



Career Learning
as a Success Factor
for Lifelong Learning

Final Report

Public Part

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Lifelong Learning Programme

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Executive Summary

The basis for this project is the European Union (EU) policy on Life Long Learning and Career Guidance. For this project, practitioners from eight different countries have formed an expertise group. Among the project group members are teachers working in a wide range of vocational disciplines and levels, managers and policy makers with a long career in education, and specialists on career guidance and on research and development. In accordance with the EU policy, the project group wants to deliver a contribution to a reform of career guidance provision. Core to this reform is the idea of a continuous support for all students to learn career self-management skills. This ability is essential to enable students to enlarge their personal agency to cope with a complex, global, and above all rapidly changing labour market.

The method to achieve aforementioned goal will now be outlined. The project group started to work with local student and teacher panels. Such panels consist of approximately eight students and in regard to the teacher and/or coach panels approximately six per panel. Parallel, the project group mapped the way vocational education is organised in the partner countries, highlighting the way career advice and guiding is designed. Indeed, the group has in this phase of the project concurrently selected, summarized, and discussed relevant (scientific) research/literature on the subject. This literature has been listed in the bibliography and a selection of this relevant literature has been summarised and annotated for the reader. The article of Savickas et al. (2009) titled 'Life Designing' has been adopted to form our new paradigm for career learning. The analysis of this article together with the rest of the literature gave the project group the common vocabulary to design questionnaires for the panels. These questionnaires are centred on the following three themes: making choices, work identity, and self-efficacy.

Subsequently, every partner, Austria (AU), Belgium (BE), Spain (ES), Finland (FI), Germany (DE), the Netherlands (NL), Poland (PL), and the United Kingdom (UK) organised and facilitated three work sessions for both the teachers as well as the student panels. From all these sessions, a report has been composed, after which the results have been aggregated sorted by theme in a local report. Finally, the project group evaluated/analysed the outcomes and wrote a comprehensive report. Overall, there are no real fundamental differences between the opinions of the students and the tutors respectively in the countries. There are only negligible differences in the details. Based on this analyses six subprojects have been selected, together they form the work plan for the second year. Every subproject has at least two contributors (members of the project group). These subprojects have been executed, evaluated, and promoted. The student and teacher panels have been actively included and consulted during the realisation of these products, the teacher materials: 1) Positive Pictures: Successful Goals!, 2) Networking Skills, 3) Resilience, 4) Coaching Skills, 5) Facilitating Peer-groups, and 6) Work Exploration/Guided Reflection. These six sets of teacher materials have been widely disseminated, and received positive feedback in relation to; the necessity of 'career learning', and potential of the teacher materials in this respect. Hence, the project realizes the objective to contribute to a continuous support for all students to learn career self-management skills.

For quality control, the partners extensively evaluated the cooperation processes to improve upon the collaboration and achieve the goals set out in the project. Moreover, the intention of all partners is to prolong the collaboration. The goal of this prolongation is to continue developing, innovating, researching, and implementing educational reforms. This goal is in line with the quote of one of the members: "This was a very strong and productive partnership and one that [we] would want to work with again in the future." In other words, the PG has a strong commitment to build a consortium with a common goal for an elongated period, fuelled by a continued compelling ambition among the project group members to improve vocational education.

For all the documents, see our website: www.careerlearning.eu

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1. Project Objectives

The lifelong learning policy formulated by the European Union aims to stimulate and facilitate citizens to enhance their capability of self-directing their career. Our project relates to perhaps the most important skill for a citizen in 'the world of work': his or her ability to connect 'the self' to work. This ability is essential to enable citizens to enlarge their personal agency to cope with a complex, global and above all rapidly changing labour market. Relevant aspects in relation to the development of personal agency are self-efficacy, resilience, and adaptability, responsiveness to change, self-evaluation, critical reflection, and decision-making. Young people should be involved in the development of these abilities from the start. Since these abilities affect *their* life, *their* career path, and *their* learning development. In fact, the *personal* questions relating to these abilities form the core and the foundation of any vocational education! This means that career learning has to be an integral part of the curriculum. In other words, career learning should *not* be regarded as an additional, isolated subject but rather should be truly interwoven in the educational program. If indeed integrally incorporated, career learning could function to be the ultimate 'new skill for new jobs'. Since, career learning tackles the complex and personal nature of career decision-making. Namely, issues of personal identity, values, and the role of work in one's life. Indeed, decision-making is tangibly a complex process. Given the assumed impact on the students' development by, and the complexity of, personal career learning, the partners in this project stipulate that education can, and should, contribute to this objective of personal agency. Hence, the question is to what degree can the development process be accelerated or promoted? So, career learning helps young people to discover who they are. Hence, it is not only integrating the 'what' and 'how' of learning but above all the 'why' of learning. Therefore, career learning could be the true motivator for initial school learning as well as for further lifelong learning.

