think I have good motor coordination.	4
I like to do sport / physical activities regularly.	4
I have a hard time sitting still for a long time.	4
The best ideas come to me when I'm walking or playing sports.	4
I like manual activities.	4
I feel the need to touch objects to learn more about them.	4
I prefer to spend my free time in nature.	4
I frequently use gestures or other forms of body language when talking to others.	4
I like « montagnerusse » (rollercoaster) and other similar physical experiences.	4
I have a nice voice.	5
I always recognize a fake note.	5
I often beat the beat or hum when I'm working or learning something new.	5
I know a lot of songs.	5
If I hear a song once or twice, I can reproduce it accurately.	5
I can keep the beat with a percussion instrument when a song is being played.	5
I often listen to music.	5
Sometimes I catch myself walking down the street humming.	5
I play a musical instrument.	5
My life would be poor if there was no music.	5
Colleagues often come to me for advice.	6
When I have a problem, I seek help from those around me rather than trying to solve it myself.	6
I prefer team sports to individual sports.	6
I have at least three close friends.	6
I prefer to spend my evenings with friends than to stay at home alone.	6
I consider myself a leader or others have told me that I am a leader.	6
I prefer Monopoly or bridge to video games or playing other games by myself.	6
I like to teach others what I know how to do.	6
I like activities where I can collaborate with other people.	6
I feel good in the crowd.	6
Very often I spend my time meditating, reflecting on the important issues of life.	7
I want to participate in counseling activities to learn as much as possible about myself.	7
I keep a diary in which I record the events of my inner life.	7



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I would like to be a boss or have my own business.	7
I consider myself strong-willed and independent.	7
I am realistic about my strengths and weaknesses.	7
I prefer to spend my weekend alone at a cabin, than in a resort with many people around.	7
I can respond to attacks with arguments.	7
I have a hobby that I don't reveal to others.	7
I have some important goals in life that I think about regularly.	7
I like to be surrounded by plants.	8
I often play with animals.	8
I do / like experiments with plants or animals.	8
When I work I like to categorize things according to their importance.	8
I like to wear clothes made of natural materials.	8
I feel good in the forest.	8
The ideal weekend is an outing in nature.	8
I think I'm a very good cook.	8
There must be at least one flower in my room.	8
I like to take care of those who are sick or in need	9
I am sensitive to the suffering of others, plan easily.	9
I like to take care of animals.	9
I like to talk to people, to listen to them.	9
I feel the need to help the poor.	9

Add up the number of times you have each number and cross the number next to the corresponding number. The highest scores indicate your dominant intelligences.

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /9

Graphically mark the obtained scores.

For this test the smarts were numbered as follows:

1. verbal/linguistic
2. mathematics / logic
3. visual/spatial
4. corporal/ kinesthetic
5. rhythmic/musical
6. interpersonal



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7. intrapersonal

8. naturist

9. emotional/social

20	
19	
18	
17	
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12	
11	
10	
9	
8	
7	
6	

5									
4									
3									
2									
1									
0									
	1	2	3	4	5	6	7	8	9
	verbal/linguistic	Mathematic/logic	Visual/spatial	Corporal/kinesthetic	rhythmic/musical	interpersonal	intrapersonal	naturalist	Emotional/social

1. Linguistic intelligence: This involved sensitivity to written and spoken language, the ability to learn foreign languages, the ability to use language to achieve certain goals. Lawyers, orators, writers and poets are people with great linguistic intelligence.

2. Logical-mathematical intelligence: This involves the ability to analyze problems logically, perform mathematical operations and investigate scientific topics. Mathematicians, logicians and scientists show logical-mathematical intelligence.

Gardner writes that these two types of intelligence seem to be the most valued in the education system. The following three types of intelligence are particularly notable in the arts.

3. Musical intelligence: This type of intelligence refers to the skills in composing, playing and appreciating musical patterns. Gardner stated in his book that "of all the gifts with which an individual is endowed, none manifests itself earlier than musical talent".

4. Motor and kinesthetic intelligence: This refers to a person's potential to use their whole body or parts of their body to solve problems or make products. While it is obvious that dancers, actors and athletes have great intelligence of this type. Gardner suggests that this is also important for craftsmen, surgeons, top researchers, mechanics and other technical professions.

