



**Ministry of Education and Sports Republic of Serbia  
Vocational Education and Training Reform Programme**

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**“SPECIAL TECHNIQUES FOR  
EXTERNAL CATS”  
IN VOCATIONAL EDUCATION  
TEACHER TRAINING**

**A Training Programme for External  
CATs in the MoES-CARDS VET II  
Programme**

**Developed by**

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**Belgrade, in February 2007**

### “Why a Training Workshop in Special Techniques for CATs?”

Let’s just quickly revisit your terms of reference and point out some activities that can be distinguished very clearly from what the internal CATs need to do and for which we have not provided teacher training for you yet:

- *Focus on the development of relations with the municipality, other schools, primary education and higher education, and the establishment of relations with enterprises and sustaining these relations,*
- *Conduct tracer studies, school appreciation analyses in enterprises and among students and their parent,*
- *Support development of the school marketing plan, brochures, WEB sites and work very closely with local enterprises, local employment services and other local key stakeholders,.*
- *Develop and implement student career guidance services. They assist in the establishment of student guidance services at school level and, in collaboration with the teachers; they assist students in their life-long career development, including functions like job-seeking, job-placement, job-retention, and follow-up.*
- *Find internships for their students and for themselves,*
- *Participate in activities on the local, regional and national level,*
- *Promote joint projects between schools and the social, cultural and professional environment.*

This is why we will offer in this 4-day training program separate modules on:

- Tracer studies,
- Labour market analysis (LMA),
- Career guidance,
- Skills and training needs analysis (SNA and TNA),
- Team building and team organisation
- Organisational behaviour and time management
- Presentation skills
- Social Partnership

This course comes as the first special course for external CATs only within the pilot in-service teacher training for teachers and directors in the MoES-CARDS VET II program.

We hope that this course will be accredited by the MoES in Serbia and teacher training credit points will be awarded for it. Each participant will hopefully receive a certificate at the end of the program.

We are very much looking forward to working with you again this time!

### **Table 1: Organization of Teacher Training in “Special Techniques for External CATs”**

<b>Days</b>	<b>Training Modules</b>	<b>Content</b>	<b>Objectives</b>
<b>Day I afternoon</b>	Block 1 and 2 (Tracer Studies)	Tracer Studies	<ul style="list-style-type: none"> <li>• Get familiar with what tracer studies are all about, what they are good for and how they can be set up,</li> <li>• Developing an outline for a tracer study in a specific school.</li> <li>• Learning to learn how to read national statistical data in Serbia,</li> <li>• Drawing conclusions for new occupational profiles in VET schools in Serbia.</li> </ul>
<b>Day II morning</b>	Block 1 and 2 (Labour Market Analysis)	Labour Market Analysis	
<b>Day II afternoon</b>	Block 1 and 2 (Career Guidance)	Career Guidance	<ul style="list-style-type: none"> <li>• Getting familiar with career guidance services and finding out why they are needed,</li> <li>• Developing an outline for a career guidance framework in a specific pilot school.</li> <li>• Learning to learn how to read a skills and training needs analysis for Serbia,</li> <li>• Finalizing a training needs analysis tool for the metal and wood sector in Serbia,</li> <li>• Developing a framework for a tool in training needs analysis in the telecommunication and hotel and tourism sectors in Serbia.</li> <li>•</li> </ul>
<b>Day III morning</b>	Block 1 and 2 (Skills and Training Needs Analysis)	Skills and Training Needs Analysis (SNA and TNA)	
<b>Day III afternoon</b>	Block 1 and 2 (Team building and team organisation)	Team building and team organisation	<ul style="list-style-type: none"> <li>• Understanding team organisation and team roles, definition of a personal team role</li> <li>• Developing organisational and time management skills</li> <li>• Developing presentation skills</li> <li>• Getting familiar with social partnership and finding out importance of social partnership</li> </ul>
<b>Day IV morning</b>	Block 1 (Organisational behaviour and time management)	Organisational behaviour and time management	
	Block 2 (Presentation Skills) Block 3 (Social Partnership)	Presentation Skills Social Partnership	

## ***1/2 Day Program on Tracer Studies***

Block A: Tracer Studies: What for? Why? For whom? And which information and data?

Topic: **We get familiar with basic functions, tools and different kinds of Tracer Studies and discuss main recommendations for carrying them out in our own schools!**

Objective: Get familiar with what tracer studies are all about, what they are good for and how they can be set up

1.	What are tracer studies? Why are they carried out? And for whom do they deliver information?	Moderator team will give introductory explanations
2.	Which information and which data can be documented with a tracer study?	Presentation of seven different data tables Method: <b>Well- informed Layperson</b> (see method card 23)
3.	Presentation of two different kinds of tracer studies	Plenary
4.	Main Recommendations for Carrying out a Tracer Study	<b>Annex: Main Recommendations for a Tracer Study</b>

