

**RE-ENGINEERING VOCATIONAL ORIENTATION AND CAREER COUNSELLING (REVOCC) FOR MOLDOVAN
LABOUR FORCE COMPETITIVENESS - REVOCC II**

**Analysis of the current situation
on the teaching of the
"Personal Development and Career
Planning" Module
as part of civic education
and class hours
in the secondary general education**

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This document presents key findings and recommendations for each key component of the ecosystem related to the teaching of the "Personal Development and Career Planning" module.

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EXECUTIVE SUMMARY: MAIN FINDINGS AND RECOMMENDATIONS

Our life is the amount of all the choices or decisions we have made so far up until this moment, or those we are going to make from now on. The process of "building" a professional career is a lifelong process, which begins early in life with our educational path and continues with the professional one.

In developing societies, career is oftenly perceived or associated with something of prestige, be it a high level position or higher salary, while opportunities for horizontal advancement in any profession are least promoted. Our professional activity is one of the main areas of our life, along with family, friendship, etc. and a balanced approach ensures in turn balance both in professional and personal life.

Where and how do we learn about these things? Who, how, educates today pupils in the Republic of Moldova to better understand their own feeling about one profession or another being more appropriate, how to enjoy your work, how to improve your performance at work, etc. Therefore, choosing a profession is a decision that deserves all the attention. A good decision and career plan increase the chances of success. Where do we learn about how to come up with such a plan?

The *Personal Development and Career Planning module* introduced as part of the Civic Education and Class hours for V-XII grades in secondary general and secondary technical educational institutions, fills this gap in the educational system from several perspectives.

The methodological approach for this study is one anchored in a balanced approach, and on the broader understanding of the ecosystem with all its components. This approach allows, thus, ***achieving both the general and specific objectives for this study***. The study has a qualitative evaluation as a basis, and measures the perception of the key stakeholders vis-à-vis the teaching of this module. Thus, the report presents, along with main findings its main recommendations as well. These are structured/grouped per 8 core components of the ecosystem of this module and indicates the degree of development of each component on a 1 to 3 scale, where 1 is inception phase and 3 is an advanced phase.

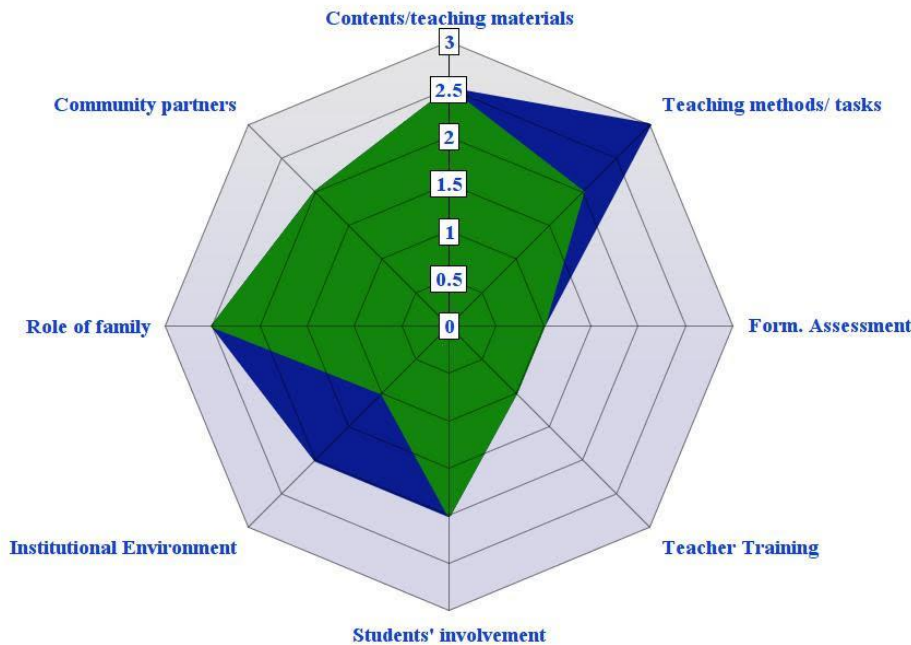
As a result of this study, main findings indicate that the most developed components are (according to figure 1, where blue represents secondary general education, and green is for the technical secondary education):

- Contents/teaching materials, **2.5 points**;
- Teaching methods/teaching and learning tasks, **3 points** (and **2 points** for technical secondary education);
- Role of the family / support of parents, **2.5 points**;
- Pupils' involvement/motivation, **2 points**;
- Institutional environment/administration, **2 points** (and **1 point** for the technical secondary education);

Components that remain with the lowest scores are:

- Community Partners/Stakeholders - **1.5 points**;
- Formative evaluation of the module - **1 point**;
- Teacher training - **1 point**;

Figure 1 Results of ecosystem assessment



One of the main conclusions based on the above results is that for a greater impact of the “Personal development and Career planning” module it is necessary to have an approach based on the principles of balanced development, ensuring that all the interventions take place on each of the above mentioned components, departing from the current level of

development of the component and prioritizing actions/interventions that could help push forward the most underdeveloped ones in a reasonable time span. Below are listed the main findings and recommendations for all the components reviewed under this study:

Component 1: Quality of the contents/teaching materials: currently, this component registers a pre-advanced level of development, with 2,5 points from 3 max. The module provides interesting and relevant contents from the personal development and career planning perspectives. Up to 80% of those surveyed, appreciated the contents / teaching materials as extremely useful for the teaching

staff, and complete in relation to the intended objectives. The module provides a reasonable volume of themes/topics, texts, examples. At the same time, around 60% of respondents consider that the contents support the motivation of the vast majority of the learners (around 80% of pupils being actively involved).

Key recommendations:

- Although findings indicate that the contents are fine with the vast majority of the learners, in order to bring this component to the most advanced level it is necessary to elaborate motivational/inspirational materials in order to be able to work/engage all categories of pupils (from the least motivated to those strongly motivated).
- For capacity building providers: developing and offering training programs, methodological guides for teachers to develop their own development plans (i.e. around 90% of pupils do not have their own development plans).

Component 2: Teaching/learning methods/tasks: This component gained the biggest number of points and is the most developed one in the secondary general education, while in the technical secondary education it gained 2 points). Methodological support and the teaching / learning tasks / methods are useful and accessible both to the teachers and pupils. More than 80% of teachers have the capacity to apply the proposed didactic support as a source of inspiration, modify, adjust the contents according to the needs of their pupils/class.

Key recommendations:

- Documentation of good practices among teaching staff regarding the teaching methods / tasks / and how teachers have diversified the activities proposed in the methodological guide. Taking into consideration that experienced teachers use methodological support as a source of inspiration, documenting these practices would add value to the process of implementing of the new school discipline - personal development - which will be introduced into the system from September 1st. These practices could be collected either by the Ministry of Education, Culture and Research and placed online / on a user-friendly portal or by CEDA team as part of efforts to develop the personal development component and career planning in secondary general vocational institutions.

Component 3: Formative Assessment of the Module. This component gained a single point, given that teachers indicated a great difficulty to conduct such evaluation. Interviews reveal the difficulty for teachers to achieve formative assessment. They are usually guided by concrete deliverables elaborated and submitted to the teacher by the pupils, i.e. CV, filled in data sheet, others. Teachers grade pupils based on their involvement and behavior during the module hours: the more active, the higher the grade.

Key recommendations:

- For this component recommendations include the need to develop capacity of the teachers to identify, elaborate and apply formative assessment tools (based on standards and

indicators) and focus should also be on capacity building programs of the teachers based on self-assessment tools as well.

Component 4: Teacher training: This component registered a minimum level of development, with just one point. Teaching staff from pilot schools have been trained however, for an efficient teaching of this module it is important to provide training for all teachers involved. The study puts emphasis on the very fact that teachers would like to have access to a broader variety of capacity building programs (provided by several training providers), related to the teaching of the contents connected to personal development or career planning. Documenting good practices/success stories could become a source of inspiration for thousands of teachers who teach or might be interested in teaching disciplines addressing these thematic areas.

Key recommendations:

- Educational institutions should ensure a needs based participation in the trainings/capacity buildings by the teachers, by organizing internal trainings and making full use of the existing internal human resources.
- Elaboration of a training program (for training providers) on teachers' training in delivering content / subjects with the focus on personal development / career planning (at all levels).

Component 5: Students/pupils' involvement: Currently, this component is at an intermediary level of development, with 2 points. It is important to point out that around 60% of pupils do not have a personal development plan, over 20% have one, and some either have one, but it is rarely filled out, is more abstract; or they do not want to write anything out of fear that someone else would read their thoughts.

Key recommendations for this component include:

- Elaboration of a career management training program for teachers, part of the in-service and pre-service teacher training programs.
- Developing training materials / programs to support the teachers in their work with different 'motivation' of pupils - programs focusing on motivational / inspirational tools, practical / well-targeted approaches on how to involve / motivate all pupils.

Component 6: Institutional environment/administration: this component has gained 2 points for the secondary general education and 1 point for the secondary vocational education. Over 50% of teachers believe that there are 1-2 organizations in the community with which the educational institution interacts or could interact in the context of teaching personal development / career planning topics.

Key recommendations:

- Elaboration of training programs focused on developing skills to work with the community / parents / economic agents / civil society organizations for teachers and administration of educational institutions.
- Providing support on the practical implementation of the professional competence standard 5.2 (involving family and community members in the efficiency of the educational process) – including connecting it to the open community school concept. These processes will also require the development of a complex set of resource-materials for staff with managerial functions, so that the standards of professional competence of teaching staff in secondary general and vocational education are successfully achieved.

Component 7: Role of the family and parents, gained a total of 2,5 points from 3 possible, which clearly demonstrates the influence and role of the parents in the decision making processes related to career choices. The study reveals that the educational institution continues to have limited engagement of the vast majority of the parents, while more than 50% of the teachers consider that there are quite a limited number of parents who demonstrate support both to the school and to their own children. Pupils, about 70 percent, most often discuss about the future / hobbies / career with the family (either with both parents / or only one / mostly with the parent who has a successful career). On the second place come friends, and other relatives (grandparents, aunts, cousins, etc.). On the third place, is the teaching staff, and those most often referred to are the civic education teacher or the class teacher. There are also around 10% of pupils who would never discuss these topics with teachers because teachers won't be able to listen to them.