5. Spatial Intelligence: This shows the potential to recognize and manipulate broad spatial features (eg navigators and pilots) as well as extremely fine spatial features (eg sculptors, surgeons, graphic artists, architects).

6. Interpersonal Intelligence: This denotes a person's ability to understand the intentions, motivations and desires of other people to work effectively with other people (sales people, teachers and political leaders need great interpersonal intelligence).

7. Intrapersonal Intelligence: This refers to the capacity for self-understanding and self-knowledge of personal desires, fears and abilities, and using this information to regulate one's life.



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8. Naturalist Intelligence: Applies to those individuals with a great knowledge of the living world (eg the ability to identify many species of flora and fauna). They note that although many children show an early interest in animals and dinosaurs, only a few show a pronounced and ongoing interest in the natural environment.

9. Emotional and social intelligence which refers to the ability to understand yourself and to understand others, is the ability to face the challenges of everyday life, both at the personal level and at the level of society, the ability to - capitalize on your potential, to adapt to a constantly changing environment. The development of emotional intelligence is a particularly important objective in the perspective of initial and continuous training, on a professional or managerial level, in any field of activity

COUNSELLING PLAN

NAME	TIME SLOT	LOCATION	SIGNATURE	COUNSELLOR
DATE:				
DATE:				



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DATE:				
DATE:				
DATE:				



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Personal Data

Name	
Surname	
Date and place of birth	
Tax code	
Residence	
Trainee Telephone number	
Parent/Guardian telephone number	
E-mail	



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Enrolment course and year	
Company	
Company Tutor	
Company Tutor contact details	

Date

Info:



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Initial Assessment

PERSONAL PART



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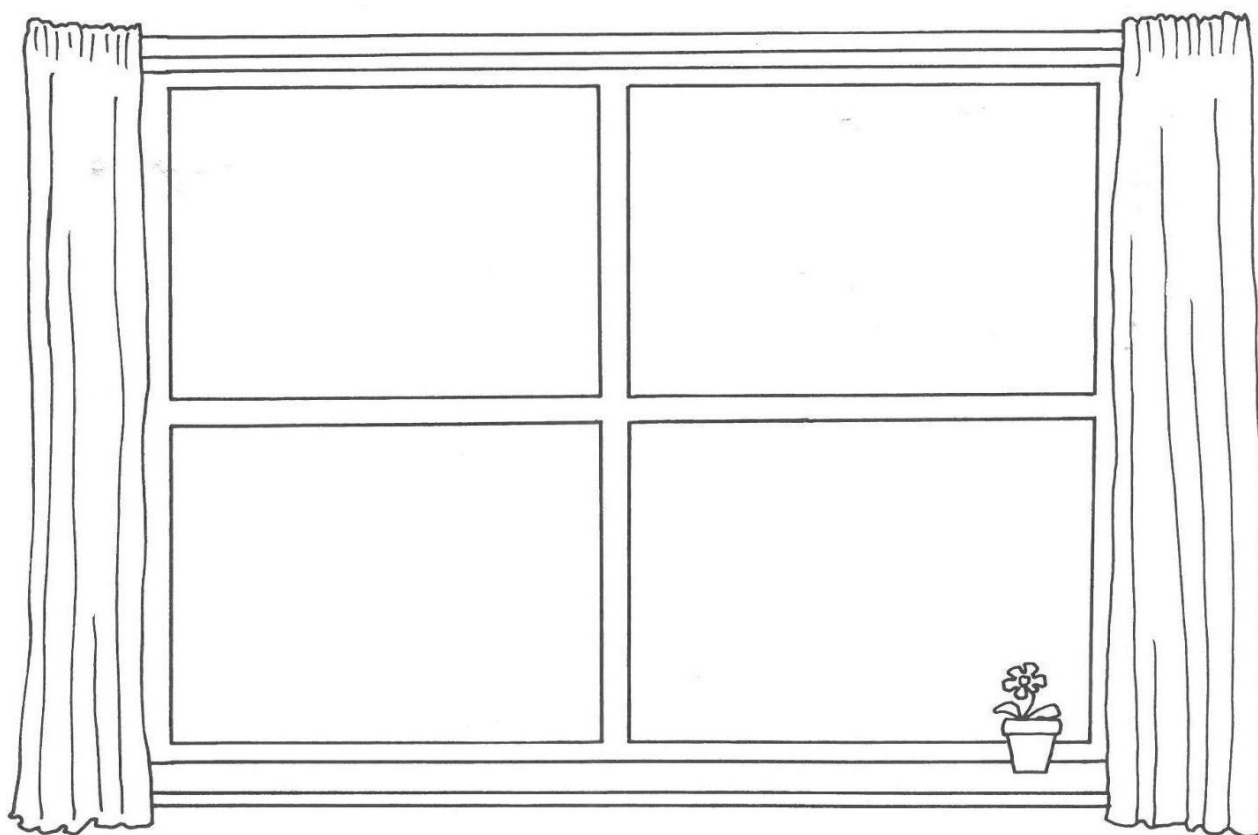


