

CAREER GUIDANCE FRAMEWORK AND STANDARDS FOR DIGITAL INTERNSHIPS

FOR INTELLECTUAL OUTPUT 2

[LANDESAMT FÜR SCHULE UND BILDUNG]

Project Name: „The Career Garden - Building bridges between educational institutions and enterprises through distance and hybrid internships“

Project Acronym: THE CAREER GARDEN

Project Number: 2021-1-FR01-KA220-VET-000034840

INTRODUCTION

8 partners from 5 European countries formed an Erasmus+ partnership in 2021 with high motivation to make a substantial contribution to the career orientation offer in Europe. Despite challenging times of the Covid-19 pandemic, we were able to put together the Career Garden project which aims to build bridges between educational institutions and support students of different groups depending on age, physical and economic opportunities, finding their way into work life.

One part of the project was about producing digital internships in the format of online learning units (modules) that introduce companies, professions and skills to students, teachers or trainees. Another part of it entails to develop a career guidance framework and standards for digital internships. This goal was based on the belief - born in those challenging times of lockdowns when it was impossible to carry out internships in companies - that remote work and online learning might become the new norm. The vision was that replacing on-site work experience with online learning opportunities might be needed. It motivated us to implement the project for the greater good of our young people.

Starting off with an in-depth analysis of the career orientation and internship situation in the participating EU countries France, Croatia, Austria, Germany and Romania, we identified needs, attitudes and current practices concerning work experience or internships and career orientation. The survey also looked into transition challenges students face finishing school and trying to find their way into work life. Last but not least, the general attitude towards virtual or hybrid internships was explored.

The results of this analysis formed the basis for the development of the Career Garden internship approach and the foundation for the recommendations in this paper. The developed digital modules were also tested with students with career orientation needs. The results of piloting the modules were another source for this guide as well as a second survey to see what has changed in the public opinion (students, teachers, companies) about working remotely and about virtual work experience or internships from 2022 to 2024.

In short: This career guidance framework is a guide for educators of different institutions (schools, universities, vocational training institutions and training centers) which will help to integrate skills development and/or career education in their courses. Together with 27 digital pre-internships, this framework provides guidance in five selected industries. It also gives examples of best practice activities in the field of career orientation from different countries.

The framework consists of three parts:

Part A) Networks of educators from all sectors to support students on their way into work life

Part B) THE CAREER GARDEN pre-internships preparing students for on-site work experience, internships, apprenticeships or work life

Part C) Best practice examples for career orientation, skills development and company-student matching from different countries



Part A) Networks of educators from all sectors to support students on their way into work life

The results of our first survey concerning how to improve internships indicated that students like to have more information beforehand about the company, about the tasks that need to be done, and about the workplace. They wished that the companies would have dedicated mentors and could take more time to explain things to them. The highest score had the answer that they wish to be part of the team and get the trust to take over the tasks that everyone would usually do. Here it seems as if the students overestimate their skills, but their wish is understandable, of course.

From the companies' perspective, a curriculum for internships or an internship program is needed. Staff would like to choose the interns themselves (rather than an HR division or the boss doing that). Some of them would like to be involved in the preparation of students at schools or universities.

Summarized what company members wished from young people as most important skills it came down to social behaviour. They said that students should learn to be on time, start working independently and perform well in a team.

The thesis that internships and work experience are accepted elements of school life was confirmed. Practical experience is seen as an important and valuable part of education by teachers and students. However, taking care of interns is a big effort for companies and often there is too little time for mentoring and explaining things. Expectations from both sides often don't match.

Looking at these results, two things became obvious.

1. The best way of supporting students doing work experience is building clusters of educators from different sectors who cooperate in the preparation of it so that information is passed on both ways – we exercised the process during the project's LTTs.
2. Offering opportunities for getting to know the company and the work that students might be doing there beforehand will give students a better start – something our modules address.

For all of that, preparation time is needed in schools, universities and companies. And with everything we developed, we can just count on those people who will take the time, make time for it or who are given time by their bosses to fulfill their mission of paving the way for young people to come into work life in a motivated and prepared way.

So, the project members organised their Learning and Teaching Events not just as an opportunity for dissemination but thought of educators' cluster building as an element of career education and conducted several events where teachers from general schools, from vocational school, researchers, company members and trainees came together. These events are seen as a sample of how cluster building could improve knowledge about needs of people involved in preparing or conducting work experience/internships.



Cluster Building: Who met where? What was the aim? What was the outcome of the event itself and beyond?

The examples here below show how educators from all levels of teaching can connect; teachers from secondary and higher education with school teachers from vocational schools as well as with mentors in companies. The recommendation is to create clusters. It will help teachers learn more about current issues in the world of work and they will adapt the preparation of their lessons. They will then even better prepare their students for apprenticeships, study or internships.