To sum up, the ambition of this project is to make career learning possible by increasing the personal agency of students. Teachers, trainers and guidance counsellors play a key role in this ambition. Therefore, the project will deliver descriptions of novel work methods, supportive instruments and materials, specifications, the matching outlines for training, and finally a strategy how to implement these.

Directly involved are around 50 teachers and 80 students (members of the student and teacher panels). By means of a dissemination strategy (See section 2) the long term target groups that will be reached are teachers, students, parents, staff, managers of (affiliated) partner schools and sister schools, local, regional and (inter)national policy-makers, and local business communities.

2. Project Approach

The reforming of work methods and school practices cannot be designed from behind a desk. Innovations in schools will be successful only if teachers and trainers are really involved in the development process. Reforming student career guidance makes the involvement of students (and teachers) in the development process desirable. Therefore, local student panels have a prominent position in this project. Such a panel consists of approximately eight students and in regard to the teacher and/or coach panels approximately six per panel. This co-creation development method, based on panels, provides a balance between the local situation and the general (evidence based) concepts. At the same time, it gives a good view on, and concrete examples of, suitable ways of implementing these new policies and work methods. In the next section, the process¹ the project group has gone through will be outlined.

The first meeting of the project group took place in Madrid. The meeting started with a discussion on the feedback of the external assessors of the original application. Followed by, the selection, summary and discussion of (scientific) research on the subject. Relevant external databases have been consulted especially the databases from the EU-institutions such as from [Eurypedia](#), or [Euridyce](#). The literature provided relevant concepts, models, and theories on career learning. The review of this literature gave a vocabulary to analyse the local project context. The first two products of this project are a bibliography with relevant literature, and a reader with annotated and summarized literature. The bibliography is mainly in English because this is the medium of communication within the project group. Additionally, a literature list in Polish of Polish publications on career guidance and learning is provided. Furthermore, a special bibliography made by the Belgium partners on networking (in English) is produced.

From all the reviewed articles, reports and books the project group chose one article to be the leading paradigm within the project. This article is written by Savickas et al. (2009), with the title "*Life designing: A paradigm for career construction in the 21st century*"². It describes a counselling model, counselling methods, and provides a basic framework for life-designing interventions. The project group collectively analysed this article during our meeting in Brussels and concluded that it outlines an inspiring and important guideline on career learning. A summary can be found on our website.

In the original application the PG planned to build a website. Firstly, in order to organise workspaces for the consortium and local panels. Secondly, the plan was to

¹ See also The Process Scheme that illustrates our work till October 2011 (published on the website)

² Savickas, M., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M., Guichard, J., et al. (2009). Life Designing: A Paradigm for Career Construction in the 21st Century. *Journal of Vocational Behavior*, 75, 239-250.

use the website as a meeting place and as a means for dissemination to the benefit of the stakeholders. Finally, the PG intended the site as a management tool for monitoring and reporting. Instead, a [website](#) has been created solely for dissemination purposes, and for the other functions Huddle, a software tool, has been licensed.

Moreover, at the original application, three central themes (making choices, self-efficacy, and work identity) characterizing career learning had been chosen, based on a short literature review. As stated above the PG executed a more extended literature review after the initiation of the actual project. The three central themes in the application recurred in the extended review. Hence, the three concepts are reaffirmed as relevant.

Parallel with the literature review, the PG mapped the way vocational education is organised in the partner countries, and highlighted the way career advice and guidance is designed. As to be expected, differences between the partner countries were observed. For instance, at what age pupils/students their career guidance started, and how the guidance provision was organized in institutions and schools. However, surprisingly, no fundamental differences between the partner schools have been experienced. Indeed, all three selected themes regarding career guidance were found relevant in all partner countries. Therefore, the use of these themes has been once more reaffirmed as the basis for the next steps within the project.