<p>Why am I here?</p> <p>What career have I chosen?</p> <p>What is my project?</p>	
<p>How much I think I will succeed?</p> <p>Why?</p>	
<p>What do I like to do in my free time?</p>	

Past... Present...Future...

1 Significant event of the past ☺ ☹

2 Significant event of the present ☺ ☹

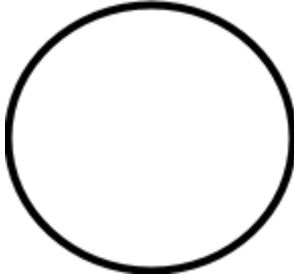
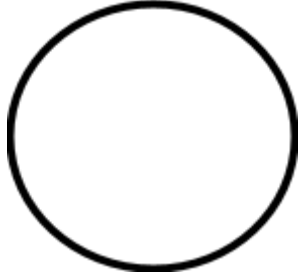




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Time meter:

<p>How much time I dedicate in the week....</p> <ul style="list-style-type: none"> ✓ To work ✓ To school ✓ To family ✓ To leisure time (hobbies, friends) <div style="text-align: center;">  </div>	<p>How much would I like to dedicate?</p> <ul style="list-style-type: none"> ✓ To work ✓ To school ✓ Family ✓ Free time (hobbies, friends) <div style="text-align: center;">  </div>
---	--

<p>Who do I live with?</p>	
<p>What transport do I use?</p>	
<p>What are my schedules?</p>	



What do I struggle the most with?

How do they see me?

My friends...

At home...

At school...

✓ Classmates:

✓ Prof:

In the company...

✓ Colleagues:

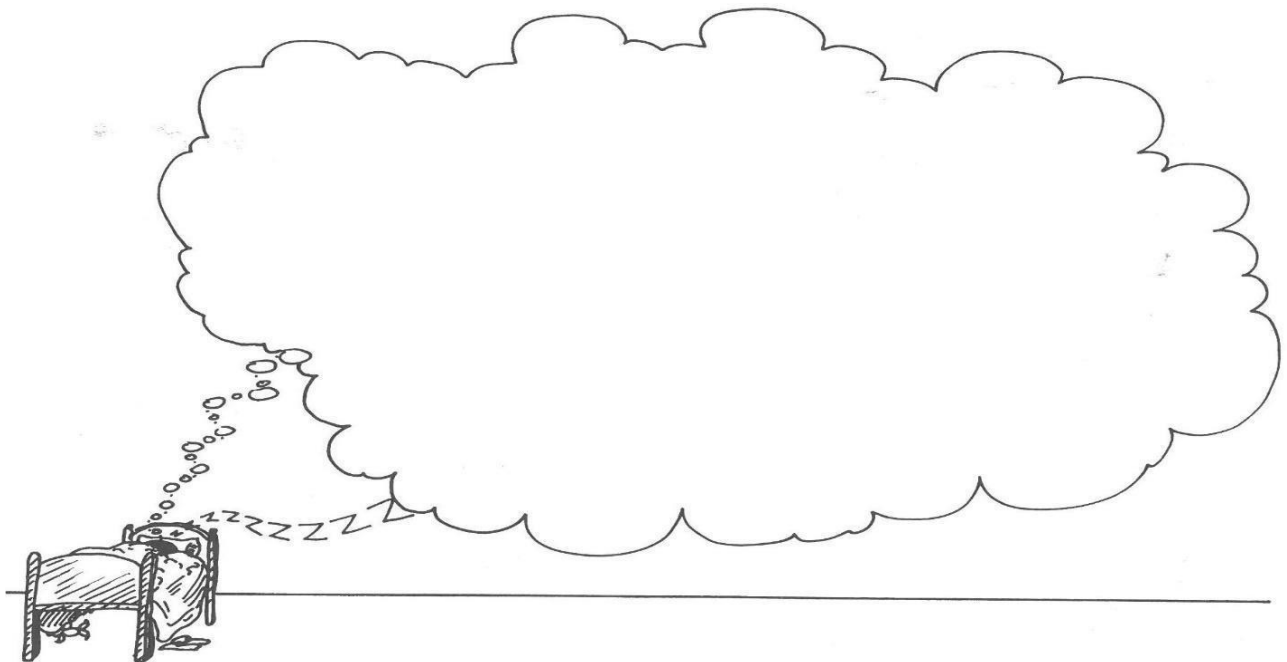
✓ Boss:



