



ASSESSMENT OF THE CURENT SITUATION REGARDING THE SUPPLY OF VOCATIONAL ORIENTATION AND CAREER COUNSELLING SERVICES IN SECONDARY EDUCATION

***BASELINE STUDY ACCOMPLISHED WITHIN THE FRAMEWORK OF THE RE-ENGINEERING
VOCATIONAL ORIENTATION AND CAREER COUNSELLING FOR MOLDOVAN LABOUR FORCE
COMPETITIVENESS (REVOCC) PROJECT***

Chisinau 2015

Dear Colleagues,

We would like to present you a recent study, developed as part of the „Re-Engineering Vocational Orientation and Career Counseling (REVOCC) for Moldovan labour force competitiveness” Project, funded by the Austrian Development Agency (ADA) and implemented by the Center for Entrepreneurial Education and Business Support (CEDA) in partnership with the Ministry of Education and the National Employment Agency.

Project objectives are:

1. Improving the quality of vocational orientation and career guidance at secondary education.
2. Strengthening the institutional capacity of VOCC service providers; development and implementation of new services.

Identifying the current situation in the field, in order to plan carefully project activities, represented the first step in targeting these objectives. The aim of the study was to assess the current situation regarding vocational orientation and career counseling (VOCC) of students in schools, namely, how are VOCC services provided to pupils from secondary schools and VET schools, the cooperation between educational institutions and Regional Employment Agencies. These actions are intended to identify opportunities of improving the quality of VOCC services and the necessary premises for opening in Employment Agencies from Soroca, Cahul and Chisinau pilot VOCC Centers. These centers will be equipped and prepared for providing extracurricular VOCC services to students.

That is why, identifying students' attitude towards the choice of profession and the role of school, parents, other persons and institutions involved in this process, is essential for the development of VOCC services in the educational system and outside of it.

Page by page, you will find relevant information about international practices in career guidance in Romania, Montenegro, Lithuania, Finland and at the same time you will discover what happens in this field in educational institutions across Moldova and on the national labour market.

Particularly interesting in this study are the students' professional intentions after graduating school, their attitude towards work and, most importantly, their vision about a successful career. It is relevant that students appreciate the career guidance services provided by educational institutions, even if the study revealed that teachers do not possess sufficient initial training in the field and they would like to develop their professional skills.

For us, it is very important that VOCC services are correlated with labor market needs, setting a context for effective collaboration between educational institutions and the agencies for employment, businesses, other state institutions and NGOs that can add value to career education for young people.

It is certain that the present study can not reveal all the achievements and problems in the field, but we hope that the information presented will be useful for teachers, psychologists, career counselors, and educational policy makers etc.

We want to thank everyone who contributed to the completion of the study, and those who are interested in it are invited to collaborate in the field of vocational orientation and career counseling. You can contact us by phone 022885425 or at the e-mail address oficiu@ceda.md

Sofia Șuleanschi, executive director of CEDA; **Lia Sclifos**, REVOCC project manager

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RESEARCH TEAM

Gabriela DAMIAN - TIMOȘENCO

Artur MUNTEANU

Anastasia BLAJIN

Mihaela ROȘCOV

Vitalie POPA

This study was developed as part of „Re-Engineering Vocational Orientation and Career Counselling (REVOCC) for Moldovan labour force competitiveness” Project, implemented by Centre for Entrepreneurial Education and Business Support (CEDA), with financial support from Austrian Development Cooperation (ADA).

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LIST OF ABBREVIATIONS

AOFM	Employment Agencies (EA)
ANOFM	National Employment Agency (NEA)
CEDA	Centre for Entrepreneurial Education and Business Support, Republic of Moldova
CEE	Central and Eastern Europe
CIMO	Centre for International Mobility, Finland
CMIOP	Municipal Centre for Information and Vocational Orientation
EU	European Union
EEA	European Economic Area
LED	Liechtenstein Development Service
NCGC	National Career Guidance Council, Lithuania
USM	Moldova State University
UTM	Technical University of Moldova
VET	Vocational Education and Training
VOCC	Vocational Orientation and Career Counselling

INTRODUCTION

The study, which resulted in the report presented below, was developed as part of the project "Re-Engineering Vocational Orientation and Career Counselling (REVOCC)", implemented by the Centre for Entrepreneurial Education and Business Support (CEDA), with financial support from Austrian Development Cooperation (ADA).

Through this project that will be implemented in December 2014 - December 2017 CEDA approaches the Vocational Orientation and Career Counselling (VOCC) policies and practices currently existing in the Republic of Moldova in order to provide more information about the labour market and to establish a close connection between school and the labour market.

The general objective of the project is to contribute to the education system assistance with the labour market demand to increase the employment and labour productivity.

The Purpose of the Project: To develop the capacity of institutions of secondary technical and vocational secondary education and also NEA to provide guidance services / career planning for young people to support their socio-economic and educational integration.

The main steps in order to achieve the objectives of the project suppose two expected results (ER) as follows:

1. Quality of vocational orientation and career counselling at secondary technical and vocational secondary education is improved;
2. The institutional capacity of service providers for guidance / planning of extracurricular career is fortified and are created and implemented new services.

Thus, in collaboration with the Ministry of Education (MOE), Ministry of Labour, Social and Family Protection (SFP) / National Agency for Employment (NAE), pilot secondary schools, as well as technical vocational secondary education institutions, will be realized many activities oriented through the goal achievement mentioned above.

In this context, the research aimed to generate comprehensive information, in reference, regarding the situation in the vocational orientation and career counselling, through national and international policies analysis, and also the practices implemented in educational institutions in Republic of Moldova.

Although this field is increasingly approached in professional discussions, especially in the context of the educational system adjusting to the market and employers request, such reference research has not been achieved yet. The study presented in this report is the first of this kind.

RESEARCH METHODOLOGY

To identify the policy aspects in vocational orientation and career counselling, both at national and at international level, was performed a comprehensive analysis of policy documents currently applied in Republic of Moldova, as well as those of several countries in Central and Eastern Europe. Also, to achieve the collection of data on the current situation in the vocational orientation and career counselling was used a mixed approach which suppose both the using of quantitative methods (questionnaires), and also qualitative methods (interviews and focus group discussions). Thus, were developed and used the following tools for data collection, presented below, depending on the target groups and individuals involved in the study:

- Teachers from the selected schools
 - Questionnaires completed by 110 teachers from 15 educational institutions
 - Focus group discussions realized in 11 educational institutions

- Students from the selected schools
 - Questionnaires completed by 380 students (15 to 20 years old) from 15 educational institutions
 - Focus group discussions realized with students from 7 educational institutions.

- Students' parents from the selected schools
 - Focus group discussions realized with the students' parents from 6 educational institutions.

- Contractors from target districts
 - Focus group discussions realized with four groups of entrepreneurs from target regions.

- Representatives of relevant institutions:
 - 8 in-depth interviews realized with central and district educational authorities, representatives of EA and development agencies.

Annex 1 presents the lists of the educational institutions that assisted at the research.

Below are presented the details with reference to each target group involved in data collection.

TEACHING STAFF

The Research involved an amount of 110 teachers from 15 participating educational institutions. Most teachers – 65.5% - represented by class-masters, other categories being:

- Teachers of entrepreneurial activity – 5.5%
- Teachers of civic education – 4.5%
- Teachers of other disciplines – 15.5%
- School psychologists – 2.7%

From all interviewed teachers, 81 of them are involved in activities aimed to personal development and / or vocational orientation and career counselling of students.

STUDENTS

An important emphasis in the research achieving was focused on identifying student's opinions of the involved schools. Thus, in the 15 educational institutions (representing vocational schools, gymnasiums and lyceums) were interviewed 380 students, including 233 girls and 147 boys. Also were realized seven focus group discussions.

Besides these two key categories, focus group discussions were realized with groups of parents and entrepreneurs from target districts, and interviews with representatives of relevant institutions such as the Ministry of Education, Employment Agencies Employment, District Education Directorate of Youth and Sport, Liechtenstein Development Service (LED).

All data collected were processed and analysed. Forwards are presented the research results, grouped on major topics relevant to the study objectives.

EXECUTIVE SUMMARY

This study was designed to provide an overview regarding the current situation in the field of guidance / career planning in Moldova. Based on the presentation and analysis of a range of relevant good practice in the region, the report is supplemented with data collected through quantitative and qualitative methods from various interested parties (stakeholders) to complete the picture in the field that passes through dynamic changes in the recent years.

Thus, initially there were taken into consideration the experiences and best practices in guidance / career planning in four countries: Romania, Montenegro, Finland and Lithuania, being presented findings relevant for the Republic of Moldova, as well as options that deserves to be considered to develop this area in our country. In addition the first part of the report comes to propose a series of quality indicators for vocational orientation and career counselling, as well as quality criteria for career professionals.

The analysis of existing policies in the field indicate an increased interest accorded by the authorities, which resulted in a number of important documents produced in recent years, among them the most important being the Strategy 'Education 2020', the Education Code, the VET Development Strategy 2013-2020, etc. These policy documents are complemented with review of practices in the area of vocational orientation and career counselling, shown by the development of new services - training, information and counselling - including private ones.

Data collected from various stakeholders have led to a series of valuable findings for both presentation of the current state, and for identifying future options aimed at developing policies and practices in the field. It was found that the vast majority of educational institutions participating in the study, carrying out activities relevant to personal development and / or vocational orientation and career counselling is a natural process, integrated into teaching and constantly carried out. The relevant subjects for this area are taught to students from various classes, those from secondary school and from graduating class forming the majority.

It was also identified that the training methods used during the classes addressing vocational orientation and career counselling are not sufficiently varied and used properly, and this is a possible area for improvement in the future. Similarly, just over half of the teachers had the opportunity to participate in professional development activities focused on that area.

The study identified the fact that between educational institutions and other relevant institutions (Employment Agencies, employers, etc.) there is a certain level of collaboration in place that can be considered rather modest.

Also, the study identified that, to some extent, students are satisfied with how the school informs them about how to build a successful career, those from the vocational schools being more satisfied than their peers in lyceums. In light of the fact that 1/3 of the students

took a strong decision on their future profession, and other 40% also took a decision in this respect, but which could be changed, the support offered by educational institutions has to be oriented to facilitate access to information about future profession and equip students with relevant skills.

Among the conclusions drawn from the study, one of the most important relates to the need for increased coordination of action oriented towards delivery of vocational orientation and career counselling at school level, as well as to the need to increase collaboration between teachers to create a comprehensive and transdisciplinary approach in implementing this multilateral.

The development of methodological (training methods, assessment, etc) and information (materials assessment professional interests, skills assessment materials, etc.) aspects with reference to the vocational orientation and career counselling would provide a major qualitative step. In this context, the professional development of teachers needs to be increased and diversified including the cooperation with various institutions relevant active the field.

The recommendations developed based on the study conducted are focused both on development of the policies in the area of vocational orientation and career counselling, as well as the development of existing practices. Thus, with reference to the first aspect, developing a Vocational Orientation and Career Counselling Concept, civic education curriculum revision, as well as the development of a curriculum on vocational orientation and career counselling, are among the most important actions to be taken. Practices in this area can be developed through organizing teacher training in schools, development of training materials for students, creating a community of practitioners, and developing relevant information resources.

PART I

THE POLICIES IN VOCATIONAL ORIENTATION AND CAREER COUNSELLING

INTRODUCTION

The purpose of this report is to generate comprehensive baseline information on the current vocational orientation practices and policies in the Republic of Moldova. It also provides a baseline to identify project beneficiaries and stakeholders needs regarding career guidance and includes the results of desk review of the best international practices in an attempt to identify elements that could be imported and adapted to Moldovan context.

It takes stock of what is the current situation of career guidance services in Moldova, looks at a number of best practices in the region, summarizes results of interviews and focus groups with teachers, students, parents, employers and employment offices, puts forward a set of quality indicators for career guidance services and concludes with recommendations to focus on in the course of project implementation.

This study relies on the international definition of career guidance as “covering services (career information, guidance and counselling) intended to assist people of any age and at any point in their lives, to make education, training and occupational choices and to manage their careers.

Such services can be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary and community sector and in the private sector. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services)”.¹

This state-of-the art definition introduced and reconfirmed by the OECD in 2002 & 2004, the Council of the European Union in 2004 & 2008, the World Bank in 2004 marks a paradigm shift in the career guidance research and policy-making aspects. Compared to the previous approach, the new paradigm indicates a change from career guidance interventions at key points in life to a lifelong perspective, from a psychological to a pedagogical approach (from testing to tasting the world of work), from dependence on external support to career management skills, and from individual guidance to group and self-approaches.²

The basic assumption and working hypothesis of the study is that career guidance is, in principle, a good idea and can contribute to the achievements of public policy goals in education, employment and equity. For example, the ways in which career guidance is provided can help to better articulate demand for learning, contribute to better education

¹ Sources: OECD, 2004 and the Council of the European Union, 2004

² Sultana & Watts, “Career Guidance in the MEDA region”, 2007

access and improve the match between labour market supply and demand. Career guidance is a costly endeavour, therefore sound mechanisms and quality indicators should be systematically applied in order to justify the considerable investments in terms of time, human and material resources.

BEST CAREER GUIDANCE INTERNATIONAL PRACTICES

The authors of this report considered the experiences and best practices in career guidance in four countries: Romania, Montenegro, Finland and Lithuania. The task was to identify relevant examples that could inspire different systemic elements for improved career guidance services in Moldova.

The approach was to investigate countries with similar political background, development history and cultural context such as Romania as well as to analyse the progress of small, recently independent & dynamically developing, EU-aspiring countries such as Montenegro. But also, to review progress of relatively young EU states such as Lithuania as well as to have a look at well-established developed EU countries that are significantly advanced in the field of VOCC such as Finland.

In an attempt to classify career guidance approaches and trying to understand and analyse the nature of provision, different perspectives can be applied. Research has shown that “a distinction can be made - according to the perspective of the prevailing delivery method – between a psychological model, a pedagogical model and a hybrid model”³.

The **psychological model** largely relies on professional psychologists as key delivery agents (both in schools and public employment services) and on psychological testing (or even test-and-tell) approaches.

The **pedagogical model** is more in line with the new paradigm in career guidance, relying on a variety of delivery agents and stressing pedagogical aspects in the guidance process (for example, work practice placements, learning career management skills, etc.).

The **hybrid model** can be considered a combination of both, either as a transitional pathway from the psychological to the pedagogical model or as a relatively stable and traditional system in itself.

Another distinction and classification of models can be established from the perspective of institutional arrangements for the delivery modes and related objectives. Some countries have introduced career education and/or career principles related to guidance into the formal system, which might be identified as the **curriculum model of career guidance**. The curriculum model is complemented by other career guidance activities such as invitations by universities to learn about their study offers and invitations by public employment services to experience job placements and visit career fairs.

³ Helmut Zelloth, “IN DEMAND: CAREER GUIDANCE IN EU NEIGHBOURING COUNTRIES”, 2009

In other countries a model categorised as the **career centre model**– applied in either the employment or educational settings - is functional. The notion, meaning and magnitude of a “centre” can vary substantially, from a “virtual” centre up to a centre in a classical understanding, staffed with several professionals. One of the main ideas behind this model seems to be the one-stop-shop philosophy for a certain sector or group of people, with the focus on the three basic career guidance functions of career information, guidance and specialised counselling under one institutional umbrella. The career centre model may also include a capacity development function, support for practitioners in their work through training and materials and even have a small analysis and research function.

From the perspective of the professionalization of delivery agents, another model exists: the **specialist model**. It relies on certified career counsellors or different semi-specialists (from a class master or subject teacher or schools psychologist to an employment counsellor) offering career guidance services to students. This approach has both advantages and disadvantages: on the one hand, it is focused on the individual and highly tailored to his/her needs, which is bound to generate good results; on the other hand, it is time-consuming, with limited outreach and bears fruit for a selected few.

The reasons why one model prevails in a country compared to another are certainly manifold and can be historical, political or cultural; additional insight is gained when analysing relevant policies.

This study attempts not only to describe the main features of existing career services within the countries in focus but also to categorize their systems according to the paradigms presented above.

ROMANIA

The guidance and counselling system in Romania has been developing quickly and has known an expansion of the network of counsellors in the recent years.

The Counselling and Vocational orientation System in Romania is based on convergence of two ministries: Ministry of Education and Research (MEC) and Ministry of Labour, Social Solidarity and Family (MMSS), and the support of non-governmental organizations and private sector, each of them having its own network of school and/or vocational orientation services.

Counselling and guidance services are regulated by the Law of Education (1995), mostly by its revised and updated version (2010), which introduced the concept of counselling centres into the educational system.

Career counselling and guidance is part of the national curriculum starting with primary school. The main contents in focus are such as self-awareness, communication and social competences, management of the learning process, career management and development, life style.

Romania consists of 41 counties and the Municipality of Bucharest: each of the 42 administrative divisions has its own local *Centre for Psycho-Pedagogical Assistance*. The number of career counsellors at the pre-university level is about 1600.

Centres of Educational Resources and Assistance were established in 2005 by the Ministry of Education, became functional in 2006 and were entrusted with coordinating, monitoring, managing and evaluating the activities of the schools counsellors. The centres' objectives are:

- Inclusion and support of all youngsters during compulsory education;
- Additional support when the student's profile requires such an approach;
- Create proper conditions for children and youth to develop their personality in order to be integrated in social, school and professional life;
- Involvement of parents in order to build an effective relation between school and the community.

The package offer of these centres include information services, psycho-pedagogical counselling and career counselling, counselling for initial and continuous vocational training, additional services provided jointly with partners (e.g. universities, NGOs, etc.).

The task of counsellors is rather complex. Their functions often exceed the realm of career guidance and counselling. The counsellors' job is to:

- Provide information and advice to students, parents and teachers on various topics (knowledge and self-knowledge, the student's adaptation to the school environment, improvement of the student-parent-school relation, school abandonment etc.)
- Provide advisory services and courses for parents;
- Organize orientation programs for school, vocational and career guidance, in collaboration with other teachers;
- Develop psycho-sociological studies on students' options for vocational and professional qualifications in high schools and other types of schools in the educational system.

Vocational counselling is also provided by employment agencies in Romania. Vocational information and counselling services are offered to jobseekers free of charge. They focus on:

- Provision of information related to the labour market and the evolution of occupations;
- Personality evaluation and self-evaluation in view of a better professional orientation;
- Development of the abilities and of the self-confidence of the persons looking for a job, in view of helping them to make decisions about their own career;

- Training in the methods and techniques of searching for a job (e.g., self-presentation at an interview and the elaboration of the CV).

Users of these services are jobseekers, registered at the Regional Employment Agencies. Information related to the labour market, deciding on the professional pathway, evaluation and self-evaluation are done through self-information and through individual or group counselling services offered to the persons looking for a job. Vocational / career counselling and training in the job-searching methods and techniques of and in self-presentation at job interviews are done by career counsellors, in the centres for career information and counselling, functioning as part of the Regional Employment Agencies.