Block B: Tracer Studies in Specific Pilot Schools in Serbia

Topic: **“Where has all the Vocational Education in Subotica gone”?**

Objective: Developing an outline for a tracer study in a specific pilot school

1.	Situation: The management of the school in Subotica wants to find out what happened to its graduates from 2005 and 2006, both in the three- and in four-year classes and asks the external CAT to conduct a tracer study to find it out!	Task formulation by moderator team
2.	Preparation of an outline for a tracer study for the Classes of 2005 and 2006 in Subotica, Leskovac, Nis, Belgrade or ....!	Method: <b>Group work according to sectors of teachers</b>
3.	Presentation of group findings	Plenary

## **Annex: Main Recommendations for Carrying out a Tracer Study**

The implementation of graduates and employers surveys involves the following four main steps or phases:

**1 – Definition of survey objectives and design:** selection of themes to be investigated, selection of the survey group, selection of the moment to interview, decision on the type of the evaluation instrument, technical concept for carrying out the survey, coordination, planning;

**2 – Development of survey instruments:** formulation of questions and response items, structure and formatting of questionnaires, test, adaptation of questionnaire, procuring addresses;

**3 – Phase of field research:** deciding on survey team (students, teachers, and parents), distribution of questionnaires, and assurance of high participation;

**4 – Data analysis:** definition of coding systems for the responses to open questions, data captured/data control, data analysis, preparation of survey report, presentation of results, discussion and revision of the tracer study.

To secure an effective realization of the research, it is highly advisable to establish a consultative group. It is recommended to link up with employees of an administrative board of an educational institution, of enterprises of other interested social partners into a structure of the consultative group. The main task of the consultative group is granting recommendations and consultations to the teachers conducting the tracer study about the interpretation of questions, establishing ties with employers and giving comments.

The first step for the tracer study teams will be to define the main stages in details (see following examples).

### **A – Which Objectives?**

- What do we want to know exactly?
- Which main questions or key indicators do we have?
- Do we want to have a one-time picture of former students from our school or do we want to find out labour market paths of vocational school leavers?
- Do we want to know their job at the moment of the survey?
- Do we want to count the number of unemployed people?
- How did our school leavers find their first job...?
- Do we want to find out some more about the paths, such as how many months in work, how many months in unemployment, which types of work, in which firms, in which sectors?

- Do we want to know what the graduates think about what kind of vocational education and training we gave them and how they valued that in their vocational career after leaving our school?
- Etc.

### **B – Which target population to interview?**

- Who do we want to interview? School leavers or all the students of the last training year, the Class of 2006, 2005 and so forth?
- Do we also want to interview the employers? And if so, with which objectives?

### **C – When do we want to carry out the tracer study interviews?**

- How many months or years after young people left our school do we want to interview taking into account factors such as military service and others
- At what part of the year do we want to interview is important: e.g. not during holidays, one or two years into their job careers or rather four or more years?
- Ukrainian experience suggests that February-March are favourable months, because there is less work in training centres for teachers and these months represent an average annual rate of unemployment...

### **D – What are the methodologies?**

A very important success factor for tracer studies is the quality of addresses.

- How do we collect addresses? Youth, parents or VET schools: name, address, phone number, mail?
- How do we do the data collection: by postal survey, by interview face to face, by phone or by mail?
  - Postal survey = survey with questionnaire paper the less expensive, the most efficiency, but the questionnaire must be clear and simple.
  - Interview face to face = the most expensive, near paper survey, and the questionnaire filled with a trained person.
  - Phone: expensive, the questionnaire can be filled on paper or on computer directly.
  - Some surveys mixed the types of survey: postal and phone, postal and interview...
- How do we deal with the data?
- Which software do we use: Excel, Sphinx, SPSS, SAS, etc.?

**An Example from the Ukraine for a Questionnaire for  
Students (carried out by the Ukrainian Observatory for  
Vocational Education in close cooperation with ETF)**

Name of the region of location of the Professional Technical Educative Institution (Vocational School)

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Name of the Professional Technical Educative Institution that initialized the inquiry

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Name of the profession (professions) received by the respondent

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Year of graduation

---

Name of the region of residence of the graduate at the moment of inquiry

---

Coded title is filled by the interviewer

Code of the region where the Professional Technical Educative Institution is located	Code of the Professional Technical Educative Institution that initialized the inquiry	Code of profession (professions) received by the respondent	Year of graduation	Code of the region of residence of the graduate at the moment of inquiry
1	2	3	4	5

**Questionnaire № \_\_\_\_\_ of the graduate of Professional Technical Educative Institution**

We would like to ask you several questions relating to your job after graduation from the Professional Technical Educative Institution. All the answers are confidential, they would be used only for analytic purposes, and they would not be transmitted to any other institutions, organizations or to the third parties. You can freely state your opinion. It is not difficult to fill the questionnaire. You should attentively read each question of the form and all the variants of the answers offered. Please choose the variant (the variants) of the answer that are most suitable for you. ***Encircle the number of the answer that is in line with the chosen variant of the answer.***

**1. Gender: 1. Male**

**2. Female**

**2. How old are you?** \_\_\_\_\_

**3. Who mainly influenced on your choice of the profession?**

1. Parents

2. Friend and acquaintances

3. Press, radio, TV

4. School teachers

5. It's my own choice

6. Other (please specify) \_\_\_\_\_

**4. Your attitude to the profession received in the educative institution:**

1. I like my profession

2. I do not like my profession

3. I am disappointed with my profession

4. I believe my profession is not prestigious

5. Other

**5. What is your current situation?**

1. At the enterprise of the state or municipal form of property
2. At the enterprise of the private form of property
3. Private businessman or self employed
4. Unemployed (go to question n°12)
5. I have no work and I am not engaged in its search
6. I study in an educational institution full time
7. I am in maternity leave
8. I am in military service
9. Other (please specify): \_\_\_\_\_