As outlined in the original application, the next step was to develop a questionnaire. This questionnaire sought to explore the opinions of the students and teachers on the themes: making choices, self-efficacy, and work identity. The knowledge gained during our literature review has been utilised to formulate questions on all three themes. This resulted in (partially) different questionnaires for the student and teacher panels. Moreover, guides on 'how to organise these panels' and 'how to use the questionnaires' have been developed by the project group. During the first session of the panel, students had to start reading and answering the questions individually. Next, students worked in pairs or small groups and wrote their joint answers on flip-over-sheets. Subsequently, all the sheets were collected and displayed on a wall, followed by a student discussion of the outcomes guided by a teacher or coach. The same procedure was used for the teacher panels. In all partner countries, three consecutive sessions of student as well as teacher panels were organised. Moreover, all participating students have been awarded with a Certificate of participation.

From all these sessions, a report has been composed, after which the results have been aggregated and sorted by theme. Finally, the project group discussed the outcomes and wrote a comprehensive report. The PG found that teachers estimate the level of personal agency of students lower than students themselves. Furthermore, students in the partner countries perceived the relevance and

consequences of the enduring economical and financial crisis differently. For example, students in Spain and in Poland were far more restless than students from Finland and the Netherlands. However, overall no real fundamental differences between the opinions of the students and the teachers in the countries can be observed. Reflecting on the results and the processes of the student panels, the project group came to the conclusion that it would be of great value to organise a parent panel as well. Therefore, questionnaires and a guide have been developed for this exact purpose. Unfortunately, the parent panels in Finland, Germany, and Spain scheduled for January 2012 did not succeed.

The comprehensive report based on the panels laid the foundations for the next step: the development of teacher materials. Discussions on the development of the teacher materials resulted in many concrete actions and ideas. To organise these actions/ideas, the following labels have been given: 'positives', 'problems', and 'potentials'. At the end of the discussion, nine provisional actions were selected. Finally, each country got the opportunity to select two from these nine actions. In total six actions have been chosen to further develop, each of them with at least two contributors (project group members). Additionally, the results generated in these sub-projects will become available to all. The next step has been to inform the local panels and to discuss the pros and cons of the chosen actions. After these consultations of the panels the collaborating contributors of each action had to formulate a draft work plan to be uploaded on Huddle and discussed in the next meeting in Mainburg. In Mainburg the project group deliberated the drafts and improved upon them. The subprojects have been evaluated by means of five criteria³, and guided by the earlier mentioned *Life design* article⁴. The six subprojects are:

1. **Positive Pictures: Successful Goals!** ("Mental Top") During their education, most students experience some, but at times even severe, motivational problems. Indeed, they experience that it is difficult to stay focused on their education and their career path. From professional sports it is known that the technique of visualisation is often very successful in helping sportsmen to remain focussed and motivated. Therefore, these visualisation techniques will be adapted and adopted for students. To realize this, learning and teaching resources will be developed and teachers/coaches/counsellors trained (participants: AT, DE, NL).
2. **Networking Skills** A theme that emerged in the teacher panels was that while staff understood the importance of networking in obtaining and maintaining employment, many young people did not. They are unaware that only a small percentage of jobs are publicly advertised, and that organisations prefer to

³ These criteria are: Relevance to project aims, Innovative, new, Of common interest across partnership, Feasible within available time and resources, and Potential impact

⁴ See the Minutes of the Mainburg meeting page 3 and further.

employ people of whom they have some prior knowledge. Networking skills are especially essential for those who will progress to free-lance work or self-employment. This project aims to facilitate a better understanding, on the part of students, of what business networking is and to develop their capacity to network with integrity (participants: PL, FI, SC, BE).