A few years ago, Romania embarked on a new initiative in cooperation with Zurich University of Teacher Education – **the Jobs Orientation Training in Businesses and Schools (JOBS) project** - aimed at combining labour market and schooling in the last years of gymnasium and the first years of technical high school.

The idea of the project is to prepare the students for the choice of their further educational career, provide them with general information about various professional opportunities and offer them the chance to acquire life skills that are meaningful for any future career. It is the goal of JOBS to develop a realistic perception of job opportunities, work life, and collect all relevant data for taking a decision about further education and professional career.

This is achieved by introducing a new cross-curricular approach that uses up to half a day of the week's school time. The school year is divided into themes lasting for about 4 weeks each. In a school year of 36 weeks there are 9 different topics. This happens by introducing **task based learning** approaches and useful education contents to guide the students toward the right choice, including the support provided to teachers. Students learn a lot more about their own abilities (life skills) and get in contact with businesses, companies or public institutions offering jobs in their region, research about employment opportunities, analyse economic conditions and prepare collected data for presentations.

Learning in JOBS takes place by going through 7 different booklets that deal with the various topics and one toolbox for students. Students work directly with the booklets by writing into them and use the toolbox for consulting learning or presentation tools and methods. In addition, the project provides support for teachers in terms of training and coaching on the JOBS training package, and continuously fuels in information via a distance-learning platform.

PROs:

- A relatively well-established information, guidance and counselling system in the education and labour market sectors, and there is a generally positive perception of the career counsellors' role

- Ethical standards and quality criteria for career counselling services in place
- Strengthened collaboration between career counselling specialists from different sectors
- Alternatives (such as JOBS) to mainstream exist and are successful: they balance the traditional psychological model in Romania with the pedagogical model of career services delivery
- In print- and ICT-based materials and resources linked to career guidance available
- Good access to services by exploiting the potential of ICT in providing guidance, lifelong learning and professional training from a distance

CONs:

- Inadequate staff-to-client ratio: Immense number of students allocated to one counsellor (about 1200), when it should not exceed 400. This results in little efficiency and low quality services.
- Limitations are frequently encountered in distance counselling though internet and phone
- Private career guidance services are still underdeveloped

MONTENEGRO

Despite that career guidance hardly was a policy priority in the education and employment agendas in the past, there are clear indications that it is moving up the policy agenda in the past decade and that guidance services are developing in many countries neighbouring to the EU. This phenomenon takes place in the Mediterranean region such as Jordan, Syria, Morocco, in countries in the Western Balkans and Southeast European area (Serbia, Montenegro, Kosovo, Turkey) as well as countries of the former Soviet Union (Georgia, Ukraine, Azerbaijan). The reasons for these trends are manifold and can be largely explained by economic and labour market developments, as a result of ongoing education and training reforms and by other policy-induced drivers, such as the increasing awareness of and involvement of EU employment education and training policies. The latter argument is particularly relevant for candidate and potential candidate countries to the EU.

In countries such as Montenegro, career guidance has been featuring high on the policy agenda already for some time, policies have been recently reinforced and implementation is characterised by action plans, innovative approaches and a large-scale EU-funded project in the field.

Montenegro has established in 2007 the Centre for Information and Professional Counselling (CIPS) at the initiative of the National Employment Agency and the Local Employment Bureau in Podgorica, exclusively with national funds and to a certain extent modelled on the Slovenian example. So far it is a home-grown and not donor-driven process and that is precisely the beauty of it: ownership and sustainability flourish in such conditions. Its basic idea is to introduce a one-stop-shop with all information available in one place, based on a strong career information function, in particular for young people

who need information on education and training possibilities and employment requirements for specific occupations, and on the compatibility of their characteristics and abilities with those requirements. One to four psychologists, counsellors and information specialists are there to support visitors with a variety of materials, occupational profiles and tests.

Although the main target group is young people (students and the unemployed), the centre aims to cater for all citizens in Montenegro (unemployed, employed and employers) with regard to creating quality services for career information and advice, but also counselling and selection.

It also aims to establish a light methodological function to support guidance practitioners (employment counsellors, school psychologists) and to undertake surveys and research on demand and supply of guidance. It has established contacts and cooperation with a wide range of key stakeholders in guidance in the country: Ministry of Education and Science, Ministry of Labour and Social Affairs, Chamber of Commerce, University of Montenegro and Centre for Development of NGOs etc.

Two regional centres of this kind were established in Herzeg Novi in 2007 and by the Local Employment Bureau of Bar in 2008, and there are further plans to expand to other localities.

PROs:

- Centre CIPS is a national initiative (as opposed to international)
- Centre CIPS anchored in the employment sector
- Centre is a well mediatised one-stop-shop with a variety of services for a range of clients
- Network of regional centres makes career services more accessible
- Outreach to as many and as early as possible to students in schools, before wrong and irreversible decisions are taken (in other words, to prevent unemployment).

CONs:

- Psychological model mainly (costly - since mainly individual and focused on psychological testing - and highly dependent on the quality of specialised staff and tools applied)

LITHUANIA

The formation and development of the career guidance system in Lithuania is under the responsibility of 2 executive authority institutions: the Ministry of Education and Science and the Ministry of Social Security and Labour. In 2003 these institutions approved a

strategy of vocational orientation aimed at facilitating the development of the career guidance system and services.

Career guidance service providers in Lithuania are:

Career Information Points (CIPs) – provide vocational information services: information on issues of career choices, training and employment opportunities in the country and abroad and the situation within the labour market and vacancies. CIPs are set up at general education and training schools, youth centres, education centres, non-formal development institutions, etc. The target groups are learners at general education schools, their parents and teachers. At present, the network of CIPs is in the process of expansion.

Pedagogical-psychological services – perform psychological and pedagogical assessments of the child, advise parents and teachers on issues related to learning, behaviour, emotions and communication problems of learners with special needs or psychological difficulties, and provide recommendations on their further development. Psychologists of some pedagogical-psychological services also provide learners with the services of vocational information and counselling. The services are provided to learners, their parents and teachers.

Career Planning Centre under the Lithuanian Youth technical Creativity Palace – the purpose of this centre is to establish the background and organize vocational information and career planning activities within education institutions. The centre is in charge of coordinating the activities of career information points and providing them with any required information and methodological material. The centre also provides services to vocational information specialists – it develops and implements qualification improvement programmes for them, holds seminars and training courses. The centre also collects and provides information on various occupations, training establishments, training and qualification improvement opportunities for vocational information specialists, counsels learners, their parents and teachers on issues of vocational choice and training specialization, arranges workshops on career planning and vocational information.

The services are available to learners in general education schools and their parents, teachers, vocational advisors, social pedagogues, school psychologists, and to any other persons interested in vocational information and career planning.

University Career Centres – such centres are generally represented by university subdivisions functioning independently and dealing with existing and future students' career planning, vocational choices and employment. Career centres provide counselling to future students of universities on issues of vocational choices, provide information to students and graduates as well as Lithuanian and foreign companies on professional career, career planning, and human resources management, practical training and the employment of young specialists, watch graduates' career development and counsel on the job search strategy and tactics. Some career centres are oriented more towards the development of students' career planning skills, the provision of information on possible job search methods

and the arrangement of practical career planning and job search classes. Other centres, in addition to the above-mentioned activities, also perform a role of employment mediators, i.e. they cooperate with employers, collect and provide information on job vacancies and, together with collaborating enterprises, organize careers fairs, company placements, job shadowing and tender hiring of future employees.

The Lithuanian Labour Market Training Authority –priority target groups of this organisation are the unemployed and senior-grade learners at general education schools. The work also reaches out to working with groups having special labour market needs – existing and former convicts, disabled, soldiers, long-term unemployed, immigrants. The organisation develops labour market integration, career planning, social adaptation and professional and personal growth programmes, adapts, standardises and implements diagnostic methodologies.

The organisation also provides online counselling services on all issues of concern with respect to vocational choices, self-determination, training, study specialization, career planning and job search. It is also possible to run tests on the website collect and analyse results and, should more comprehensive counselling be required, it applies directly to the counsellors of the territorial labour market training and counselling services.

The Lithuanian Labour Exchange – this institution has 46 territorial branches, which provide services of vocational information and employment counselling and mediation to job seekers and refer them to the territorial labour market training and counselling services for psychological counselling.

The Labour Exchange is expanding its network of open information centres. In order to provide territorial labour exchange vocational orientation services, there are 5 job centres, 6 youth employment centres, 50 information and counselling centres and 1 vocational information centre.

Private institutions – Career guidance services can also be provided by private entities. At present, there are ~30 private counselling organisations, providing services in personnel selection and job search. Some of them also provide career guidance.

Quality indicators in youth career consultancy in Lithuania

The Strategic Guidelines of Career Guidance in Lithuania define 4 main objectives:

- To provide qualitative information about learning and employment opportunities to Lithuanian inhabitants;
- To provide qualitative services of career guidance for all inhabitants, regardless of their age, gender, nationality, place of living and social status, and following individual and society's needs;
- To improve employment skills of young people and adults, to promote their entrepreneurship and permanent aspiration of knowledge;

- To develop people's social activity and the responsibility for their professional activity for the purpose to avoid unemployment.

In Lithuania, the **National Career Guidance Council (NCGC)** – as a forum for discussion on key policy issues - reviews progress of the national career guidance strategy and steers further development of national career guidance services. The Council includes representatives of two ministries (education, labour), two labour market agencies, four social partner organisations, four associations of education and training institution interests, four user-group associations, the association of local authorities, the association of guidance practitioners, information and support centres, and Euroguidance Lithuania.

Meeting regularly can encourage organisations to explore ways of working together where they have common interests. This may range from issuing joint statements to organising joint events or working together on common projects. Some may involve all members of the forum; some may only involve a subset of members. The Council monitors implementation of two national projects funded by the EU, which involve inter-institutional cooperation and coordination.

PROs:

- Fostering interagency cooperation and coordination on specific career guidance initiatives: NCGC as a formal inter-institutional working group that aims at improving cooperation, encouraging coordination, influencing policy and benefitting from international collaboration
- Communication between career guidance practitioners: a well-established habit
- Extension of the counselling services to cover the entire country: 46 Territorial Labour Exchanges, 6 Territorial Labour Market Training and Counselling Services, 14 Labour Market Training Centres)
- Qualification of school counsellors (career guidance is generally provided by professionals with a degree in psychology, pedagogy, sociology or social work, and optional further qualifications (in-service training courses, master degree or doctoral studies) in the field)
- Hybrid delivery model: focusing massively on counsellors/career coaches' work but also having four key career competences integrated into school curricula

CONs:

- *A standard of quality assurance in career guidance, a standard of career counsellor occupation as well as standards for vocational information activity were developed, however there is no evidence on the web whether they were approved and put in practice.*

FINLAND

Guidance experts and practitioners worldwide are impressed by the provision and quality of the Finnish career guidance and counselling services. A few key factors account for this success.

One is the level and nature of education and training of guidance professionals. All teachers in Finland need a master's degree. Guidance practitioners at school need a teacher's qualification, which secures a firm professional and theoretical basis for the job. Additionally, fieldwork and theory come together in the guidance counsellors' education and training.

A second factor is the strong research base in the Finnish guidance services, which is seen to ensure their high quality. For example, research reports make straightforward and frank recommendations, which are feasible to implement in everyday work.

Thirdly, the way policy makers at every level support the implementation of guidance is seen as essential for the provision of successful guidance policies and services. Finland is a small country; the policy makers and practitioners know each other well. The developed infrastructure helps cooperation between the different sectors, and there are committed people who want to develop guidance services further. This broad perspective plays an important role in continuously improving the Finnish guidance services.

The fourth characteristic feature of the Finnish guidance services is the way in which public employment services complement the work of guidance counsellors within the school system. The guidance services are widely used by young people and adults alike.

In Finland careers information, guidance and counselling services are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration.

The main mechanisms for co-ordinating guidance services have been developed by the labour and educational authorities - the Ministries of Labour and Ministry of Education - at central, regional and local levels. The rationale behind their co-operation is that these authorities have many clients in common, or schools, for example, might refer some of their students to the guidance and information services of the employment offices. Former student counselling clients in transition from school to work might become clients of the employment offices. Whenever possible, employment office services targeted at students are arranged in co-operation with educational institutions in the region.

At national level, the issues concerning cooperation between student counselling services for young people and employment services are dealt with in a special working group for school cooperation established by the Ministry of Labour. When needed it makes education and labour authority proposals about the organisation of career services for young people,

about issues concerning education, training and the employment of young people in general, and about the development of information materials on education, training and working life to support guidance and counselling activities.

In some areas, there are regional working groups of the same type focusing on guidance cooperation between regional educational and labour authorities.

The Centre for International Mobility (CIMO), www.cimo.fi, is an expert and service organisation under the Finnish Ministry of Education that promotes the internationalisation of Finnish society, focusing on education and training, work and young people. It belongs to the Euroguidance network, operating in the EU, EEA and CEE countries.

CIMO gathers processes and disseminates information and coordinates, at national level, international education and training programmes such as Socrates, Leonardo da Vinci exchanges and placements, Tempus, the EU Youth Programme and Culture 2000.

The Finnish Euroguidance Centre CIMO is co-financed nationally by the Ministry of Education and the Ministry of Labour and it cooperates closely with both. It offers, for example, further training, guidance and tools for guidance counsellors working in education and labour administration with questions concerning internationalisation of education, training and work (e.g. dealing with clients who are interested in studying and training opportunities abroad).

At national level the Euroguidance Centre's cooperation network covers organisations providing guidance and counselling services in the educational and labour administrations and the guidance experts employed in them, such as school counsellors, teachers, vocational orientation psychologists, Euro advisers, educational advisers and people working at careers service centres in universities and polytechnics and trainers of vocational and educational guidance counsellors. In general, in Finland key stakeholders engage in wide-ranging and many-sided cooperation and several organisations are interested in issues connected with counselling and advising.

In addition, CIMO has its own Advisory Council representing different ministries, universities and polytechnics, business and industry, and student and youth organisations. The Advisory Council plays an important role in monitoring CIMO's performance and contributing to the development of all its activities.

PROs:

- Guidance starts with primary education and is strong at all levels
- Advice and guidance services are easily available and well accessible for all citizens and meet the needs of different client groups

- Guidance provision is based on one-stop principle, which makes full use of competence and expertise of several service providers from different administrative sectors and allows the citizen to get more services at one location
- High level of cross-sectorial and multi-professional guidance coordination and cooperation
- Hybrid delivery model: a mix of specialist/school counsellor model and guidance as a school subject
- Continuous development of guidance counsellors in response to the growing demands placed on the profession
- Involving users in the design, development, implementation and evaluation of information, advice and guidance services

CONs: None

For a summary of the best practice examples described above, consult the table below.

BEST PRACTICES IN BRIEF

Table 1.1. Best career guidance international practices in brief

Region/ Country	Policy Implications/ Stakeholders	VOCC service providers	Delivery models: Psychological/ Pedagogical/Hybrid	VOCC methods & tools
FINLAND	<p>Mechanisms for coordinating VOCC services developed by the Ministry of Labour and Ministry of Education & implemented by labour and educational authorities at central, regional and local levels</p> <p>Finnish EUROGUIDANCE Centre: Centre for International Mobility (CIMO), www.cimo.fi</p> <p>Finnish Association of Guidance Counsellors</p>	<p>Public services:</p> <ul style="list-style-type: none"> - Student counselling integrated in the educational system - Adult information, guidance and counselling by labour administration in employment offices 	<p><u>Curriculum model</u> Guidance as a school subject: 76 hours during grades 7-9 in general schools</p> <p><u>Specialist model</u> School counsellors do: Teaching time (30% of job), Student and parent counselling, Support other (non)teaching staff (subject teachers, class masters, nurse), Mediate student placement in companies</p> <p><u>Virtual model</u> Counsellors facilitate web-based interactive, e-mail based and SMS guidance</p>	<ol style="list-style-type: none"> 1. Psychological assessment 2. Group guidance (in class) 3. Individual guidance 4. Study visits 5. Work placements (work-tasting) 6. Education try-outs 7. On-the-job learning (vocational institutions) 8. Web-based and distance guidance 9. Self-study facilities in employment offices 10. Jobseeking information 11. Individual employment service

<p>ROMANIA</p>	<p>Ministry of Education and Research</p> <p>Ministry of Labour, Social Solidarity and Family</p> <p>NGOs& projects</p> <p>Education Law (1995, revised in 2010)</p> <p>Statute of Psycho-pedagogical Assistance Centres</p> <p><u>NO</u> Strategy on Career Guidance!</p>	<ol style="list-style-type: none"> 1. National Association for School and Vocational orientation (ANOSP) 2. EUROGUIDANCE Centre: National Resource Centre for Vocational orientation (CNROP) 3. Consultancy Departments in universities 4. National Agency of Employment (ANOFM) 5. Centres of career information and counselling 6. Centres for Psycho-Pedagogical Assistance (CAPP) 7. Centres of Educational Resources and Assistance 	<p><u>Cross-curricula model</u></p> <p>JOBS project – Skills for life:</p> <ul style="list-style-type: none"> ✓ Training package (in life skills, job world, networking) delivered through task-based learning; ✓ Teacher training, coaching & support via distance learning platform. <p><u>Virtual model</u></p> <p>Distance counselling through internet and phone;</p> <p>Counselling services, Career Database, Online evaluation centre: www.via-consiliere.ro</p>	<p><u>Methods in use:</u></p> <ul style="list-style-type: none"> ● Provision of information related to the labour market and the evolution of occupations; ● Personality evaluation and self-evaluation in view of a better professional orientation; ● Breeding self confidence in jobseekers and supporting them in making career choices; ● Training in methods and techniques of job searching (self-presentation at an interview, CV writing) <p><u>Tools:</u></p> <ol style="list-style-type: none"> 1. Group counselling 2. Individual counselling 3. Occupational profiles 4. Posters 5. VOCC media 6. Short videos 7. Tests of attention, memory, intelligence, personality, abilities and interests 8. Computer systems for interactive testing and assistance in choosing a career
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<p>LITHUANIA</p>	<p>Ministry of Education and Science & Ministry of Social Security and Labour</p> <p>Vocational orientation Strategy (2003)</p> <p>Lifelong Learning Strategy (2004)</p> <p>Strategic Guidelines of Career Guidance (2005)</p> <p>Career Guidance Council (2006)</p> <p>Standard of Quality Assurance in Career Guidance (2008)</p>	<ol style="list-style-type: none"> 1. Career Information Points (CIP) 2. Pedagogical-Psychological services 3. Career Planning Centre 4. University Career Centres 5. Lithuanian Labour Market Training Authority 6. Lithuanian Labour Exchange 7. National Resource Centre for Vocational orientation (Euroguidance Centre) 8. Private providers 	<p><u>Centre Model</u></p> <p>Career Planning Centre: national coordinator career guidance-related initiatives and hub for career planning and vocational information services</p> <p><u>Curriculum Model</u></p> <p>Training program focuses on 4 career competences: <i>Self-cognition;</i> <i>Career possibilities cognition;</i> <i>Career planning;</i> <i>Career implementation.</i> (integrated into general & vocational curricula or as an optional subject)</p>	<p>“Guide on Professions” (published annually since 2001) Electronic version of “Guide on Professions” with expanded search possibilities</p> <p><u>Career guidance information systems</u></p> <p>EURES /Search for Jobs in Europe/+ PLOTEUS /Training Opportunities in Europe/ AIKOS /data on education, statistics and labour registers/ www.aikos.smm.lt</p> <p><u>Virtual Career Information Tools:</u></p> <p>Ploteus www.europa.eu.int/ploteus</p> <p>The Guide to the World Of Occupations www.occupationsguide.cz/en/portal</p> <p>On the Move www.onthemove-eu.hi.is</p> <p>Estia www.estia.educ.goteborg.se</p> <p>Fit for Europe www.europe-online-universum.de Career Planning Steps (very popular with teenagers) www.euroguidance.lt/jaunimaui.htm</p>
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MONTENEGRO	<p>Leadership clearly comes from the employment sector & is accepted by the education sector & other actors!</p> <p>Ministry of Labour and Social Affairs</p> <p>National Employment Agency</p> <p>Ministry of Education and Science</p> <p>National VET Agency with a support function for career guidance</p> <p>National Career Guidance and Counselling Strategy (2011)</p>	<p>Centre for Career Information and Professional Counselling(CIPS) in Podgorica and established within Public Employment Services</p>	<p>Centre Model Centre for Career Information and Professional Counselling: A one-stop-shop with all information available in one place (under one institutional umbrella), based on a strong career information, guidance and specialised counselling function for young people, but also for unemployed, employed and employers.</p>	<ol style="list-style-type: none"> 1. Information sources: leaflets, web sites, short videos etc. 2. Psychological testing and telling 3. Occupational profiles 4. Individual counselling 5. Training in job-searching skills
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QUALITY INDICATORS FOR CAREER GUIDANCE SERVICES

Very often, “guidance may serve as a societal lubricant in easing the frictions in the labour market, in the educational system, and between the two”⁴. These are the main economic aspects of quality in guidance. Moreover, guidance is a tool for personal development, especially in relation to the need for lifelong and life wide learning. Guidance is seen as an investment, which is expected to pay off in broader social terms, for instance in relieving social exclusion and social tensions. Therefore, quality of guidance is critical and so are the tools to measure it.