Key recommendations:

- Including career development skills component in the Action Plan on the implementation of the Strategy on Developing Parental Abilities and Competencies, 2016-2022.
- Including a component with focus on working with parents into the capacity building programs for teachers and school managers, so that they develop their skills in working with parents in the most effective manner.

Component 8: Community partners/stakeholders. This component gained 1,5 points from 3 maximum. Collaboration with the community and with parents brings a lot of additional value in the teaching of this module. In the contents of the module the volunteer activities are being promoted as being useful for personal development and community development indeed. Besides, around 80% of pupils would like to have the opportunity to practice volunteering either in educational institutions or in the community. The situation however, remains rather complicated in rural areas, far from the capital city, where there are very few institutions in the community, and a general perception on lack of opportunities for volunteering or internships or partnerships with school persists.

Key recommendations:

- Information campaigns or awareness building programs for community stakeholders regarding collaboration with educational institutions (with examples of collaborative models, i.e. internships, volunteering, visits, master-classes, etc.).

- Collaboration with the Academy of Public Administration and the Congress of Local Authorities of Moldova (CLAM) in order to integrate the collaboration between the community and the educational institutions / the role of the community partners in training programs for LPAs (I).
- Elaboration of training programs for potential mentors/resource persons from within the partner community institutions in order for them to guide the process of career planning, help their potential mentees on capitalizing on a volunteer opportunity, etc. It is strongly recommended to build on the already available resources such as the UNICEF mentoring Handbook, and adjust it to people both inside and outside the community.

Regarding the **secondary vocational institutions**, it is important to mention that the most underdeveloped components for this stage are related to the institutional environment/administration, with just 1 point. Teachers from these institutions claim the need for more support on the side of administration for the teaching of this particular module. At the same time, there is a need for a coordinated communication between teachers leading this module and those teaching profession/speciality related subjects, to agree on key messages, approaches related to career planning, exercises, formulation of goals and objectives, etc. Students at this stage shared their main challenges and they are of a completely different nature from those of the secondary general education, given that here, students made already a decision about a specialization, while the others have not yet done so. Their main concerns are related to the costs of the studies and needs in terms of specific speciality/profession, i.e. hair colors, driers, drawing toolkits, etc. They wished that they had a better understanding of the implications of one specialization or another before they made a decision to join a VET institution, given that their decision might have been different including from such considerations.

In addition to those aspects listed above, the study did also look into the existent **regulatory documents/strategic/policy papers** looking into how professional development of the teachers is being addressed. Among the main documents analysed are the Education Code, the Professional Competency Standards for teachers and managers from secondary education, Sectorial Strategy Education 2020. What has been identified as a vulnerability not only of these particular policy documents, is lack of proper financial resources/allocations to ensure the implementation of the provisions of the documents both per educational system overall and per educational institutions in particular. At the same time, identifying and putting into application of the policy documents requires sometimes from one year to several years, and thus, many of those provisions might no longer be relevant. Unfortunately, these challenges are affecting not only the educational sector. Currently, the State Chancellery of Moldova is mapping all the policy documents/sectorial strategies in its attempts to reduce/efficientize their number and put more emphasis on the implementation and generating a greater impact on one sector or another.

Another important aspect is related to the fact that current policy documents in the area of education, professional development of the teachers, career planning, do not address the practical modalities of career advancement be it vertically or horizontally. What is important to put more emphasis on when it comes to teacher professional development are the various career advancement examples, particularly those related to horizontal development. Research shows that it is mainly this approach

that helps generate value, and keeping in mind ones personal values and principles allows for a greater diversity of the actions as well as allows for a greater flexibility.

Given that there is already work in progress on a new school subject *on personal development for secondary general education*, to be introduced in the academic year 2018-2019 in the system, key stakeholders and decision-makers should analyze the ecosystem presented as part of this report, the key findings, and identify which of the recommendations proposed for the most underdeveloped components of the ecosystem need to be implemented in the first place. This will allow for a balanced approach, with greater potential for generating longer-term impact on successful *Personal Development and Career Planning of the Moldovan Youth*.

As already mentioned above, this report presents a set of findings and recommendations departing from the current level of development of each of the component.

Immediate interventions are required on the component of formative assessment and teacher training (diversification of training offers) that have gained the lowest scores, and collaboration with community stakeholders, consolidation of partnerships between the educational institution and the community, given the low scores here as well - 1.5 points each component.

The highest developed components are those that were directly managed/coordinated by CEDA - 3-points for teaching methods and tasks, 2,5-point for quality of the contents/teaching materials.

Thus, where efforts are sustained and channeled in a coordinated manner, with the allocation of both human and material resources, there is vivid progress. However, there is a risk that these components may be adversely affected by underdeveloped components. For this reason, for any such intervention, actions for each component must be planned / ensured / coordinated in a balanced manner with engagement of all key relevant stakeholders.

INTRODUCTION

Evaluation of processes and educational contents contributes to facilitating the transmission of accumulated experiences and practices, and provides the opportunity to understand the performances of both pupils, teachers and educational institutions as a whole.

Accumulated data, shared perceptions in the evaluation processes, allows for a better understanding of the current challenges in education, but also opportunities for the teaching profession, contents and didactics that should be held by them, starting from trends and developments, as well as ways in which the educational institutions and the teachers could be even more useful to pupils in their learning.

In this context, CEDA, the organization that has been supporting education reforms for many years through the REVOCC 1 project, has revised the "Personal Development and Career Planing" module introduced as part of the Civic Education and Class hours in the secondary general and vocational institutions.

The module was piloted in 13 schools, under the the Ministry of Education Order no. 859 of October 9, 2016, is currently cimplmented at national level. Thus, according to National Bureau of Statistics data, about 193,400 pupils from grades V-XII benefit from this module.

22 civic education teachers and 68 class teachers from pilot schools were trained before piloting the module and about 942 civic education teachers in the country have been informed about the revised and approved module on core competency - *Career Planning Competence* and the specific competencies developed as part of this module:

- Self-assessment of the individual's potential from the perspective of career planning and design competency
- Competency to self-inform about career and labour market opportunities
- Competency to conduct personal and professional marketing
- Competency to make decisions on the educational and professional path based on ones attitudes and values system

Educational institutions received 1-2 sets of edited materials each, including:

- Methodological suggestions for teachers teaching the module
- Methodological suggestions for the class teachers
- Materials for pupils

In this context, there was a need for an assessment of the current situation regarding the teaching of the module in grades V-IX and X-XII in order to understand better the results up to date, identify the needs and perspectives in relation to the new educational policy documents and the tasks planned in the REVOCC project 2.

STUDY OBJECTIVES

The key objectives of this study are:

- To analyze the current situation regarding the teaching of the "Personal Development and Career Planning" Module within Civic Education and Class hours in grades V-XII.
- To develop proposals / recommendations on personal development and career planning as an integral part of the education system (within the secondary general educational institutions).
- To develop proposals / recommendations for improving the quality of training for teachers in the field of career education.

SPECIFIC OBJECTIVES OF THE STUDY

1. Revision of the existing mechanism for personal development and career planning through secondary general education - suggestions for didactic approach, evaluation / reflection and self-evaluation tasks, tasks and content of support available to the teacher and the pupil;
2. Analyze how teachers teach this module - lessons learned, success stories, teachers' recommendations related to improving / developing / expanding contents, and teaching this module (duration, form, etc.);
3. Observing how specific competences for the proposed topics are developed and pupils' attitude towards this module (as time allows);
4. Understanding how education institutions address teaching of this module and the type of support provided to the responsible teacher,
5. Understanding how career planning is addressed at institutional level both as intervention for the pupil and for the teacher,
6. Elaboration of recommendations on the frequency of evaluation of measures related to personal development and career planning in educational institutions, as well as ways to improve the quality of careers education (in educational institutions as well as teacher training in career education).

METHODOLOGY OF THE STUDY

- a) This study is based on qualitative assessment by applying a wide range of evaluation tools and addressing a broad spectrum of relevant key stakeholders. The study was participative, involving pupils, teachers and the administration of educational institutions, parents, active members of the community, key decision-makers in the education system, CEDA team.

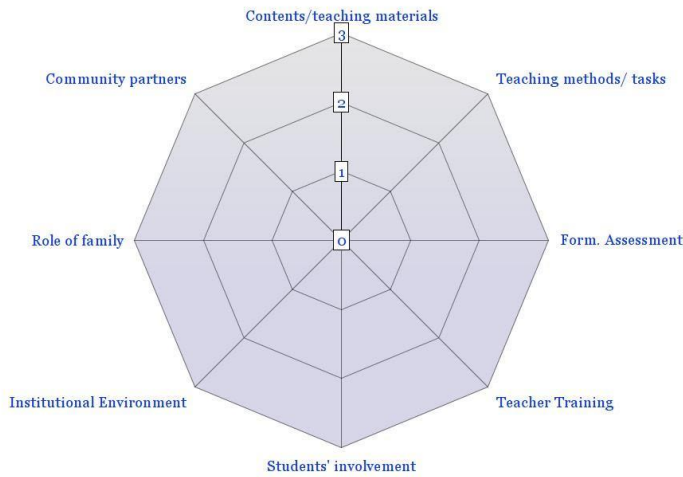
Therefore, the following actions were carried out as part of this study:

- Presenting / validating the approach for this study, namely the ecosystem for this module, focusing on personal development and career planning, in an workshop with teachers from secondary general education institutions. The event aimed to test the key components and get insights on a preliminary perceptions vis-à-vis the degree of development of each component of the ecosystem. This workshop was extremely important to determine whether the proposed approach to the study is feasible, and whether or not it allows interpretation of the results as well as the identification of recommendations.
- The methodology for evaluating / interpreting the results was set out - development levels for each component (where level 1 is the beginner level, 2 - intermediate level, and 3 - advanced level).
- Based on the ecosystem framework, tools for collecting data as online questionnaires / google forms were developed to be completed by teachers, pupils, and parents.
- Similarly, a series of interview questions (tet-a-tet and telephone) were prepared for the teaching staff and the heads of educational institutions.
- In addition to these, several scenario options for focus groups were developed for all the approached institutions, taking into account the rural or urban aspects, the size of the educational institution, and so on.
- Also, the study looked into the existing legal framework in the field of education relevant to the career planning opportunities for the teaching staff and identified aspects relevant to this study.
- For this study, there were involved 4 urban secondary general education institutions, including a private one; two secondary vocational institutions in the urban area were approached, two rural institutions were approached, while more than 50% of the questionnaires completed online by the pupils are respondents from rural areas.

