

Use of portfolio-like tools in the WP1 member states

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Denmark

1. What is the tool used for (self-assessment, progress assessment of CMS acquisition and development; CMS acquisition and development tool; individual account integrating diverse guidance services, other purpose...)?

In DK we use a very well. Organized IT-tool for the above purposes. We register and comment ALL guidance-related activities on each and every student from age 12 to age 25 including workplace-internship, study-visits to educational institutions, individual activities such as guidance-sessions etc. Apart from this we have information on all grades in the compulsory education, chorus and days of absence etc. For all pupils we have access to the individual study-plan in schools and based on this, the pupils from grade 8 to grade 10 develop their own individual education-plan which at the end will follow the students into secondary education. The education-plan will contain reflections from student, parents and guidance-professional on the education plan and the education-ability of the student.

2. What are the main elements and features of the instrument?

Most of the work is based on Internet-communication.

3. Since when is it in use?

Since 2004 – and has been gradually more and more developed since then

4. How wide is the use of the tool?

The same tool is used in all youth-education-centres in the country – but of course in slightly different ways.

Austria

5. What is the tool used for (self-assessment, progress assessment of CMS acquisition and development; CMS acquisition and development tool; individual account integrating diverse guidance services, other purpose...)?

Competence Portfolio Work in lower secondary (13 to 15 year olds) in Austria

“The Portfolio of Strengths or Talent Portfolio” is used as a tool for progress assessment of CMS acquisition and development, self-assessment, assessment by others...

6. What are the main elements and features of the instrument?

This tool was developed the national net-1 project called “KL:IBO”.

This was a very new approach to vocational orientation and career and life planning for students.

In this project, (12 schools in Austria were involved, with the support of the Ministry of Education) vocational orientation is regarded as a challenge for the whole system. It entails teachers in project schools attempting to build a bridge between their school and the world of work by being aware of the three core elements of the project in their lessons: competence portfolio work, conferences on vocational orientation (student/parent/teacher conferences) and personalised learning.

In our project/pilot schools, we support students in discovering and developing their strengths and talents. We encourage them to collect proof of their abilities and interests, including any certificates they have received, and documents from in and outside the school, which are then presented in a portfolio of strengths or talent portfolio (our understanding of a talent portfolio is based on the school-wide enrichment model – SEM <http://www.gifted.uconn.edu/>).

In our project, we call the result a portfolio of strengths, because we are convinced that each human being has strengths. We do not focus on the so-called “high potentials”, the extremely talented students in a special field. Every single student has the right to develop and present personal strengths, no matter whether they are cognitive, physical or practical (hands-on).

The portfolio is a tool used to systematically gather and record information about abilities and interests. Students develop it autonomously, while teachers serve as counsellors/facilitators in the portfolio review process.

Students alone decide what they want to include. Proof of abilities could focus on crafts, sports, history, maths/logic, languages, physical sciences, computers, business, musical performances, musical composition, course grades, and product evaluations. They can also put in degrees, feedback papers from interaction with others, samples of completed assignments and other performance-based observations and assessments. They can include learning environment preferences, thinking styles, and references from early work experiences (e.g. babysitting).

As mentioned before, the selection of proof/items to be included in portfolios is undertaken by the students themselves. In the process, the students pick up important skills such as reflecting and evaluating. Students should reflect upon their individual interests and abilities, which are then supported by evidence in their portfolios. Their reflections should be written. Helpful questions are used to start the process, such as "What abilities do you show through this work? What was easy to do? What was difficult? How did you manage the difficulties? and so on. Our portfolios are periodically reviewed by peers, teachers and parents in what we call portfolio conferences.

At the end of the project - after 4 years in lower secondary school - the students make an application portfolio out of the strengths portfolio they have designed.

Based on this work at school, our main goal is to encourage each student to choose his/her first job or study based on awareness of personal competencies. If there is an economic crisis, the person has been trained not to give up, but rather to confidently reflect on personal potentials and moves forward on his or her life path.

1. Since when is it in use?

We started the development with the help of the international portfolio network 4 years ago.

2. How wide is the use of the tool?

The idea now is spreading all over Austria – also to upper secondary of course

Italy

For Italy, here comes the response to the indicated basic questions:

3. What is the tool used for (self-assessment, progress assessment of CMS acquisition and development; CMS acquisition and development tool; individual account integrating diverse guidance services, other purpose...)?

For education: "[Il Portfolio delle competenze delle studente](#)"

For further information, please, visit the following web site (sorry only in Italian):

http://archivio.pubblica.istruzione.it/argomenti/portfolio_faq_6.shtml

And, in attachment, an example.

For world of work: "[Il Libretto formativo del cittadino](#)"

For further information, please, visit the following web site:

<http://www.lavoro.gov.it/Lavoro/Europalavoro/SezioneCittadini/Formarsi/FormazionePermanente/Libretform.htm>

4. What are the main elements and features of the instrument?

For education: "[Il Portfolio delle competenze delle studente](#)"

The Portfolio of competences for students is not only a collection of documents useful for students, it is above all a frame a box of information for a personal and educational use. A tool for students and parents, as well. The aim is to go further with it in educational guidance approaches at school.