Lately, accountability in career counselling is receiving increased attention. The general public is becoming more informed about what to expect from career counselling service providers and, as a consequence, more critical. Funders also are becoming more insistent about accountability and quality assurance. These factors are increasing the pressure on counselling agencies to have policies, standards, and benchmarks for service, which "customers" can understand so that they can make comparisons and judgments as to what services to select. However, very few organizations have any guidelines specific to the delivery of career counselling and very few practical tools exist to help organizations who want to pay attention to creating better standards in career counselling.

The authors of this report generated a list of quality indicators that apply to career guidance and counselling services:

1. *Client-centeredness* – the needs, capabilities and interests of the client should be given priority, and the client should be supported to make the optimal decision;
2. *Accessibility, transparency and coherence of information and services*—all individuals have to benefit of equal opportunities to get services of career guidance, regardless of their place of living, social status, religion, age, gender etc.;
3. *Fitness-to-purpose*—services correspond to the individual needs of people and society;
4. *Efficiency*—career guidance services reflect the changes in the labour market and are evaluated against them;
5. *Well trained guidance staff / qualified career counsellors*—services should be provided by professionals with proper background, education and competence in the field;
6. *Social partnership* (improved stakeholder involvement)— educational institutions, employers, employment offices, trade unions and other public authorities should involve in an active dialogue as regards career guidance services;

⁴ Peter Plant “Quality in Career Guidance”, 2001

7. *Modern (including ICT-based) educational technologies* – diversity of software, approved curriculum and methodological materials should be available and in use;
8. *Reliability of information*– valid, precise and comprehensive information about educational opportunities and conditions as well as ongoing situation on the labour market should be guaranteed;
9. *Referral to other guidance specialists* – networking, coordination and cooperation to the benefit of the client (to identify a solution that fits best the client’s situation) is crucial;
10. *Follow up* – it is important to put place a continuous monitoring program designed to carefully track the client’s job or career selection, to evaluate the effectiveness of the career plan in relation to the client’s progress and careful consider the necessary adjustments.

QUALITY CRITERIA FOR CAREER PROFESSIONALS

People working in career development practice need to demonstrate certain **attitudes**. They need to be:

- Insightful;
- Honest;
- Open-minded;
- Result-oriented.

People working in career development practice need to have certain **skills**. They need to:

- Document client interactions and progress;
- Accommodate diversity;
- Collect, analyse and use information;
- Convey information clearly when speaking and writing.

People working in career development practice need to have certain **knowledge**. They need to know:

- Career development models and theories;
- The change process, transition stages, and career cycles;
- Components of the career planning process;

- The major organisations and resources for career development and community services.

Last but not least, people working in career development practice need to be guided by a code of ethical behaviour.

CAREER GUIDANCE IN MOLDOVAN CONTEXT

The career guidance and planning system in Moldova is relatively underdeveloped, bearing a more formal function and no real impact on the beneficiary. It often sets out rhetorical objectives backed up with scarce resources. The system is weak in promoting its services and fails to build up and/or raise awareness of the need for career guidance & planning among potential clients.

In order to have the full picture, the authors analysed the existing career guidance policies, practices, curricula as well as what is available for adults, what are the development partners' contribution and what is offered by the private providers.

Table 1.2. The career guidance and planning system in Moldova

No.	Types of Data	Findings
1.	Career guidance existing policies	<p>National Strategy “Moldova 2020”: Solution no. 1 for Economic Growth and Poverty Reduction is “Career-focused Studies” The need to match the demand and supply, improve the quality of human resources, align to EU standards, focus on research, innovation and career education is highly emphasized.</p> <p>Strategy “Education 2020”: Specific objective 1.10 focuses on the development of the career guidance and planning system from a lifelong perspective.</p> <p>Education Code, article no. 130: “Career Guidance and Counselling Centres have the mission to support students with career education initiatives, including planning and building up a career. These Centres can be established by local public authorities, Public Employment Service, public education & training providers, NGOs as well private service providers.”</p> <p>Strategy for VET Development 2013-2020: Specific objective no.6 aims at modernization of VOCC delivery modes and tools for the general and VET schools, track career pathways of VET graduates, promote emerging occupations (to anticipate labour market demand), increase social protection of youngsters with disabilities and from vulnerable families, promote optional courses to boost attractiveness of VET.</p> <p>Expected results for this objective are: 1) VOCC plans developed for general schools; 2) tracing</p>

		mechanism in place; 3) in print VOCC material; 4) VET is more accessible to youngsters with disabilities and from vulnerable families (coverage of boarding, nutrition, student allowance, support with employment and better mobility for disabled within VET institutions).
2.	Career guidance existing practices	<p>Municipal Centre for Information and Vocational Orientation - CMIOP/General Directorate for Education, Science & Sports/offers:</p> <ul style="list-style-type: none"> - Individual and group counselling for general school students - Trainings <i>Career Planning & Self-Assessment</i> for general school students - Group counselling sessions and trainings for parents on how to support youth career choices - Trainings for school psychologists on <i>Methods & Techniques for Vocational Orientation</i> - Trainings and knowledge-sharing opportunities in Romania for teachers. Training courses focus on two topics: (1) “<i>Managerial psychology and assertive communication</i>” and (2) “<i>Career education for students and entrepreneurship</i>”. (www.procariera.wordpress.com)
3.	Career guidance existing curriculum	<p>General Schools:</p> <p>CIVIC EDUCATION, Grades 5-9 and 10-12, 25% of curriculum (1 module) focused on Personal Development and Career Guidance, student textbooks and teacher’s guide for curriculum implementation available only</p> <p>CLASS MASTER CURRICULUM, Grades 5-12, Relevant VOCC-related topics included in “Self-management” and “Personal Achievement”</p> <p>VET schools: None on VOCC, only curriculum on entrepreneurship that includes 5 modules focused on business planning and start-up, administrative aspects, marketing, risk management</p>
4.	Adult VOCC services	<p>Regional AOFM offices include Resource Centres (1-2 staff) that provide information on current labour market situation, individual’s rights and obligations, registered job vacancies, job profiles and support the clients to match their skills and professional history with vacancies available.</p> <p>Online platform: www.angajat.md offers services & tips for jobseekers and services for employers. Free vocational trainings are offered to unemployed, boarding school graduates, orphans, youngsters with single parents and from numerous family, victims of trafficking and domestic violence, people with special needs, veterans, former prisoners. No gender priorities are made.</p> <p>NO career guidance services for students from general education and VET are provided by AOFMs.</p>

5.	Private VOCC services	<p>Laboratory for Assessment of Professional Traits (ASEM) Provides career counselling services and career plan development, psychometric testing (www.cognitrom.ro, CAS program includes 44 tests), vocational profiling; support with developing personal portfolio and finding employment (CV & motivation letter writing, planning and taking part in job interviews, etc.); trainings in communication, presentation, negotiation, leadership skills. Online platform: www.career-for.me for students and companies (3-step approach: explore, experiment, connect) Ad Astra is a career resource management network targeted towards youth: www.adastracareers.blogspot.com / www.adastragroup.org It is a platform to collect and communicate career development strategies. It is also a discussion forum to help students and young professionals gain better understanding of their interests, strengths and strategic opportunities. As well as an open space to connect talented youth with potential employers, mentors and professionals from various fields.</p>
6.	Development partners involvement and documents on VOCC services	<p>SYSLAB: Career Development Centres in Chisinau and Rezina assist diploma holders: fresh graduates, unemployed and returning migrants. Activities include basic training in career development, Job Club, individual counselling, a course in entrepreneurship. Beneficiaries can choose from a range of 16 training modules following their needs and interests. LED Moldova: Provides to VET schools training in marketing their services that includes development of promotional materials, videos and visits to general education schools to advertise the occupations they train for and the up-to-date infrastructure available through donor support. CARITAS Switzerland: Established Career Counselling Units (1 psychologist + 1 teaching staff) in Riscani and Ungheni VET schools to support informed career choices. UNDP - Social Innovation Hub: Initiative on developing the “modern school” in Moldova (www.inovatii.gov.md) that would equip students with life skills and get them ready for transition to adulthood and work life. VOCC is a pillar of this intervention and several ideas are being considered including promotion of voluntary work /placements in companies/”shadowing” as well as development of an online platform for testing of aptitudes and interests.</p>

The Moldovan career guidance and planning services combine the **pedagogical approach** with the **psychological/specialist approach**. On the one hand, topics of personal development, and self-assessment of capabilities and interests as well as career guidance and planning are included in the general school curricula. On the other, most of the general schools have school psychologists that besides helping children and youth to succeed academically, socially, behaviourally and emotionally, perform testing and provide career guidance and counselling. There is also an attempt to implement the **career centre model** with the public institution CMIOP, which is considerably understaffed (2 consultants), holds modest premises and survives on an austere state-covered budget. Highly limited resources

In what follows, the authors will present the **strengths and weaknesses** of both delivery models with particular reference to the Moldovan context (what *is done* & what *can be done*).

CURRICULUM MODEL (Civic Education & Class Master Curriculum)

Strengths

- Has a strong informative function: children and youth learn about a variety of topics such as obsolete/emerging occupations, labour market relations, career choices, motivation etc.
- Has an introspective function: children and youth are invited to explore their knowledge, skills, interests, hobbies, habits, preferences etc.
- Include modern teaching & learning methods: case studies, debate, role play etc. (however there is no guarantee that teachers make use of them)
- Data is relevant and up-to-date: some textbooks are as fresh as 2014

Weaknesses

- Not a fully-fledged stand-alone curriculum on career education, but a module within a social subject (civic education)
- Not a learning package (e.g. activity sheets, logbook, toolbox with samples of CVs, interview FAQ, how to make a presentation etc.), just a traditional textbook
- Topics are not contextualized and not structured in a logical sequence: there is no story for student to follow and see the usefulness of what they learn
- The application/practical part is missing: mostly classroom activities rather than reaching out to the labour market and tasting work
- Teaching staff (usually teachers of general subjects) are not trained in career guidance and counselling techniques and not motivated to do a good job, since even they underestimate its role for the future life of their students

SCHOOL PSYCHOLOGIST MODEL

Strengths

- Appropriate education & training (in psychology) is a good base for recognising talents of children and youth and encourage them to develop life and employability skills
- Clients undergo individual testing of capabilities, interests, personality and even take self-tests and results are explained (“testing and telling”), i.e. they receive individual support with maximum effect
- Face-to-face human interaction is always more efficient than group or virtual interactions
- Makes possible to build a support team - psychologist, parents, teacher of favourite subject - for the student to set meaningful career goals

Weaknesses

- Quite an expensive approach, since the key delivery agents are usually psychologists, whose initial training is comparatively costly and lengthy
- No specialized training in *career counselling* nor certification system is available in Moldova
- Inefficient when the number of clients per psychologist accounts to hundreds
- Professional is overloaded with matters (e.g. conflict management, domestic violence, discrimination and bullying etc.) other than career counselling
- Is based on face-to-face interaction with the individual, therefore requires investment of time and availability of a wide variety of tools and tests
- Benefit a selected few instead of potentially reaching a larger group of clients (unless it is group counselling)

PART II

VOCATIONAL ORIENTATION AND CAREER COUNSELLING PRACTICES IN THE REPUBLIC OF MOLDOVA

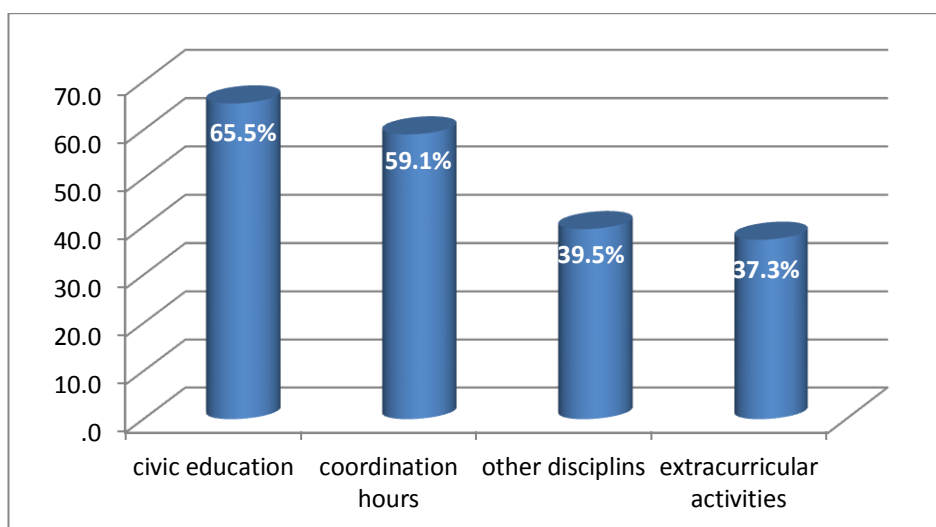
HOW VOCATIONAL ORIENTATION AND CAREER COUNSELLING IN EDUCATIONAL INSTITUTIONS IS CARRIED OUT

VOCATIONAL ORIENTATION AND CAREER COUNSELLING IN EDUCATIONAL INSTITUTIONS

The vast majority of teachers, in proportion of 90.9%, mentioned that in the institution they represent there are organized lessons / activities for students aiming at their personal development and / or vocational orientation and career counselling.

In such context, it is important to identify the disciplines in which such activities occur. Thus, 65.5% of the teachers mentioned the civic education lessons and 59.1% – at coordination hours. In 39.5% of cases, teachers mentioned the "other disciplines" option in which personal development and / or vocational orientation and career counselling activities are carried out. This option is, obviously, more actual for vocational schools, as the respondents referred to specialized topics taught in these schools.

Based on these data, we can conclude that for the great majority of educational institutions participating in the study, carrying out activities relevant to personal development and / or vocational orientation and career counselling is a natural process, integrated into teaching activity, and which is being constantly achieved.



*Chart 2.1.
The disciplines
in which the
vocational
orientation
and career
counselling is
carried out, %*

These activities mentioned by teachers being analysed in more detail, determine us to conclude that the relevant topics for students' personal development and / or

vocational orientation and career counselling are addressed in civic education classes weekly and monthly in the coordination classes. The details can be seen in the table below:

Table 2.1.
The frequency of treating relevant subjects for students' personal development and / or vocational orientation and career counselling in various disciplines

	The frequency	During civic education classes	During coordination classes	During other disciplines	Extra curricular classes	Other
a.	Weekly	20,9	5,5	5,5	0,9	0,9
b.	Monthly	6,4	22,7	3,6	1,8	1,8
c.	Quarterly	12,7	12,7	7,3	4,5	0,9
d.	Semester	9,1	9,1	-	2,7	0,9
e.	Annually	10,9	15,5	1,8	1,8	0,9

These data lead us to conclude that both civic education classes, as well as the coordination classes are primary in personal development and / or vocational orientation and career counselling of students, other disciplines having a much more modest share.

The field of students' vocational orientation and career counselling is approached with students from various classes; the largest share constitutes the *gymnasium students* and *graduating classes*, both options being mentioned in 42.7% of cases. In *primary classes* the relevant topics of this field are discussed with students in 12.7% of cases, while in primary lyceum class cycle - in 4.5% of cases. The details are given in the following chart:

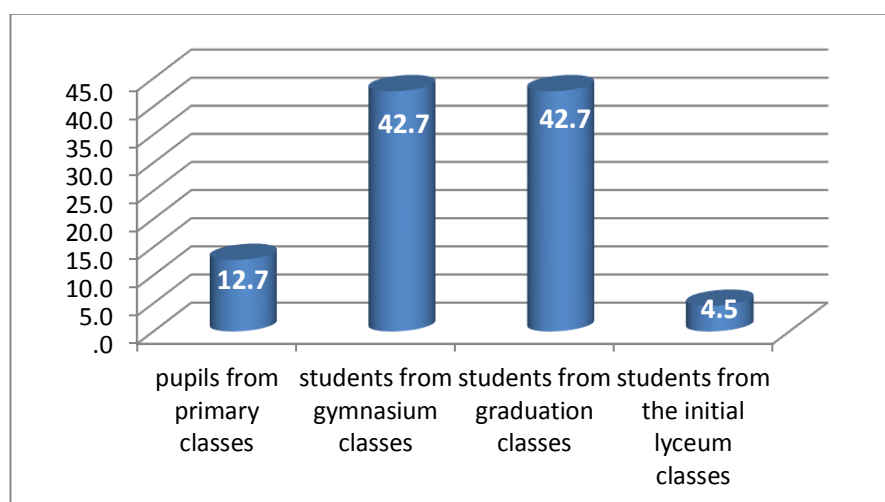


Chart. 2.2
The categories of students with whom the guidance field / career planning is approached, %

Also, more than half of the teachers involved in the study - 55.5% - said that there are, at the level of each grade, a coordination of activities in the area of vocational orientation and career counselling and this is reflected in the annual education planning of civic education teachers and class masters. However, the focus group

discussions with representatives of teachers from the participating institutions showed that the coordination is seen, rather, as readiness to provide information to their colleagues about relevant work they do in the area and does not require specific activities, which would be performed proactively or in accordance with a coordinated action plan mutually agreed.