**6. What is your title for your job now? ..... (Specify the name)**

1. No qualified workers
2. Qualified worker
3. Service personnel (driver, laboratory assistant)
4. "Junior specialist"
5. Other (please specify): \_\_\_\_\_

**7. In which economic sector do you work now?**

- |                 |               |                              |
|-----------------|---------------|------------------------------|
| 1. Agriculture  | 4. Trade      | 7. Services                  |
| 2. Construction | 5. Hotel-     | 8. Banks, insurance company  |
| 3. Industry     | 6. Restaurant | 9. Other (please specify):__ |

**8. Please specify, your satisfactions (+) or no satisfactions (-) at the enterprise where you now work**

1. Attitude of the officials
2. Labour conditions
3. Level of remuneration
4. Possibility to improve my qualification in production
5. Utilization of your work not according to the profession received
6. Attention and support of the young workers

**9. Do you believe the level of your qualification is in accordance with your job?**

1. My professional qualification does not correspond to the job that I fulfil
2. My professional qualification is much higher than needed for the fulfilment of this job
3. Is in accordance with my job
4. Is not sufficient for this job
5. Difficult to answer

**10. In generally, are you satisfied with your current job or not?**

1. Extremely satisfied
2. Satisfied
3. Dissatisfied
4. Extremely dissatisfied

**11. Your wage for the last month:**

1. Up to 400
2. From 400 to 1000
3. More than 1000

**12. How did you get your first job?**

1. By distribution in the educative institution
2. By distribution of the state employment centre
3. The parents helped
4. The friends and acquaintances help
5. My independent search
6. Other (please specify): \_\_\_\_\_

**13. What was your title for this 1<sup>st</sup> job? .....**(specify the name)

1. No qualified workers
2. Qualified worker
3. Service personnel (driver, laboratory assistant)
4. "Junior specialist"
5. Other (please specify): \_\_\_\_\_

**14. In which economic sector did you work for this 1<sup>st</sup> job?**

- |                 |               |                                  |
|-----------------|---------------|----------------------------------|
| 1. Agriculture  | 4. Trade      | 7. Services                      |
| 2. Construction | 5. Hotel-     | 8. Banks, insurance company      |
| 3. Industry     | 6. Restaurant | 9. Other (please specify): _____ |

**15. What was your wage for the last month in this 1<sup>st</sup> job?**

1. Until 400
2. From 400 to 1000
3. More than 1000

**16. How many months are you working for the 1<sup>st</sup> job? \_\_\_\_\_ (months)**

**17. Have you been employed at the enterprise where passed an industrial practice?**

1. Yes
2. No

**18. How many employers since your graduation Vocational School in 2002? \_\_\_\_\_**

**19. How long have you been employed for last job? \_\_\_\_\_ Months**

**20. If you are unemployed, please specify the main reason of your unemployment**

1. Absence of need for workers of my trade
2. Unsatisfactory level of payment of work
3. Unsatisfactory operating conditions
4. Big remoteness of work which was offered, from a place of constant residing
5. My insufficient qualifications level
6. Other (please specify) \_\_\_\_\_

**21. How long in total have you been unemployed since graduation in 2002? \_\_\_\_\_ Months**

**22. Where will you like to work?**

1. At the enterprise of the state or municipal form of property
2. At the enterprise of the private form of property
3. To start the own affair
4. I would like to work in another country
5. Difficult to answer

**23. What features is to have the job that you wish to get? (Choose no more than three points)**

1. Regular (Stable) salary
2. High salary
3. Prestige
4. Possibility of the career growth
5. Possibility of utilization of my talents
6. Favourable working time and conditions
7. Minimal level of the restrictions and of control of the high managers
8. Other (please specify) \_\_\_\_\_

**24. Did you improve your qualification at the production during the last two years?**

1. Yes
2. No

**25. Did you take the course of study of any other profession?**

1. Yes                      2. No

**26. Did you continue your education in the high school after graduation from the Professional Technical Educative Institution?**

1. Yes                      2. No

**27. Give your evaluation of the level of your preparation in the Professional Technical Educative Institution**, in the particular directions (encircle the 1, if the level of preparation is in accordance with your needs, 2 – if it is partly in accordance, 3 – if is not in accordance)

- |                              |   |   |   |
|------------------------------|---|---|---|
| 1. General theoretical study | 1 | 2 | 3 |
| 2. Professional knowledge    | 1 | 2 | 3 |
| 3. Practical training        | 1 | 2 | 3 |
| 4. Knowledge of equipment    | 1 | 2 | 3 |
| 5. Knowledge of technology   | 1 | 2 | 3 |

**28. Your plans for the future**

1. I plan to enter the high school
2. I would continue to work
3. I have an intention to improve my qualification directly during the production process
4. I would change my job place
5. Other (please specify): \_\_\_\_\_

**29. What do you believe is necessary to improve in the system of training of the workers of your profession in professional technical educative institutions?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

THANK YOU FOR YOUR INTERVIEW!