Thus, the following results were obtained in terms of data collection / measurement of the perception by all key stakeholders:

- Questionnaires completed by secondary school pupils – 67
- Questionnaires completed by high school pupils – 62
- Questionnaires completed by secondary vocational-technical pupils – 79
- Questionnaires completed by pupils online / google forms (secondary, high-school, secondary vocational schools' pupils) - 28
- Questionnaires completed by teachers (via google forms) – 9
- Questionnaires completed by parents and community actors (via google forms) - 27
- Focus group with secondary school pupils – 109
- Focus groups of high school pupils – 40

- Focus groups with secondary vocational school pupils – 35



- Interviews with teaching staff – 12
- Interviews with principals / managers of educational institutions - 5
- Interviews with representatives of the Ministry of Education, Culture and Research – 2
- Presentation and discussion of preliminary results with CEDA representatives– 2
- Presentation and discussion of preliminary results in a workshop with teachers, managerial staff, donors, and validation of findings and key recommendations.

b) The ecosystem components for the "Personal Development and Career Planning" Module as part of Class hours in secondary general institutions (grades V-XII), has been also applied to the secondary vocational institutions.

No.	Component	Key Indicators for Level 1 (Initial / Beginner)	Key Indicators for Level 2 (Intermediate)	Key Indicators for Level 3 (Advanced)
1	Quality of content / teaching materials	Quality of the contents/ the teaching materials is rather low and contents are incomplete in respect to the main expected deliverables set up for this module. The materials / contents are too theoretical and with few practical tasks, complicated language and volume (either too high / or insufficient) not adjusted to the age / interest or peculiarities and needs of pupils.	Quality of the contents/ the teaching materials is indeed good and content is complete in regards to the intended outcomes of the module, but does not support the motivation of all pupils to practice, accomplish all the proposed tasks, etc. On the other hand, the didactic materials are focused on the development of specific skills and present a reasonable volume of topics, texts, examples.	Quality of the contents/ the teaching materials is high and contents are complete and support the motivation of the pupils to practice, develop their own career plan, etc. The teaching materials are focused on the development of all the specific competences proposed and present a rich / complex volume of topics, texts, tests, exercises, examples, case studies.
2	Quality of teaching / learning	Teacher implements with difficulty the methods and tasks proposed in	Teacher implements successfully the proposed methods /	Teacher uses the didactic support / proposed methods as

	methods / tasks	teacher's guide and pupil's guide for this module.	tasks and teaching / learning techniques and fully follows the proposed teaching support.	a source of inspiration by completing them with new techniques, new examples, new tasks, and starts with the needs and interests of the pupils.
3	Formative assessment of the module	The evaluation of pupils' results is made based on the teacher's own understanding.	Teacher assesses pupils based on performance standards / indicators (minimum required) and all pupils are familiar with them.	Teacher evaluates / (grades pupils) with performance and success standards and performance indicators for each task proposed in the module. All pupils know about how the teacher's feedback translates into quantification.
4	Teachers' training for the delivery of the given module	In-service teacher training for this module is carried out within the projects implemented with the support of foreign donors, and not all teachers can benefit from training.	Teachers can receive in-service teacher training on teaching this module in at least 2 institutions (public / and NGO / private).	Teachers can choose from a wide variety of in-service training courses offered by various institutions (public or NGOs) for teaching the module.
5	Pupils' involvement / attitude / reactions	small / low % of pupils are interested in the contents of this module and perform the proposed tasks	% at least half of the pupils interviewed / observed participating in the given module manifest interest / are actively involved and have a career development plan	% majority of pupils demonstrate positive attitude, interest, and successfully carry out the tasks / activities proposed and have a career development plan
6	Institutional environment support / administration of the institution	Teacher is alone in teaching this module.	Teacher has administrative support for this module (i.e. support on resources / printing, paper, space, etc.), but collaboration with the community and parents is sporadic.	The administration of the educational institution has partnerships and collaborates with key community actors (public / private / CSOs). There is a tradition in the institution to organize informal events and activities related to personal development and career planning. The

				institution owns a database of notorious people from different areas of the country, community and regularly refers to them.
7	Support from parents / family role	Teacher is alone in teaching this module. There is no family support, on the contrary, family members discourage choices made by children and imposes stereotyped approaches.	There are few parents who show openness and support the children, carry out certain tasks together, provide support to the teacher whenever needed.	Parents actively engage in sharing their own professional/ personal advancement/ professional growth experiences with pupils during classes, and do so regularly.
8	Community Partners (Public/ Private)	There are no community partners for the educational institution to engage with, and pupils do not have with whom/how to interact regarding the topics covered within this module.	There are 1-2 organizations in the community whom the educational institution or teacher interacts with or may interact in the context of teaching the module.	Community stakeholders (public, private, and associative) offer opportunities for collaboration to the educational institution within this module. They offer volunteer options, internships, organize visits and workshops, events related to their institution / etc.

c) **Structure of the Report** – this report is structured into 8 key components, each representing part of the ecosystem described above, thus giving the reader the opportunity to get acquainted with the findings, reflections and perceptions of the key stakeholders involved, as well as the rationale behind the recommendations formulated for each component.

COMPONENT 1: QUALITY OF CONTENTS / TEACHING MATERIALS



Figure 2: Degree / level of development - 2,5

When addressing the quality and relevance of the content / teaching materials proposed for one discipline or another, we take into consideration a number of points, including how these contents enhance pupil's performance, how they motivate to learn and to engage, and to search for additional materials to their interest, to what extent they are sufficiently practical / applicable, etc.

The *Personal Development and Career Planning module* offers both the teacher and the pupil the opportunity to work not only with the rational-intellectual dimension but also with the affective, motivational, attitudinal and social dimensions indeed.

Pupils' responses in focus groups and via completed questionnaires demonstrate increased interest in the proposed contents with the focus on personal development but also a great desire to have access to a broader spectrum of materials. This speaks of how the proposed content has achieved its objectives, generating even greater interest among pupils, which is very positive.

Pupils would like to have included, within this module, and other classes related to these topics, the following subjects:

- Motivating and inspirational real-life stories;
- Details about a wide range of professions / trades;
- Details/arguments on the importance of the professions and their necessity on the labor market, and extensive explanations about the professions;
- Information on employees' rights;
- Tips / suggestions for choosing a profession or some rules (if they exist for a profession or another);
- A mixture of theory, with real-life examples, contents that develop the spirit of observation and skills in the field, practical tasks;
- Information about certain rights, laws relevant to the field in which we want to plan our career;
- Contents related to entrepreneurial activity (with concrete examples);
- Information / details on the multitude of careers, be as informative as possible;
- Motivational speeches (i.e. TED talks, others);
- Examples of concrete steps in taking decisions about one profession or another;
- Different tests to identify preferences in the field of jobs and remuneration at the moment;
- Various personality / psychology tests for self-discovery, questionnaires;

I think the basic "content" for career-planning lessons is the teacher him/herself, who was first guided to teach this subject, so he/she must have, in my opinion, certain motivation techniques that would inspire pupils!

- Information on what additional skills are required for a profession or another (besides those specific skills related to one or another);
- Useful information for the process of discovering your own abilities and desires;
- Content that is easy to understand and is pupil-friendly;

“I think there is no need for a schoolbook. Brochures with general information would be sufficient. I think that the brochures given by various universities are absolutely necessary, to present to the children the specific information about the faculties they might apply. We would also welcome the teaching materials that would explain the application process at various universities, at least, at the institutions in the native town/s. “

- Statistics and real examples from the country's economy;
- To adapt the content to each pupil / to respond to the wishes and needs of the pupil,
- Provide examples of career plans.

A particular category of pupils, passionate about psychological tests, want more tests and matrices to help them even more effectively in career planning.

There are also voices, according to which the content is so good that it does not require any change! And another extreme, is that in general there is no need for teaching materials / manuals / guides to address such topics. Rather have different brochures/leaflets on different topics.

Aspects specific to secondary vocational education institutions

Teachers encourage students to look for additional contents about professions, mainly from the online / Internet environment. At the same time, not all pupils have access to the Internet. Likewise, pupils want more details about the chosen profession, i.e. hair stylist/ hairdresser/barber and hairdresser's practical classes should be equipped with hair dyes from professional firms to allow their knowledge in practice.

20% of the pupils who participated in the focus group from the interior design specialty had no reflection on how the materials / content for this module should be. The vast majority of the comments provided by the rest of the pupils resonate with the above ones. However, there are some specific issues, including:

- To provide support in the practical tasks for the given job (pupils feel that they do not have everything to master the chosen profession);
- Pupils also want access to a list of aspects related to the difficulties of the profession (or costs involved when choosing one job or another). For example, doing interior design studies is rather costly, and if they knew in time such details would be very useful in deciding to follow these studies or not,
- Pupils would like to have access to information / details that are not written in books, but finding them interacting with the best experts / specialists in the given field,

- Likewise, pupils would like to have access to original materials that inspire them, including from the perspective of the job they are learning at the moment, they need good / positive models of works / materials to inspire,
- Mostly, pupils feel the need for technical resources for their chosen job, from easels to computers to be able to perform digital graphics, rulers, posters, etc. As well as well equipped and natural well-lit and spacious workrooms,
- For pupils at this stage it is essential to have access to various exhibitions / events dedicated to the field, to get out of the school environment to interact with those already on the labor market,
- When discussions are being held on career planning, to refer to the job they are currently mastering.