TRAINING METHODS USED

With reference to the methods used by teachers in approaching the area of vocational orientation and career counselling, a certain variety can be attested. For instance, 73.4% of participating teachers said that they use materials for (self-) evaluation of students' interests and 71.8% use materials (self) assessment of students' abilities. The proportion of teachers that use materials for oratorical and presentation skills development, needed to create positive impression and to express their views, does not differ much - 68.2%.

These data being analysed from the perspective of type of educational institution, we can say that in high schools these materials are used more extensively, overcoming the vocational schools and, in a much higher level, the gymnasiums. The details are contained in the table below.

*Table 2.2.
Using various materials in vocational orientation and career counselling of student*

TYPE OF EDUCATIONAL INSTITUTION	USE OF MATERIALS FOR ...		
	assessment / self-assessment of interests of students	assessment and / or self-assessment of student's abilities	develop public speaking skills and abilities to make a presentation
Vocational School	74.1%	74.1%	70.7%
High School	88.6%	82.9%	80.0%
Gymnasium	41.2%	41.2%	35.3%

Even if teachers, according to the answers provided, use materials for (self)assessment of the students' professional interests, this is not extensively geared toward a particular area of professional activity or to a particular profession. However, such more specific instruments are used in 60% of cases.

In the same line are situated the surveys done among students from graduating classes regarding their educational choices or their professional interests. Thus, 36.4% of questioned teachers said they conduct such survey *annually*, 21.8% of them - *quarterly*, and 7.3% - *monthly*. From all teachers involved in the study, 18.2% said they *do not do such surveys*.

The questioning of teachers from the participating schools has shown that the following teaching methods and techniques are used in vocational orientation and career counselling delivered to students⁵:

- Case studies - 20

- Discussions and guided discussions - 19
- Lessons and presentations - 10
- Role play - 8
- T-diagram - 7
- Video materials - 6
- Roundtables – 5
- SWOT analysis - 4
- Debates – 3

Similarly, in singular cases there were mentioned *Venn diagram, student portfolio, problem solving, visits to institutions*, various practical activities.

The analysis of methods used make us to conclude that the set of methods used in organizing educational activities for vocational orientation and career counselling of students is rather modest, and, in some cases, inappropriate. A possible option related to improvement of the quality of educational activities for vocational orientation and career counselling by equipping teachers with various and adequate methods for achieving pursuit objectives of such activities can be identified at this point.

As an inseparable part of training in the area of vocational orientation and career counselling it is important for teachers to help identify students' future educational options and / or professional interests. The answers offered by the teachers indicate that such efforts are carried out using surveys among graduate students. Teachers mentioned that they do such surveys:

- annually - in 36.4% of cases
- semester - 21.8%
- monthly - 7.3%

In addition, 18.2% do not realize such surveys, while 16.4% did not answer, as shown in the chart below:

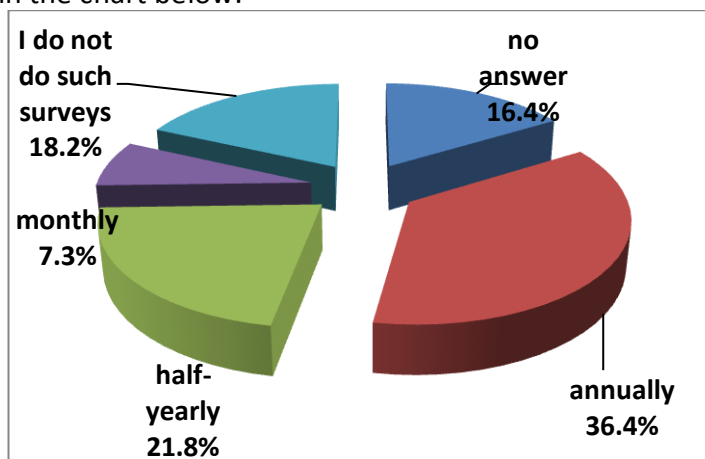


Chart 2.3.

The frequency of surveys with students in the graduating class on educational options and / or their professional interests, %

In this context it is worth to mention that, in conducted focus group discussions, teachers mentioned they would need more diverse teaching methods to ensure greater involvement of students in discussing the issues related to vocational orientation and career counselling. This aspect is particularly significant in the context of achieving educational activities involving students with special educational needs, noting that teachers do not know and, respectively, do not apply methods of work with this category of students.

On the other hand, the employers appreciate when their employees prove such qualities as responsibility, initiative and willingness to learn continuously, which allow them to adapt their skills and performance to the changing requirements of the job. Therefore, the methodological toolkit used by teachers should take account of these expectations allowing the used teaching methods to contribute to the formation and development of the respective competences.

THE RECOMMENDED SOURCES OF INFORMATION FOR STUDENTS

It is well known that the use of additional informational resources enhances the quality of teaching. From the answers given by teachers, we identify three additional sources recommended for students:

- web pages - 42.7%
- books - 11.8%
- newspapers and magazines - 11.8%

although there were very few answers that offered examples of these sources. Noteworthy is that 11.8% of teachers do not recommend such sources, and 20.9% of them did not answer this question. This leads us to assume that the proportion of teachers that do not recommend additional documentary sources is at least 1/3. The chart below provides a graphical presentation of the data:

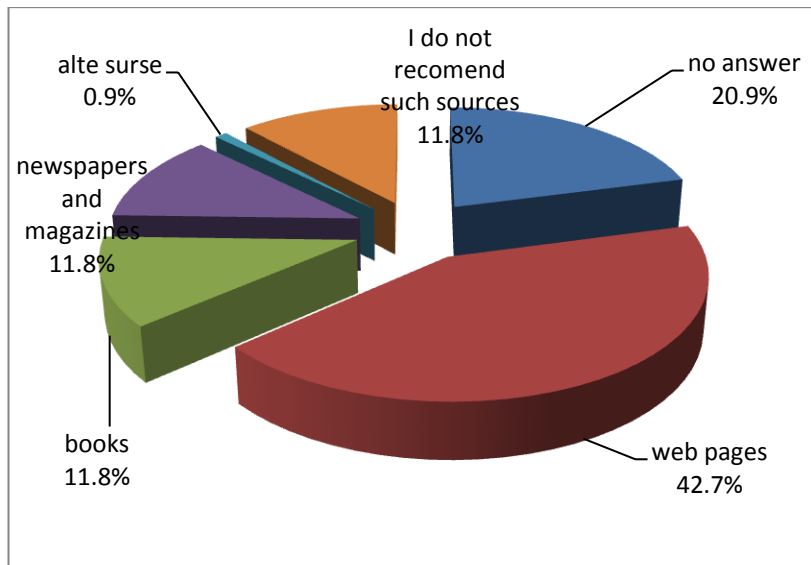


Chart 2.4.
Additional sources of information in the guidance field / career planning of students recommended by teachers to students, %

Based on this, a possible diversification of the sources of information recommended by teachers can be considered to a broader scale and the inclusion of this approach into the vocational orientation and career counselling offered to students.

EXISTENCE OF A CV

As we can see from the list of methods used, there are some practical methods used and this is reflected by the fact that 70% of questioned teachers practice with students the ability to prepare a CV, and 64.5% - the ability to present himself / herself during an employment interview.

This data provided by teachers are not entirely confirmed by the answers given by students, both in completed questionnaires and focus group discussions. Thus, a few more than half of the students, more exactly 51.1% of respondents, have a developed CV, the share, by type of institution being divided as follows:

- Students from secondary schools - 73.8%
- Students from high schools - 50.7%
- Students from vocational schools - 43.4%

The girls from the participating schools have a bigger proportion of developed CVs comparing to boys from the same institutions: 52,6% to 49,0% respectively, as presented in the tables from Annex 2.

Generally, to prepare a CV, students are primarily helped by teachers - 29.2%, secondly - 23.9% - is mentioned the option *myself*. The contribution of other people - parents, relatives, etc. - is much lower, as shown in the chart below.

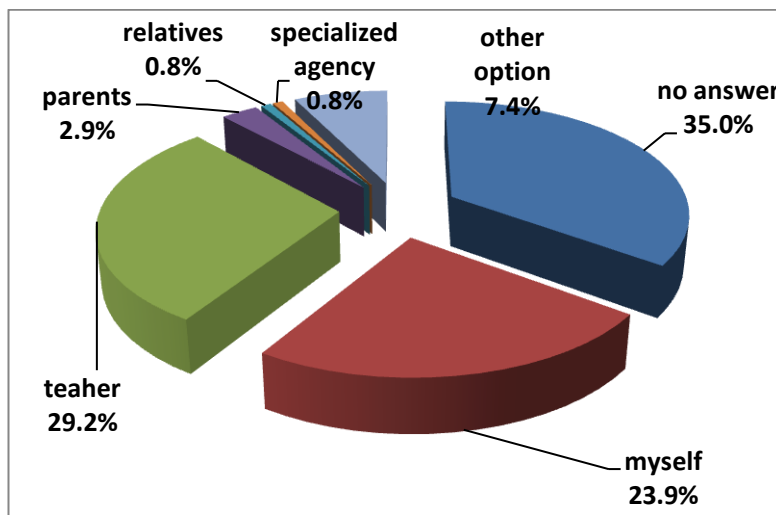


Chart 2.5.
The assistance received by students in drawing out a CV, %

Thus we observe that the educational institution is the primary place, comparing to other factors, where students are provided not only with specific tools, but also contributes the most to their guidance/ career planning. Also, we have to mention a high interest of students with reference to the need to have a prepared CV, this interest being the most noticed in case of students from gymnasiums.

RESOURCES USED TO ASSESS INTERESTS AND SKILLS

The students participating in the study showed a relatively high level of use of the various resources needed to assess their interests and abilities. Per general, 68.4% of them use materials to assess their professional interests, the proportion being higher in vocational schools (81.4%) compared to colleagues from secondary schools (73.8%) and from high schools (62,7%). To note that 10.8% of questioned students do not know what such kind of assessment resources are.

These materials to assess their professional interests students have especially from school, 37.1% mentioning this option, but also from the internet - 24.7%, other options garnering a significantly lower percentage as may be seen in the following chart.

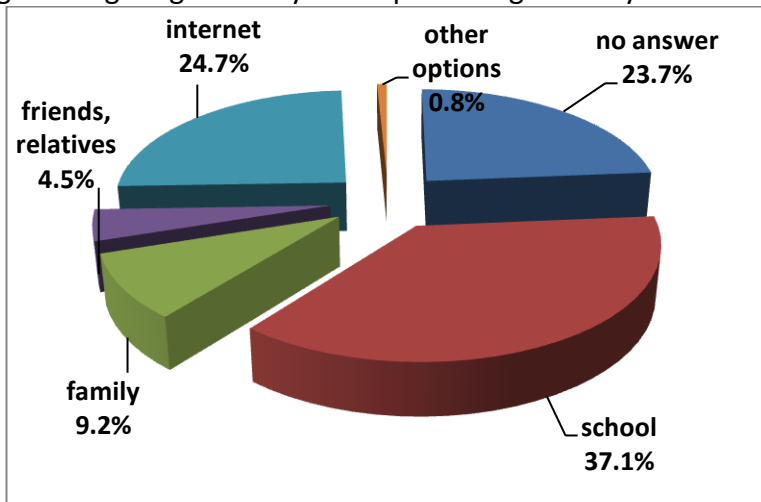


Chart 2.6.
The sources of materials of the assessment of student interests, %

At the same high level - 76.6% - ranks the use the materials for skills assessment, the proportion of students who do not know what they are being at the level of 5.3%. Here there are no significant differences between types of educational institutions - the use of such kind materials is at the level of 77.9% for students from vocational schools, 81% for secondary schools students and 75.1% for those from high schools.

In the case of these resources, the school and the Internet are the main sources, being mentioned in 35.5% and 22.4% respectively, the family, friends and relatives having a smaller share. The chart below provides more details.

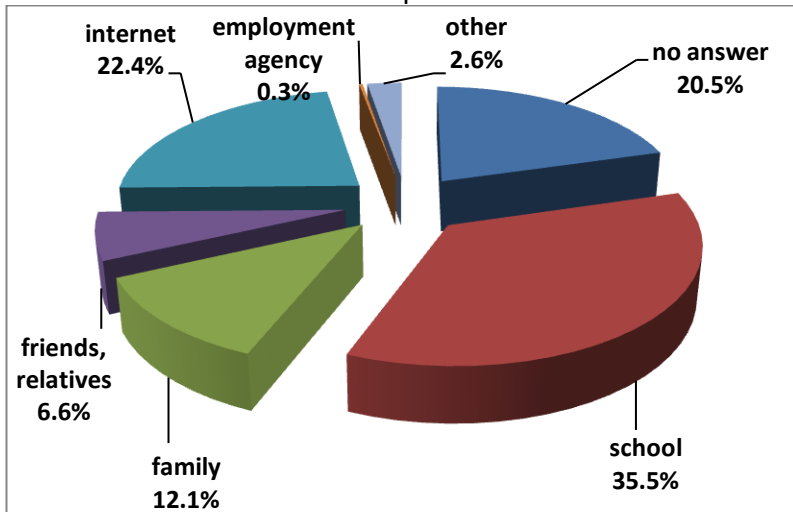


Chart 2.7.
Sources of materials for student skills assessment, %

Similarly, students interviewed in this study mentioned the role of various sources of information on personal development and vocational orientation and career planning.

Table 2.3.
The prioritized sources of information on personal development and vocational orientation and career counselling of 380 students questioned

No.	SOURCES OF INFORMATION	FIRSTLY	SECONDLY	THIRDLY
1	Various web pages	156	72	64
2	Civic education classes	81	92	72
3	Books	57	76	51
4	Class lessons/ coordination	40	66	82
5	Newspapers and magazines	12	41	69
6	Employment agencies	7	8	6
7	Other	17	11	15

If analysing the information sources preferred by students on personal development/career guidance, 42 % of questioned students mentioned Internet as their primary source of information, 25 % mentioned civic education classes as their second source and 22 % of respondents mentioned master classes as their third source of information.

PROFESSIONAL DEVELOPMENT OF TEACHERS IN VOCATIONAL ORIENTATION AND CAREER COUNSELLING OF STUDENTS

Like in any other field, the quality of vocational orientation and career counselling is dependent on the participation of teachers in various professional development activities. The teachers participating in the study were asked to provide data with reference to involvement in various professional development activities relevant to the research. When they were asked whether they had a chance to participate in training programs relevant for the organization of personal development process and / or vocational orientation and career counselling of students, 52.7% of the participating teachers responded affirmatively.

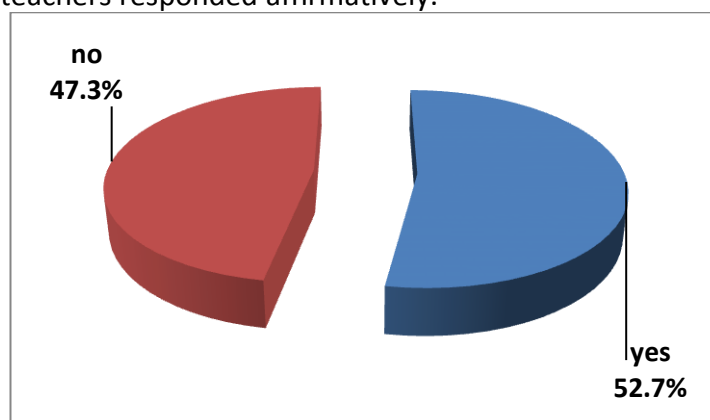


Chart 2.8.
The participation in training with reference to the organization of personal development and / or vocational orientation and career counselling of students

In terms of type of institution, teachers from secondary schools participated less in training activities in this area - in a proportion of 41.2%, unlike their colleagues in high school (57.1%) and vocational school (53,4%). We can notice a mismatch between

students' interests, on the one hand, and capacities of teachers, on the other hand. This is manifested by the fact that students in secondary schools, as we noted before, are showing an increasing interest for their future career (73.8% of whom have a CV developed), but this interest is not supported by greater participation of teachers of these types of educational institutions in training activities with reference to the organization of personal development and / or vocational orientation and career counselling for students.

Similarly, based on the answers given by the teachers we can identify two main places where such training activities are usually conducted. On one side, there is the educational institution where the questioned professionals are teaching - 41.4%, on the other hand, such trainings were organized in Chisinau, option mentioned, as well, in 41.4% of cases. Other 15.5% of teachers participated in training activities in this field organized in district centres.

If, in the case of the representatives of vocational schools and high schools, there is a greater variety of locations where training activities in personal development and / or vocational orientation and career counselling were organized, then teachers in secondary schools received training organized mainly in institution where they activate. Details are given in the chart below.

Table 2.4.
The participation of teachers in training on personal development and / or vocational orientation and career counselling of students, by type of educational institution

Type of institution	Without answer	Institution where they work	In district centre	In the capital
Vocational school	46.6%	22.4%	5.2%	25.9%
High school	40.0%	20.0%	14.3%	22.9%
Gymnasium	64.7%	23.5%	5.9%	5.9%

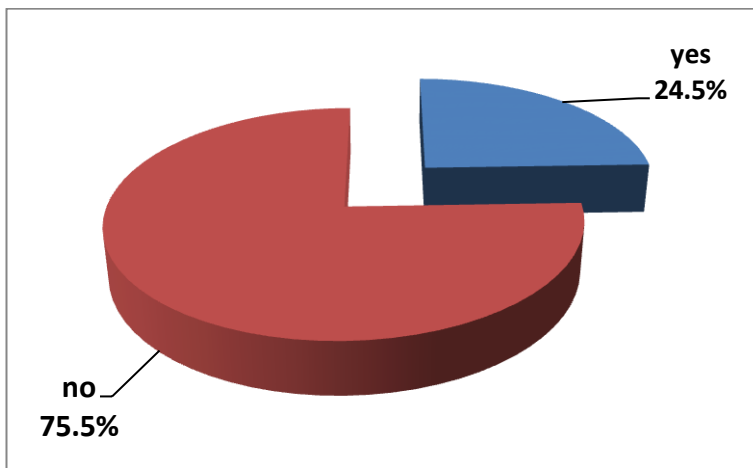
Although they faced with certain difficulties in presenting the institutions that have organized such training (number of teachers who provided details related to institutions being relatively modest - only 31 of the 110 participants in the study), the most often there were mentioned the following:

- Educational Centre ProDidactica
- LED
- Winrock Moldova

In a lesser extent there were mentioned the Teacher Training Institute, District Departments of Education, and colleagues from the educational institution where they work. Based on this we can notice that the initiative in carrying out continuous training of teachers in vocational orientation and career counselling of students belongs to nongovernmental institutions implementing projects with external funding and less by national educational authorities.

In this context we should mention once again the previously identified need to diversify teaching methods in order to develop the skills requested by employers, as well as the need for an increased involvement of students with special educational needs. This can be achieved, on the one hand, by developing / revising the curricula in vocational orientation and career counselling and by increasing the number of teachers in educational institutions participating in training and professional development in this area.