## SURVEY FORM FOR VET SCHOOL TRACER STUDY, GERMANY

(Instructions to the Respondent: Kindly type or write in block letters using black or blue ballpoint pen.  
Please use/attach additional sheets in case all answers cannot be accommodated in the spaces provided for  
each question.)

<b>I. PERSONAL DATA</b>			
Name:			
Civil Status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> divorced <input type="checkbox"/> widow/er		
Date of Birth: (mm/dd/yy)		Nationality:	
Sex:	<input type="checkbox"/> male <input type="checkbox"/> female		
Religion:		Municipality:	
Home/Complete Mailing Address/ Personal Contact Details:	(Street Name & Number, Municipality/City, Province, Zip Code, Telephone, Fax, Mobile Phone, Email)		
Employment Address and Contact Details:	(Name of Institution, Street Number, Municipality/City, Province, Zip Code, Telephone, Fax, Mobile Phone, Email)		
Business Address and Contact Details:	(Name of Business, Street Number, Municipality/City, Province, Zip Code, Telephone, Fax, Mobile Phone, Email)		
Preferred address for correspondence: <input type="checkbox"/> Office <input type="checkbox"/> Home			
<u>Educational Background:</u>			
	School/University	Address	Date Graduated

Elementary:			
Middle School:			
VET School or VET College:			
Graduate School or University:			

## II. EMPLOYMENT BACKGROUND

Current Employer:	
Classification of current employer:	<input type="checkbox"/> Government agency/civil service <input type="checkbox"/> Educational Institution <input type="checkbox"/> Manufacturing <input type="checkbox"/> Sales <input type="checkbox"/> Services <input type="checkbox"/> Trade <input type="checkbox"/> Others (Please specify) _____
Current Position: (Please indicate your position)	<input type="checkbox"/> Skilled labourer <input type="checkbox"/> Master Craftsmen <input type="checkbox"/> Sales Clerk <input type="checkbox"/> Civil Servant <input type="checkbox"/> Others (Please specify) _____  Position Title: _____
Nature of Current Work:	<input type="checkbox"/> Production <input type="checkbox"/> Sales <input type="checkbox"/> Wholesale <input type="checkbox"/> Management and Administration <input type="checkbox"/> Teaching/Training <input type="checkbox"/> Others (Please specify) _____

Description of Current Work: (Please describe in brief)				
Past positions held (last five years)	Position Title	Company/Institution	Duration of Employment	Salary Received (Optional)

**III. Recommendations for Stronger Employment Orientation of VET schools**

**Comparison of Skills Acquired and Skills Needed** (Kindly provide additional sheets for more information, if needed)

Most important Things Learned in VET School	Most Important Key Competencies Needed for First Job	Recommendations for Re-Emphasizing VET School Training in the Light of Job Experiences	Key Training Programs needed for Professional Career in Next Years	Work Career Interests in the next 5 to 10 Years?	Unemployment Periods since VET School Graduation

**IV. TRAINING PROGRAMS ATTENDED/CONDUCTED**

Title of Training	Participation (Resource Speaker, Participant, etc.)	Duration	Location	Name of Institution / Funding Agency

**Method Card 023: Well-informed Layperson**

Usage	<p>The moderator makes the group think about the situation in which the teachers will have to present a new topic to a “well-informed layperson”. The “well-informed layperson” can be characterized in the following way:</p> <p><i>She/he is intelligent, but sceptical and of course eloquent. Her/his typical competencies are not in the area you are talking about. She/he is not mean nor stubborn, but highly influential and can help you when you convince her/him. A lot depends on her/his approval.</i></p> <p>The well-informed layperson needs to be personalized in this method e.g as a person in the school management, from the school inspection office or from the municipality. It can be a parent representative or can come from a local political party.</p> <p>The task now is: How would you convince Mrs. X/Mr.Y about the necessity of what you are proposing? In presenting the topic, the well-informed layperson will play the “devil’s advocate”. However, this method should not turn into a role play, but should stay on the level of a talk which maybe interrupted by questions of the well-informed layperson.</p>
Comment	<p>This method is good when you want to prevent false “euphoria”. It can also help to deal with resistances. It also helps to develop patterns for solutions and critically review new approaches as well as shape out strategy scenarios.</p>
Materials	Nothing
Examples	<ul style="list-style-type: none"> <li>• Explain to your monthly conference of teachers in the Secondary School for Tourism in Belgrade why tracer studies for your graduates are a good idea!</li> <li>• Explain to the Ministry of Education in Belgrade why a school conference together with teachers, parents and students on “Violence in our School” is necessary!</li> <li>• Explain to your colleagues why 5 modules of teacher training cascading with a total of 10 days are necessary to lay a foundation for systematic in-service teacher training in vocational schools in Serbia!</li> </ul>
Workshop cycles	<p>This method can be used in sharing information and shaping out arguments in training purposes and real-life or real-work situations.</p>

## *1/2 Day Program on Labour Market Analysis*

Block A: Working with statistical material from the National Statistical Office (NSO) in Serbia on economic trends in the Republic of Serbia between 2002 and 2006