3. **Resilience** In this sub project we will help students to develop their resilience and ability to cope with setbacks in their learning and their working career. Based on material from Australia (Bounce Back) we will develop learning and teaching resources (participants: SC, NL, and FI).
4. **Coaching Skills** For counsellors and teachers. Coaching is an umbrella concept that needs clarification. The so called 4SFC model derived from Solution focused coaching looks promising. This model describes four different types of situations requiring different solution-focused roles. These roles adequately match with teacher roles (participants: PL, ES, and DE).
5. **Facilitating Peer Groups** During the student panels, especially the ones in the Netherlands, students reported that they liked these panels, especially the opportunity to converse amongst each other, i.e. to peers. At the same time the students stated that they themselves were not able to organise and execute these panels. Therefore, the project group decided to develop a working method for these peer groups together with students and teachers/coaches (participants: AT, BE, NL).
6. **Work Exploration/ Guided Reflection** Recent research stresses the importance of work exploration as a means of getting a grip on career choices. Moreover, the value of "learning in practice" is widely acknowledged. The positive effects could be maximized by helping students to reflect on their experiences in the real world of work. This project entails a training to enlarge teachers' reconstruction ability. It trains teachers to supervise students during their reflection (participants: DE, ES).

In the annex, the relative importance of our three themes (making choices, work identity and self-efficacy) in relation to these sub-projects is evaluated and visualized. Together the subprojects form the work plan as defined in the original proposal. In the next months, the subprojects have been executed, evaluated, and promoted. The PG started this process, with the organisation of workshops, presentations, and lectures (in part by experts) and based on the feedback received made first semi-finished products. These semi-finished products have been tested in local workshops and training for teachers and students, to refine the products.

At the end of the project, local stakeholders like pupils, students, parents, teachers, staff, management, business community, local, regional, national policy makers have been invited to the local event that each partner has organized (goals are: dissemination, mainstreaming and multiplication of results). Belgium, for one, organized a conference, with more than 100 attendees from all over the country.

For quality control, the partners extensively evaluated the cooperation processes to improve upon the collaboration and achieve the goals set out in the project (See *CLLL Evaluation Report*). Moreover, the intention of all partners is to prolong the collaboration. The goal of this prolongation is to continue developing, innovating, researching, and implementing educational reforms. In other words, the PG wants to build a consortium with a common goal for an elongated period. Moreover, partners have committed to evaluate the outcomes/products of the project beyond the lifetime of the current project (See: *How do we go on? Report*).

3. Project Outcomes & Results

In chapter 1, the goal of this project is formulated; a contribution to a continuous support for all students to learn career self-management skills. This implies that career learning has to be an integral part of the curriculum. In other words, career learning should not be regarded as an additional, isolated subject but rather should be truly interwoven in the educational program. The outcomes of the student and teacher panels gave the confirmation of the desirability of aforementioned goal.

Given this goal, the project group formulated as its task to deliver descriptions of novel work methods, supportive instruments and materials to teachers, trainers and coaches, as well as specifications, the matching outlines for training and finally a strategy on how to implement the novel work methods, and so on.

To accomplish this, the PG started with an extensive literature study and successfully developed, and provided more rigor to, the concept of 'career learning' (See: The website; for bibliographies and annotated reader). This more concrete concept of 'career learning' has been widely disseminated and communicated in the networks/panels by the PG, and appeared to resonate within these networks (See: *Dissemination Report*).

According to the original plan, parallel to the literature review the PG initiated student and teacher panels, these panels being local stakeholders within the (affiliated) school of the partners. See for specific results of these student/teacher panels: all individual student/teacher panels see website, and for the analysis thereof: *Synthesis of Findings Report*. The panel sessions have directly effected the participants' perception (particularly voiced in the teacher panels) of 'career learning' and the importance thereof in the context of Life Long Learning.

The possibility and desirability of 'career learning' as integral part of VE has been affirmed through the PG's analysis of the existing body of scientific literature (in particular Savickas et al., 2009) and confirmed in the teacher and student panels. Moreover, the feedback and reports of the experts, workshop participants, and lecture visitors ratified the potential improvement 'career learning' (and the teacher materials developed to this end) can make for VET. See the *Dissemination Report* for specifics on dissemination impact and the *Research Report*.

Based on these sub-results (literature review, panels, and desirability research) and the approach described in the previous chapter, six concrete actions have been selected for our subproject work plan.