Example 1 from the LTT in Rijeka

A German teacher of PE and Business/Technology/Housekeeping, also responsible for organising internships at his secondary school, was taking part in the conference in Rijeka (LTT) – he gave a presentation about the first ever piloting of the first ever module in our project together with a colleague from the same school. Explaining how everything was organised and talking about his work, the other participants from universities, schools and partner organisations learned about our project and the phase we are in. The teacher himself learned about skills needed and what he would need to prepare better for work experience in companies with his students. He got to know more about research and technology and future skills young people need. By sharing his experience, he could also support project partners in organising their own piloting and development of their modules.

The exchange also gave the teacher an insight into other countries' handling of career education in schools. Later in the year, his students profited from an openness of the school brought back by this teacher to send a small team of students to a mobility with Erasmus+ in Graz organised within the frame of the LaSuB KA1 accreditation. The group mobility's topic was career orientation. While the students attended lessons at vocational schools in Austria or at general schools with an emphasis on vocational skills, the students also learned what it means to attend a vocational school instead of going to university. The impact of the LTT in Rijeka which can be also seen as a meeting of a cluster within our project reached far beyond the actual event.



The wider implications: Students from Germany at Mittelschule Graz-Straßgang (Wood work) and at Landesberufsschule Graz 2 (Media lesson and book printing)

Example 2 from the LTT in Graz

Teachers from Lycée Jeanne and Paul Augier participated in the LTT in Graz, an enriching experience where they were able to broaden their horizons and share their knowledge in the field of vocational education, as well as in the tourism and hospitality sectors.



The event was a valuable opportunity for these professionals to explore new perspectives and immerse themselves in a dynamic learning environment. During this LTT, participants were introduced to the Talent Center initiative through the WKO Steiermark organization. These centers, focused on developing professional skills, aim to train and support emerging talents in various fields. For the teachers from Lycée Jeanne and Paul Augier, this presentation was particularly relevant as it allowed them to discover new tools for youth career guidance and adapt their educational programs accordingly.

An important part of this event was the meeting with the heads of two renowned schools in the tourism and hospitality sectors. These exchanges enabled teachers to share best practices, exchange innovative ideas, and discover new teaching methods suitable for vocational education. These interactions not only enriched their own teaching but also strengthened the ties between educational institutions, fostering collaboration on future projects.

Furthermore, the visit to the company QUA provided participants, including those from Lycée Jeanne and Paul Augier, with a practical insight into quality evaluation and promotion practices in the field of education and vocational training. This firsthand experience allowed them to gain valuable knowledge about accreditation and consultation processes, which they can apply in their own institutions to enhance the quality of vocational education.

Finally, this event also provided an opportunity for teachers from Lycée Jeanne and Paul Augier to actively contribute to the improvement of modules offered within the project. Through constructive

discussions and exchanges of experiences throughout the LTT, they were able to provide their perspectives and enrich the collective understanding of sector needs.

Example 3 from the LTT in Graz



A German Deputy Head of a vocational school in the hotel business was taking part in the LTT in Styria. She got to know especially the modules concerning hotellery in Austria, France and Germany and also learned more about career orientation visiting the Talent Center in Graz.

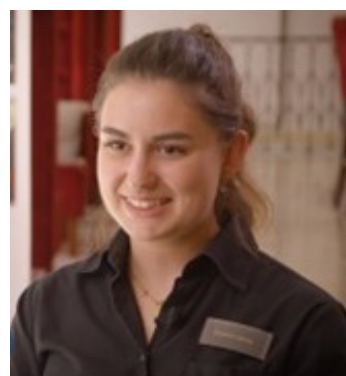
In a feedback round with us after her return, she stated that meeting professionals from her branch brought a wide range of new ideas which she wanted to introduce to her own vocational school in Saxony. Apart from this experience, she was willing to critically judge the module we produced. She will use it with her students as well as recommend it to hotels which take in students for work experience. On top of that she helped us taking photos for online exercises in the learning units for the

LaSuB module. Internships abroad are one of those things she wants to implement at her own school. She is also active as a mentor for first year teachers at her school. As the Bildungsdirektion Graz has a coordinator of a network that brings together all schools (one career-orientation teacher from each school) to discuss strategies and concepts for career orientation, it is planned to implement this concept in teacher training in the near future. The German Deputy Head taking part in the LTT in Graz, will then be re-invited to share her experience with the project results.

Example 4 from the LTT in Nice

A young professional at Victor's Residence Hotel in Leipzig, Germany, together with a trainee from the same hotel, took part in the LTT in Nice. The LTT with the topic CHEFS IN THE GARDEN gave her an overview about hotellery and restaurant businesses in France, about pathways for young chefs and about work experience and internships in the branche.