Topic: **We get familiar with Gross Domestic Product (GDP) figures in Serbia, learn how to extract relevant statistical information from the NSO data bases and analyze economic trends for our country based on the information we find!**

Objectives:

- Learning to learn how to read national statistical data about the contribution of different sectors to the Gross Domestic Product (GDP) in Serbia
- Using relevant data on the homepage of the National Statistical Office (NSO) in Serbia and from other material provided for analyzing economic trends in the Republic of Serbia between 2002 and 2006

1.	<p>Presenting some basic information on LMA:</p> <ul style="list-style-type: none"> <li>• What is the GDP?</li> <li>• How is it measured?</li> <li>• Who provides data?</li> <li>• Where can data are found?</li> <li>• Special data collection in Serbia, e.g. 11 sectors, distinction</li> <li>• Etc.</li> </ul>	Moderator team will give introductory explanations
2.	<ol style="list-style-type: none"> <li>1. Analyze the economic development between 2002 and 2004!</li> <li>2. Find the GDP contributions for all sectors as well as % increase in 2005 and 2006 from NSO data?</li> <li>3. What are the top five sectors in Serbia in terms of % increase to GDP contribution by 2006?</li> </ol>	<p>Method: <b>Group work</b>, with the help of</p> <p><b>Annex 1: Contribution of Different Sectors to GDP in Serbia, Ranked According to Contribution and</b></p> <p><a href="http://www.statserb.sr.gov.yu">www.statserb.sr.gov.yu</a></p> <p>current economic trends will be analysed and missing data for 2005 and 2006 will be added</p>
3.	Presenting group findings, analyzing economic trends in Serbia and drawing hypotheses for next labour market analysis steps	Plenary Discussion

Block B: Working with statistical material from the National Statistical Office (NSO) in Serbia on employment trends in the Republic of Serbia between 2002 and 2006 and discussion of implications for new occupational profiles in VET schools in Serbia

Topic: **“We will find and analyze data on sector contribution to employment in Serbia and will draft conclusions for trends of new occupations in our VET schools!”**

Objectives:

- Using relevant data both from spreadsheets and from NSO data bases to assess, produce, present and exchange relevant employment information in Serbia,
- Drawing conclusions for usefulness of new occupational profiles in VET schools in Serbia.

1.	<p>Why should we as teachers care about employment figures in the labour market? Maybe they</p> <ul style="list-style-type: none"> <li>• Have a signal function for the labour market!</li> <li>• Tell us what to give career guidance for and what not for!</li> <li>• Let us know which new profiles to set up and which not!</li> <li>• Etc.</li> </ul>	Question-related discussion with the group
2.	<p>Tasks for the group work:</p> <ol style="list-style-type: none"> <li>1. Analyze the employment development between 2002 and 2004!</li> <li>2. Find the employment contributions for all sectors as well as % increase in 2005 and 2006 from NSO data?</li> <li>3. What are the top five sectors in Serbia in terms of % employment increase by 2006?</li> <li>4. What does this mean to our VET schools?</li> <li>5. Which new occupational profiles would you recommend to be introduced?</li> <li>6. Which ones would you advise against?</li> </ol>	<p>Method: <b>Group work</b>, with the help of <b>Annex 2: Contribution of Different Sectors to Employment in Serbia, Ranked According to Contribution</b> current employment trends will be analysed and missing data for 2005 and 2006 will be filled in</p>
3.	<p>Presentation of group findings, discussion of implications for new occupational profiles in VET</p>	Plenary discussion
4.	<p>Reviewing labour market analysis as an active tool in my work in school</p>	<p>Method: <b>Log Book</b> (see method card 25)</p>

**Method Card 025: Log Book**

Usage	The workshop participants/students/teachers receive an empty note book, in which they will have to write certain things. This note book/logbook is mostly empty with headlines on each page which each give a certain written task. These tasks refer to the training program and deal with content, structure of it and are meant to reflect some of these things more deeply in writing.
Comment	This method serves the intensive reflection of a given tasks. It should not be given under a certain time limit and participants should try and find a pleasant place to do this. If this is done in a plenary situation, the atmosphere of taking a test might come up very quickly. The results can be read out to each other in the hand. Alternatively, they can be taken home and serve as guidelines for the participants.
Materials	Log books and pens and/or pencils.
Examples	<p>Reflection in writing about what I learnt in this teacher training workshop on labour market analysis with 6 tasks on 6 different pages in the notebook:</p> <ul style="list-style-type: none"> <li>• Page 1: e.g. Labour Market Analysis (LMA) for External CATs, Log Book for Dušica Petrović, in seminar in Kikinda, February 12-14, 2007</li> <li>• Page 2: What did I know out about LMA before I came here?</li> <li>• Page 3: My previous experiences with LMA as a teacher ...</li> <li>• Page 4: What was good, what was not so good in this seminar?</li> <li>• Page 5: What do I want to remember from what I learned here?</li> <li>• Page 6: First ideas how I want to implement things that I learned in this seminar in my own school in ...</li> </ul>
Workshop cycles	This method can be used at the end of a workshop session in order to reflect learning processes and learning results.