This chapter is a summary of the results and outcomes as described in the preceding chapter. The project group has, in accordance with the original application, finally succeeded in delivering the aspired products. Halfway through the project's duration, the project was behind with some aspired deliverables. These delays have been compensated during the second half of the project. Next to this compensation, the

project group did additional work to achieve a higher standard. All the results can be found on our website (Free to download);

1. Results/products in accordance with the original application:

- Website: www.careerlearning.eu
- Questionnaires on 'Choosing', 'Self-efficacy' and 'Work-identity' for students, teachers. These questionnaires are ready for exploitation by schools /institutions to enable them to do projects similar to ours.
- Guide for organising and facilitation panels. These guides are ready for exploitation, and accessible by schools/institutions.
- Reports per country (2x8).
- Synthesis of Findings, concluding report on local situation from the results of the student and teacher panels.
- Work plan sub projects (6).
- Overview relative impact of the 3 themes in the 6 sub projects.
- Bibliography on Career learning. Mainly in English, many direct links to specific websites are provided, and can be utilised by anybody in Europe interested in career guidance and learning.
- Annotated Reader. In English, to be utilised by anybody in Europe interested in career guidance and learning.
- Report Dissemination Strategy. Free to download
- Process scheme. Read only
- Flyer 1 (origin and scope of the project). Free to download
- Flyer 2 (Six subprojects and teacher materials)
- Teacher Training Products 1-6 (in 6 languages)
- Research Plan and Wademan models
- Research Report
- Dissemination Report (incl. 8 local reports, in 6 languages)
- Evaluation of Meetings Report
- EFQM Report
- How do we go on? Report (incl. 8 local reports)
- CLLL Project Evaluation
- CLLL in ADAM database
- Interviews/Lectures/Presentations/Workshops/Training/Articles
- Dissemination Events (8)

2. Additional results/products:

- Certificate for participating students
- Questionnaire for parents. These guides are accessible for exploitation by schools/institutions. Free to download
- Design of the logo CLLL competition for students

- *Checklist for organising the local dissemination sessions.*
- *Network map for partner institutions.*
- *Quality Plan Agenda Form.*
- *Internal evaluation form (for meetings).*
- *Video for dissemination (Theo van Geffen on results of CLLL project)*
- *Video of student panels. A compilation of the student panel sessions in The Netherlands. English subtitled.*
- *Quantitative analysis of all data compiled from the student and teacher panels.*
- *Hand-out EfVet Conference, October 2011*

The main products core to the project, namely the six teacher materials are described in more detail below, and are of course available on the website (in six languages):

Positive pictures – successful goals

The 'Positive pictures – successful goals material' has been tested during an extensive training for teachers in both Austria and the Netherlands. From the test it appeared that the material produced is clear on objectives, contents, and perspectives. It gives an outline for possible training for teachers. Moreover, describes what Mental-TOP could be in the field of education. Nevertheless, it does need supplementary training for teachers. Inter-vision for trained teachers/guides is strongly recommended.

Networking skills for career success

The product has been tested by teachers/vocational advisors as well as by students in Poland. The product provides teaching materials that teachers/coaches can easily make their own. Indeed, no additional training is needed to utilise the material. It consists of four interrelated short workshops for students.

Resilience for career learning

The produced material describes a well-elaborated concept of resilience in the context of career learning. This concept of resilience itself is however in many countries new to education. The description of the concept, practical method, and instructions are complete. It should be considered as a thorough introduction to resilience in the context of career learning. Nevertheless, it does need supplementary reading/training for teachers. Hence, inter-vision for trained teachers/guides is strongly recommended.

Facilitating peer groups on career learning

The materials for peer groups can be easily worked with. The material eloquently describes how to use it and possible ways to organise peer groups on career learning; it provides a practical framework that is easy to transfer. No additional training is needed.

Work exploration and guided reflection

This material provides an idea what work exploration is and how it can work effectively in combination with guided reflection. While, the material provided is extensive it does not provide “a complete” teaching material. Indeed, additional training or supervision followed by inter-vision is necessary to provide a holistic approach to work exploration and guided reflection for teachers.

Coaching: four roles for teachers

This exhaustive material on coaching has been tested in Poland by teachers/vocational advisors and by students. For experienced teachers/guides, no special training is needed, though supervision is recommended and to be followed by inter-vision between coaches.