She could network and exchange views and experience concerning her profession, concerning innovative and old fashioned forms of learning and the expectations she has regarding the internship process. Supporting one of the working groups, she was very helpful and able to highlight the sector's needs. She stated that a new format of internship/ work experience is necessary – recommending a hybrid format. This format should contain scenarios for learning, sector-specific content and online learning games. For her personal pathway in the profession, she has a clear focus on becoming a trainer for trainees herself. She could take a lot of ideas home from the LTT.



These examples show how much educators, trainees and students can profit from cross-institutional exchange. In our case, the people who met during conferences or professional development or job shadowing opportunities were not from the same region, sometimes even from different countries, but they learned from each other.

For even more efficiency, we recommend to organise get-togethers, learning events, meetings, conferences etc. in the local area of schools. Communication is key to success. If you offer regular discussions on issues and common goals, the quality of work in the whole cluster can improve.



Part B) THE CAREER GARDEN modules preparing students for work experience, internships, apprenticeships or work life

1. Considerations

What kind of „virtual internships“ are needed?

In our survey, students identified 3 main reasons for taking part in internships:

- The requirement to do it
- The need and motivation to learn something practical
- Career goals

Neither money nor getting to know friends, or the good reputation of companies scored very high. When asked what they learned or what experience they had, the three most important things were that they learned something new, that they found out what work on a day-to-day base means and what skills are needed for the job.

With 126 participants in Germany, 66 in Austria, 196 in Romania, 317 in Croatia and 84 in France filling in the questionnaire, it was no surprise that we would get a huge variety of answers to the question what the students liked about their internship. However, the following main points were mentioned repeatedly:

- Friendliness, respect, and integration into the team
- **Getting support and getting things explained in a patient way**
- **Trying out new things and doing practical tasks**
- Taking over responsibilities and **working independently**
- Receiving positive feedback from professionals

The initial project idea was to produce modules for virtual internships or work experience. When we asked students what they thought of the concept, those students who had a vision about it named different expectations. Just to name a few: good balance between theoretical and hands-on work at home, getting information about the company, about skills needed for a certain job, fun and visual stimulation, contact information for companies, clear communication and meaningful tasks/work, a mentor to talk to or someone else who has got time for them.

However, the term „virtual internships“ mainly caused negative reactions so that we had to take these needs and reactions into consideration. The general situation for „virtual internships“ has changed, too.

What has changed within the last two years?

- Online and remote working has not become standard
- Participation in online meetings and online professional development sessions has dropped
- Hybrid formats of internships or work experience are accepted in some countries and schools but not everywhere
- Preparation for internships has become very important as a generations is coming into companies that has deficits in communication, skills, knowledge and social interaction due to Corona times
- Expectations of students don't match the expectation of companies and vice versa

Thus, we mainly talk about pre-internships now when we explain our project in order to warm the audience to the concept. Our modules consider the needs of students, teachers and companies that we defined on our way to the results of the project.

What are THE CAREER GARDEN pre-internships designed for?

The learning units are designed for students or trainees to work independently. Students of different age groups can prepare for internships or work experience, decide which career path they would like to get to know or which company they would like to do an internship with.

They are also suitable for project days at schools on the topic of career orientation and consist of films, online exercises and instructions for practical work for 27 professions.

The modules enable students to familiarise themselves with and reassure themselves by putting faces and voices to the heads of the companies or departments in which they might consider doing their placement. Students gain a fuller understanding of the skills expected in each department or work place, so that they can match them to their own objectives. They gain direct access to the heart of the business to discover its specific features: the level of service, its values in relation to customers, segmentation, work organisation, advantages and constraints, etc.

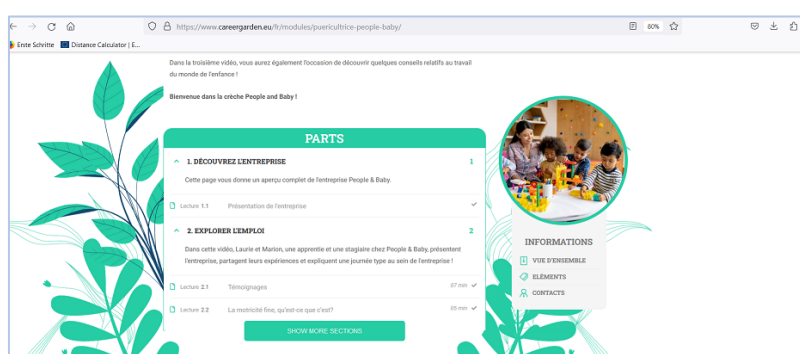
By using the quizzes and H5P online tasks, students can check that they have understood and retained the essential message conveyed by the content of the films. They can also prepare for job interviews effectively.

Who can use THE CAREER GARDEN's pre-internships?

Teachers can use the modules for project days, for introducing professions, training life skills and for embedding the world of work in teaching their subject. By doing so, teachers fulfil one of the most important task of schooling – preparing students for life and not just for exams.