The specificity of the content proposed for this module is that teachers can capitalize on the pupils' personal experiences in an integrated manner, through a permanent reporting on what they think, feel and how they behave.

The authenticity of learning experiences is revealed when they apply the skills explored, discovered and practiced within this discipline in different learning contexts. The fact that there are about 10% -15% of pupils of X-XII grades who have tried various activities outside school, i.e. volunteering, internships, etc. can make the learning process easier from the point of view of bringing real / practical examples, thus giving pupils space for awareness of who they are, what emotions they have, how to relate to others (diversity), how to be motivated to learn successfully, what trades / professions they would like to practice.

This study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: Quality of the contents/ the teaching materials is rather low and contents are incomplete in respect to the main expected deliverables set up for this module. The materials / contents are too theoretical and with few practical tasks, complicated language and volume (either too high / or insufficient) not adjusted to the age / interest or peculiarities and needs of pupils.
- **Two points are assigned to level 2** implies: Quality of the contents/ the teaching materials is indeed good and content is complete in regards to the intended outcomes of the module, but does not support the motivation of all pupils to practice, accomplish all the proposed tasks, etc. On the other hand, the didactic materials are focused on the development of specific skills and present a reasonable volume of topics, texts, examples.
- **Three points are assigned to level 3**, which implies: Quality of the contents/ the teaching materials is high and contents are complete and support the motivation of the pupils to practice, develop their own career plan, etc. The teaching materials are focused on the development of all the specific competences proposed and present a rich / complex volume of topics, texts, tests, exercises, examples, case studies.

After analyzing this component, **2.5 points** were attributed.

In conclusion, the following key findings determine the current state of development for this component:

- About 80% of respondents appreciate the content / teaching materials as extremely useful for the didactic framework, and complete in relation to the intended objectives, present a reasonable volume of topics, texts, examples.
- About 60% of respondents consider the content supporting the motivation of most pupils (around 80% of pupils being actively involved).
- Pupils' feedback shows increased interest in content related to vocations / professions, successful people, and ways in which they succeeded.
- There are aspects specific for institutions in secondary technical-vocational education.

As a result of the discussions on these key findings with relevant key stakeholders, the following key recommendations are proposed to bring the component to the maximum level of development, 3 points.

Key Recommendations:

- Development of motivational / inspirational tools to be able to approach / work with all pupils (either strongly motivated or vice versa, very well trained / informed).
- For capacity building providers: developing and offering training programs, methodological guides for teachers to develop their own development plans (i.e. around 90% of pupils do not have their own development plans). What is important when discussing career development / career planning content is the teacher's role / model, and his/her ability to share his/her own career planning experience, and how to use a career plan.

COMPONENT 2: TEACHING METHODS / LEARNING TASKS



Figure 3: Degree / level of development - 3, for secondary technical institutions - 2

The teaching-learning process is a set of techniques designed to streamline training actions. The training process and selected methods / approaches for teaching content with a focus on personal development and career planning are extremely important for several key considerations, including:

a) guides the training with the help of methods, procedures and teaching resources, permanently reported to the objectives of the teaching-learning activity, providing a level of motivation necessary for practicing and;

b) contributes to the continuous improvement of the didactic activity by adopting the most efficient methods, correlated with the needs and interests of the pupils;

Following interviews and focus groups as well as the reflections shared through the questionnaires, the respondents (pupils) would like, from a methodological point of view, that the lessons within this module would include:

- More games and interactive activities,
- Visits to various organizations, excursions to various companies,
- Mini-trainings with successful people / specialists in various fields,
- Have as many possible group work and interaction between pupils,
- To apply video materials in the delivery of these content,
- Initially to test the materials proposed for different groups / categories of pupils (for some, what is proposed may be too complicated / complex, for others too simple / already known)
- To create a context for soul-based discussions with pupils and teachers, this should help clarify career decisions,
- To invite people from different fields who can answer the concrete questions by the pupils.

"I believe in the proverb: "It is a bad workman that has a bad saw". This means that a good tool in the unprofessional hands can bring damage, and that professional hands can handle without tools. "

At the same time, pupils consider the teacher's role in teaching content focusing on personal development and the career planning as extremely important.

"First of all, teachers who are specialists with extensive practical experience in the field of teaching can combine useful theory and practica stuff at the same time, interpretation to be entertaining and exciting, not to allow

boredom to replace interest".

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: Teacher implements with difficulty the methods and tasks proposed in teacher's guide and pupil's guide for this module.
- **Two points are assigned to level 2**, Teacher implements successfully the proposed methods / tasks and teaching / learning techniques and fully follows the proposed teaching support.
- **Three points are assigned to level 3**, which implies: Teacher uses the didactic support / proposed methods as a source of inspiration by completing them with new techniques, new examples, new tasks, and starts with the needs and interests of the pupils.

After analyzing this component, **3 points** were attributed to the secondary general education, and **2 points** for secondary vocational education.

In conclusion, the following **key findings** determine the current state of this component:

- More than 80% of teachers have the ability to apply the proposed didactic support as a source of inspiration, modifying, adjusting the contents according to the needs of the pupils / class / age specific, etc.
- The way in which the methodological guide/support is structured, the stages of the ERRE (evocation, realization of meaning, reflection and extension) framework, allow the provision of a minimum level of quality by teachers who have not received training regarding teaching of this module.
- In secondary vocational institutions, teachers have difficulties with the infrastructure/resources needed to successfully deliver the contents of this module.
- Pupils want more practical activities, less theory, more interactivity, more events/exposu re outside school (i.e. one day at the university they would like to study at, or at a company / institution, etc.), and interaction with successful people, people who have rich experience in one field or another.
- At the moment, there is a lack of a framework / approach regarding the realization of study visits, which are the stages of such a process, and how the teaching / educational institution as a whole can successfully carry out an active learning process through these visits at various organizations, institutions, partners, etc.
- More emphasis is required on the specialty, and on anchoring the discussions/exercises in the context of the profession/specialization (the case of the institutions of secondary technical vocational education).

As a result of the discussions on these primary findings with relevant decisive stakeholders, the following key recommendations are proposed to bring the component to the maximum level of development for the secondary professional stage and to maintain at least the same component for the general education :

Recommendations:

- Documentation of good practices among teaching staff regarding the teaching methods / tasks / and how teachers have diversified the activities proposed in the methodological guide. Taking into consideration that experienced teachers use methodological support as a source of inspiration, documenting these practices would add value to the process of implementing of the new school discipline - personal development - which will be introduced into the system from September 1st. These practices could be collected either by the Ministry of Education, Culture and Research and placed online / on a user-friendly portal or by CEDA team as part of efforts to develop the personal development component and career planning in secondary general vocational institutions.
- Organizing activities focused on the exchange of experience among teachers - demo workshops, master classes, video lessons, didactic materials competitions, didactic projects, etc.
- In secondary vocational education - it is recommended to develop support materials in the field of career development, especially for new specializations. Similarly, it is important to develop and implement mechanisms for collaboration between the teaching staff who teaches the given module (or personal development and career planning related content) and teachers who teach the specialization classes. This would ensure the logical link between the chosen specialization/profession and the goals as a whole, and a better understanding of the way in which advances are made for one profession or another.
- For teacher training providers, developing a methodology for study visits as support for teachers - this would bring clarity both for the didactic staff and for the educational institution, would contribute to the strengthening of the cooperation between the educational institution and the current or potential educational partners.

COMPONENT 3: FORMATIVE ASSESSMENT



Figure 4: Degree / level of development - 1

Formative assessment is a complex assessment, carried out by modern methods (i.e. portfolio, career project, personal development plan, investigation, self-evaluation, etc.), which represent alternatives to the current educational context, ensuring the transition from evaluation of learning products to evaluation of cognitive processes of the pupils during the learning activity. It is an integral part of the didactic process, correlated with teaching and learning. It has an influence on the amelioration or reorganization of teaching and learning processes. It has a feedback function both for the pupil and

the teaching staff on the strengths and weaknesses of the efforts made, on the didactic activity efficiency. This component requires particular attention because it is least developed. At the same time, it is extremely important in terms of ensuring a good development of the whole ecosystem in teaching content with a focus on personal development and career planning. In the formative assessment process, the emphasis is shifted from the evaluation of the knowledge stored on the assessment of the abilities / attitudes acquired by the pupil in the educational act. It is precisely for these reasons that, when it is at the discretion of the teacher to do this, it is quite difficult for many.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: The evaluation of pupils' results is made based on the teacher's own understanding.
- **Two points are assigned to level 2**, which implies: Teacher assesses pupils based on performance standards / indicators (minimum required) and all pupils are familiar with them.
- **Three points are assigned to level 3**, which implies: Teacher evaluates / (grades pupils) with performance and success standards and performance indicators for each task proposed in the module. All pupils know about how the teacher's feedback translates into quantification.

After analyzing this component, **1 point was** attributed, based on the following **key findings**:

- Interviews reveal the difficulty for teachers to achieve formative assessment. They are usually guided by concrete deliverables elaborated and submitted to the teacher by the pupils, i.e. CV, filled in data sheet, others.
- Teachers grade pupils based on their attitudes and involvement during the module hours: the more active, the higher the grade.

Key Recommendations:

Taking into consideration the intention to introduce the Personal Development Course, and the experience / lessons learned during the teaching of this module, it is important to pay sufficient attention to the training of the teaching staff in order to apply the various formative assessment techniques:

- Capacity development for teachers on formative assessment (set of standards, indicators, tools, others).
- Focus on training programs for teaching staff regarding self-assessment tools.

COMPONENT 4: TEACHER TRAINING



Figure 5.
Degree / level of
development - 1

By its nature, the teaching profession requires continuous training and development so that it can provide the learner with a comprehensive perspective on the field he / she teaches, as well as be a model of continuous learning and excellence. Professional development through participation in continuous training courses is necessary for the teacher to be able to review how he / she is doing his or her teaching activity, to identify ways to improve the quality of the services he / she performs, and to define new goals for both horizontal and vertical advancement.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: In-service teacher training for this module is carried out within the projects implemented with the support of foreign donors, and not all teachers can benefit from training.
- **Two points are assigned to level 2**, which implies: Teachers can receive in-service teacher training on teaching this module in at least 2 institutions (public/and NGO/private).
- **Three points are assigned to level 3**, which implies: Teachers can choose from a wide variety of in-service training courses offered by various institutions (public or NGOs) for teaching the module.