To conclude, the project successfully created an approach to integrate ‘career learning’ in the curriculum. This is achieved by first, executing a literature review and second, holding student-teacher panels. In which the desirability of ‘career learning’ for the curriculum of students was demonstrated. Based on these sub-results and the approach described in the previous chapter, six concrete actions (teacher materials) had been selected for the subproject work plan. The PG worked conform to this work plan. Depending on the feedback provided by experts, teachers and students (as described in chapter 2), the PG concluded that, the six sets of teacher materials fulfil the objective to contribute to a continuous support for all students to learn career self-management skills.

4. Partnerships

The majority of the partners in the project group had not yet been acquainted with each other prior to the project; only a small number of the project partners had cooperated before. In a very short time, the PG grew into a coherent, hardworking, cooperative, critical, ambitious, and pleasant team. The team is a fine combination of complementary personal characteristics and high professional qualities. Among the project group members are a group of teachers who work in a wide range of vocational disciplines and levels, managers and policy makers with a long career in education, and specialists on career guidance and on research and development. All members have good access to their own organisation and its policymaking. Institutions that vary in scale form the consortium. Besides this distinction, the institutions also differ in branch and/or target groups. Altogether, this rich mixture, results in an eager learning environment and added motivation to perform and deliver. Together the group covers the major, if not all, relevant aspects and perspectives on career guidance.

The group enjoys working in a European context: not only in the project itself, but also in the social meetings the differences in culture, paradigm, and mind-set are appreciated. In all meetings, these differences appear to broaden our visions, theories, and practical skills. Moreover, awareness of the different stages of development within the partner countries regarding the development to a more modern 21st century education is present, and these differences are respected.

As stated in the original application, the PG consisted of eight partners, which can be divided across two fundamentally different educational system philosophies. Firstly, the 'vocationalists' (AT, BE, DE, and the NL). In these countries, students have to choose a vocation at a very young age (10-12 years old). Secondly, the 'academics' (ES, FI, PL, and the UK). In these countries, students have to choose at a more advanced age during their learning career (16 – 18 years old). In a 'vocationalist' setting students *could* - though unfortunately this opportunity is often not provided - collect a wide variation of vocational experiences. These experiences are important to make an informed decision on what vocation to pursue. Besides, due to the real life experiences, students could start to develop a work identity, an aspect that has the potential to strengthen their motivation. In an academic setting, youngsters have more time to make a definite choice, are more mature, and develop a wider scope. It would therefore be a good thing to combine the better of these two worlds: early relevant work experiences (work exploration) and choosing at the appropriate time (and this will be in most cases at an advanced age).

Moreover, all partners reached specific local networks (See *Dissemination Report*). These networks provided the basis for fruitful exploitation of the products. In other words, the accessibility of the products for the end-users has been greatly improved. For instance, in the Netherlands Landstede succeeded to connect both the

philosophy as the teacher materials to a National Project on career learning. This mutually reinforced both projects (the project at hand, and the national project).

The members of the project group experienced these differences between 'vocationalists' and 'academics' as positive for their discussions on education in general, and 'career learning' in specific. Overall, it was a successful partnership, which is the more validated by the extensive 'Plans for the Future' (See section 5).

5. Plans for the Future

In the report *How do we go on?*, the eight partners sketch their own, situational determined local implementation and exploitation plan. Overall, collective decisions and plans for evaluation of effects and outcome of the project have been made. In addition, further cooperation, innovation, and exploitation have also been agreed upon.

To be specific, all partners will compose a digital kit of the developed materials and distribute this set with an accompanying letter to the management and educational staff of all the vocational institutions in the partner countries. Moreover, all partners will write a brief three-monthly newsletter on progress and exploitation of the products, this also functions as a call for feedback.

The project group will meet mid-2013 to discuss the progress made on our (formally ended) project. On the agenda will be the evaluation of implementations, dissemination activities, and next steps. Furthermore, three 'Transfer of innovation projects' (Call 2013) will be developed: in Belgium (TOI on Career Learning), Germany (Mental Top), and Scotland (Resilience) in which Landstede aims to participate.

Furthermore, the website www.careerlearning.eu will be sustained for at least another two years for promotional and dissemination activities, and it will function as a communication platform for the project partners. The personal contact information from the partners will remain on the site. Partners need to contact Landstede to keep data up-to-date. Landstede will coordinate information on relevant issues on the site as well as the ADAM database.