Students can get to know professions and companies. They learn about skills and pre-requisites for jobs but also about expectations within the branch. Students try out typical everyday tasks and need to use their thinking skills with the aim to challenge themselves and check if the chosen profession is a yes or a maybe in their search for the future job.

Companies present professions for which they are looking for young talent and motivate young people to apply to them. By cooperating with schools, the companies can share their expertise and inform young people about work life in a way which teachers cannot do as they are not working in businesses. The aim is to give a more realistic picture of what to expect after school.



2. Definition of standards for digital internships/ hybrid pre-internships

After producing and trying out our first module for a pre-internship, we put together a guide that was supposed to give every partner recommendations on how to develop the project's modules. The intension was to have learning units that can be recognised as a series but all partners were supposed to have enough room to realise their own ideas and consider their own abilities, expertise and possibilities. Our modules were produced with these guidelines. Looking back at the feedback from piloting, that was positive in each country, we can now share our model. It can be seen as standards for online learning units for preparing internships or work experience which we recommend to other interested institutions or individuals.

What should digital internships/ hybrid pre-internships aim for?

1. Give orientation and create a personal connection

- Users are directly and personally addressed
- They understand where they are and what they can find on the web platform
- Using the web platform and trying out a learning unit is a simple and can be managed by students of different abilities
- By trying out most of the things themselves, users can create a personal connection to the young people presenting their jobs in the films, to the jobs and skills and/or the company introduced and to the practical work that is required

2. Give micro-teaching moments

- Create surprises if possible

- Name specialities / curious facts / interesting / unexpected insights about the work / company / work methods, etc. to raise curiosity
- Inform about resources and tools needed to solve the tasks and do practical work
- Explain how certain tasks are carried out and why they are done

3. Activate to perform purposeful tasks

- Make students wanna know/learn/understand more
- Ask questions that connect to their own experience
- Show things that might be needed in life generally and not just in the job
- Ask questions that make students think
- Require them to get in touch with real people

How can the learning units be structured?

The modules consist of different sections. The approach to divide each module in 6 sections was successful. Users will most likely be able to answer the following questions:

Section 1

Introduction of the company:

- What is the function/purpose of the organisation/company?
- What tangible products or services do they offer?
- What problem/challenge/demand is resolved?
- What emotions/ideas/desires can the work of the company address?
- What areas or departments can be found and what kind of people work there?
- What jobs and job roles are available within the company?

Section 2:

Looking around the company with trainees

- Who is representing the job and company?
- What are tasks and interesting things to do for young people within the company?
- Why have they chosen the job/company in the first place?
- What do they like about their job/company?

Section 3:

Learning something new that students would normally only learn in training

- What special terms are used in the job?
- What tips and tricks can you learn that are also useful for life in general?
- What is introduced about the job specifically that could make you like to learn more?

Section 4:

Trying out typical tasks in the job in a practical way

- What typical jobs or tasks would someone do in the job/company that you are supposed to try out yourself?
- What materials are required to do the practical tasks?
- Which of the tasks are organised in a way that you watch the films and try the tasks while watching them? Which ones are doable without the video example?
- After trying out the practical tasks, what skills are needed to do them?
- What do you think about your personal skills for the job? Is the job something to consider for you?

Section 5 as an option:

Finding out about possibilities how to contact the company and how to prepare for an application or interview

- What do you get to know about application processes within the company?
- What is recommended concerning work experience or internships?
- What skills or personal attributes are mentioned that would be necessary in the job?
- How can you develop and progress in the company?
- What tip can you get from the person speaking for your professional life?
- How can you contact the company?

Section 6 as an option:

Here the project partners ask for feedback on the module. Links for a short questionnaire are given.

What else can users expect?

Concerning design of the learning units, films are accompanied by H5P exercises. Formats like interactive videos, quizzes, memories, matching exercises, slide shows or gap texts are used.

Users are supposed to be able to work on the units for one or two days so that an implementation of the materials in schools is valued by teachers. For alone-at-home users, trying out can be spread over a longer time.

After project end, companies can contact the project partners and still become part of it. Contacts are given and the intros and outros produced will be available for free to be used by any company interested.

Why is it recommended to take this approach?

By taking this approach in THE CAREER GARDEN project, companies, students, trainees, young professionals and educators were involved. Some of them took part in an anonymous questionnaire that comprehensively evaluated the project in 5 countries.

The evaluation highlighted that this is a very good and possible way that serves the aim to build bridges between educational institutions and support students of different groups depending on age, physical and economic opportunities, finding their way into work life. It includes the subject of media and technology education and supports the cooperation between teachers, educators and trainers with each other and with companies. Excerpts from the survey are given below.

What were the results of the survey that are convincing to recommend the project's approach?

Companies' evaluation – key answers

With the 5 countries represented in the project, 13 companies rated the relevance of The Career Garden at an average of 4.62 (out of 5). The Career Garden's ability to improve learners' practical skills also received an average rating of 4.62 (out of 5).