<b>Annex 1: Contribution of Different Sectors to GDP, at Constant Prices (Mio. Dinars) Ranked According to Contribution in 2002</b>											
<b>(Source: Statistical Office of the Republic of Serbia)</b>											
<b>Years</b>	2002	2003	% increase	2004	% increase	2005	% increase	2006	% increase	<b>Growth Potential ?</b>	
<b>Sectors</b>											
Other services	171,461	174,094	<b>1.54</b>	177,168	<b>1.77</b>	178,115	<b>0.53</b>	etc.	etc.	does not look like it, but ..	
Manufacturing	161,019	151,391	<b>-5.98</b>	164,717	<b>8.80</b>	164,512	<b>-0.12</b>	etc.	etc.	does not look like it, but ...	
Real Estate and Business Services	136,969	140,372	<b>2.48</b>	142,272	<b>1.35</b>	etc.	etc.	etc.	etc.	...	
Agriculture, Hunting Forestry and Fishing	129,629	120,602	<b>-6.96</b>	143,544	<b>19.02</b>					...	
Whole sale and retail trade, repair	70,291	78,471	<b>11.64</b>	91,788	<b>16.97</b>						
Transport, storage and communication	69,771	76,415	<b>9.52</b>	88,268	<b>15.51</b>					maybe?	
Financial inter-mediation	48,912	53,388	<b>9.15</b>	58,697	<b>9.94</b>						
Electricity, gas and water supply	30,687	31,629	<b>3.07</b>	31,662	<b>0.10</b>						
Construction	29,619	32,818	<b>10.80</b>	33,967	<b>3.50</b>						
Mining and Quarrying	14,629	15,381	<b>5.14</b>	15,587	<b>1.34</b>						
Hotels and restaurants	9,373	9,200	<b>-1.85</b>	9,148	<b>-0.57</b>						

<b>Annex 2: Contribution of Different Sectors to Employment in Serbia, Ranked According to Employment Contribution in 2002</b>											
<b>(Source: Statistical Office of the Republic of Serbia, Statistical Yearbook 2005)</b>											
<b>Years</b>	2002	2003	% increase	2004	% increase	2005	% increase	2006	% increase	<b>Growth Potential ?</b>	
<b>Sectors</b>											
Manufacturing	594,051	553,348	<b>-6.85</b>	509,941	<b>-7.84</b>	etc.	etc.	etc.	etc.	obviously not, but ?	
Whole sale and retail trade, repair	221,809	217,989	<b>-1.72</b>	232,385	<b>6.60</b>						
Health and Social Work	173,540	173,242	<b>-0.17</b>	176,356	<b>1.80</b>						
Education	141,449	141,141	<b>-0.22</b>	144,189	<b>2.16</b>						
Transport, storage and communication	135,913	131,515	<b>-3.24</b>	133,171	<b>1.26</b>						
Construction	97,376	94,750	<b>-2.70</b>	95,150	<b>0.42</b>						
Agriculture, Hunting Forestry and Fishing	84,828	77,249	<b>-8.93</b>	73,066	<b>-5.41</b>						
Public Administration	74,379	77,165	<b>3.75</b>	80,180	<b>3.91</b>						
Real Estate and Business Services	58,474	57,882	<b>-1.01</b>	63,594	<b>9.87</b>						
Electricity, gas and water	53,319	52,570	<b>-1.40</b>	51,958	<b>-1.16</b>						
Hotels and Restaurants	42,876	37,186	<b>-13.27</b>	34,401	<b>-7.49</b>						
Mining and Quarrying	38,395	36,378	<b>-5.25</b>	36,700	<b>0.89</b>						
Financial intermediation	34,942	32,324	<b>-7.49</b>	32,692	<b>1.14</b>						

## ***1/2 Day Program on Career Guidance***

Block A: Vocational Career Guidance Services: Do we really need them in our schools? Why? For whom? And how can we set them up?

**Topic: We get familiar with basic functions, tools and different kinds of career guidance, discuss a range of career guidance services in our schools and look at innovative marketing and delivery of career guidance services!**

**Objective: Get familiar with career guidance services, why they are needed in our schools and some tips on how to set them up in VET schools in Serbia**

1.	What are career guidance services? For whom do we carry them out? Emphasis on why do we need to do that as teachers in vocational schools with four foci: 1 the personalization of services, 2 attention paid to assessing the individual student's attributes and preferences, 3 attention paid to long-term career strategies seeking immediate employment and future employment, 4 attention paid to helping to develop personal action plans.	Moderator team will give introductory explanations
2.	Which tools and different kinds of career guidance are there that we could use?	Presentation of different career guidance services <b>Annex 1: Range of Career Guidance Activities</b>
3.	Giving an overview of innovative marketing and delivery of career guidance services used internationally	<b>Annex2: Examples of Innovative Marketing and Delivery of Career Guidance Services</b>

## Block B: Career Guidance Development for Mechatronics

Topic: **“We will develop a career guidance framework for the mechatronic occupation in Zajecar!”?**

Objective: Developing an outline for a career guidance framework in a specific pilot school