How do I see myself?

<p>What I like about me</p> <p>😊</p>	<p>What I don't like 😞</p>
<p>What can I do?</p>	<p>What do I struggle with?</p>
<p>What makes me feel good?</p>	<p>What makes me angry?</p>

Time for Dreams...





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TRAINING PART

What comes to mind when I think of the word school?	
Positive aspects	
Negative aspects	

What has been my school path?

Kindergarten:	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
1	2	3	4	5	6	7	8	9	10				
Primary School:	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
1	2	3	4	5	6	7	8	9	10				
Middle School:	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
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High School:	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
1	2	3	4	5	6	7	8	9	10				
By whom or what was my choice of schooling determined?	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
1	2	3	4	5	6	7	8	9	10				
Why did I choose apprenticeship?	<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	10		
1	2	3	4	5	6	7	8	9	10				



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Significant Events:

😊	😞
---	---

Let's give grades:

How heavy is school in general for me?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What I struggle the most with:	What I like:
✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

Subjects in detail:

Which subjects did I like?	Which subjects did I dislike or like the least?
Which subjects do I consider important?	Which subjects would I eliminate?



Mathematics:

How interested am I?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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How am I doing?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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How better could I be doing?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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How important is it?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10		
What should I work on?											

Mother tongue:

How interested am I?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10		
What should I work on?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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English:

How interested am I?	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10		
What should I work on?											

Conduct

Rearrange in order of importance

	Order of importance	Your characteristics
Schedule respect		
Participation		
Constancy		
Respect for rules		
Care of tools		



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PROFESSIONAL-TECHNICAL PART

What comes to mind when I think of the word job?	
Positive aspects	
Negative aspects	

Significant events:

☺	☹
☺	☹



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What has been/is significant for me? What differences? What do I imagine?

Internship	Apprenticeship	Employment

Have I already had work experience/internships? How did they go?

Sector: Duration of the experience: Activities carried out: What did you learn to do? Activity opinion: Satisfaction level?										
	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9
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MY ACTUAL EXPERIENCE

My company:

Name of the company:	
----------------------	--



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Organization/structure:		
Schedules: How do I go?		
Hod did I look for it? What did I expect?		
What am I learning/doing well?		
What would I like to do/learn?		
	What benefits might have...	What difficulties might experience...
The company		
Me		

Compared to my initial ideas, what has changed and why?	
--	--



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BEHAVIOURAL ASPECTS

Evaluation Criteria	Examples	Importance	How they are
Respects working hours			
Acts with responsibility in the organisational context			
Communicates in an appropriate and efficacious manner			
Cooperates with colleagues			
Manages in an relations with colleagues and with colleagues and reference profiles			
Is able to solve situations and problems			
Respects the work environment and equipment			

SUMMARY:

Name: _____ Project: _____ Objective:

Characteristics:

Dual project assessment:



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	Strenghts	Weaknesses
Training part		
Professional Part:		

GOALS:

School			
Objectives	Resources	Indicators	Timelines
School			
Objectives	Resources	Indicators	Timelines



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Signatures

SUMMARY EVALUATION BY THE TUTOR

[illegible]