In addition, the companies gave an average score of 4.54 (out of 5) for the impact of the project on cooperation between the various actors in education and from the labor market.

As the most significant benefit for learners and companies in the context of THE CAREER GARDEN's platform, a few remarks are quoted here what some company members answered:

- The platform can connect learners with companies, and both parties can learn and benefit from this project.
- Possibility of implementing it in schools with or without the presence of the company.
- Allowing students to see the differences between jobs and to prepare for them.
- Discovering the profession before starting the training.
- Networking with different people.
- The Career Garden platform offers several key advantages for both learners and companies, but one of the most significant benefits is its ability to promote continuous learning and skill development.

12 of the 13 companies approached are in favour of integrating THE CAREER GARDEN programme into their company, and all 13 believe that it is a positive factor for recruitment within their establishment.

The idea of including more intern and apprentice experiences was raised, offering additional practical insights to learners and enriching their learning. Additionally, suggestions regarding personalized learning paths, career planning tools, and feedback mechanisms for continuous improvement are relevant for addressing individual learner needs and enhancing their professional development.

Students' evaluation – key answers

34 students in 5 countries took part in the survey who were either students at a general school, trainees at a vocational school, students at a university or young professionals (age range from 15 to 30). Some of them were supporting the project by being part of the filming, others took part in the piloting.

In response to the question: "How do you rate the usefulness of the platform for acquiring practical skills? The average rating was 4.24 (out of 5). We also asked them if, thanks to THE CAREER GARDEN's program, learners have found internship, apprenticeship, or job opportunities. Eight of them answered yes.

Educators' evaluation - key answers

Educators from different kinds of pedagogical institutions gave the project's modules an average rating of 4.43 (out of 5). It indicates the positive impact of the project on collaboration between different education and labor market stakeholders, such as teachers, guidance counselors, businesses, and government agencies.

Personal remarks included the opinion that THE CAREER GARDEN project had a positive impact on collaboration among various education and labor market stakeholders. It promotes networking, knowledge exchange, and mutual cooperation, thus contributing to a better understanding and stronger relationships among the involved actors. It is noteworthy that this fully aligns with the objectives set forth in the project proposal.



Responses to the following points highlight special aspects.

Learner attitudes and behaviors: The majority of participants (25 out of 29) expect that participation in The Career Garden activities will result in changes in learners' attitudes or behaviors towards their own careers. This suggests that the activities proposed by the project have the potential to positively influence how learners perceive and approach their professional trajectory.

Improvement of practical skills: Participants rated the modules of The Career Garden project on average as having a high potential to enhance learners' practical skills, with an average rating of 4.28 out of 5. This overall positive evaluation indicates that the proposed modules are perceived as relevant and effective for strengthening learners' practical skills, which is crucial for their future employability.

Future integration into training and career guidance programs: The majority of participants (21 out of 29) plan to integrate The Career Garden into their future training or career guidance programs. This reflects the positive perception of the project and its potential value to complement or enrich existing programs. However, it is important to note that some participants (8 out of 29) do not plan to integrate the project, raising potential questions about the challenges or obstacles to overcome for wider adoption of the project.

As there is always room for improvement, stakeholders suggest expanding the project's scope by raising awareness among schools and businesses, strengthening existing partnerships to offer more internship and employment opportunities, and providing ongoing information to teachers for better integration of modules into educational programs.

In general, the results of the comprehensive evaluation reveals a strong commitment and widespread interest in THE CAREER GARDEN project. Students showed a high participation rate and provided positive feedback on the usefulness of the video modules. Partner companies expressed interest in connecting with young learners. Teachers and other education stakeholders are actively considering integrating the project into their programs. Overall, the data highlights some impact of the project on education, career guidance, and employment integration of learners.

The outcome of the evaluation and the experience conducting all the activities in the project led to the recommendations below.

What are the recommendations concerning standards for (online) (pre-) internships/work experience?

- ❖ A hybrid approach - a combination of online components and practical work

- ❖ Working with an easily understandable structure on the website or platform
- ❖ Using HSP exercise formats for an easy implementation and for motivating students to do the online tasks
- ❖ Thinking about practical tasks within a job that are building life skills (and are not just needed for the job)
- ❖ Cluster building for educators in local areas to support each other and learn from each other and better prepare work experience/internships
- ❖ Steering of expectations and being honest about possibilities that are there or are not there
- ❖ Connecting young professionals and trainees at a company with students at schools or universities
- ❖ Considering taking interns on board in your very own work environment and thinking about the best possible way supporting them
- ❖ Lobby for a curriculum or guidelines within companies for work experience /internships and lobby for a pre-experience

Overall, the learning outcome and a positive and engaging learning experience should be the most important thing.



Part C) Best practice examples from different countries for career education and skills development

THE CAREER GARDEN modules are one more opportunity for supporting students in their transition from school to work life. But there are many more out there. As five nations took part in the project, a variety of best practice examples that serve this purpose are introduced.