After analyzing this component, **1 point** was attributed, based on the following **key findings**:

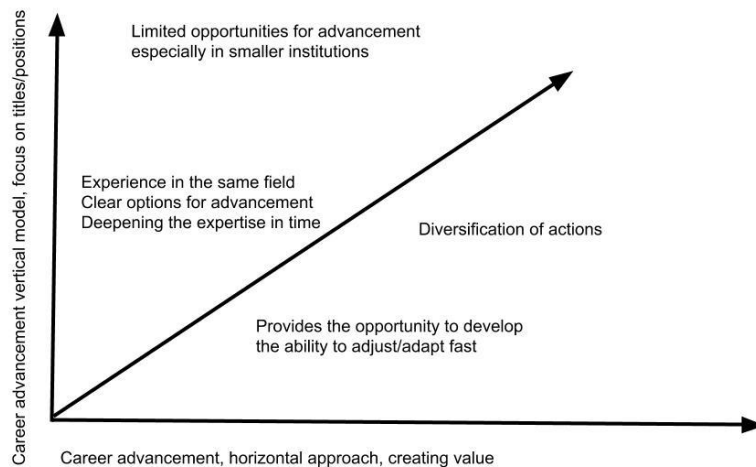
- Most of the teachers would like to have access to a wide variety of training courses (offered by various institutions / providers of training services) on teaching personal development / career planning content.
- Half of those surveyed did not receive training, but they mentioned that the Methodological Guide developed for teachers helps to successfully carry out the activities provided for the given module. The ERRE (steps and methodological suggestions are really useful and ensure a minimum level of quality.

Therefore, the following **recommendations** are proposed:

- Educational institutions should ensure a needs based participation in the trainings/capacity buildings by the teachers, by organizing internal trainings and making full use of the existing internal human resources.
- Elaboration of a training program (for training providers) on teachers' training in delivering content/subjects with the focus on personal development/career planning (at all levels).

- Regarding initial training, it is recommended to collaborate more closely with the career guidance centers and piloting some training programs on teaching content / subjects with the focus on personal development / career planning.
- There is openness for cooperation at the State Pedagogical University Ion Creangă, the Career Guidance Center, with whom one could collaborate in order to pilot training modules, as well as in pedagogical colleges (i.e. modular programs).

In addition to these key recommendations, it is important for training providers to analyze current trends in improving the quality of teachers from the perspective of theories of career advancement models. The reality for many developing countries, in terms of the salary, the social status of teachers is inferior to other professions. This explaining why it is difficult to attract valuable candidates to the teaching profession. The perception and image promoted in society, demystify those already in the system to excel, and the young ones to be less interested in faculties with a pedagogical profile.



What is lacking among teachers and educators is the understanding of different opportunities for advancement. Our society is still anchored in the traditional approach that advancement is vertical, and the culmination of the career / development that a teacher can achieve is becoming a director / manager of an educational institution. Today's tendencies show that vertical advancement is often limited to obtaining

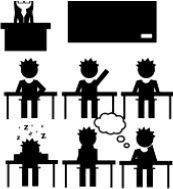
higher titles / new functions (this is the core of demotivation, not just in the didactic field), because as the vertical advancement is higher, the more decreases the number of positions / roles / high-level functions. For many, it is unrealistic to reach one position or another throughout their lives.

What should be emphasized in the teaching profession are the models of horizontal advancement. Researches show that horizontal advancement is the way for professionals to create value. And according to the key principles and values of the person, it allows for a wider diversity of actions and offers much quicker adaptation.

Similarly, decision-makers, initial and in-service training providers should consider integrating aspects of advancement, career paths, the development of professional paths that can lead to wage and prestige growth. This aspect is extremely important given that the content of teachers' activity is evolving in the sense that teachers apply social assistance, health education, parents' education, increased concern for pupils' physical and emotional development, use of information technology and communications, pupil support for online space, etc. Here are the various thematic directions for development and horizontal advancement.

COMPONENT 5: PUPILS'/STUDENTS' INVOLVEMENT

Figure 6.
Degree / level of
development - 2



In addressing any school discipline, it is important for teachers to propose to capture pupils' attention and keep them involved throughout the class. The concept / term itself of pupils' involvement and factors that influence how well pupils are involved is in the process of continually defining the concerns of educators in education. According to the latest trends in this respect, pupil's involvement implies not only certain behaviors on the part of pupils but also their emotions and thoughts.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: small / low % of pupils are interested in the contents of this module and perform the proposed tasks.
- **Two points are assigned to level 2**, which implies: % at least half of the pupils interviewed / observed participating in the given module manifest interest / are actively involved and have a career development plan.
- **Three points are assigned to level 3**, which implies: % majority of pupils demonstrate positive attitude, interest, and successfully carry out the tasks / activities proposed and have a career development plan.

After analyzing this component, **2 points** were attributed, based on the following **key findings**:

- Over 60% of teachers believe that the vast majority of pupils are actively involved in the activities of the module and demonstrate positive attitude and involvement.
- 20% of teachers think that pupils have a personal development plan.
- Interaction with pupils shows that around 60% of pupils do not have a personal development plan, more than 20% have one, and a part either have one, but is rarely completed, is more abstract, or do not want to write nothing in it out of fear that someone may read their thoughts.
- Over 50% of pupils attribute to the term of personal development characteristics such as the development of knowledge, skills in areas they like and where they would like to work in the future, along with hard work to achieve the necessary intellect for dream achieving.
- More than 60% of pupils consider career as the professional pathway that a person goes through and increase their professional skills. Similarly, the career path is also the pathway in the pursuit of a job; totality of actions, progressions and regressions.
- In secondary technical vocational education institutions, careers are perceived as a job and income.
- The spectrum of professions in which pupils see themselves in the future is very diverse and the difference between the answers of high school pupils to those of vocational school or

college pupils is that the latter want to develop a specialty career with little exceptions (when pupils do not are determined).

If we report these findings to some of the key points that a learning activity needs to have for all pupils to be actively involved, then we understand that the module is thought in a way that contributes to the active involvement of the vast majority of pupils. Moreover, the module provides:

- Customizing the learning experience,
- The activities in the module have value and potential significance outside of the class,
- There is the possibility of social interaction as a result of the activities in this module,
- Pupils make choices during the activities in the module, better said, follow some algorithms in making decisions,
- The activity is interconnected with reality.

As for an active involvement of pupils, it is necessary for the learning activities to be based on at least three of these characteristics, the given module achieves conceptually these targets and even exceeds them.

Pupils' responses and attitudes in focus groups as well as completed questionnaires show a high level of involvement of the vast majority of pupils.

To the question of **what does personal development mean to you**, the pupils answer:

“For me, personal development means the desire to get to know new things to progress”.

- Developing knowledge, skills in the field that I like and want to work in the future,
- Hard work to reach the necessary intellect to achieve my dream,
- A change that takes place over a few years, in which you become more ingenious, more creative, more mature. Personal development means continuous progress, learning new things, discovering your own potential,
- Formation of an appreciated character, mental and spiritual development.
- Personality development. To be more responsible, more punctual,
- Spiritual evolution. It is a process of human transformation at all levels of his/her being: physical, psychic, emotional, social, spiritual and mental,
- A profession that gives you a decent living. Life quality,
- Good results, career, happiness, success,
- Career in the future,
- For me personal development is the future. We need to think about how we will live in the future, what job to have, where to learn, etc.
- New horizons. A pathway in my life.
- Personal development is how I evolve in terms of personal goals.
- To find yourself in what you like
- Personal development for me means performing certain actions in order to have more experience in the field desired for the future,
- For me personal development means the desire to know various new things to progress,
- Trying different professions and ideas, other possibilities

- Do what is interesting to you,
- To make you better in what you like / overcome yourself.

Specific answers from pupils in secondary vocational institutions:

- To exposure my knowledge from school to an employer;
- Personal development for me means gaining more knowledge as a hairdresser so that I can then open my personal business in this area;
- Accumulating knowledge, practicing sport because my career is in this field;

Asked to define the term **career**, pupils have offered a wide range of responses and opinions:

- The professional path that a person goes through,
- Developing professional skills,
- The trajectory of a job; totality of actions, progresses and regressions,
- Career is when you have a job that brings you pleasure, money and experience
- Career is the road of success that everyone wants to have, but few are making the effort for it
- For me, career is a road that leads to an easier life
- Career is what you choose for the next 20-30 years / future
- You do what you like,
- Career is a certain level reached in a profession / professional ascension,
- The profession that will satisfy your wishes / happiness,
- Career is an income,
- Unique / talented / professional specialist,
- Self-realization,
- Career for me is a way of living. A way to spend our lives,
- All decisions made by a person on a professional level,
- Several pupils in secondary technical education institutions interpret the term / definition of career as a stable job and income.

Based on these findings, the following **recommendations** are proposed:

- Elaboration of a career management training program, part of the in-service and pre-service teacher training programs.
- Developing training materials / programs for teachers to work with different 'motivation' of pupils - programs focusing on motivational / inspirational tools, practical / well-targeted approaches on how to involve / motivate all pupils.
- Developing teachers' capacities to be mentors for pupils in terms of developing / elaborating their personal development plan (i.e. mentoring on long-term / immediate goals, feedback, or other support mechanisms).

- Note: the standard of professional competence of teachers in secondary general education 4.2 (4.2.1) states that each teacher develops an individual development plan, so there is a need to provide training programs for all teachers to achieve successfully this standard.
- Encourage pupils to volunteer in the field of personal development for pupils from smaller classes / colleagues from other classes.
- Elaboration of an internal methodology for teaching staff / administration regarding volunteering in the educational institution, correlated with the Education for Volunteering.