1.	Situation: The management of the school in Zajecar wants to implement a career guidance feature on its web site and asks you as the external CAT to start thinking about a framework how this could be implemented on the school site to be ready for the next school year!	Task formulation by moderator team
2.	Preparation of an outline for a career guidance framework for the mechatronic occupation in Zajecar! (This outline is meant to be prepared in such a way that it can be put on the web site of a pilot school: this work will be supported in “IT Training for internal and external CATs”)	Method: <b>Group work</b> The following web sites will be used as reference material: <a href="http://www.weblearn.sheffcol.ac.uk/links/About/">www.weblearn.sheffcol.ac.uk/links/About/</a> <a href="http://www.aiuto.net/uk.htm">www.aiuto.net/uk.htm</a> <a href="http://www.careerchoices.org.uk/">www.careerchoices.org.uk/</a> <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a> Vocational career guidance in the UK and in Germany will be introduced and the groups will then develop a framework for an outline of career guidance for the mechatronic occupation in Serbia.
3.	Presentation of group findings	Plenary
4.	Reviewing career guidance as a tool in the work of external CATs	Method: <b>Thinking Hats</b> (see method card 24)

## Annex 1: Range of Career Guidance Activities

- **Assessment/screening** (e.g. of individual attributes, competencies, and preferences; of psychological state; of employability; of formal and informal learning),
- **Career management planning** (e.g. helping individuals develop a Personal Action Plan; assistance in managing job changes),
- **Individual intensive employment counselling** (e.g. through a case management approach to employment assistance),
- **Personality development** (e.g. promoting self-esteem in clients; coaching in social skills),
- **Specialised employment counselling** (e.g. addressing problems that obstacles to employment, such as disability, drug/alcohol addiction, homelessness etc.; and offered to particular groups of disadvantaged job seekers),
- **Job-brokering** (e.g. help students in clarifying what their job aspirations are, and possibly evaluating the likelihood that such aspirations will be fulfilled, given the student's profile and the structure of employment opportunities; information folders about job requirements, future perspectives, salary levels, etc.; creating networks with employers, on a general or a sectoral basis; maintaining a talents bank; matching and placing),
- **Job-search assistance activities** (e.g. job-search techniques; job application training; writing CVs; preparing for selection interviews; work tasters and internships; supported induction into employment; etc.),
- **Group programs** (e.g. help in exploring appropriate training paths and options; job clubs),
- **Services offered to students** (e.g. information sessions about the structure of employment opportunities; preventative guidance; working with drop-outs; school-to-work transition guides; assisting in the use of occupational information),
- **Providing labour market information** (e.g. managing a job information resource centre; managing labour market data bases; managing a job bank, or career data base; communicating labour market trends to clients; supporting students in the use of self-service facilities).

## **Annex 2: Examples of Innovative Marketing and Delivery of Career Guidance Services**

### Innovative Service Delivery:

- Use of free-phone (Belgium, Finland, Greece, Hungary, Ireland, Italy, Norway, Poland, Slovenia), in some cases, the facility is merely used to book an interview with a career guidance official (Italy), in other cases the call service is more extensive (e.g. Sweden's PEPS Information Centre or Germany's Self-Service Occupation Information Centres, BIZs),
- Use of the internet to provide self-service career guidance and information facilities, including in the filling in of occupational interest inventories, and the matching of personal profiles with jobs (most countries),
- Use of e-mail contacts with career and information officers (Slovenia, Poland),
- Use of a biometric registration system that enables quick service in registering clients and in the issuing of appointments for interviews with employment advisers or employers (Malta),
- Use of SMS/mobile phone texting to communicate job vacancies (Hungary, Lithuania, Malta),
- Web-cam consulting (Hungary),
- Distance career guidance using video-conferencing facilities (e.g. France and Australia, Hungary's e-career initiative, Poland, Slovenia and Sweden),
- Use of local TV to disseminate information and "messages", e.g. Talk show, including use of the "reality show" style (Latvia) and TV adverts (Belgium),
- Providing employers with the opportunity of entering vacancies directly into the Employment Services database themselves,
- Providing cell-phones and scooters to facilitate access and mobility in the job-seeking process (Belgium and Spain).

### Innovative Service Marketing:

- Career days and fairs (e.g. Greece, Ireland, Serbia and several other countries),
- Street billboards (Malta, France),
- Targeted marketing campaigns (e.g. in the UK, in ex-offenders and with benefit customers and in Hungary with clients with disabilities),
- Web-site development to make services more accessible, user-friendly and interactive (e.g. in Ireland, Norway, Sweden and several other countries).