Croatia

Activities of the Career office at the University of Rijeka

The Career office at the University of Rijeka is a unit of the University Counseling Center. The main activities of the Career Office are aimed at providing professional support to students and graduates with the aim of

- the development of career management skills
- the development of entrepreneurial skills
- establishing contacts between students and potential employers
- improving the employability and competitiveness of students on the labor market.

All these measures are carried out through four basic categories of activities:

1. Educational activities - conducting workshops and lectures aimed at developing communication and career management skills. The most common topics are:

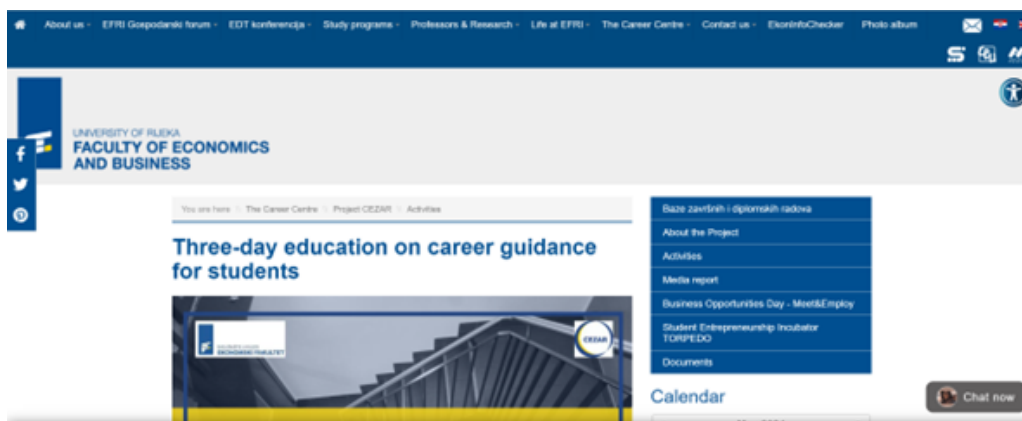
- Developing written and oral presentation skills;
- Recognizing one's own skills, values and interests
- Career decision making
- Development of career plans
- Career counselling in higher education

2. Group and individual career counselling – help and support in making career decisions, creating a career plan, motivating and empowering students

3. Informative activities - related to providing information on educational opportunities and opportunities in the labor market (e.g. job advertisements, internship opportunities), presenting study programs at UNIRI, organizing events to share experiences among peers (e.g. Practice café, PhD career café), organizing events to establish contacts with employers (e.g. UNIRI career days)

Practice café- present events organized occasionally as forums with different professions after they obtained their diplomas. At the forum, in a relaxed atmosphere, participants have the opportunity to ask questions, participate in the discussion and exchange experiences with colleagues.

PhD career café- The Doctoral School of the University of Rijeka, the Careers Office of the University Counselling Centre and the Student Union of the University of Rijeka organize several forums a year with different topics related to the postgraduate level of education. They discuss mentoring issues, interdisciplinary networking, doctorates from outside the academy, social life of doctoral students, and the challenges faced by doctoral students on the way to their desired doctorate etc.



University of Rijeka Career Days – are organized by the University of Rijeka, with the support of the UNIRI Alumni Network, the Careers Office of the University Counseling Center and the Student Union of the University of Rijeka. UNIRI Career Days are organized with the aim of strengthening the career management competencies of male and female students and alumni of all components of the University of Rijeka, providing information about the needs of the labor market, connecting with employers and mutual networking. Various informative and educational activities are planned for students and alumni, who have the opportunity to learn more about career management, to be informed about different career development opportunities at the University of Rijeka, and to improve various transferable skills aimed at achieving professional success.

4. Research activities - monitoring the employment status of former students of the University of Rijeka - cooperation with the Croatian Employment Service (Regional Office Rijeka)

Activities of the the Faculty of Civil Engineering University of Rijeka

1. Open Days of the Faculty of Civil Engineering

Activities for the promotion of vocational education organized at least twice a year as Open Days are organized by the faculty members. The program includes the promotion of study programs, various workshops in the laboratories, a tour of the faculty premises and an exhibition of mock-ups, posters and samples set up by individual departments.

2. BOOST CAMP

Boost Camp is organized once a year for students in the final grades of technical majors and gymnasiums who could continue their higher education at the university. Boost camp consists of complete one-day or two-day program and includes promotion of the study program and occupation, workshops in the laboratory, tour of the construction site with students, practical tasks for participants and tribunes where the construction profession is discussed. The goal is to familiarize students with this occupation. Application is obligatory before the start of the program, and the number of participants is limited.

3. Study Presentations

Faculty Members present studies in secondary schools (gymnasiums and vocational schools), especially at the time when they make a decision on the direction of education.