A large majority of teachers participating in the study - 75.5% - said they had not participated in any conference relevant for the organization of students' personal development and / or vocational orientation and career counselling processes. The remaining less than 25% who participated in such conferences, mentioned as organizers the following institutions: Ministry of Education, district Education Departments, universities (USM, UTM, University of Timisoara). Only in one case there was mentioned the Educational Centre ProDidactica, the proportion of nongovernmental institutions and projects with external funding being the lowest.



*Chart 2.9.
Teachers' participation
in conferences in the
field of organization of
personal development
process and / or
vocational orientation
and career counselling of
students.*

In the case of participation in conferences, as well as in the case of participation in training activities, the gymnasiums representatives received fewer opportunities than their colleagues in high and vocational schools. Only 11.8% of teachers from gymnasiums have participated in conferences on personal development and / or vocational orientation and career counselling of students in comparison to 22.4% of representatives of vocational schools and 20% for high school teachers.

In this context it is relevant to identify to what extend the initial teacher training provides tools that would enable successful personal development activities and / or vocational orientation and career counselling of students. Thus, the focus group discussions indicated that the initial training of teachers, conducted mainly in universities, do not provide the necessary preparation for teachers to be able to carry out vocational orientation and career counselling of students, the subjects taught being entirely focused on relevant content for the speciality obtained. This finding leads us to assume that if the initial teachers training would provide the future professional with relevant practical approaches and content, the vocational orientation and career counselling of students would be done in a well-marked manner and with a greater impact.

OPTIONS FOR IMPROVING THE EDUCATIONAL PROCESS

To improve the educational process in the field of personal development and / or vocational orientation and career counselling, the teachers participating in the study named several possible options. More than half of the questioned teachers, namely 52.8%, mentioned *the need for the specialized teacher training programs*. This possible improvement is followed by *diversifying training methods used* in the process of teaching of relevant subjects, option mentioned in 42.8% of cases. Similarly, *updating educational materials and producing educational materials* are options with a high percentage obtained - 37.3% and 35.5% of the offered answers.

Among the needs expressed by teachers there are mentioned other options as following:

- To intensify professional development of teachers in the area of vocational orientation and career counselling of students
- To increase, at the level of educational institution, coordination activities in the area of vocational orientation and career counselling of students because, currently, these activities are done in an isolated way, each teacher is responsible only for his educational classes
- To increase the practicality of subjects taught in educational institution. Thus, the following example was presented in conducted focus group discussions: "*... studying the calculation of areas for different spaces during math hours would be good to exemplify with the calculation of the amount of wallpaper needed for certain rooms.*"

Besides these options, focused mainly on the education process and on the educational institution, teachers have also mentioned the need to intensify the cooperation with the employers, particularly in the area of organization of practical training, as well as to intensify the collaboration with relevant institutions in the country and from abroad, these options being mentioned by the representatives of vocational schools.

From these results we see that there is, in the opinions of teachers, real options to improve the vocational orientation and career counselling of young people, which have to be approached in multilateral and in complexity of any potential initiative geared towards the achieving of this goal.

COLLABORATION WITH VARIOUS INSTITUTIONS

COLLABORATION WITH THE PARTNER INSTITUTIONS

Vocational orientation and career counselling of students, being rather a complex process, cannot be put in place without constant collaboration with various partners, such as employers, educational and social service providers, etc., this aspect being of interest for the study conducted.

In less than half of provided answers, more exactly in 43.6% of cases, the questioned teachers said that the institution they represent is visited by employers' representatives to make presentations to students. The responses referring to this aspect allows us to see that the most often such presentations are organized once a year. This option was mentioned in 21.8% of cases, other options are less significant.

The largest proportion is held by vocational schools, where 53.4% of teachers said that employers' representatives organize presentations for students, in case of gymnasiums and high schools where the percentage being 35.3% and 31.4% respectively.

Among the activities organized during such visits, most often, employers provide a general presentation (in 20% of cases) or a detailed presentation about the work in the enterprise they represent - 18.2% of cases, other actions having a net lower proportion than those mentioned above.

To a lower extend, in the educational institutions participated in the study come representatives of other educational institutions to make presentations to students and / or parents.

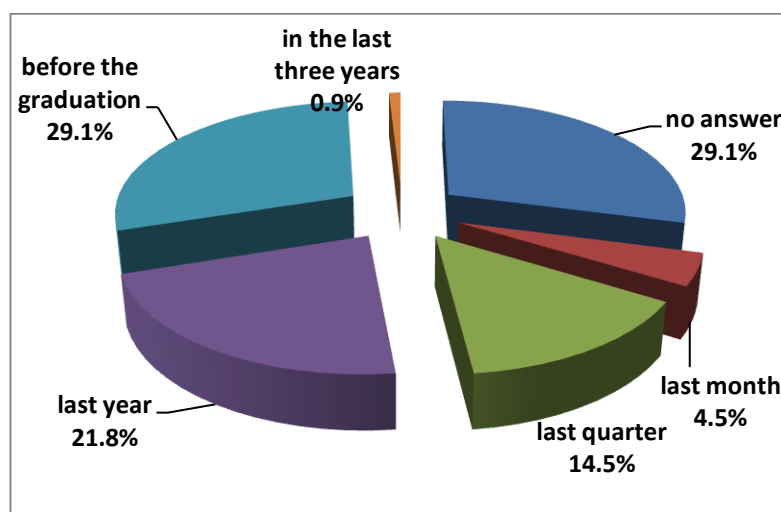


Chart 2.10.
The frequency of visits of representatives of other educational institutions (colleges, universities, vocational schools) to institutions participated in the study

Thus, almost 30% of questioned teachers did not provide relevant data for this aspect. The same number of teachers - 29.1% - mentioned that the representatives of other educational institutions visit them *before the admission*, while 21.8% mentioned that this happened *last year*. We can deduce from these results that between educational institutions of different levels there are rarely organizes presentations (e.g. representatives of vocational schools to conduct presentations in gymnasiums), especially if we take into consideration that being divided by types of educational institutions the results are entirely irrelevant. The actions taken by representatives of educational institutions, made during the visits, are limited, most often in *making a general presentation*.

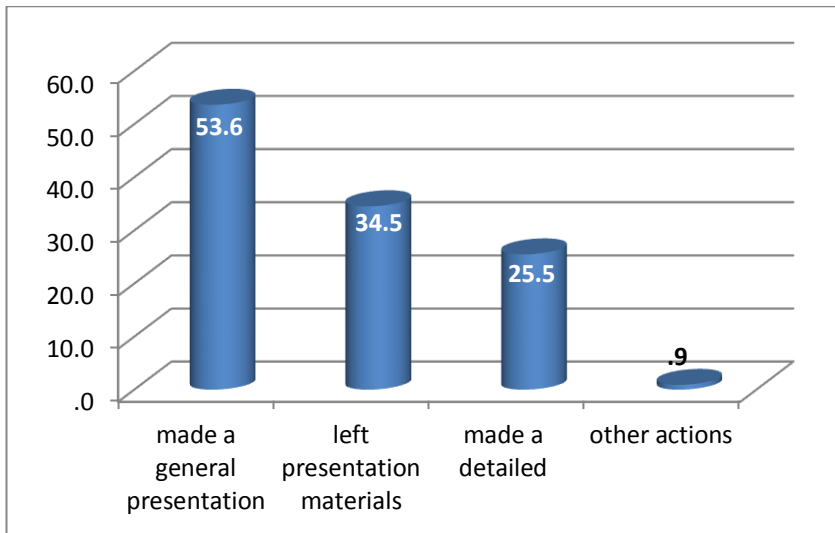


Chart 2.11.
The actions carried out by representatives of other educational institutions (colleges, universities, vocational schools) during visits to institutions participating in the study, %

Concerning the collaboration with the employment agencies (EA), a relatively modest number of teachers indicated that such collaboration exists - only 29.1% responded affirmatively to this question (see the chart below). Even though almost half of the questioned teachers - 47.3% - said they *did not know* about the existence of such collaboration or they avoided offering a specific answer, we can assume that there is no collaboration with these agencies in these cases.

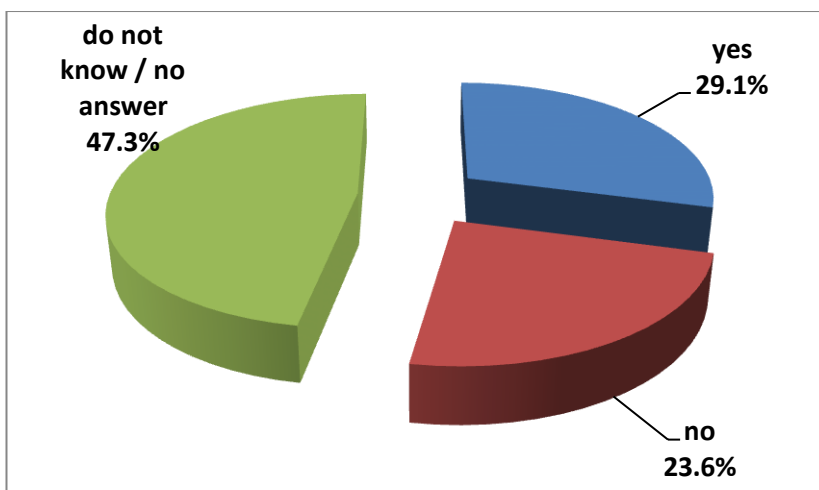


Chart 2.12.
The existence of a collaboration with employment agencies, %

This assumption is based on modest number of specific actions of collaboration mentioned by teachers. Only 18 teachers from the amount of 110 participants in the study have brought real examples of such actions, among them most often being mentioned the following:

- participation in examinations as members of the examination committee
- organization of various courses
- exchange of relevant information.

The focus group discussions with teachers from participating educational institutions revealed that the representatives of gymnasiums and lyceums do perceive neither the need nor the importance of their own active role that they could play in initiating and developing collaborative relationships with various relevant actors in the area.

Example of an expression made during such discussions is eloquent: “We don't cooperate with employment agencies because we are a lyceum”.

Thus, we see that there is a great unexplored potential for the development of vocational orientation and career counselling of students, which could be exploited by enhancing collaboration between various educational institutions and between schools and employers. Such collaboration will allow students to build a real perception of career options and will provide a more clear future perspective.

STUDENTS’ PARTICIPATION IN PERSONAL DEVELOPMENT TRAINING AND GUIDANCE/ CAREER PLANNING

The results of students’ questioning helped to identify that less than half of those involved in the study - namely 44.7% - participated in training activities in field of personal development and / or vocational orientation and career counselling.

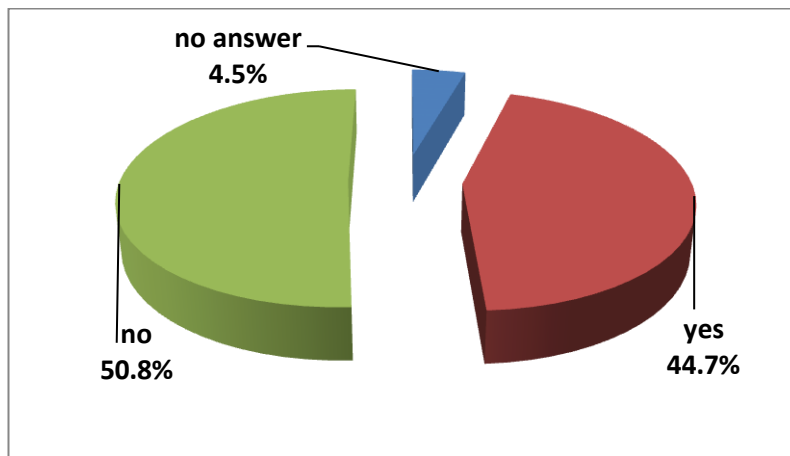


Chart 2.13.

Students’ participation in training activities on personal development and / or vocational orientation and career counselling, %

The analysis by type of institution indicates that vocational school students have received such training at a lower rate than their colleagues in gymnasiums and high schools, at a level of 31%.

In addition, boys from the schools participating in the study have been involved at a bigger extend than girls in the training activities related to vocational orientation and career counselling. Thus, 47,6% of boys participated in such events comparing to 43,2% of girls.

Table 2.5.

Students’ participation in personal development training and vocational orientation and career counselling, by type of educational institution

TYPE OF INSTITUTION	WITHOUT ANSWER	YES	NO
Vocational school	5.3%	31.0%	63.7%
High school	4.0%	50.9%	44.6%
Gymnasium	4.8%	50.0%	45.2%

Among the organizers of these training activities were mentioned, most often the following:

- School teachers, especially civics education teacher, school psychologist and class masters
- Various nongovernmental organizations (Youth Resource Centre "Dacia", AIESEC, etc.)
- Employment Agencies.

INTENTIONS AFTER GRADUATING EDUCATIONAL INSTITUTION

THE GRATITUDE DEGREE REGARDING THE SUPPORT OFFERED BY THE SCHOOL

As the data collected show, students are mostly satisfied with the way their schools inform them about *achieving a successful career*. Thus, the option *very satisfied* was mentioned by 18.7% of questioned students and *quite satisfied* - by 47.6% of them.

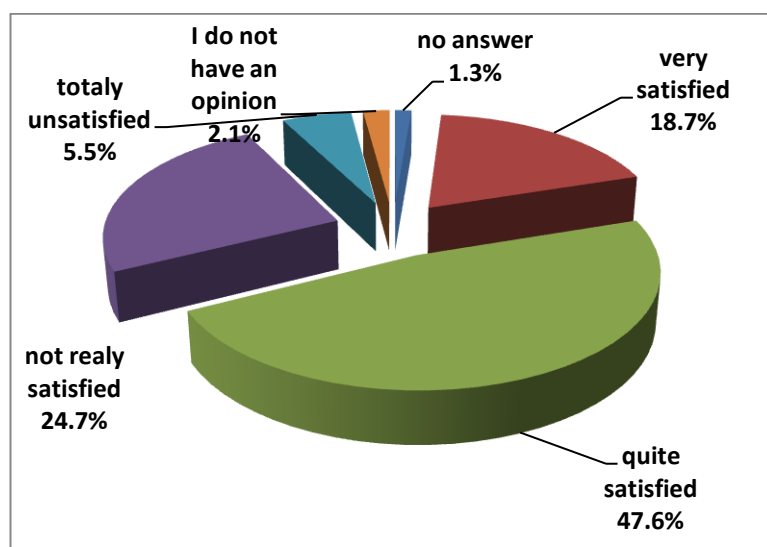


Chart 2.14.

Satisfaction degree with reference to information provided by the educational institution to achieve a successful career, %

Also, approximately 30% of students participating in the study are either *not very satisfied* (24.7%) or *not at all satisfied* (5.5%).

Analysed by types of educational institutions, this data gives us the following picture: vocational school students are most satisfied with how they are informed of achieving a successful career and the most dissatisfied are lyceum students – 40%.

If disaggregated by gender criteria, than the level of satisfaction of girls with the services provided by school is not much different from that of boys, the difference representing approximately 1%.

Table 2.6.
Degree of satisfaction with reference to the way in which educational institutions prepare them for the future profession, by type of educational institution

TYPE OF INSTITUTION	No answer	Very satisfied	Fairly satisfied	Not very satisfied	Not at all satisfied	I do not have an opinion
Vocational School	1.8%	32.7%	49.6%	14.2%	1.8%	0%
High school	0.4%	10.2%	45.8%	32.0%	8.0%	3.6%
Gymnasium	4.8%	26.2%	52.4%	14.3%	2.4%	0%

Focus group discussions conducted with students indicated that, most often, discussions carried out within the framework of activities related to vocational orientation and career counselling are rather general, while students would prefer more specific information about various professions / specialities. Similarly, there is a general perception, identified during these discussions, according to which the students are much interested in this area, but the way the activities are conducted are rather tedious and do not incite the students' interest.

The results do not differ much with reference to students' satisfaction on how **the school prepares them for future profession**. Here, similarly, lyceum students are the least satisfied, approximately 45% of them opting for answers *not very satisfied and not satisfied at all*. The most satisfied are students from vocational schools.

Table 2.7.
Degree of satisfaction with reference to the way in which educational institutions prepares them for the future profession, by type of educational institution

Type of institution	No answer	Very satisfied	Fairly satisfied	Not very satisfied	Not at all satisfied
Vocational school	0%	41.6%	49.6%	8.0%	0.9%
High school	0.9%	9.4%	44.6%	34.4%	10.7%
Gymnasium	4.8%	33.3%	50.0%	11.9%	0%
TOTAL	1.1%	21.6%	46.7%	24.0%	6.6%

We note that, per total, the students from three types of educational institutions are quite satisfied with the way in which the schools prepares them for future profession, the proportion of those who mentioned the option very satisfied and fairly satisfied amounted to around 70%.

INTENTIONS AFTER GRADUATION

Within the realized study, the students from the participating institutions were invited to present their intentions after the graduation of the institution where they are presently studying. The intentions vary significantly depending on the type of educational institutions. Almost half of the vocational school representatives - 48.7% - intend to find a job and to earn money, which is a less attractive option for students of high schools and gymnasiums. The latter intends mostly to continue their studies in a higher educational institution, which is the primary option (60%) for high school students or to continue studies in a college, which is an attractive option for 52.4 % of gymnasium students.

Table 2.8.
The existence of a decision on the actions after graduation, by type of educational institution

Type of institution	No answer	To work to earn my own money	To continue my studies in a vocational school	To continue my studies in a high school	To continue my studies in a college	To continue my studies in a higher educational institution	To live the country
Vocational School	0.9%	48.7%	15.0%	11.5%	7.1%	8.8%	8.0%
High school	0.4%	3.1%	0.0%	16.9%	7.6%	60.0%	12.0%
Gymnasium	0%	7.1%	21.4%	9.5%	52.4%	2.4%	7.1%

An insignificant part of the students of all three types of institutions did not answer this question and we can assume that did not offer an answer those who did not take a decision in this respect. These results show students' advanced awareness level regarding the career options after the graduation of the educational institution they currently study in.

DECISION ON PROFESSIONAL OPTION

Similar to the data presented above are the data collected from students with reference to the decision on the choice of profession. This shows us the fact that a strong decision on future profession was taken by 33.4% of respondents. Many students - 44.5% - have taken such a decision, but may change it. Approximately 21.3% of students from surveyed institutions do not know yet what profession they will choose.

It is worth to be mentioned that boys, at a bigger extend than girls (35.2% and 31,7% respectively) have made a strong decision regarding their future profession.