COMPONENT 6: INSTITUTIONAL ENVIRONMENT/ADMINISTRATION



Figure 7. Degree / level of development - 2 (for secondary technical vocational education - 1)

Teaching content with a focus on personal development and career planning requires a supportive attitude and atmosphere from the administration of the educational institution. Educational guidance and career pre-orientation are provided within the school. In order for the pupil to become an adult responsible for his/her own career decisions, the school should focus on building a range of key competences, and the administration of educational institutions must provide all the conditions for this to be done successfully. Career designing requires a number of resources: human, material, financial; as well as a favorable institutional environment for sharing experiences between teachers, master classes, classroom observation, and more.

Moreover, the school, as a formal environment responsible for guiding pupils in the designing of their careers, has to inform them about labor relations, labor market trends, technological innovations, etc. respectively, has the responsibility to serve as a bridge between what is being taught at school and the community, the world of work, opportunities and perspectives.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: Teacher is alone in teaching this module.
- **Two points are assigned to level 2**, which implies: Teacher has administrative support for this module (i.e. support on resources / printing, paper, space, etc.), but collaboration with the community and parents is sporadic.
- **Three points are assigned to level 3**, which implies: The administration of the educational institution has partnerships and collaborates with key community actors (public / private / CSOs). There is a tradition in the institution to organize informal events and activities related to personal development and career planning. The institution owns a database of notorious people from different areas of the country, community and regularly refers to them.

After the analyses of this component, **2 points** were attributed for secondary general education, and **1 point** for secondary vocational education, based on the following **key findings**:

- More than 50 percent of teachers believe they have administrative support in delivering the given module (i.e. support on resources / printing, paper, space, etc.), but collaboration with community and parents is almost missing.
- About 45% of the parents approached believe that the school should have well-trained teachers to teach such a module / lessons with a focus on personal development / career planning.
- In addition, the educational institution should create all the necessary conditions to provide teachers with the full spectrum of resources and the necessary support.

Based on these findings, the following **recommendations** are proposed:

- Elaboration of training programs focused on developing skills to work with the community / parents / economic agents / civil society organizations for teachers and administration of educational institutions.
- Providing support on the practical implementation of the professional competence standard 5.2 (involving family and community members in the efficiency of the educational process) – including connecting it to the open community school concept. These processes will also require the development of a complex set of resource-materials for staff with managerial functions, so that the standards of professional competence of teaching staff in secondary general and vocational education are successfully achieved.
- To organize periodically events dedicated to career / personal development topics for school and community (reflecting these events in the development plans of educational institutions). (Standard 5.2 / descriptor 5.2.1). Develop a set of examples / scenarios for such events.
- To create a database / per institution, with resource persons from the community or outside, who could be invited in events dedicated to career planning, future professions, personal development, etc.

COMPONENT 7: ROLE OF THE FAMILY/PARENTS



Family / support of parents - 2.5 points

The modern practice of counseling and professional guidance / personal development calls for the involvement of parents and family members in general. They can contribute to the counseling act by supporting their own children in their free career choices, finding a job, discussing and analyzing stereotypes and prejudices about work, encouraging mobility for vocational training or the pursuit of a profession.

The possibilities of parental influence vary and can be translated into: discussion regarding their children's career choices in order to know the children's point of view, fears, hesitations, successes; offering suggestions, but without imposing their own point of view; discussions with teachers; permanent encouragement; information on job offers, etc. Apart from family members, the group of friends is a significant source of influence on adolescent career plans.

In the study, the pupils were asked with whom they communicate the most about the future, future career, choices related to the profession, personal development, goals, dreams. Responses can

be categorized into a number of key criteria: communication with parents / relatives / family members, followed by friends, and third place communication with the teacher.

„Most oftenly I talk with my parents about my career plans because they encourage me and support my decisions”.

Below are some examples:

- Parents, older brother / sister, family (mother), father (he can help me), father (he has success in his field), mother (but the discussion failed because I was undecided), mother (she understands me) often with my family. Most often I talk to my parents about my career plans, because they encourage and supports my decisions.
- Most often I talk to my family about my career plans. The family encourages me at certain times and gives me an stimulus to make a right choice. Parents give me the most and best pieces of advice.
- Parents explain me why yes, why not.
- Friends, best friend, best friends, trustworthy friends, we share between us our ideas for the future, with very close friends, you can trust only them and be sure they will not ridicule ideas, but it's just the eternal series of questions about the steps I have to follow that induce me in a frustrating state. With an imaginary friend. With friends outside the school.
- Teachers - with the teachers who are willing to listen to me, rarely talk to the teachers, But, I often talk about my future career with the civic education teacher, she helps me clarify and choose the profession that I will be pleased with.
- With the civic education teacher, usually with people who have already created a good foundation in their life, competent, such as the civic education teacher. With the

- specialty teachers. With the Russian language teacher, because she is also a very good psychologist who helps me.
- The homeroom teacher - because this person seems to be the most interested in my and others future.
 - With the grandparents, cousins,
 - I discuss with adults who have gone through similar experiences / making choices related to the profession in the future, some people working in the field of interest to me, foreign persons (who could give me advice), successful people, people with rich experience, with specialists (I'm already working),
 - Classmates,
 - People with the same hobbies / ideas of the future,
 - With none, I do not really talk about it ... I'm undecided ... with no one, because most would not understand what I'm talking about.
 - With myself, with me. I do not want anyone to influence my decisions, I do not expose my plans for the future,
 - In the school with the psychologist, with whom we have classes. But I'm not happy with how he/she is delivering the content during the classes.
 - - I do not communicate with teachers (because they do not listen)
 - Mentors from different projects,
 - I'm inspired by social media,
 - The Internet, with the Internet - does not involve as much discussion as information from a multitude of sources.

Asked if the family encourages their choices or decisions about the future career / profession, pupils answer:

- They encourage me to choose what I like and brings satisfaction,
- Parents encourage me in everything I do, I choose by myself my occupations,
- They totally encourage me. But logically, they offer me other activities, give me advice, and want me to have a job in the field of design saying it's a good thing.
- The family encourages me to follow my dreams as long as they have results,
- My parents agree with all my ideas for the future, they do not impose me any kind of activity.
- I am a person who is free to choose what she wants. But sometime I get some pieces of advice,
- The family supports my decisions, helps me ... in the past I spent 7 years drawing, 4 years of volleyball, but I do not know how it could help me ... I wanted a career in painting but the interest has already disappeared for me.
- The family does not insist, but it shows me what I really need it and they are usually right,
- They just ask about my dreams, but you have nothing to answer when you do not have them,
- The family encourages me, but they propose different professions, activities,

- They insist on being a successful person and to have butter on my bread in the future. But I disappointed them enough so they don't have big expectations from me.
- The family encourages me to discover what I like and to develop my ideas about studies and careers.
- Yes, if I have a hobby, they usually impose only school discipline. Nothing outside the school (if I do not want it)
- They do not forbid me to do what I want, but they do not like my desires. They would like me to focus on medicine, while I would like to do journalism.
- My family does not insist on having a certain profession, but it helps me to find the profession for my soul.
- The family encourages me to choose my desired profession, because they understand that a career should be based on pleasure, not money or other qualities.
- The family is encouraging my own dreams to become a good hairdresser.
- It encourages, but also insists on certain topics closer to them.
- They encourage me to do what I like as long as it helps me be financially independent,
- The family encourages me, but it suggests me to make a pragmatic choice,

Similarly, there are opinions that illustrate that the family does not offer support:

- No, the family does not encourage me and I do not think I can evolve in the chosen profession, they do not insist on some occupations but proposed me to practice sport, which I do not care about,
- They do not encourage me and it is very difficult,
- Sometimes yes, sometimes not.
- Sometimes they agree with my choice, sometimes not. They insist on dances.
- Yes, the family encourages me, but not all members, and I want to become a doctor.
- They insist on certain occupations / professions.
- I insist to practice singing.
- My family encourages me to graduate with good grades. But do not insist on other occupations.
- I build my own life, parents only propose, and I explain to them what activities and occupations there are,
- The insist just about sport, to follow a healthy lifestyle,
- They insist on doing my homework, being good, getting a state-paid place at university, choosing the future profession, and direct discussion correlates with school, and that's what I think is wrong.
- I was initially influenced by the family to choose a recognized profession, but then they told me to follow my dream and if something goes wrong, I can follow another path.
- My family tells me that the profession I want to choose is too dangerous,
- We had moments when parents insisted on going to other educational institutions, but I did not accept that,

- Parents have only insisted on choosing the college, they insist only on college graduation.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: Teacher is alone in teaching this module. There is no family support, on the contrary, family members discourage choices made by children and imposes stereotyped approaches;
- **Two points are assigned to level 2**, which implies: There are few parents who show openness and support the children, carry out certain tasks together, provide support to the teacher whenever needed.
- **Three points are assigned to level 3**, which implies: Parents actively engage in sharing their own professional/ personal advancement/ professional growth experiences with pupils during classes, and do so regularly.

After the analyses of this component, **2.5 points** were attributed, based on the following **key findings**:

- Over 50% of teachers believe that there are few parents who show openness and support their own children, or perform certain tasks together, as well as providing support to the teaching staff as often as needed.
- Parents demonstrate motivation for engagement and support their children in choices they make in terms of their future profession / career development / future studies. Over 70% of parents share articles, useful resources with their children on the subject. And about 30% plan together family activities by setting short- and medium-term goals. About 10% of parents are guiding their children in search of online sources and browsing the internet to identify the materials.
- Pupils, about 70 percent, most often discuss about the future / hobbies / career with the family (either with both parents / or only one / mostly with the parent who has a successful career). On the second place come friends, and other relatives (grandparents). On the third place, is the teaching staff, and those most often referred to are the civic education teacher or the class teacher. There are also around 10% of pupils who would never discuss these topics with teachers because teachers won't be able to listen to them.
- There are around 15% of pupils looking for support among successful adults with an interesting career, and more than 10% never talk to anyone on this subject.

Based on these findings, the following **recommendations** are proposed:

- Including career development skills component in the Action Plan on the implementation of the Strategy on Developing Parental Abilities and Competencies, 2016-2022.
- To organize information programs regarding the role of parents in career guidance - mini video spots, information materials, etc. to encourage as many parents as possible to offer their support without prejudices, stereotypes, etc.
- Capacity development for teachers to train / work with parents (parental education) on the following topics, and parent involvement in the lessons devoted to these subjects, sharing their own experiences.