For world of work: "[Il Libretto formativo del cittadino](#)"

[The Personal Training Record](#) is an instrument designed to gather, summarise and document the various learning experiences of working citizens and their skills: acquired during their training pathways, working and everyday lives. The intent is to increase the transparency and usability of skills and the employability of people. The Training Record was defined by national institutions (Inter-ministerial Decree dated 10 October 2005) and is ruled and issued by the Regions and independent Provinces within their exclusive fields of responsibility related to vocational training and skills certification.

5. Since when is it in use?

The use is rather recent, and still in a sort of experimentation or improvement, for the tools in education area for e.g. a lot has been done after the Educational system Reform: Moratti 2003. But, I can tell you more in the future...

6. How wide is the use of the tool?

The use of the tools is national wide, the implementation depends a lot at the local and regional level. But, I can tell you more in the future...

Luxembourg

In Luxembourg secondary schools there are no official CMS (Career Management Skills) instruments in use at a national level.

At the local level, schools may use CMS development tools with the aim of helping students to make career choices (Education des choix – 9 sessions, at lower level of secondary education).

Tests of academic and professional interests and personality inventories are offered by school guidance services to students who want to scan their interests and competences before managing their career. Guidance portfolios are under construction as a part of the guidance course (parcours d'orientation) of 12 to 16 year olds.

Information sessions about higher studies and job opportunities, organized by diverse guidance services, are offered to higher level secondary students (class activities, interviews).

Simulation of job interviews and CV writing are offered to students who are searching for a job or an apprenticeship.

Public Employment Services (PES) offer tests of professional interests (Explorix) and job finding courses to their clients.

Recently the German tool Profil Pass (making visible the individual strengths, skills and competences) has been introduced to guidance stakeholders and will be tested this year as part of an Applied Research Project co-financed by the European Social Fund: "Testing profiling tools of social skills".

Possible use of the tool: guidance, recruiting, assessment interview, internal mobility, learn more about oneself.

Malta

'My Career Journey'

Target group: Pilot the initiative with Form 3 low streamed classes. Possibly to extend initiative to all Form 3 students (144 students).

Time span: A developmental approach to career guidance activities starting when students are in Form 3 and ending when students finish Form 5.

Personnel involved: Josette Cardona, Dorianne Gravina and Form 3 guidance teacher

Aims:

- Students are encouraged to reflect and think about themselves, what they want to do in the future, how they can achieve this, etc. through one-to-one career guidance interventions;
- Students are helped to keep a log of their career learning by keeping a Career Portfolio, entitled by 'My Career Journey' in paper form or print booklet (A simple version of the portfolio will be created to cater for lower-achieving students).
- Regularly reviewing students to help them keep/update their career developmental plan and;
- Consequently empower students to outline a plan of action (in Form 5) which will provide them with direction when they leave school.

Rationale:

- An important aspect of the 'developmental approach' to career education (Super 1957, 1980) is the keeping of records of relevant skills and competences developed throughout the school years which may be important for future work;
- Portfolios help students integrate the knowledge, skills and attitudes concerning work that they have learnt;
- These help students identify their strengths and plan their career accordingly.
- The process of creating the portfolio empowers a student to take ownership of their future plans. A student learns to be self-directing and goal-oriented.

How does a portfolio benefit students?

- displays their strengths and abilities
- highlights their accomplishments
- assists them in planning for the future
- helps them select their courses more appropriately
- increases their self-esteem by showcasing their accomplishments.
- encourage self empowerment

Progression of activities

→ **Step 1:** Brief selected Form 3 students about this initiative, explaining the aims of *My Career Journey*, activities associated and the benefits. Ideally we visit individual classes during form teacher time and brief students.

→ **Step 2:** One-to-one career guidance interventions with students where students are encouraged to reflect on the following issues and helped to fill in 'My Career Journey – Workbook/Planner':

- 'Who am I as a person?', 'What are my current strengths and weaknesses?'
- 'What do I want for my future (career)?', 'Which careers interest me to date? Where do I look for more information? What skills and abilities are needed for these careers?'
- 'What do I need to do/develop to reach my goals?' (Set a Career Development Plan)

The aim is to encourage students to reflect on and be responsible for their own learning and career paths.

My Career Journey - a student-managed personal workbook and booklet will accompany students throughout this journey, with the aim of helping students to keep log of the career development skills and competences acquired and which may be important for their future work. The aim is to help students make sense of the career learning developed along the way.

The booklet which will outline from Form 3 – Form 5 will focus on the following aspects. The booklet will be kept in the guidance room until students finish compulsory schooling:

1. identify their personal characteristics – i.e. strengths, abilities and weaknesses; identify their values, interests and personality;
2. Keep log of career related activities - career orientation visits attended, voluntary work done, seminars attended, information sessions, career talks, etc.
3. identify career management skills acquired - teamwork/interpersonal skills, attendance/punctuality, critical thinking skills, written and oral communication skills, etc.
4. Set a Career Development Plan – set career and educational goals for the year (students are encouraged to set 2/3 goals – e.g. to research 2 careers I am interested in; to interview someone I look up to; etc)
5. (Optional) Samples of work etc. – Work samples can be added to the portfolio eg. reflections about experience written by student, European CV, etc.