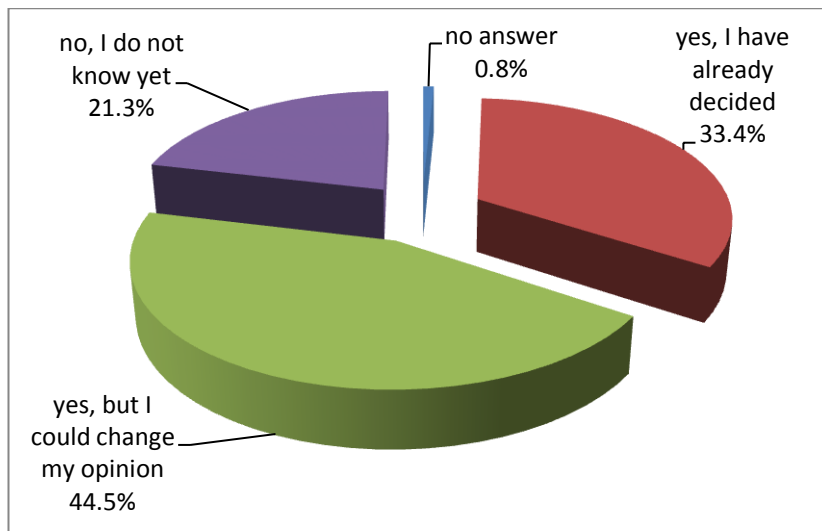


Chart 2.15.
The professional option of students, %

The vocational school students to a greater degree than their colleagues from gymnasiums and lyceums have taken a firm decision (48.7%). However, more than a quarter of high school and gymnasiums students have not yet developed an idea regarding their future profession. The table below provides details.

Table 2.9.
The professional option of students, by type of educational institution

Type of institution	No answer	Yes, I decided	Yes, but I could change my opinion	no, still do not know well
Vocational School	0%	48.7%	42.5%	8.8%
High school	1.3%	25.3%	46.7%	26.7%
Gymnasium	0%	35.7%	38.1%	26.2%

Focus group discussions held with representatives of students and teachers indicated that, predominantly, students develop a decision on the choice of profession at the age of 15-18 years and this decision is influenced by a complex number of factors such as parents, friends and relatives, but also factors such as students' interests and aspirations. For many students it is important that their professional options follow individual preferences, so practicing future profession / job is expected to be not only interesting, but also to provide a certain satisfaction.

HIRING INTENTIONS DURING THE STUDY PERIOD

A large part of students participating in the study had the intention in getting a job (on holiday, weekend, with flexible hours, etc.), this being mentioned by 69.2% of the respondents. In terms of institution type, high school students had this intention to a higher level - 74.6%, while students from secondary schools - at 50%. It seems that since 10th grade, this intention is outlined more.

Table 2.10.
Hiring intentions during the study period, by type of educational institution

Type of institution	No answer	YES	NO
Vocational School	2.7%	65.5%	31.8%
High school	1.3%	74.6%	24.1%
Gymnasium	.0%	50.0%	50.0%

As actions taken by those who expressed their intention in getting a job, most often they used recommendations from friends, relatives and other persons they know - 40.8% and, at a significant distance, there are mentioned options such as *participation in a job interview* - 13.7% and *sending CV to enterprises* - 6.6%. It should be mentioned that 35.3% of students have not taken any action to be employed. Details are given in the diagram below.

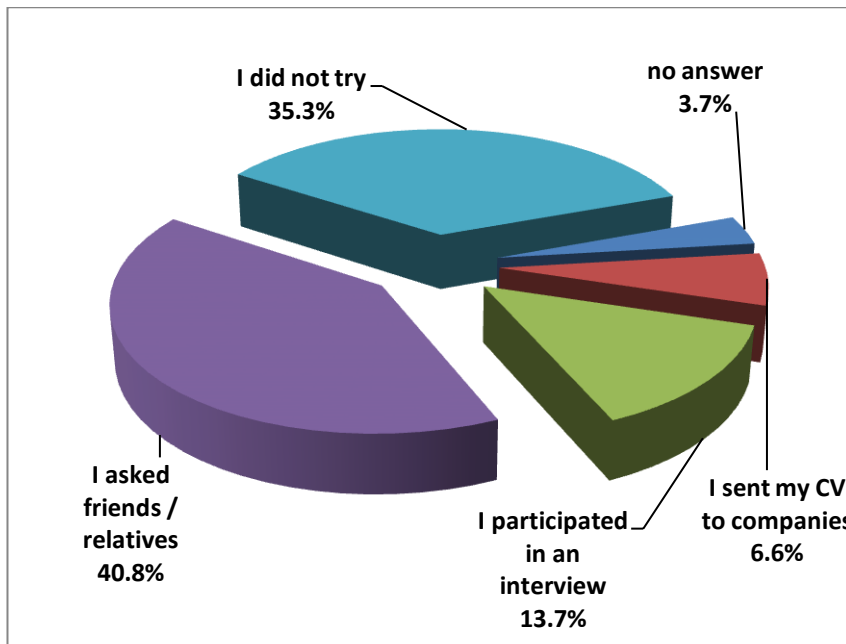


Chart 2.16.
Actions taken by the students for employment during the of studies, %

In the same context, almost 1/3 of the students participating in the study, more precisely 32.6%, visited a company / organizations they have professional interest for in order to get information. Obviously, students from vocational schools have taken such actions in a higher proportion (46%) than those from high schools (25.8%) and gymnasiums (33.3%).

STARTING A BUSINESS

A significant number of students' out of those participated in the study - 69.7% - indicated that they would like to start a business and only 2.9% would not like.

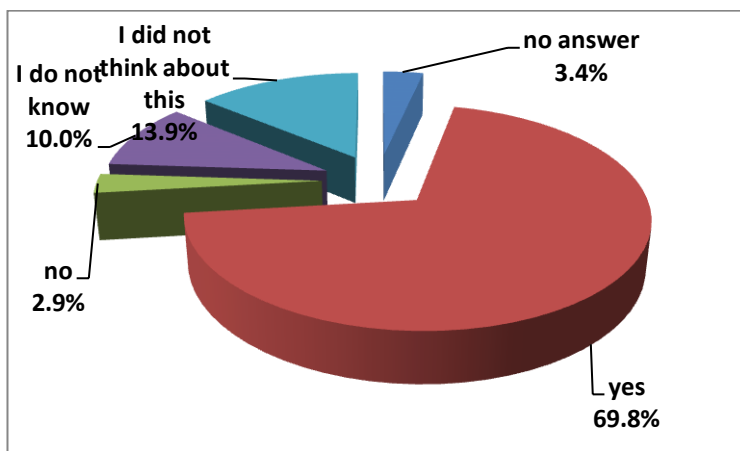


Chart 2.17.
Intention to start a business, %

The boys from the participating institutions are more oriented towards initiating a business: 73,1% of them mentioned that they would like to develop an own business in future, comparing to girls for whom such perspective is valid in 67,4% of cases.

While no significant differences are attested, however, being analysed from the perspective of the type of educational institution, these data determine us to conclude that representatives of vocational schools are less firmly decided in starting a business in the future - 17.7% compared with their colleagues from high schools and gymnasiums, as shown in the table below.

Table 2.11.
Intention to start a own business, by type of educational institution

Type of institution	No, answer	Yes	No	I don't know	I didn't think about it
Vocational School	1.8%	64.6%	2.7%	17.7%	13.3%
High school	3.6%	72.9%	2.7%	6.7%	14.2%
Gymnasium	7.1%	66.7%	4.8%	7.1%	14.3%

Fields of interest for students who want to start a business in the future are presented in the table below. We can see from these data that *information technologies and communication* are the most attractive from that perspective. Secondly, students are more interested in the *services* field and thirdly in *trade*.

*Table 2.12.
Fields of professional interest for students*

No.	FIELD OF INTEREST	FIRSTLY	SECONDLY	THIRDLY
1	Informational technologies and communication	44	44	37
2	Services	39	45	37
3	Health	42	39	30
4	Trade	34	44	41
5	Tourism	33	44	40
6	Agriculture	34	24	29
7	Education	18	33	26
8	Industry	21	27	23
9	Building	19	14	28
10	Other field	22	5	9

It is worth being mentioned the fact that there are no significant differences between the domains presented in the table above. This proves that students show interest for various areas and this emphasize the need for vocational orientation and career counselling to identify students' professional interests and to support them in making an informed career decision.

HOW A SUCCESSFUL CAREER IS PERCEIVED

WHAT IS NEEDED TO HAVE A SUCCESSFUL CAREER

When asked about skills that they want to develop to face successfully the labour market requirements, the option that was most frequently mentioned by students concerns the *professional skills in the field* of students' choice. In addition, the *communication skills* and *use of internet/computer* are very important, the *knowledge of other languages* being appreciated as more important than communication in Romanian.

To be mentioned that *personal marketing skills*, involving capacity to develop and promote the CV, letters of intent, and also the ability to present themselves at a job interview, it is not among the most important skills mentioned by students in order to meet the labour market requirements. More details are contained in the table below.

Table 2.13.
Skills that students wish to develop to meet the requirements of the labour market

No.	SKILLS TO BE DEVELOPED	FIRSTLY	SECONDLY	THIRDLY
1	Professional skills in the field selected by me	195	70	58
2	Communication in other languages	74	113	93
3	Communication in Romanian	47	57	41
4	Use of internet, computer	27	65	84
5	Personal Marketing (CV, letter of intention, interview)	30	58	71
6	Other	4	4	9
7	I don't know	2	1	6

The students consider that the professional skills in the selected fields, as well as the ability to communicate efficiently in Romanian and other languages are more important than personal marketing. This does not necessarily mean that personal marketing skills are not important.

It is important to note that students mostly opt for a variety of opportunities that should be offered to learn these skills. Per general, as a first option there are mentioned *subjects studied at the educational institution* where they presently study, at some distance is *different enterprises* option, an option that was mentioned more by vocational school students. Also, certain educational programs outside the school could be considered as offering to students opportunities to develop the required skills.

Table 2.14.
Options for developing the necessary skills to face the requirements of the labour market

N	Skills to be developed	FIRSTLY	SECONDLY	THIRDLY
1	Within the studied subjects	131	70	65
2	At different enterprises	108	70	79
3	In education programs outside of school	56	103	61
4	In academic circles / workshops	35	55	57
5	In family	20	41	42
6	In camps	7	25	34
7	Elsewhere	16	15	19

These data determine us to note that students are mostly aware of the need to develop specific skills to meet the future job requirements and associate it primarily with the possession of relevant skills for chosen professional field. In addition, as participants in the study, students were asked to indicate what they need in order to have a successful career.

Table 2.15.
What it is needed to have a successful career?

No.	Ideas	FIRSTLY	SECONDLY	THIRDLY
1	Career Preparation	95	22	18
2	Will	59	28	26
3	Experience in the field	34	34	21
4	Training	35	24	16
5	Faith in me	24	23	37
6	Communication in foreign languages	18	34	23
7	Creativity	19	28	28
8	Easy adaptation to new situations	21	20	24
9	Communication Skills	20	20	18
10	Money for investment	10	28	26
11	Team working skills	15	23	19
12	Ability to make decisions	16	21	18
13	Motivating salary	10	15	24
14	Permanent self-information	11	8	17
15	Resistance to stress	4	14	22
16	Information about the professions	4	7	13
17	Readiness for a work with extended hours	2	10	6
18	Relationships, recommendations	2	5	6
19	Skills to participate in an interview	1	4	8
20	Anything else	1	1	2

If analysing students answers on what they need for a successful career 24 % of questioned students mentioned *career preparation* as their first option, 18 % mentioned *experience in the field* as their second option and 10 % mentioned *faith in me* as their third option.

We note that the *careers preparing* is the option with the greatest appreciation, which points to the need to enhance within the educational institutions, guiding / projecting activities of student's career.

ASPECTS THAT INFLUENCE THE DECISION OF CHOOSING A PROFESSION

Regarding the choice of profession, students are influenced by several factors. Their career decision is firstly influenced by *profession that fits with their personality and character*, secondly by the *opportunity to make a career in the field*, and thirdly by the *recommendation from parents / relatives*.

Table 2.16.
Aspects that, according students' opinion, influence the decision of choosing a profession

#	ASPECTS THAT INFLUENCE THE DECISION OF CHOOSING A PROFESSION	FIRSTLY	SECONDLY	THIRDLY
1	The profession offers career opportunities in the field	111	98	37
2	The profession fits to my personality, my character	112	64	72
3	The profession is very interesting to me, but does not ensure a high wages	39	62	36
4	The profession ensure a high wages, but is not required on the labour market	35	36	29
5	The profession is trendy, it is prestigious	16	31	54
6	The profession is recommended by parents / other relatives	13	32	55
7	The profession ensures a lower wages, but is not required on the labour market	25	24	32
8	The profession is not interesting for me, but ensures a high wages	14	19	28
9	The profession is recommended by friends / colleagues	12	12	8
	Do not know	6	4	10
	Other (to indicate which)	6	5	7

These results determine us to find that an important element in decision making about the future profession is matching the individual personality and interests. Young people are likely to choose a profession that would give them more satisfaction.

FOLLOWING THE EDUCATIONAL PATH OF THE GRADUATES

The teachers questioned in this study were asked whether the institutions they represent collect relevant statistics about the educational and professional path of the graduates. Thus, the vast majority - 92.7% - have mentioned the fact that such data are collected.

The most often invoked reason is, primarily, the *reporting to educational authorities*, option mentioned in 50.9% of cases, followed by *attracting of other students* - in 46.4% of cases. It was also mentioned the option *to increase the prestige of the school* in the community response that is found in 35.6% of cases. To be noted that 19.1% of given answers were mentioned all 3 possible offered answers.

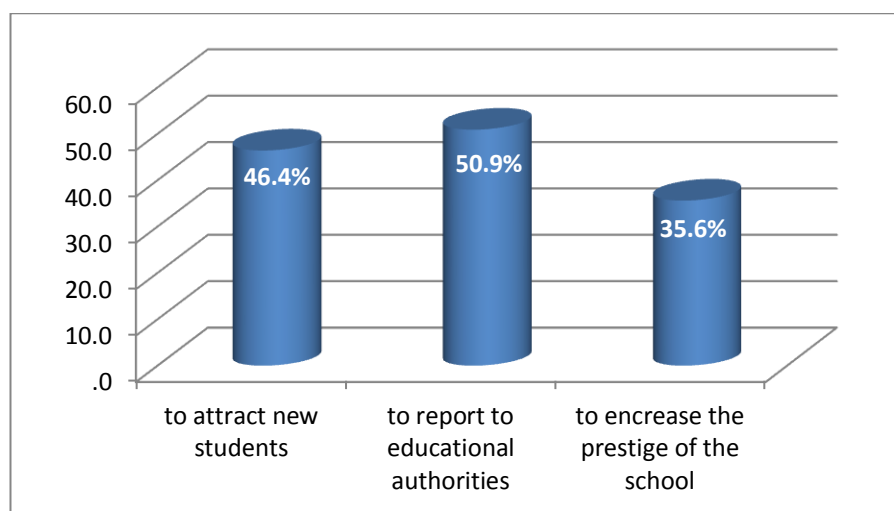


Chart 2.18
Use of data collected by educational institutions with regard to the educational path of graduates, %

These data allow us to see that the school is less interested in identifying educational paths of graduates to improve the quality of provided services in education. The statistical data collected by schools are used primarily for reporting to education authorities, and to create a favourable image of the educational institution and have not as a starting point the students' benefits and the their competences to have a successful career.

SALARY EXPECTATIONS OF STUDENTS

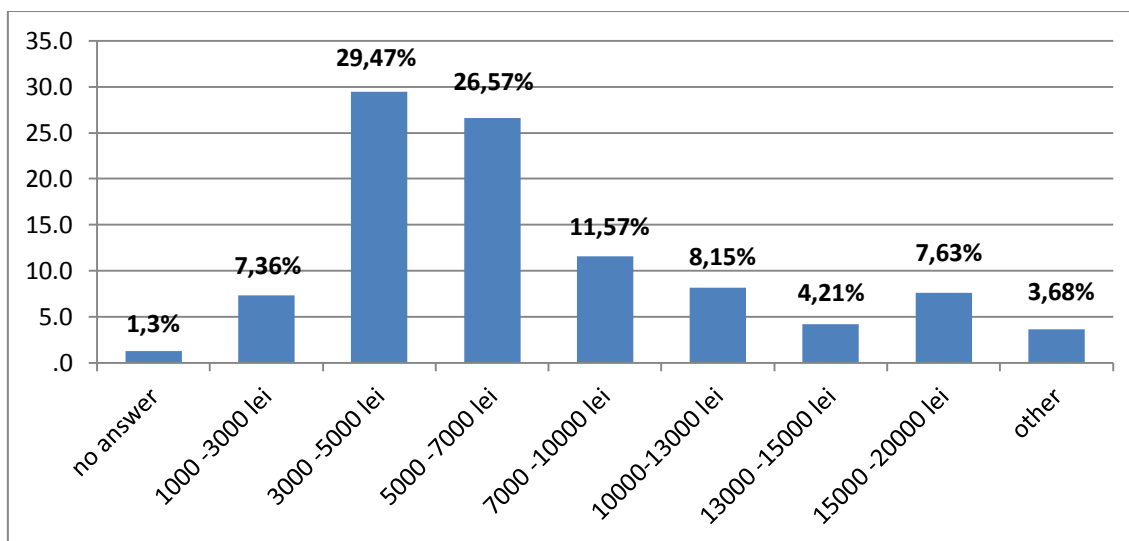
Students from educational institutions participating in the study were asked to formulate their expectations regarding the salary. The responses related to the first 1-2 years of professional activity indicate a wide range of expected salary level. Thus, approximately the same number of students opted for the extreme minimum interval between 1,000 and 3,000 lei, and for the maximum - between 15000 and 20000. These two options were mentioned in 7.4% and 7.6 % of cases.

The majority of students surveyed - 29.5% - opted for a salary between 3000 and 5000 lei and the second most frequent option, at the level of 5000-7000 lei, being mentioned in 26.6% of cases.

The diagram below provides further details in this respect:

Chart 2.19

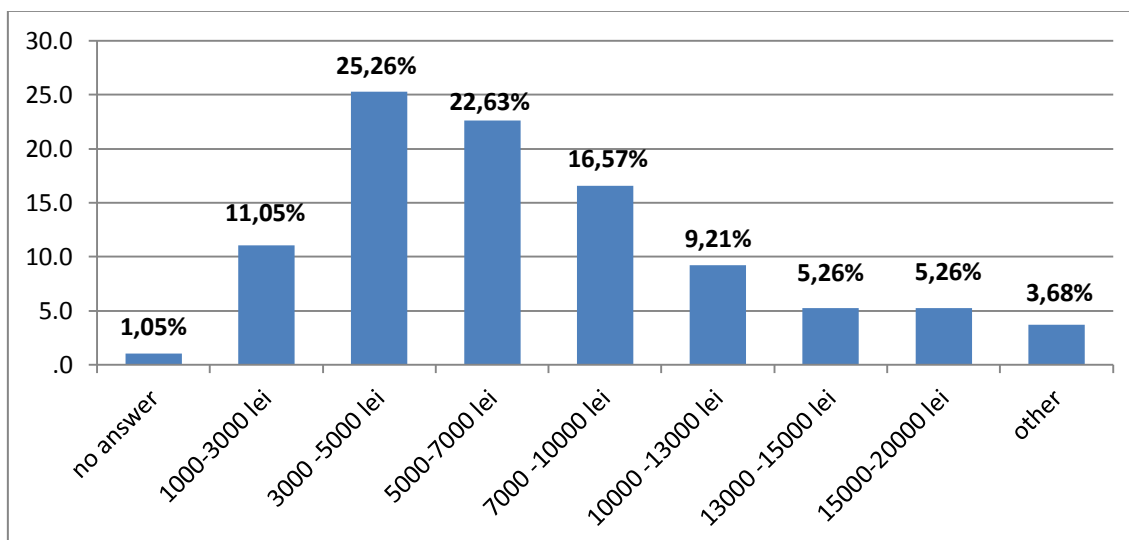
Salary expectations of the students concerning the first 1-2 years of professional activity, in Moldovan lei, %



Comparing to the data presented above, the values considered to be real salary in the first 3-5 years of professional activity differ insignificantly. As the below diagram shows, some movement toward greater choice of 7,000 lei can be observed. If in the first case, when they were asked about the salary expectations in the first 1-2 years, only 11.6% of surveyed students indicated a level of 7000-10000 lei, then, for the next years, already 16.6% of students expect that their salary to be at this level.