**Method Card 024: Thinking Hats**

Usage	<p>In the centre of this method is a discussion about a topic that is of high relevance to a group. Five different hats symbolize five different perspectives and ways to look at things:</p> <p><b>White:</b> refers to neutral facts, figures and information, argues with “necessities”,</p> <p><b>Red:</b> shows a lot of emotions and feelings, is influenced by intuitions and visions (positively and negatively),</p> <p><b>Black:</b> sees the dark side, brings in difficulties, negative judgment, acts as the devil’s advocate.</p> <p><b>Blue:</b> shows a cool distance to the topic, controls the other hats and leads the discussion without taking a position,</p> <p><b>Yellow:</b> is optimistic, full of anticipation and optimism, absolutely positive and constructive.</p> <p>Five participants will chose a hat (which they will put on their heads) and take their respective position in a discussion round. This discussion can be also prepared in a small group. After 10 minutes hats can be changed and different people from the outer circle can come in, whereas the others turn into observers. Specific observation tasks maybe possible, such as body language, gestures, quality of arguments etc. At the end of the method in reviewing the method, the people having worn the hats might start with their observation followed by the observers.</p>
Comment	<p>This method is good when you want people to take different perspectives on the same topic. There are a lot of varieties in using the Thinking Hats: e.g. small groups are asked to prepare their positions in the different colours and then one from each group is chosen. The blue hat is in charge of the process within the method. Moderators need to decide on who is wearing which hat, functions of the observers, changing hats etc. A fact sheet can be prepared with “Facts – Figures – Information” - supporting the role of the white hat.</p>
Materials	<p>Hats from colour paper (can be folded quickly), but even better are old hats. Furthermore needed: paper, an inner and an outer circle of participants and notice pads.</p>
Examples	<ul style="list-style-type: none"> <li>• Discussing - in the monthly conference of teachers in the Technical School in Zajecar - why developing a system of vocational career guidance for your graduates is a good idea!</li> <li>• Discussing with your colleagues “Internships for students and teachers – lots of work and little success?”</li> <li>• Teaching work ethics: Making our students perform in the labour market or teaching them to take labour union perspectives?</li> <li>• Job fairs in our school: pro and contra</li> </ul>
Workshop cycles	<p>This method can be used in discussing different positions and in learning to be taking different perspectives.</p>



Block 2: Setting up a Training Needs Analysis (TNA) tools for selected sectors in Serbia

Topic: **“We further develop/finalize a skills and training needs analysis tool, which we can use in working with local companies in our sector”**

Objectives:

- Finalizing a training needs analysis tool for the metal and wood sector in Serbia,
- Developing a framework for a tool in training needs analysis in the telecommunication and hotel and tourism sector in Serbia.

1.	<p>Tasks for the group work:</p> <ol style="list-style-type: none"> <li>7. Analyze the relevance of the Training Needs Analysis given to you (Annex 1)!</li> <li>8. Identify the changes that need to be made in hotel and tourism and in telecommunication, e.g. no production, but service orientation, different skills and different skills levels, etc.)</li> <li>9. Make proposals for adding things that you think need to be in your TNA and for those that might be taken out!</li> <li>10. Tell us something about the specific companies you are working with in Leskovac, Uzice and Subotica, etc.!</li> <li>11. What still needs to happen after you get home from Nis to make you comfortable enough to use TNA tools in your work with local companies?</li> <li>12. What does this mean to our VET schools when we are trying to reach out to our “clients”?</li> </ol>	<p>Method: <b>Group work</b>, with the help of <b>Annex 1 and the Internet</b> one training needs analysis questionnaire for each of the four sectors we are working in (i.e. metal, wood, telecommunication and hotel and tourism) will be</p> <ul style="list-style-type: none"> <li>• Further developed/finalized (in the case of metal and wood) and</li> <li>• started (in the case of telecommunication and hotel and tourism)</li> </ul>
2.	Presentation of group findings, discussion of implications for the future work of external CATs	Plenary discussion
3.	Reviewing training needs analysis and skills needs analysis as an active tool in my work in school	Method: <b>Letter to Oneself</b> (see method card 26)

**Method Card 026: Letter to Oneself**

Usage	The workshop participants/students/teachers receive a letter sheet, an envelope and a stamp and are asked to write a letter to themselves about what happened during the workshop and what they learned in it. They should focus, in particular, on what they will implement in their own school. The letter will be closed, a stamp will be put on it and it will be sent off to oneself at the end of the workshop.
Comment	This letter is some kind of a work contract with oneself. Variations: a) The structure in the letter can be agreed upon before and on the outside it can say, e.g. "Open on February 28, 2007!" b) The letters can be exchanged among the participants and can be opened during the next workshop and read out to each other.
Materials	Paper, envelopes, stamps.
Examples	<p>Reflection in writing about what I learnt in this teacher training workshop on training needs analysis and how I will implement the results in the future. For example, a letter could look like this:</p> <p>"Dear Mihajlo,</p> <p>I have just been back from a workshop in Nis and once again it was well prepared, carried out and evaluated. It was nice to see how we worked with new methods, but it was also good to see what you can do with Training Needs Analysis (TNA) tools.</p> <p>I will try to do the following between now and the end of March:</p> <ul style="list-style-type: none"> <li>• exchange e-mails with Dusića from Valjevo on how to improve the TNA tools for our needs in working with employers in tourism in Vranje,</li> <li>• finish the TNA and prepare a questionnaire,</li> <li>• take the questionnaire to at least 3 travel agencies and 3 hotels in my school district, and</li> <li>• present the results to my colleagues in school in our school conference on March 31, 2007</li> </ul> <p>I wish myself good success and a lot of fun!</p> <p>Yours sincerely,</p> <p>"Mihajlo"</p>
Workshop cycles	This method can be used at the end of a workshop session in order to reflect learning processes and learning results and in order to make individual commitments, which can be referred to later.