The PG members will bring the international coordinators from the institutions in contact with each other to work on international activities. Poland will organise 'an international week' in 2013. The possibilities for partners to attend this week will be explored. Moreover, the PG has a positive attitude to potential partners who wish to cooperate on the subject 'career learning' (e.g. the E.N.T.E.R. network). A number of members of the E.N.T.E.R. network showed interest in a partnership in regard to 'career learning'. Currently, the discussion on partnership in relation to the aforementioned TOI's is on going.

Finally, to secure the projects sustainability the PG remains focussed to move from dissemination to exploitation foremost by emphasising mainstreaming within its dissemination strategy (See *Dissemination Report*). For example, Landstede's connection to the national project on 'career learning' is an example of this on going commitment. Moreover, the way the ideas and products of career learning are spread, and the way important networks are influenced in e.g. Scotland, Poland and Austria (Styria), are good examples of mainstreaming activities, which have a lot of

potential to make the idea in career learning sustainable. Furthermore, the Belgium partner is well positioned within the educational policy area in Belgium, and therefore has potential to reach the mainstream directly. It is yet too early to draw final conclusions whether this mainstreaming will turn out successful, though the described practices are encouraging.

6. Contribution to EU policies

Our project intends to deliver a contribution to a range of EU policy goals (in italics):

Developing Vocational Skills considering the labour market needs – New Skills for New Jobs. This project relates to perhaps the most important skill in the world of work for a citizen: his or her ability to develop and to enlarge personal agency because motivated flexible workers fit pre-eminently in a complex, global and foremost rapidly changing labour market. The teacher materials of 'Positive Pictures: Successful Goals!' ('Mental Top'), 'Network Skills', 'Resilience', and 'Work Exploration / Guided Reflection' are fine examples of these vocational skills.

To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning. Our project is designed to stimulate pupils/students to reflect on their learning career, as well as their career learning. It helps them to consider not only the 'what' and 'how' of learning but especially the 'why'. In this way their school learning will be connected to their perceptions of a career. This enables the quality, attractiveness and accessibility of the opportunities for Life Long Learning (LLL). The teacher materials of 'Positive Pictures: Successful Goals!' ('Mental Top'), 'Network Skills', 'Resilience', 'Facilitating Peer Groups', 'Work Exploration / Guided Reflection' contribute directly, and 'Coaching' contributes indirectly to the quality, attractiveness and accessibility of the opportunities for Life Long Learning.

To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field. The project aims to build a foundation for LLL in schools: through our intended novel work methods, pupils will be stimulated to develop themselves, to aim for high performance and to enlarge their personal agency. This new practice will stimulate and motivate pupils/students and consequently will contribute to the quality of LLL. The teacher materials of 'Positive Pictures: Successful Goals!' ('Mental Top'), 'Network Skills', 'Resilience', 'Facilitating Peer Groups', 'Work Exploration / Guided Reflection' directly, and 'Coaching' indirectly stimulate and motivate pupils/students and consequently contribute to the quality of LLL.

To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market. Career learning is pre-eminently a means for pupils/students to enlarge their personal agency. Consequently, career learning facilitates their personal development since it delivers them a perspective and context for learning. The teacher materials of 'Positive Pictures: Successful Goals!' ('Mental Top'), 'Network Skills', 'Resilience', 'Facilitating Peer Groups', 'Work Exploration / Guided Reflection' directly, and 'Coaching' indirectly deliver students a perspective and a context for learning.

Developing the skills and competences of VET teachers, trainers, and tutors. Teachers, trainers and tutors play a key role in our ambition to improve career guidance. Therefore, the project will deliver descriptions of novel work methods for

teachers and guidance counsellors and the matching outlines for teacher training. All the developed materials are teacher materials directly targeted on developing the skills and competences of VET teachers, trainers, and tutors.

Next to the goals derived from the Leonardo objectives as stated in the original application form, the project studied a recent policy document of the EU, the so called *Bruges Communiqué*. The excerpts dealing with career guidance have been collected (this document is published on our website), since these recently formulated targets confirmed the route developed in the project.

There are nine issues on career guidance or career learning in the *Bruges Communiqué*. There are nine issues on career guidance or career learning in the *Bruges Communiqué*. Evaluation by the PG shows that every single target formulated in this Communiqué is matched by (at least one of) the developed products.