The workbook focusing on each year separately will focus on the following aspects:

1. it provides an opportunity for students *to keep the workbook at home* and to think in more depth about the careers that interest them. It also provides them with links to websites where they can look for further information to help them make decisions about their future.
2. The workbook focuses on two interrelated categories:
 1. Career development record;
 2. Personal Action planner.

→ **Step 3:** My Career Journey Contd: Extend the initiative to all Form 3s: (Career Talks (JL)/hands on activity or visits (AS/Basic Skills Classes): This activity will reflect the work done in one-to-one career guidance sessions where students would have started to think about what careers they are interested in and will give them an opportunity to become more familiar with these careers and possibly understand the importance of taking school seriously if they want to achieve their aims

At the end of Form 3, review progress done, give feedback and set goals for the summer. Students can contact Trainee/College Career Advisor over the summer period.

→ **Step 4:** This initiative will be extended to students who will be in Form 4 in 2012-13 where the Career Teacher can follow up with referring and updating the Career Portfolio during their career lessons. Also possibly link this with Career Talks/orientation visits/Work Orientation experience when students are in Form 4.

→ **Step 5:** One-to-one career guidance interventions with students who will be in Form 5 (using the Career Portfolio as a basis for discussion) - where students review the learning 'collected' and where a Personal Action Plan is outlined. The aim is for students to have a plan outlining what they want to do after Form 5 and the actions/information they need to acquire to achieve these goals.

→ **Step 6:** Recognition of work done on the Career Portfolio possibly during Prize Day or any other ceremony.

Germany

Two folder-based tools are briefly introduced: (a) the ProfilPASS (Profile Passport) and (b) the Berufswahlpass (career choice passport). The tools may also be combined.

2. What is the tool used for (self-assessment, progress assessment of CMS acquisition and development; CMS acquisition and development tool; individual account integrating diverse guidance services, other purpose...)?

- The ProfilPASS® (profile passport) is an portfolio instrument to systematically review one´s own life. In this way it records and assesses competences and abilities. It supports people by making them aware of personal strengths and weaknesses. The ProfilPASS assesses and evaluates competences and abilities that were gained in all aspects of life: vocational training, voluntary work, work, leisure time or family work etc. The tool particularly focuses on those competences gained in informal and non-formal learning contexts. It supports CMS acquisition and development as well as self-assessment through intensive reflection and evaluation of personal strengths, competences and interests as well as through goal setting and an additional part concerning skills for the application process.
- The Berufswahlpass (career choice passport) - another portfolio tool - supports young people in lower secondary education in their career orientation process. Hence, the acquisition and development of CMS is supported, progress is documented and reflected upon. CMS are developed through a focused and clear path containing seven steps to finding a career or study subject as well as through additional information on the career choice process and related issues.

3. What are the main elements and features of the instrument?

- The ProfilPASS® is embedded in a system of two pillars, the ProfilPASS-folder, with which people may work autonomously, and professional ProfilPASS-guidance and counselling through specially trained and certified guidance practitioners. The counsellors facilitate the reflection process and the specification of one´s own competencies and abilities. This kind of guidance can take place in a one-to-one situation or within a group during a special ProfilPASS course. The ProfilPASS was originally made for adults, though a smaller and simpler version has been developed for young people.
- The Berufswahlpass is a folder which accompanies and structures the career choice process of young people in secondary education. It includes various offers and information for career orientation. All the important partners for the career choice process (a.e. parents, schools, career guidance in the EA, companies) are presented. They are also intended to support the young people in their process and in their work with the tool. The Berufswahlpass helps to assess and evaluate personal strengths and interests through self- and external assessment. Building on this the tool also includes checklists on various topics a.e. matching career orientations and personal strengths. The orientation process and planning are supported and assessed through career guidance. This may also include planning the transition process from school to vocational education/ work. The passport also helps with the documentation of the career choice process through summarising the achievements and supporting young people with managing and valuing their documents. It also contains practical information a.e. on public administrations, insurances and income. Further, an additional work book contains concrete tasks young people may carry out for their career choice process.

4. Since when is it in use?

- The piloting of the ProfilPass tool started in 2004 with 4.000 passes in 30 regions after a long project phase of development (funded by the Federal Ministry for Education and Research). Since 2006 the tool is on the market distributed by the Bertelsmann publishing house. Further development and adaptation for further target groups is coordinated by the German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung).
- The Berufswahlpass was developed as part of the program "school/ economy and work" (funded by the Federal Ministry for Education and Research) and is used since 2005. Continuous further development is ensured by a working group of the federal states using the tool which also runs the website and organizes further related activities.

5. How wide is the use of the tool?

- Currently, for the ProfilPass 45 dialogue centres are certified for marketing the tool, networking and cooperation with the German Institute for Adult Education and qualification of the guidance practitioners using the tool. More than 500 guidance practitioners are

certified to use the tool.

- The tool is widely used in secondary schools with about 70%-80% of the pupils in 12 federal states (from 16).