Chart 2.20

Salary level considered to be real, during the first 3-5 years of professional activity, in Moldovan lei, %



However, for about half of the surveyed students, the salary expectations are between 3,000 and 7,000 lei, for the level of 3000-5000 lei opting 25.3% of students and for the level of 5000-7000 lei - 22.6% of students.

CONCLUSIONS

In the previous chapters there were presented data collected during the research, being accompanied by findings that reflect the current situation in the field related to vocational orientation and career counselling. The following are the main conclusions drawn based on the analysis of such data.

CONCLUSION NO. 1 ON VOCATIONAL ORIENTATION AND CAREER COUNSELLING IN EDUCATIONAL INSTITUTIONS IN GENERAL:

Analysing the survey results we found that the problem is not whether there is or not career guidance in institutions and professional educational in Republic Moldova, because statistical data confirms that such activities are carried out and even impressive frequency - 90.9% of teachers say that in the institution they represent are there are delivered activities for vocational orientation and career counselling, but rather the qualitative aspect of the actions performed.

Teachers at a rate of 55.5% confirm a coordination of activities in the area of vocational orientation and career counselling is in place, this being reflected in annual planning of teaching at the level of each class, except that it probably has a more formal character and provide a somehow restricted framework. It does not speak about a collaboration between teachers to create a comprehensive and transdisciplinary approach in implementing the multilateral concept of vocational orientation and career counselling.

CONCLUSION NO. 2 ON THE METHODS USED IN GUIDANCE / PLANNING CAREER:

Teachers (How do teachers teach?)

Teachers excel in using **assessment methods**: test of (self)assessment of students' skills (71.8% of teachers make use of these tests) and the interests of students (73.4% of teachers use such tests to diagnose them), surveys about educational options and career interests, but less focus is put on interpreting the results - understandable explanation of the types of students personalities, interests and abilities that they have, and their association with certain professional / vocation / careers.

It is remarkable that 68.2% of teachers claim that train students to develop presentation and public speaking skills.

Regarding the **teaching methods**, teachers record significant arrears, as the proportion of those using case studies (18%), guided discussions (17.2%), presentations (9%), role playing (7.2%), and debates (2.7%) in teaching is very limited. Nor do we know if these methods are used properly / effectively and if teachers provide feedback to students at the end of each type of activity to harness the learning experience.

Informative sources or rather their lack is another key issue, since 32.7% of teachers surveyed do not recommend additional information and literature sources, and 67.2% say that recommend, but we do not know if they have a bibliography with relevant contents and a specific list of web sites that are recommended to students or they only encourage students to “look in the internet or libraries.”

Students (How do students learn?)

It is curious, that 70% of teachers say that they practice with students the technique of writing a CV, whereas only 29.2% of students confirmed this, stressing as well - at a rate of 23.9% - the ability to write themselves CV - the disparity is significant and we think, it speaks for itself.

So we note that slightly more than half of the students - 51.1% of respondents - have a resume prepared and the proportions by type of organization, are as follows: students in secondary schools - 73.8% students in lyceums - 50.7%, students from vocational schools - 43.4%, suggesting that as earlier intervention in area of personal marketing are made the better preparation for career decision is achieved.

The fact is that the school still plays a key role in preparing for a career choice because students confirm that parental involvement (2.9%), relatives (0.8%), specialized agencies (0.8%) etc. is much lower in developing a CV or in preparing for a job interview. However, the fact that 35% of the cases was no response on this matter makes us suspect that some students do not even know what a CV is and what is its utility.

If in developing a CV the school is a key resource, then for the personal development and vocational orientation and career counselling, students mention the internet as a primary source of information.

Students - participants in the study showed an interest on and a relatively high level of use of electronic and paper resources needed to assess their interests and abilities. Thus, 68.4% of them use **professional interest assessment materials** and 76.6% - **skills assessment materials**, the main sources of origin of these tests / measuring instruments being the school (for skills - 35.5% and for interest - 37.1%) and the internet (for skills - 22.4%, for interest - 24.7%). In this case, the assertion of teachers, such as that commonly performed activities (self) assessment of students are fully confirmed by the students, which leads us to believe that teachers are well equipped with psychometric tests. But again we ask - how prepared teachers are to explain the test results and how interested they are to do it with each pupil, without mentioning subsequent step in establishing compatibility with various types of careers.

In the same context, it is curious that 68.4% of those who use their professional assessment materials, the proportion of vocational schools is the highest (81.4%) compared to colleagues in secondary schools (73.8%) and lyceums (62.7%) and 76.6% of those who apply tools to identify interests 77.9% are students from vocational schools, 81% - students from gymnasiums, 75.1% and - in lyceums. Thus, we can conclude that there is an increased interest and a more obvious need to know themselves at the stage of adolescence (secondary and vocational schools), than later

(lyceums studies) and the intervention related to vocational orientation and career counselling is critical then.

CONCLUSION NO. 3 ON TEACHERS' DEVELOPMENT:

It is impressive and sad at the same time that about 47.3% of the interviewed teachers never had professional growth activities in this field (and still continue to practice this teaching activity - perhaps more intuitively than professionally) and 75.5% of them have never participated in a conference in the area of vocational orientation and career counselling.

In terms of type of institution represented, teachers from secondary schools participated less in training in this area - in a proportion of 41.2%, unlike their peers in high school (57.1%) and vocational school (53.4%). In fact, in gymnasiums is observed, in particular, need well-trained staff, as we noted earlier in this study, because at this age children become increasingly interested in self-knowledge and self-promotion, thus raising the foundation for a decision and career plan.

At the same time, among the teachers who have been exposed though to professional development activities, the share of those who have received training in their own institution is significant - 41.4%, which puts under question the quality of training because educational institutions are not skills training centres for teachers, particularly in areas relatively new in educational program.

Moreover, teachers declare that initial pedagogical training, carried out mainly in universities, provide the necessary training for teachers to be able to achieve vocational orientation and career counselling of students in an effective and personalized way.

It is even more sad fact that national and regional education authorities are not initiators of training activities in a systematic manner and do not rush to provide teachers with training opportunities nor with teaching materials necessary for successful educational activities in the area, teachers often just depending on initiatives of development partners.

At least, it is important to note that teachers know their needs and express them at first suitable opportunity - through this study, for example (unfortunately still not have the courage to be as open with education authorities and request the necessary teaching support). They realize the need for specialized training participation (52.8%), utility of teaching methods diversity (42.8%), updating existing teaching materials (37.3%) and production of new educational materials (35.5%).

Moreover, teachers are given the opinion that to improve the vocational orientation and career counselling process within the school, it is important to coordinate, harmonize and synchronize, at educational institution level, career-oriented activities and to increase contextualization and practicality of the subjects studied in educational institution.

CONCLUSION NO. 4 ON COLLABORATION WITH OTHER INSTITUTIONS:

Coordination of activities and cooperation for a better result is not a strength of our society. Rather, we prefer to act in isolation, with a fragmented and unilateral vision of things. Unfortunately, teamwork and synergy value are still not fully aware of in the public sector, including educational one in Moldova. The survey results confirms this fact: only 29.1% of respondents mentioned that educational institutions collaborate with local employment agencies and, paradoxically, only 16% provide concrete examples of cooperation, which makes us suppose that the final figure would be closer to reality.

Another discouraging aspect is that only 29.3% of educational institutions participating in the survey were visited by representatives of other educational institutions, such as vocational schools, colleges, universities to promote their educational offer. Probably they don't need school graduates, but also do not demonstrate an entrepreneurial thinking - promoting their services to a larger sample could allow them being more selective and thus to raise the level and prestige of their institutions. Without mentioning the fact that it is the duty of educational institutions to contribute to free access to education for all citizens of any age, gender, ethnicity and religion through information and promotion of their services.

Taking into account the promotion, the labour market advance the educational institutions: 43.6% of participating institutions are visited regularly (1 time per year) by employers with general detailed presentations of the enterprise that they represent. In our opinion, these initiatives - even if are welcomed - they are not enough for students to be close to the labour market, so it would be beneficial for students to go into enterprises and to experience a real place of work, interacting with renowned specialists on site.

Due to the lack of collaboration between the key "actors" and without a functional mechanism of network cooperation (networking), more than half of questioned students stated that they had **not** participated so far in personal development and vocational orientation and career counselling activities. 44.7% which however benefited from such occasions mentioned firstly the school, then NGOs and finally, the territorial employment agencies.

The lack of collaboration of general and vocational education institutions with regional employment agencies is a fact firmly confirmed also by the teachers participating in the study: only 29.1% of teachers indicated that such collaboration exists, 23.6% responded negatively and 47.3% said they *did not know* about the existence of such collaboration, which is a lacuna in the system, because actually through a close collaboration we could avoid wrong career decisions and ultimately prevent the unemployment.

CONCLUSION NO. 5

CONCERNING THE INTENTIONS AFTER THE GRADUATION:

The satisfaction level of students on school activity as an agent of **information about building a successful career and training for future profession is surprisingly high** - 66.3% and 70% respectively. Meanwhile, 24% of students are not too satisfied of the school' efforts and 6% of them are convinced that the school has large arrears in performing its role in the area of vocational orientation and career counselling. Interesting and also understandable is that vocational school students show a much higher degree of satisfaction than those in high schools. Those from vocational schools benefit from frequent interaction with the labour market - primarily through production practices. Then, following a profession already well defined in the vocational school makes the career building effort to become a pragmatic and realistic activity with support from the school. The situation is different in high school where students are actually flooded in theory and lack communication with the labour market (unless they do this by own initiative) and are more dependent on quality advice on choosing an education and / or professional path.

The data referring to the decision on the educational / vocational option did not find anything special: the majority of students in vocational schools plans after graduation to find a job in order to have a financial independence (48.7%), and most of students in gymnasiums and lyceums are planning further studies at college (54.2%, the basic option of students in secondary schools) or university (60% of high school students is the basic option).

The low figures of the intention to work to earn money themselves - 3.1% high school students and 7.1% students from gymnasiums, as well as 12% in the case of high school students and 7.1% students from gymnasiums intending to migrate in searching of a better life means that a representative number of students do not plan to develop a career in Moldova, therefore they are not interested in gaining work experience in this country.

The result of 77.9% of students decided on the profession they wish to follow is optimistic. But this is not necessarily due to quality services in the area vocational orientation and career counselling, but rather due to the high degree of information of students through various media and internet, and by communicating with the business environment - 32.6% of questioned students (in proportion of 46% - students of vocational schools, the students from high schools - 25.8% and those from gymnasiums - 33.3%) have visited enterprises and organizations in which they are interested professionally.

Wishing to learn more about the labour market, to gain money, but also to make or confirm the career decisions, 69.2% of questioned students agreed with the employment during studies. And this is welcomed, because this not only prepares them for the adult life, but also this is a way to compensate the shortcomings of the educational system in matters of vocational orientation and career counselling.

The study results confirms not only that today young people are determined to contribute to the economic development of the country and to its own welfare by starting a business - 69.7% of questioned students answered affirmatively and only 2.9% - negatively, but also the fact that they know well the labour market situation in Moldova, their areas of interest being - ICT, services, health, trade and tourism - the economic sectors of the country's future.

CONCLUSION NO. 6 REGARDING ON HOW A SUCCESSFUL CAREER IS PERCEIVED

According to the data collected, students are mostly satisfied, on how the school informs them about *how to achieve a successful career*. Thus, the option *very satisfied* was mentioned 18.7% of students interviewed and *quite satisfied* - in 47.6% of cases. Analysed by type of educational institutions, the data found that students in vocational schools are the most satisfied with how they are informed about achieving a successful career - 82.3%, and the most dissatisfied are high school students - in 40%. This correlates with the perception that gymnasiums and vocational schools students have primacy having a CV developed and in using the interests and skills assessment material, while those in high schools - are less advanced in self-knowledge and self-promotion.

On the question of what is needed to achieve a successful career, students participating in the survey mentioned in particular, the development of professional skills and communication in foreign languages skills, communication in Romanian language and the digital literacy are on the immediately following level, which confirms that they are aware of the needed conditions for a viable career. At the same time it is regrettable that students do not give enough value to personnel marketing, the competence that would facilitate the choice of a career, but also its growing and development. That is where the role of vocational orientation and career counselling service, which should develop the skills to write a CV and letters of intent, to participate in a job interview, etc.

We have to recognize and we are glad about the fact that students mostly are aware of the need to develop specific skills to meet future job requirements and they associate it primarily with relevant training for developing skills in the chosen professional field. Moreover, they have a clear vision of how and where they could develop their skills: learning school subjects, at various businesses, through extracurricular activities - basically, reformers of vocational orientation and career counselling would know where to start the changes and what to emphasize.

An interesting fact is that the survey result indicates that in order to have a successful career students marked as priority three key issues - career preparation, the will and experience in the area, and only then they mentioned the education, thus expressing the lack of confidence in the quality and the relevance of the studies that they obtain in Moldova.

The students interviewed showed a mature and informed thinking when they said that they choose the profession being guided by the opportunity to make a career in the

field, and also to match with the personality and individual interests, given less importance to the prestige of the future profession, family's advices, colleagues and friends, or to the possibility of obtaining a higher salary. We can see that the young people today have no lack of verticality and self-confidence and tend to embrace a career that will offer them the possibility to achieve and to provide them personal satisfaction more than a prestigious career in the opinion of others. And, in the chapter presenting the salary expectations of students, we see that students are sufficiently realistic, 29.5% of them noting a 3000-5000 lei salary for the first 1-2 years of professional activity, then 26.6% - a salary of 5000-7000 lei, 11.6% - a salary of 7000-10,000 lei and a small number - over 10,000 lei, of course, this variation is explained by the chosen profession and perception of value for money and life management skills. The situation does not seem to change much related to salary expectations of young people during the first 3-5 years of work: 25.3% opted for 3000-5000 lei, 22.6% - for 5000-7000 lei, 16, 6% - for 7000-10000 lei, 9.2% - to 10,000-13,000 lei, 5.3% - for 13,000 to 15,000 lei and also 5.3% - for 15,000 -20,000 lei.

The tracking of educational / professional route of graduates is one of the pillars of the quality assurance system in educational institutions. The survey shows that 92.7% of the institutions surveyed collect data on the evolution of educational / professional graduates of their own, which is a welcomed fact, but the first reason of doing it is that it is mandatory to report education authorities (31.8%), then - the desire to attract new students (27.3%), and unfortunately not in the intention of improving the educational offer. This is about being in compliance with the system requirements and an attempt to increase the prestige of the institution (16.4%), than the interests and needs of the student to develop a successful career.

The disaggregation of data by gender criterion shows that there are no significant differences between the option of girls and those of boys.

RECOMMENDATIONS

From the affirmations mentioned above in this report we can outline a number of recommendations relevant for initiatives oriented toward enhancing and developing vocational orientation and career counselling of students. These recommendations are presented below.

The implementation of these recommendations can be initiated by the project, and the results can be integrated into the system to ensure gradually their efficiency, sustainability and the predicted impact.

1. The support from the Ministry of Education in **developing a Concept on Vocational orientation and career counselling** that would not only stipulate the responsible institutions of the educational environment and the labour market, their role, the variety of vocational orientation and career counselling services, collaboration necessary to ensure their functionality and efficiency, but also the quality standards including preparation, training and certification of the personnel involved.
2. **The Review of Civic Education Curriculum** to make the content less complicated, anchored in a concrete context by building a coherent and understandable general view and being understandable to the students, focusing on practical activities / independent and group learning experiences, on discussion of impressions, evaluation of results, feedback sessions.

Another idea would be **developing a curriculum on vocational orientation and career counselling**, which could be introduced as a separate subject in middle school / high school graduation classes, and in professional schools (developed as in Lithuania). This could include four modules: (1) Self-knowledge (analysis / assessment of skills, interests, personality and the potential of person); (2) Knowledge of the labour / business market (careers dictionary / guide, interaction with businesses, possible career paths, career fairs); (3) Career planning (combining personal data with the data from the labour market there could be determined several alternative careers, then analysed and discussed the advantages / disadvantages etc.); (4) Preparation for a career (in this module students would learn how to develop career plan, they would practice compiling a personal portfolio, would develop their employment and career management skills). Teachers that will teach this object could be those who train in civics education, but which would require additional specialized training in content and methods, initially offered by the project and completed with a certificate from the Ministry of Education and CEDA.

3. **Organization of continuous training activities** for teachers of civic education and class masters, and also of school psychologists to expand the range of methods and processes used in the training of students on issues like self-knowledge, self-assessment and vocational orientation and career counselling - focusing on modern methods such as case studies, problem solving, dramatization (role playing game), debates, SWOT analysis, mind mapping, T diagram, cube method etc. Therefore, such training would focus on changing the paradigm from *a focus on teaching* to *a focus on learning* and would build

the new role of the teacher - in the context of student-centred learning methodology - a guide and facilitator of cognitive and moral development of students and partner in learning.

4. **Development of training materials for students**, with an applicative character and focused on the labour market, which will suggest to the students various learning experiences – small projects done such as writing personal resume and a letter of intent, interviews with experts in a particular professional field, writing an article about a profession, visits to enterprises followed by recording impressions in a personal journal, voluntary work in the sector / profession of interest, investigation of professional biographies, and organization of a career fair in their own institutions, etc. (A good example to follow would be the outputs of JOBS project from Romania). This would complete with practical and interactive matters the didactic theory, which currently abounds in civics education textbooks. At the same time, it would increase the interest of young people towards this subject and their receptivity for its educational-informative message.
5. **Creation of a community of practitioners**, inviting as members the personalities which are professionals in the field, psychologists and pedagogues interested, motivated and proactive, engaged in vocational orientation and career counselling, and which intend to develop this service in Moldova. This forum might meet quarterly in various events - roundtables, conferences, informative seminars - to exchange the experiences and ideas, to discuss the latest trends in the field at the national and international level, to discuss the faced challenges, and to present later enhanced educational initiatives to the authorities. As confirmed by the Finnish model, to create a common platform for discussion, collaboration and coordination would lead to strengthening of the professional skills of specialists in the field, which would help to ensure the quality of vocational orientation and career counselling.

It might be established an annual award for innovation and / best practices in vocational orientation and career counselling to stimulate those who contribute to the development of the service and to increase the visibility of reform efforts.