4. Participation in education fairs

Faculty Members participate onsite and online educational fairs, for higher education levels, as well PhD education.

Romania

Career Orientation Activities of the Pedagogical College Vasile Lupu

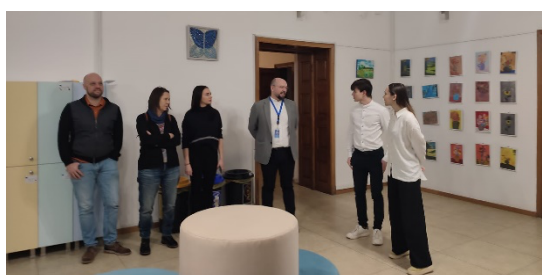
The College collaborates with schools, kindergardens and grows as application school for the professional practice of their students from these specialties. In turn, the college is a practice school for students and Masters students of the University of Cuza, for at least 10 specialties. At the same time, it is the only pedagogical high school in the country that provides the preparation of the psycho-pedagogical modules for adult education, for technological high school teachers.



Periodically, at the level of Iasi County, educational fairs are organized, in partnership with the County School Inspectorate, vocational high schools and economic agents.

Also, all technological high schools practice dual professional education. The dual curriculum offers young people the opportunity to enjoy the optimal combination of theory and practice. In short, you can go to school, where you learn the theoretical part, and come to the company for internships.

During the three years of study, the time of practice in the company increases gradually.



YEAR I: 5 weeks of practice within the company, the rest of the period the students are at school.

YEAR II: 9 weeks of practice and in the remaining weeks of the school year, 3 days at school and 2 days within the company.

YEAR III: 10 weeks of practice and in the remaining weeks of the school year, 2 days at school and 3 days within the company.

And at the end of the program, the student will already have 3 years of work experience, which will help him in his career.

Career Orientation Activities of Varlaam Mitropolitul High School

The internships organized for high school students aim to create a favorable context for socio-professional integration and adaptation to changes in society.

In these activities, carried out during the holidays, students have the opportunity to develop their entrepreneurial skills and to experience new things in different environments. These include critical thinking, resilience, opportunity analysis, solution orientation, punctuality, spirit of observation, qualitative relation, persuasion.

The first experience was at Gletiere.ro where high school students: - were presented in detail online marketing strategies - were assigned tasks and worked on a catalog for products on the site, on content for social media for products, - they were explained how weekly meetings are conducted, - showed how glaciers work.



France

Career Orientation Activities of Lycée Jeanne et Paul Augier - Nice

The school does training for the Hospitality, catering, accommodation and tourism sector.

It has a “3 targets - 3 strategies” approach for career orientation and does essential communication.

1- Middle school students

Target audience: Middle school students (14-15 years old)
Process: Sending letters to all middle schools: inviting principals, teachers, and students, with 4 proposals:

- Presentation of the professions and training programs in their establishments, involving student and teacher Ambassadors.
- Invitation to the main teachers in middle school (responsible for orientation) for a day to present our courses at the high school.
- Offering one-day mini-internships with immersion in professional workshops.
- Open House day at the school.

Additionally, "Les Cordées de la Réussite" is an agreement between a middle school and a high school that allows middle school students to visit the high school several times during the school year. This program enables them to take part in professional workshops and discover the sector and its various professions.

2- High school students (15 to 18 years old)

Targets: High school students seeking reorientation during their high school education in general studies
Process: During their 1st or 2nd year of high school, students can undergo 1 to 3 weeks of immersion in a class at our specialized school focusing on Hospitality, Restaurant, and Tourism.

Upon completion of the internship, they can change their direction and enroll in our high school to learn about careers in hospitality, restaurant management, and tourism.

3- High school students (17-18 years old), for their post-baccalaureate orientation

As part of the Cap Sup program, high school students can attend post-baccalaureate training courses for a period ranging from one day to one week. This opportunity enables them to engage in discussions with higher education students, explore the curriculum, and ask any pertinent questions about the industry and professions.

Additionally, the school offers an Open House day.

4- Communication actions

The school website features videos for each training program. It is sharing behind-the-scenes insights of the programs and pedagogical projects on social media platforms.

Members of staff also participate in career orientation fairs/exhibitions.

Austria

Career Orientation Activities from Austria (Styria)

Students and trainees in Styria find support at the Talent Center of Wirtschaftskammer Steiermark whose motto is: *Talent is a gift. Making something of it is up to you. Everyone is different. But everyone deserves the chance to be the best that they can be.*



The Talentcenter of the Styrian Economic Chamber sees itself as an orientation platform which supports young people in schools and training programs: It offers youth assistance in making decisions to find a training program that is both right for them and will lead them to their goals.

Since 2010, students and trainees have been supported by a person employed by the State of Styria for this topic. The Office of the State Coordinator of Vocational and Educational Orientation serves as an information and communication hub where the activities for career orientation are bundled.