COMPONENT 8: COMMUNITY PARTNERS/STAKEHOLDERS



Figure 9. Degree /
level of development
- 1,5

The educational institution embraces, under today's conditions, new responsibilities in collaboration with other community educators to create a

“Any volunteer activity in the community is in favor of the young person, as long as he/she knows how to handle it correctly”.

wide range of opportunities for young people to help them integrate both socially, professionally and personally. These actions imply involving in extracurricular activities, counseling pupils and parents, and organizing exchange activities, mutual learning, master classes, community volunteering, internships, study visits, others.

Besides the educational institution, the teaching staff has the important role of connecting the community, as a professional, as well as an active / model citizen for pupils, as an agent of development and change. He/she also has to establish partnerships between teachers and pupils, teachers and his/her colleagues or other actors with whom they cooperate, the pupils' parents.

In the study, pupils were asked where they would like to volunteer. Thus, 90% of pupils would like to have the opportunity to practice volunteering, within:

- Organizations / places related to activities for children and adolescents / youth (kindergarten, centers),
- In educational institutions more, I would like to attend various classes (foreign languages) because I am passionate about them,
- In law institutions to be able to combine two directions, in jurisprudence,
- At a TV station,
- Working with the elderly,
- Tourism or organization of festivals in rural areas, something related to our traditions and culture,
- In NGOs,
- In institutions where we would like to study in the future,
- In ICT / IT companies or any other company / corporation,
- Work with disadvantaged persons / disabilities,
- To support children from orphanages,
- In medical institutions,
- Veterinary, environmental, animal welfare,
- In the field / institutions active in open government / diplomacy,
- In institutions that carry out wooden house construction projects,
- Be part of charity campaigns,

- At a restaurant / kitchen,
- In institutions related to arts, artistic club, photography, help a cameraman, video editor, fashion designer,
- In Parliament or a ministry,
- In an international organization,
- In Hospice Angellus,

At the same time, about 5% of pupils already have volunteer experience

- I am already a volunteer in youth organization,
- I volunteer at Diaconia events,
- Volunteering is already a part of my life and volunteering hours should be included in the curriculum,
- I volunteer at mayor, also at Republican Volunteer Center
- I am the chair of one of a committee in the local council of youth
- Volunteering activities are the only ones that will help us decide

The pupils also expressed their reflections on the value of the volunteer experience:

- It would be brilliant if the 12th grade pupils would have volunteered in the institutions where they would like to study further,
- In our school, such activities are practiced and the pupils with pleasure participate,
- Any volunteer activity is in favor of the young person, as long as he knows how to handle it correctly.
- I would be interested, certainly in what implies the fate of young people and children in society, now there are organizations I am interested in, but because of transport I can not be part of and can not manifest myself.
- However, there are few opportunities in districts, villages, municipalities (except for Chisinau).
- I would be interested in taking part in volunteer activities, because I have already participated and this gives me pleasure.
- I think we should have volunteer activities in schools, because so many people can participate in it.
- It would be interesting to have volunteer activities in school.
- I would be interesting to have volunteer activities, but I do not think the institution plays an important role because if you want to volunteer, nothing can stop you.
- It would be useful for me and I already volunteer in my educational institution.
- I like to work as a volunteer in non-governmental organizations that offer the opportunity to change something in our community
- Yes, I would be quite interesting to participate in such activities, because you become a sociable person who easily cope with the issues around.
- I am currently involved in volunteering activities, and I am interested in this topic. I am involved in the activities organized by AIESEC, the ACCESS community and the FLEX alumni community.

Besides those inspired or enthusiastic about volunteer activity, there are about 10% of pupils who have a different opinion:

- I do not know what volunteerism means,
- I have a difficult character and could not do such activities,
- No, I'm a shy person and I can not,
- For the moment no. Not quite, not exactly
- It does not look interesting,
- I am not concerned with volunteer activities,
- I have a loaded program, I do not volunteer,
- Maybe it would be interesting, but not for a long time
- No, volunteering, even if it offers experience, does not allow personal development to take place
- No, it would be a waste of time. The career I want does not require volunteer work, but pure intellect is appreciated.

The study analyzed the given component through three basic levels in order to determine the total score for this component. Thus:

- **One point is assigned to level 1**, which implies: partners for the educational institution to engage with, and pupils do not have with whom/how to interact regarding the topics covered within this module.
- **Two points are assigned to level 2**, which implies: There are 1-2 organizations in the community whom the educational institution or teacher interacts with or may interest in the context of teaching the module.
- **Three points are assigned to level 3**, which implies: Community stakeholders (public, private, and associative) offer opportunities for collaboration to the educational institution within this module. They offer volunteer options, internships, organize visits and workshops, events related to their institution / etc.

After the analyses of this component, **1.5 points** were attributed, based on the following **key findings**:

- Over 50% of teachers believe that there are 1-2 organizations in the community that the educational institution interacts with or may interact with in the context of teaching personal development / career planning.
- Around 80% of pupils would like to have the opportunity to practice volunteering either in educational institutions or in the community.

Based on these findings, the following **recommendations** are proposed:

- Information campaigns or awareness building programs for community stakeholders regarding collaboration with educational institutions (with examples of collaborative models, i.e. internships, volunteering, visits, master-classes, etc.).
- Collaboration with the Academy of Public Administration and the Congress of Local Authorities of Moldova (CLAM) in order to integrate the collaboration between the community and the educational institutions / the role of the community partners in training programs for LPAs (I).
- Elaboration of training programs for potential mentors / resource persons from within the partner community institutions in order for them to guide the process of career planning, help their potential mentees on capitalizing on a volunteer opportunity, etc. It is strongly recommended to build on the already available resources such as the UNICEF mentoring guide, and adjust it to people both inside and outside the community.
- To develop a community of mentors from different sectors / thematic areas that relate to the educational institution in different roles / programs / actions both in relation to the pupils and with the teachers / the administration of the institutions.
- To carry out a documentation of good practice / case studies / collaboration practices between the educational institution and the community partners.

ANNEX 1 – EXAMPLES OF EVALUATION/DATA COLLECTION INSTRUMENTS

a) Questionnaire for teachers teaching the following module

1. First/Last Name:

2. Discipline taught / grade:

3. Years in service:

4. Have you been trained to teach the "Personal Development and Career Design" module within Civic Education and Homeroom classes at Gymnasiums and Lyceums (grades V-XII)? If so, where? when? If not, What were the impediments?

5. Quality of the content / teaching materials proposed for this module:

Check one of the options that reflects your opinion on the quality of teaching materials:

- The content / teaching materials are incomplete in relation to the intended objectives and are too theoretical and with few practical tasks, complicated language and volume (either too high / or too poor) unadjusted to the particularities of the age / interests and the needs of the pupils,
- The contents do not support the motivation of all pupils to practice, accomplish all the proposed tasks, etc
- The content / teaching materials are complete in relation to the intended objectives, they are focused on the development of some sub-competences and present a reasonable volume of topics, texts, examples.
- The contents / materials are complete and support the motivation of all pupils to practice, practice, develop their own plan, etc.
- The didactic materials are focused on the development of all proposed sub-competences and present a rich / complex volume of topics, texts, tests, exercises, examples, case studies.
- Any other ideas / reflections:

6. Quality of methods, teaching / learning tasks:

Check one of the options that reflects your opinion on the quality of the proposed teaching / learning methods / tasks for this module:

- It is difficult for me to implement the methods and tasks proposed in teacher and pupil support for this module,
- I easily realize the proposals for teaching / learning methods / tasks and techniques and I fully follow the proposed teaching support.
- I apply the didactic support / proposed methods as a source of inspiration by completing them with new techniques, new examples, new tasks, and from the needs and interests of the pupils.

- Any other ideas / reflections:

7. Formative evaluation of the module

Check one of the options that reflects your opinion regarding the evaluation of the given module

- It is difficult for me to make an assessment of the pupils' results for this module, and I need support in this direction,
- I assess pupils based on standards / performance indicators (minimum required) that all pupils know about,
- Evaluate / (including, grading pupils) with performance and success standards and performance indicators for each task proposed in the module. All pupils know about how my feedback translates into quantification,
- Any other ideas / reflections:

8. Professor's training for teaching this module

Check one of the options that reflects your opinion on teaching staff training

- I believe that the training of the teaching staff for this module has to be done within the projects implemented with the support of the foreign donors,
- I believe that teachers should be able to choose where to train for this module and have a choice between at least one public institution and a private institution / NGO,
- I think that it is most appropriate for teachers to choose from a wide variety of continuous training courses offered by various institutions (public or NGOs) regarding the teaching of the given module.
- Any other ideas / reflections:

9. Involvement / attitude / feedback of pupils

Check one of the options that reflects your opinion about pupils involvement in this module

- low % pupils are interested in the contents of this module and carry out the proposed tasks,
- at least half of the pupils show interest / are actively involved and have a personal / career development plan,
- all pupils demonstrate positive attitude, interest, and successfully carry out the tasks / activities proposed and have a personal / career development plan,
- Any other ideas / reflections:

10. Institutional environment, support from the institution's administration

Check one of the options that reflects your opinion on the institutional environment

- I think that I am alone in teaching this module without any support from the administration
- I believe that I have the logistical support from the administration to deliver the following module (i.e. resource / printer, paper, space, etc.)