6. **Elaboration of an illustrated guide / dictionary of career** that would present short descriptions of professions / careers in terms of skills and professional conduct, physical, psychomotor and sensory aptitudes requested, specific working environment, including the associated occupational risks, possible jobs, educational route / vocational for each career. Once published, it would be good to disseminate this guide in as greater as possible number of educational institutions, especially in the graduating classes (9th and 12th).
7. **Development of an information portal** (such as LED created for technical assistance in secondary vocational education www.eduprof.info.md), which contains a variety of information related to national economic sectors dynamic development, possible occupations / careers / professional paths (digital version of the dictionary of career / videos), providers of educational services at various levels of education, relevant events such as career fairs, "open doors"

days, in different educational institutions and enterprises, conferences, services of the employment agencies, grants to young entrepreneurs, etc. Here also could be stored data on the composition and activity of the community of practitioners.

8. **Establishment and promotion of an initiatives / youth club MY CAREER**, through which young people already employed would go to educational institutions to speak to students from graduating classes about what they do professionally, how they managed to be effective and appreciated by the employers, which are the benefits of correct career choice from the beginning and what is a good preparation for applying for a job.

However, this club may organize competitions among students for the best CV developed, the most successfully compiled portfolio, the most feasible career plan, most successful job interview performed (simulated).

9. Creation of a **National Career Centre** (following the model of Montenegro and Lithuania) that would provide information, advisory services, orientation and career counselling for young people and adults at the stage of career decision-making, searching for a job, employed or unemployed. It is indicated that the centre has branches in the centre, northern and southern parts of the country, and, for reasons of rationalization of investment, to make it as part of a already well known and functional structure, for example regional employment agencies, which currently carries some of these functions only for adults. Society would be informed about the establishment of this centre through an extensive promotional campaign through various media. The key to the success of this centre would consist not only in a large portfolio of services and high quality of human resources employed, but especially in the creation of mobile teams of specialists / counsellors, who would travel in educational institutions to be closer to the beneficiaries and conduct vocational orientation and career counselling.

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ANNEX 1

LIST OF EDUCATIONAL INSTITUTIONS

NO.	EDUCATIONAL INSTITUTION	LOCALITY
1	Theoretical Lyceum „Mihai Eminescu”	city of Căușeni
2	Vocational School	city of Căușeni
3	Vocational School nr.2	Bălți municipality
4	Theoretical Lyceum ”Gh. Coșbuc”	Bălți municipality
5	Theoretical Lyceum „Victor Dumbrăveanu”	village Corlăteni, district Rîșcani
6	Theoretical Lyceum „Mihai Eminescu”	city of Anenii Noi
7	Vocational School nr. 1	city of Cahul
8	Gymnasium „Alexandru Ioan Cuza”	village Roșu, district Cahul
9	Gymnasium „Igor Crețu”	village Gavanoasa, district Cahul
10	Theoretical Lyceum ”M. Eminescu”	city of Cahul
11	Vocational School	city of Soroca
12	Gymnasium Racovăț	village Racovăț, district Soroca
13	Theoretical Lyceum ”C. Stere”	city of Soroca
14	Theoretical Lyceum ”Emil Nicula”	village Mereni, district Anenii Noi
15	Theoretical Lyceum ”Pro Succes”	Chișinău municipality

ANNEX 2

STUDENTS QUESTIONNAIRES RESULTS DESAGREGATED BASED ON 'GENDER' CRITERIA

After the graduation of 9th / 12th degree I intend to:

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	1	1	0	2
	20.0%	.4%	.0%	.5%
To go to work to earn my own money	1	40	24	65
	20.0%	17.4%	16.6%	17.1%
To continue my studies in a professional school	0	16	10	26
	.0%	7.0%	6.9%	6.8%
To continue my studies in a lyceum	1	34	20	55
	20.0%	14.8%	13.8%	14.5%
To continue my studies in a college	1	27	19	47
	20.0%	11.7%	13.1%	12.4%
To continue my studies in a higher educational institution	1	91	54	146
	20.0%	39.6%	37.2%	38.4%
Go abroad	0	21	18	39
	.0%	9.1%	12.4%	10.3%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

Do you know what profession you are going to have in future?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	3	0	3
	.0%	1.3%	.0%	.8%
Yes, I have already decided	3	73	51	127
	60.0%	31.7%	35.2%	33.4%
Yes, but I could change my mind	1	106	62	169
	20.0%	46.1%	42.8%	44.5%
No, I do not know yet	1	48	32	81
	20.0%	20.9%	22.1%	21.3%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

Have you ever participated in a seminar / training / lecture on personal development and / or career guidance?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	10	7	17
	.0%	4.4%	4.8%	4.5%
Yes	2	99	69	170
	40.0%	43.2%	47.6%	44.9%
No	3	120	69	192
	60.0%	52.4%	46.9%	50.4%
Total	5	229	145	379
	100.0%	100.0%	100.0%	100.0%

Do you have a developed CV?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	4	2	6
	.0%	1.7%	1.4%	1.6%
Yes	2	121	71	194
	40.0%	52.6%	49.0%	51.1%
No	3	105	72	180
	60.0%	45.7%	49.7%	47.4%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

If you have a developed CV, who helped you to develop it?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	2	79	52	133
	40.0%	34.3%	35.9%	35.0%
I developed it myself	1	47	43	91
	20.0%	20.4%	29.7%	23.9%
Teacher	1	76	34	111
	20.0%	33.0%	23.4%	29.2%
Parents	1	5	5	11
	20.0%	2.2%	3.4%	2.9%
Relatives	0	3	0	3
	.0%	1.3%	.0%	.8%
A specialised agency	0	2	1	3
	.0%	.9%	.7%	.8%
Another option	0	18	10	28
	.0%	7.8%	6.9%	7.4%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

Have you ever had information visits to enterprises / organisations you are interested on?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	1	5	3	9
	20.0%	2.2%	2.1%	2.4%
Yes	2	75	47	124
	40.0%	32.6%	32.4%	32.6%
No	2	150	95	247
	40.0%	65.2%	65.5%	65.0%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

Have you ever considered to get a job (with a flexible program, during vacation, in weekend)?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	1	3	2	6
	20.0%	1.3%	1.4%	1.6%
Yes	2	162	98	262
	40.0%	70.7%	67.6%	69.2%
No	2	64	45	111
	40.0%	27.9%	31.1%	29.3%
Total	5	229	145	379
	100.0%	100.0%	100.0%	100.0%

What did you do to get a job?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	1	9	4	14
	20.0%	3.9%	2.8%	3.7%
I sent my CV to various enterprises	0	15	10	25
	.0%	6.5%	6.9%	6.6%
I participated in a job selection interview	0	33	19	52
	.0%	14.3%	13.1%	13.7%
I asked friends / relatives about such opportunities	2	100	53	155
	40.0%	43.5%	36.6%	40.8%
I did not try to get a job	2	73	59	134
	40.0%	31.7%	40.7%	35.3%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

How much are you satisfied with the way your school informs you about how to build a successful career?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	3	2	5
	.0%	1.3%	1.4%	1.3%
Very satisfied	4	43	24	71
	80.0%	18.7%	16.6%	18.7%
Fairly satisfied	0	110	71	181
	.0%	47.8%	49.0%	47.6%
Not much satisfied	1	56	37	94
	20.0%	24.3%	25.5%	24.7%
Unsatisfied	0	13	8	21
	.0%	5.7%	5.5%	5.5%
I do not have an opinion	0	5	3	8
	.0%	2.2%	2.1%	2.1%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

What kind of educational institution you intend to go to?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	1	0	1
	.0%	.4%	.0%	.3%
Lyceum	2	50	28	80
	40.0%	21.8%	19.3%	21.1%
Professional / vocational school	0	9	6	15
	.0%	3.9%	4.1%	4.0%
College	0	29	19	48
	.0%	12.7%	13.1%	12.7%
University	1	88	63	152
	20.0%	38.4%	43.4%	40.1%
I am going to get a job	2	27	16	45
	40.0%	11.8%	11.0%	11.9%
I did not decide yet	0	22	8	30
	.0%	9.6%	5.5%	7.9%
Other	0	3	5	8
	.0%	1.3%	3.4%	2.1%
Total	5	229	145	379
	100.0%	100.0%	100.0%	100.0%

Would you like to start a business in future?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	9	4	13
	.0%	3.9%	2.8%	3.4%
Yes	4	155	106	265
	80.0%	67.4%	73.1%	69.7%
No	0	6	5	11
	.0%	2.6%	3.4%	2.9%
I do not know	1	25	12	38
	20.0%	10.9%	8.3%	10.0%
I did not think about this	0	35	18	53
	.0%	15.2%	12.4%	14.0%
Total	5	230	145	380
	100.0%	100.0%	100.0%	100.0%

How satisfied are you with the way your school informs and prepares you for your future profession?

OPTIONS	GENDER			Total
	no answer	female	male	
no answer	0	2	2	4
	.0%	.9%	1.4%	1.1%
Very satisfied	3	53	26	82
	60.0%	23.0%	18.1%	21.6%
Fairly satisfied	2	105	71	178
	40.0%	45.6%	49.3%	47.0%
Not much satisfied	0	52	39	91
	.0%	22.6%	27.1%	24.0%
Unsatisfied	0	18	6	24
	.0%	7.8%	4.2%	6.3%
Total	5	230	144	379
	100.0%	100.0%	100.0%	100.0%

ANNEX 3

STUDENTS QUESTIONNAIRES RESULTS DESAGREGATED BASED IN ,AGE' CRITERIA

After the graduation of 9th / 12th degree I intend to:

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	0	0	0	0	2	2
	.0%	.0%	.0%	.0%	.0%	.0%	2.0%	.5%
To go to work to earn my own money	0	0	6	12	23	20	4	65
	.0%	.0%	8.6%	15.8%	28.0%	39.2%	4.1%	17.1%
To continue my studies in a professional school	0	0	7	5	6	2	6	26
	.0%	.0%	10.0%	6.6%	7.3%	3.9%	6.1%	6.8%
To continue my studies in a lyceum	0	0	8	6	2	5	34	55
	.0%	.0%	11.4%	7.9%	2.4%	9.8%	34.7%	14.5%
To continue my studies in a college	0	0	9	3	3	2	30	47
	.0%	.0%	12.9%	3.9%	3.7%	3.9%	30.6%	12.4%
To continue my studies in a higher educational institution	1	2	30	46	38	16	13	146
	100.0%	100.0%	42.9%	60.5%	46.3%	31.4%	13.3%	38.4%
Go abroad	0	0	10	4	10	6	9	39
	.0%	.0%	14.3%	5.3%	12.2%	11.8%	9.2%	10.3%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Do you know what profession you are going to have in future?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	0	1	0	1	1	3
	.0%	.0%	.0%	1.3%	.0%	2.0%	1.0%	.8%
Yes, I have already decided	1	0	23	29	28	25	21	127
	100.0%	.0%	32.9%	38.2%	34.1%	49.0%	21.4%	33.4%
Yes, but I could change my mind	0	0	30	30	42	18	49	169
	.0%	.0%	42.9%	39.5%	51.2%	35.3%	50.0%	44.5%
No, I do not know yet	0	2	17	16	12	7	27	81
	.0%	100.0%	24.3%	21.1%	14.6%	13.7%	27.6%	21.3%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Have you ever participated in a seminar / training / lecture on personal development and / or career guidance?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	5	3	2	2	5	17
	.0%	.0%	7.1%	4.0%	2.4%	3.9%	5.1%	4.5%
Yes	1	1	34	33	39	23	39	170
	100.0%	50.0%	48.6%	44.0%	47.6%	45.1%	39.8%	44.9%
No	0	1	31	39	41	26	54	192
	.0%	50.0%	44.3%	52.0%	50.0%	51.0%	54.1%	50.4%
Total	1	2	70	75	82	51	98	379
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Do you have a developed CV?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	3	1	1	1	0	6
	.0%	.0%	4.3%	1.3%	1.2%	2.0%	.0%	1.6%
Yes	0	2	34	32	38	26	62	194
	.0%	100.0%	48.6%	42.1%	46.3%	51.0%	63.3%	51.1%
No	1	0	33	43	43	24	36	180
	100.0%	.0%	47.2%	56.5%	52.4%	47.1%	36.8%	47.4%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

If you have a CV, who helped you develop it?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	1	0	24	31	37	15	25	133
	100.0%	.0%	34.3%	40.8%	45.1%	29.4%	25.5%	35.0%
I developed it myself	0	0	15	16	18	16	26	91
	.0%	.0%	21.4%	21.1%	22.0%	31.4%	26.5%	23.9%
Teacher	0	2	21	23	22	12	31	111
	.0%	100.0%	30.0%	30.3%	26.8%	23.5%	31.6%	29.2%
Parents	0	0	2	1	0	1	7	11
	.0%	.0%	2.9%	1.3%	.0%	2.0%	7.1%	2.9%
Relatives	0	0	1	1	0	0	1	3
	.0%	.0%	1.4%	1.3%	.0%	.0%	1.0%	.8%
A specialised agency	0	0	1	0	1	1	0	3
	.0%	.0%	1.4%	.0%	1.2%	2.0%	.0%	.8%
Another option	0	0	6	4	4	6	8	28
	.0%	.0%	8.6%	5.3%	4.9%	11.8%	8.2%	7.4%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Have you ever had information visits to enterprises / organisations you are interested on?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	4	0	1	1	3	9
	.0%	.0%	5.7%	.0%	1.2%	2.0%	3.1%	2.4%
Yes	0	0	20	25	33	21	25	124
	.0%	.0%	28.6%	32.9%	40.2%	41.2%	25.5%	32.6%
No	1	2	46	51	48	29	70	245
	100.0%	100.0%	65.7%	67.2%	58.5%	56.9%	71.4%	64.5%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Have you ever considered to get a job (with a flexible program, during vacation, in weekend)?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	0	1	3	1	1	6
	.0%	.0%	.0%	1.3%	3.7%	2.0%	1.0%	1.6%
Yes	1	2	50	57	61	35	56	262
	100.0%	100.0%	72.4%	75.0%	74.4%	68.6%	57.1%	69.1%
No	0	0	19	18	18	15	41	111
	.0%	.0%	27.5%	23.7%	22.0%	29.4%	41.8%	29.3%
Total	1	2	69	76	82	51	98	379
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

What did you do to get a job?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	3	1	5	0	5	14
	.0%	.0%	4.3%	1.3%	6.1%	.0%	5.1%	3.7%
I sent my CV to various enterprises	0	0	6	6	6	5	2	25
	.0%	.0%	8.6%	7.9%	7.3%	9.8%	2.0%	6.6%
I participated in a job selection interview	0	0	6	13	16	9	8	52
	.0%	.0%	8.6%	17.1%	19.5%	17.6%	8.2%	13.7%
I asked friends / relatives about such opportunities	1	1	31	35	33	21	33	155
	100.0%	50.0%	44.3%	46.1%	40.2%	41.2%	33.7%	40.8%
I did not try to get a job	0	1	24	21	22	16	50	134
	.0%	50.0%	34.3%	27.6%	26.8%	31.4%	51.0%	35.3%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How much are you satisfied with the way your school informs you about how to build a successful career?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	0	2	0	1	2	5
	.0%	.0%	.0%	2.6%	.0%	2.0%	2.0%	1.3%
Very satisfied	1	0	15	16	13	12	14	71
	100.0%	.0%	21.4%	21.1%	15.9%	23.5%	14.3%	18.7%
Fairly satisfied	0	0	33	24	46	27	51	181
	.0%	.0%	47.1%	31.6%	56.1%	52.9%	52.0%	47.6%
Not much satisfied	0	2	18	30	17	7	20	94
	.0%	100.0%	25.7%	39.5%	20.7%	13.7%	20.4%	24.7%
Unsatisfied	0	0	3	3	5	4	6	21
	.0%	.0%	4.3%	3.9%	6.1%	7.8%	6.1%	5.5%
No opinion	0	0	1	1	1	0	5	8
	.0%	.0%	1.4%	1.3%	1.2%	.0%	5.1%	2.1%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

What kind of educational institutions do you intend to go to?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	0	0	0	1	0	1
	.0%	.0%	.0%	.0%	.0%	2.0%	.0%	.3%
Lyceum	0	0	15	6	5	6	48	80
	.0%	.0%	21.4%	8.0%	6.1%	11.8%	49.0%	21.1%
Professional / vocational school	0	0	4	3	2	0	6	15
	.0%	.0%	5.7%	4.0%	2.4%	.0%	6.1%	4.0%
College	0	0	8	4	7	3	26	48
	.0%	.0%	11.4%	5.3%	8.5%	5.9%	26.5%	12.7%
University	1	2	34	48	40	19	8	152
	100.0%	100.0%	48.6%	64.0%	48.8%	37.3%	8.2%	40.1%
I am going to get a job	0	0	4	6	18	15	2	45
	.0%	.0%	5.7%	8.0%	22.0%	29.4%	2.0%	11.9%
I did not decide yet	0	0	4	6	8	4	8	30
	.0%	.0%	5.7%	8.0%	9.8%	7.8%	8.2%	7.9%
Other	0	0	1	2	2	3	0	8
	.0%	.0%	1.4%	2.7%	2.4%	5.9%	.0%	2.1%
Total	1	2	70	75	82	51	98	379
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Would you like to start a business in future?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	2	2	3	3	3	13
	.0%	.0%	2.9%	2.6%	3.7%	5.9%	3.1%	3.4%
Yes	1	2	51	50	57	34	70	265
	100.0%	100.0%	72.9%	65.8%	69.5%	66.7%	71.4%	69.7%
No	0	0	2	3	4	0	2	11
	.0%	.0%	2.9%	3.9%	4.9%	.0%	2.0%	2.9%
I do not know	0	0	2	9	10	9	8	38
	.0%	.0%	2.9%	11.8%	12.2%	17.6%	8.2%	10.0%
I did not think about this	0	0	13	12	8	5	15	54
	.0%	.0%	18.6%	15.9%	9.8%	9.8%	15.3%	13.9%
Total	1	2	70	76	82	51	98	380
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How satisfied are you with the way your school informs and prepares you for your future profession?

OPTIONS	Age							Total
	no answer	15 years	16 years	17 years	18 years	19 years	20 years	
no answer	0	0	1	1	0	0	2	4
	.0%	.0%	1.4%	1.3%	.0%	.0%	2.1%	1.1%
Very satisfied	1	0	15	18	17	13	18	82
	100.0%	.0%	21.4%	23.7%	20.7%	25.5%	18.6%	21.6%
Fairly satisfied	0	0	33	23	44	29	49	178
	.0%	.0%	47.1%	30.3%	53.7%	56.9%	50.5%	47.0%
Not much satisfied	0	2	14	26	16	7	26	91
	.0%	100.0%	20.0%	34.2%	19.5%	13.7%	26.8%	24.0%
Unsatisfied	0	0	7	8	5	2	2	24
	.0%	.0%	10.0%	10.5%	6.1%	3.9%	2.1%	6.3%
Total	1	2	70	76	82	51	97	379
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



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