Information on events, activities or opportunities concerning career orientation are also shared via this hub. Some best practice examples - attended by many Styrian students – are included below:

- Apprenticeship Day on the main square in Graz
Students can explore the world of tomorrow's apprenticeships when 20 different companies and interactive workboxes of the "creative apprenticeship worlds" wait for them every October. From activities and career opportunities to internship options and apprenticeship vacancies – they will find all the relevant information on various apprenticeships.
- Whatchado
This video careers platform is both innovative and intuitive. It gives students an understanding of the small print in job adverts and is directly linked to open entry-level jobs for direct application, hundreds of job profiles and over 600 employers. Personalised feeds show students jobs that really suit them based on their personal interests and favourite career fields. The whatchado career tests shed light on the job and career jungle and give clues as to where someone can develop personally.



- Apprenticeship experience day
The "Volltreffer Lehre - Lehrberufe zum Anfassen" experience day brings leading regional companies as well as small and medium-sized enterprises in front of the curtain and shows pupils which apprenticeships are waiting on their doorstep.
- Skills competitions
Whether AustrianSkills, EuroSkills or WorldSkills - all professional competitions have one thing in common: they bring people with the same passions together and connect people nationally and internationally. Students from Styria regularly take part in these competitions. Participation is encouraged by Styrian schools.
- Anna's Garage
Anna's Garage is a pop-up garage for career guidance - a container or a fixed making workshop. Here, young people and companies can find out whether they can develop enthusiasm for each other by DOING together and in sufficient time. "Doing instead of informing" is the motto. Equality and sustainability are key cross-cutting issues. This future-orientated format facilitates concrete encounters with materials and tools. Companies benefit because they gain a differentiated impression of the potential of young girls and boys through joint prototyping.

Germany

Career Orientation Activities from Germany (Saxony)

The calendar for career education events in Saxony is rather crowded and every young person has an overwhelming list to choose from. The information about these activities are spread via the three advisors for career education officers at the State Office for Schools of Education, via community based coordinators for this topic in the 13 districts, via the responsible teacher at each school. Even the job advisers from the Agency for Jobs who regularly come to schools and who offer students appointments for a personal talk inform about the events. Career Orientation has gained more and more attention and the Ministry of Education included it as a priority topic in the programm Bildungsland 2030 which is a strategy in development and is supposed to describe school and education in the future.

As best practice examples, the activities below have gained high popularity.

- Night of the Apprenticeships
Once a year, companies open their doors on a Friday night till late to attract students with their parents. Practical tasks, presentations, talks, surprises to demonstrate different jobs and time for questions are offered. The City of Leipzig pays for the busses that take parents and kids on tours where they can visit three companies in one night.
- Parent's Week for Career orientation
This week is mainly an online format event which offers information on a variety of topics for parents. As surveys have proven, parents are still the main influencer or advisers for their children on the issue what to do in the future. This week aims to strengthen the parents' position so that they are able to pass on up-to-date knowledge to their children.
- Aktionstag Lehrstellen
Organised by the Chamber of Commerce, this Saturday's event is a classical apprenticeship fair with 90 to 100 companies giving information to students about their offers and available jobs.

Similar fairs also take place in bigger secondary schools. More and more the companies understand that it is important to offer some practical example tasks at the stands (and not just flyers and goodies) in order to make their stand interesting for young people.

- Schau rein

For 5 days in a row, students are invited to have a look into companies, do jobshadowing or practical work for one day. They can decide which day and which company suits them and have to register. Schools usually give their students a day off (by prove of attending the event). In 2024 this special week had record attendance numbers with 18 400 students taking part in the event.

- Komm auf Tour

This day provides experience- and action-orientated impulses to support young people at an early stage and in a gender-sensitive manner in their career orientation and life planning. It is primarily aimed at seventh and eighth graders from all types of schools. The pupils discover their strengths, receive guidance for work experience and find out what realisable career opportunities could be waiting for them. Topics from the private sphere are integrated in an age-appropriate manner. Parents, teachers, the public and companies can be involved through accompanying events. The Ministry of Education supports this format of career education financially.



Career Orientation has its own space in Saxony's secondary schools' curricula. There is a whole team for this topic based at each school. Getting the message over still needs more skills, new approaches and ways to help young people not just deciding for their future job but also to prepare for it.

FINAL REMARKS

The format chosen for this Framework for hybrid pre-internships is not that of a traditional curriculum, a scientific paper or a collection of guidelines. Rather, this unconventional style of recommendations with some illustrations and the clearly recognisable contributions of various project partners likes to show that education must move away from demotivating text deserts.

THE CAREER GARDEN project and its Framework aims to convince that new approaches and innovative work with digital tools are also important when it comes to the highly topical issue of career education and preparation for working life.

In the hope that our experiences, our pre-internships and these recommendations will reach many people, we would like to take this opportunity to invite you to utilise and further develop the results.

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