

# REFORM NEWSLETTER

Reinforcing Educator's Competences for Counselling and Motivation



Newsletter n°4 | January 2020

The "REFORM" project addresses the development of professional knowledge and skills of educators, in order to better provide educational and employability opportunities for students by increasing their motivation and desire for personal development. During the two-years project the partners, from 7 organizations and 6 different countries, will test, adapt and implement innovative practices that can provide skills educators need in their work as career advisors, implementing a series of trainings and activities to support them.

## WHAT A JOURNEY!

During these two years, partners from Italy, Greece, Portugal, Bulgaria, Romania and Poland have intensively work to strengthen educator's counselling competences to motivate and support their students.

In order to do so, we elaborated the CC-Box (Career Counselling Box), a collection of learning and teaching methodologies in the sphere of career guidance at schools. These practices have been tested in all the partner countries and they had excellent feedbacks both from students and teachers.

***Read more about the results of the piloting later in this newsletter.***

During the last month of the project, partners organised online final events to promote and disseminate the results of the project. During these events, a lot of teachers requested their copy of the CC-Box, which you will soon be available to download online and implement

in your school. In Greece the translated version of the CC-Box Methodology has already been shared during the ME and is available [here](#).

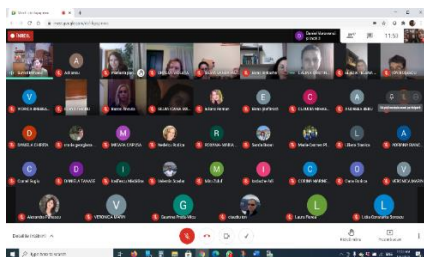


Figure 1 - Snapshot of the Rumanian ME



Figure 2 - Multiplier event in Poland

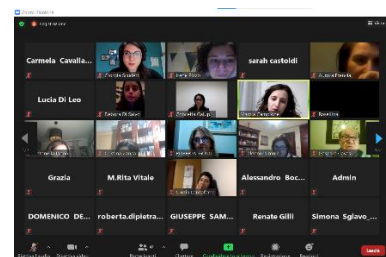


Figure 1 - Snapshot of the Italian ME

## WHY SHOULD YOU USE THE CC-BOX?

### ACCORDING TO US..

The CC-Box is a valid and proven ally for educators who wants to strengthen their counselling skills and efficiently support young people in choosing/operating the best decisions for their own future.

In order to develop a high-quality and reliable document, we started to elaborate the CC-Box by evaluating students' needs in different European countries. The methodology wants to strengthen relational and interpersonal skills such as: listening, dialogue, collaboration, team work, necessary for the labour market.

Moreover, the methodology was developed in response to the identification of three main obstacles in the school systems of partner countries:

1) The curricula do not have guiding lines on career counselling;



- 2) Teachers (not always) have the right skills to deliver career counselling;
- 3) Teachers do not have enough school hours to dedicate time to career counselling.

Inside the REFORM methodology you can find:

- Career counselling techniques and methods, tested in partner countries;
- Practical advices for teachers to deliver career counselling to young people;
- Suggestions for (individual and/or group) activities to do in class (best practices), categorized by age of the students (12-14, 14-16 and 16-18 y.o.) and level of difficulty;
- A focus on interpersonal skills and on the social-emotional sphere.

## ...and ACCORDING TO TEACHERS AND STUDENTS

### IN POLAND

The overall opinion on the methodology and practices tested in Poland was good. Each of the 4 teachers participated in the piloting and they all found the activities interesting and adequate to their groups of learners. They adjusted the following the practices of the CC-Box (specifically, “What is a job and... what’s my dream job?”, “Interests” and “Factors influencing career choice”) to be tested online.

Collected feedback shows that the piloted practices are adequate to the chosen age group (12-14) and trigger interest of the students.

### IN ITALY

The Covid-19 emergency forced Italian secondary schools to adopt distance learning. For this reason, the teacher who implemented the REFORM practices had to adapt them for an online environment. Doing activities online with students can be very challenging, especially when it comes to actively involve them in the learning process. But when testing the REFORM methodology (activities like “Auction of Values” and “Life line”, the teacher recorded an increase in students’ interaction, interest and attention. In fact, they found the activities stimulating and useful, and they learnt more about themselves.

### IN PORTUGAL

During the course of the REFORM project, on October 29th, 2020, a session was held at the José Estêvão Secondary School, with the aim of training teachers with the CC-BOX Methodology. In this session, we had the participation of 25 teachers.

AEJE, the Portuguese partner, successfully involved 319 students and teachers in the application of the REFORM methodology. They all agreed that it is a good practice to maintain, to reinforce and to use in their school.

### IN GREECE

The REFORM methodology and CC-BOX was presented to a total of 85 public and private high-school teachers, Professional Orientation Consultants for NEETs, NGO representatives and Consultants from Regional Educational and Consulting Support Centers which are responsible for the support of the overall work of the schools, the provision of information and the up-skilling of the school community staff. All participants recognize the necessity for the suggestion of new consulting tools and received with great interest

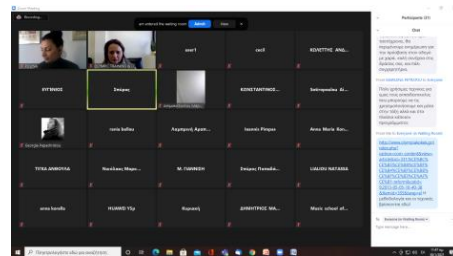


Figure 4 - Snapshot of the Greek piloting

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the CC-BOX. During the ME the techniques “Steps forward”, “Tell & Sell” and “Students and employment” were the ones selected for testing and evaluation. The evaluation results show that the suggested plan of activities with students is simple, clear, very useful and detailed.

## IN ROMANIA

They tested the method "Aladdin's lamp", "Say and sell". The debates were constructive, helping students to define their professional area and workplace, which corresponds to each person's personality. They were able to realize the associations between similar jobs and the opportunities offered by society.

Thanks to the workshops that took place, students showed a great openness to this type of activities, understanding that it is time to think about their personal future, to select a specific professional field that coincides with their dream. Moreover, they realized the obstacle represented by their fear of public speaking and the need to overcome this complex through communication exercises. Students saw the benefits of teamwork. The students were open and wanted to participate in this type of counselling activities, showing interest and proposing to continue those activities.

The feedback collected shows that the piloted practices are appropriate to the chosen age group (14-16) and trigger the interest of students.

## IN BULGARIA

The second semester of the school year 2019/2020 was entirely organised in an online environment, which created a big challenge in relation to the pilot testing and implementation of the career guidance practices with teachers and students. However, some teachers managed to modify some activities and make them suitable for an online environment. The testing continued during the 2020/2021 school year as well and it was performed in both real and online environments. The activities were very well received by students and teachers. They shared that the methods are interesting, useful and fun. So far, students from grades 6, 7, 9, 11 and 12 have been included in the testing.

## IF YOU WANT TO KNOW MORE

Follow us on: <https://www.facebook.com/REFORMErasmus/> and share with us your best practices!

To know more about the CC-Box and receive a copy of our final product, please contact us to our email \*insert your mail\*.



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