- I have all the necessary support from the administration of my institution: the school has partnership and collaborates with all key community actors (public / private / associative). There is a tradition to organize events and informal activities related to personal development and career guidance. The institution has a database of notorious people in various areas in the country and regularly appeals to them.
- Any other ideas / reflections:

11. Support from parents / family role

Check one of the options that reflects your opinion on the role of the family

- I am alone in teaching this module. There is no family support, on the contrary, family members discourage choices made by children and imposes stereotyped approaches.
- There are few parents who demonstrate openness and support their own children, or carry out certain tasks together, as well as providing support to the teacher whenever needed.
- Parents actively engage in sharing their own professional / personal advancement / growth experiences with pupils / during classes, and do so regularly,
- Any other ideas / reflections:

12. Community Partners (Public / Private)

Check one of the options that reflects your opinion on the role of the community partners

- There are no community partners where I live/work open to collaborate with the educational institution, and pupils do not have with whom/how to interact regarding the subjects within this module.
- There are 1-2 organizations in the community with whom the educational institution or teacher interacts or may interact in the context of teaching the module.
- Community actors (public, private, and associative) offer opportunities for collaboration to the educational institution within this module. They offer volunteer options, internships, organizes visits and workshops, events related to their institution / etc.
- Any other ideas / reflections:

Thank you!!!

b) Questionnaire for pupils (who participated in the module or are going to participate)

Grade: _____

Name (optional) _____

1. What does personal development mean to you?

2. What does the career mean to you? How do you define the career?

3. How should the materials for career-oriented lessons be, what should they contain?

4. What kind of exercises, activities, should be applied to the lessons devoted to these subjects?

5. Would you like to have a special class on personal development and career guidance? Explain:

6. With whom do you usually discuss about your career ideas, hobbies, the future?

7. Does the family encourage you to follow your dreams or insist on certain occupations / activities that are already in your family?

8. Would you be interested in volunteering, in what kind of institutions / organization?

9. In what field do you see yourself in the future?

10. What kind of support do you need to make your dream / career aspirations successful?

11. Do you have a personal/career diary/agenda?

12. You can ask a question or leave a comment on the topic here

Thank you and good luck !!!

c) Parent questionnaire (online & offline)

1. Name (optional):

2. Occupation / Function (optional):

3. Do you have children (check options that coincide with your current situation):

- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

4. Do you know about the module "Personal Development and Career Design" within Civic Education and Homeroom Classes in Gymnasiums and Lyceums (V-XII grades)?

- Yes
- No

5. How should the content / teaching materials be on the subject of personal development and career planning?

Check one of the options that reflects your opinion:

- It must provide a reasonable volume of texts, examples, case studies, practical exercises,
 - To support the child's motivation to develop a personal plan for career development and planning,
 - Be in clear / friendly language, with explanations of key terms / notions,
 - I can not answer this question,
 - Any other ideas / reflections:
-
-

6. What kind of assistance / support should the school provide for the child / pupil to be able to successfully perfect a personal development plan and career planning?

Check one of the options that reflects your opinion:

- The school should have well-trained staff to teach such a module / lessons,
- The school must have collaborative relationships with the community (i.e. economic agents, public institutions, NGOs, others) and create opportunities for the child to interact with professionals from different fields of activity,
- The school has to negotiate volunteer hours in community organizations so that pupils can test their work skills, preferences for a job or another, even from the school's desks,

- The school should provide individual support to each child / pupil for the development and implementation of the personal plan (i.e. a teacher can be a mentor for several pupils at the same time)
- Any other ideas / reflections:

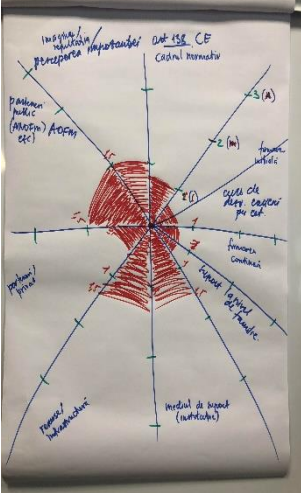
7. As a parent, I support my child by:

Check one of the options that reflects your opinion

- We plan family activities together, and I give them an example of how to plan short / medium-term activities / tasks,
- I discuss each week with my child his/her plans / goals for the next period, and I understand how I can help,
- I regularly accept invitations from the school to do an activity based on my professional experience,
- I share articles / studies / information about successful people with my child,
- I try to identify opportunities for my child if he/she asks me, e.g. to suggest where he/she could volunteer, where he/she could work during summer, others,
- I help create a resume, motivation letter, or any other materials / documents my child needs,
- Unfortunately, I do not have enough knowledge to help my own child,
- Any other ideas / reflections:

Thank you!!!

d) Example plan for session / focus group with teaching staff

Stages/duration	Details / activities
Evocation (about 15 minutes)	<p>Presentation of the participants, purpose of the activity GPP with focus on the following questions:</p> <ul style="list-style-type: none"> - What does my career mean? - How do I develop my teacher career today? - What support do I have from the institution? - What are my aspirations for the future?
Goal Achievement (about 30-40 min)	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Participants complete with the evaluator the perception of each key component of the ecosystem related to the delivery of the given module. Thus, based on the components of the ecosystem, a clear picture will be drawn on the current state and level of development (based on predictable indicators).</p> </div> </div>
Reflection (about 20 minutes)	<p>Teachers discuss in small pairs / teams about ways to improve the status of each component by coming up with concrete examples of personal / professional experience. Ideas will be collected both on paper and shared in plenary.</p>

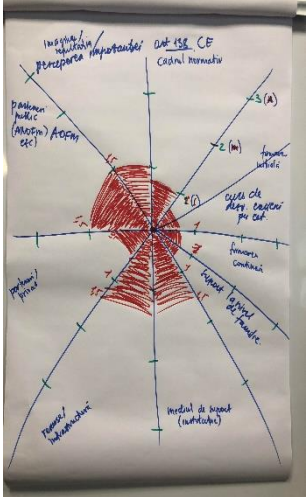
e) Example plan for session / focus group with pupils

Stages/duration	Details / activities
Evocation (about 15 minutes)	<p>Presentation of the participants, purpose of the activity GPP with focus on the following questions:</p> <ul style="list-style-type: none"> - What does my career mean? - What are my aspirations for the future? - Do I have a personal development plan / career planning? - Who supports me most in identifying my own aspirations / interests?
Goal Achievement (about 30-40 min)	<p>The participants, together with the evaluator, build the career guidance ecosystem from the pupil's perspective and analyze each component together.</p>
Reflection (about 20 minutes)	<p>Pupils discuss in small pairs / teams about ways to improve the status of each component by coming up with concrete examples / wish list from personal / professional experience. Ideas will be collected both on paper and shared in plenary.</p>

e) Example plan for session / focus group with parents

Stages/duration	Details / activities
Evocation (about 15 minutes)	<p>Presentation of the participants, and purpose of the activity.</p> <p>Brainstorming focused on a series of questions including:</p> <ul style="list-style-type: none"> - How do you support your children in terms of future career choices? - Or the personal development plan? - How often do you talk to your children about the future? Hobbies?
Goal Achievement (about 20 min)	<p>The participants, together with the evaluator, analyze the results of a study showing the effects / role of the family / parents in the children's choices related to the future career - https://ac.els-cdn.com/S1877042810005641/1-s2.0-S1877042810005641-main.pdf?_tid=af82f5d2-70b4-4a04-bbdf-c4045b260455&acdnat=1522228539_817defaed96b4971f84a6edfc06c0f3b</p>
Reflection (about 20 minutes)	<p>Parents discuss in plenary about:</p> <ul style="list-style-type: none"> - The support they need, like parents, to guide their own children correctly, - The role of the school and the relationship with the parents / family on the subject, - Other.

e) Example plan for session / focus group with administration of educational institutions

Stages/duration	Details / activities
Evocation (about 15 minutes)	<p>Presentation of the participants, and purpose of the activity.</p> <p>Brainstorming focused on a series of questions including:</p> <ul style="list-style-type: none"> - What changes did you notice in your institution due to the teaching of the given module? - What questions do pupils ask?
Goal Achievement (about 30 min)	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Participants complete with the evaluator the perception of each key component of the ecosystem related to the delivery of the given module. Thus, based on the components of the ecosystem, a clear picture of the current state and level of development (based on predefined indicators) will be outlined.</p> </div> </div>
Reflection (about 20 minutes)	<ul style="list-style-type: none"> - The role of the school and the relationship with the parents / family on the subject, - Other.

Preliminary questions for interviews with decision-makers

1. How do you define career guidance? Are there any approaches that guides you on this topic?
2. Have you been involved in / do you know about the module developed by CEDA on personal development & career planning for V-XII grades/ Civic Education / Homeroom classes?
3. How do you appreciate the quality of the materials developed for the following module? Content Quality? What proposals do you have at this moment? Could these contents be capitalized on the new discipline that is on the plan for 2018-2019 on Personal Development?
4. How do you assess the teaching / learning paths proposed for this module? Did you personally have the experience of interacting with teachers? Have you observed the teachers teaching this module? Did you interact with co-authors? What proposals do you have as to how these methodological recommendations could be further turned to account in the future?
5. What reflections do you have with the formative assessment of this module? Teachers are however in a position to grade the pupil. How could this be addressed in the context of new discipline?
6. What are the future plans for teachers training in delivering the content related to personal development and career planning? Is there any special training required for the new discipline? If so, which teachers will benefit first / from which discipline?
7. The upholding environment within educational institutions is essential for the success of teaching career guidance content. Equally important is to have educational institution administrations aware of the fact that each employee / teacher in the institution needs support for professional excellence, advancement, development. What is planned, if something is planned in the future in this direction? What kind of training could be organized at institutional level with managers? By whom?
8. There is much discussion about the role of the family in choices made by children when it comes to post-secondary or post-high school studies. Are measures planned with parents? How do we educate parents to become aware of the value of independent decisions made by the child? How / what support does a parent need, in turn, to properly support his / her own child in future career choices?
9. The role of the community, of the community partners is also essential for personal development and career guidance module to be achieved successfully. What actions are planned to maximize the potential of the community in this regard? How to plan joint actions? Who should play a key role in this respect? Do we have or not institutions in the communities open/interested to co-create an agenda for career guidance along with the education sector?
10. What is the long-term vision if there is one of how to support personal development and career guidance both at school / pupil level and teaching / managerial staff? Are models to be taken / transplanted in our context?
11. Who, among the development partners, are most interested in this topic at the moment and what is their contribution / what is the focus of their support / assistance?
12. Does the Ministry of Education have any lifelong career guidance measures for different population groups / professionals?
13. Others (depending on the interviewee).