



Toolkit for Career Counsellors



Co-funded by
the European Union

Deliverable information

Grant Agreement No.	
Project acronym	MILEAGE
Project title	Mentorship development for quality practices in higher education
Project timeframe and duration	01/09/2023 – 31/08/2025
WP	WP2 Building support system of HE study practices
Activity	Development of advisory service for HE study practices
Deliverable	DIGITAL TOOLBOX for career counsellors
Status	Final version
Version number	1.0
Deliverable responsible	KULTURNO IZOBRAZEVALNO DRUSTVO PINA
Dissemination level	Public
Due date	31/03/2024
Date of submission	31/12/2024

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Version history

Version	Date	Author	Description
1.0	31/12/2024		Final Version

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Summary of the Project

The project will ensure inclusiveness of study practice services by building capacities of career counsellors and developing new services. We aim to improve the quality of study practices by building the competences and skills of coordinators and mentors. By implementing MILEAGE study practices we will stimulate innovative pedagogies in HEIs and form a supportive environment for student practices. Lastly, we will advocate for civic engagement through the recognition of community work in students' academic results.

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Toolkit for Career Counsellor

The toolkit for Career Counsellors mainly contains materials needed for the first phase of preparation, which takes place before the student practices begin. In this first phase, career counsellors must provide counselling to young people and support them in choosing the most suitable practice. In the implementation phase, career counsellors do not have a role, while in the follow-up phase, they are expected to conduct a counselling session with students to evaluate the skills they have acquired during the practice, supplement their CV and cover letter, and prepare a plan for the next steps on their career path.

Because we are aware that the field of employment in the non-governmental sector is still relatively unknown, we have prepared for career counsellors the toolkit **Supporting student practices in the NGOs and Job positions in the NGOs**. The first briefly describes why to support student practice in the non-governmental sector and how career counselling is structured, while the second provides a brief description of the most typical jobs in the non-governmental sector with an emphasis on the skills and knowledge required to perform a specific job. In order to facilitate the search for interested NGOs to offer student practices, we have also prepared a template for the **Call for NGOs** along with a link to the application form and a list of selected organisations.

The toolkit also includes material describing the proposed methodology for conducting career counselling. There are three sessions planned, two before the student practice and the third one after it is completed. A detailed description of the sessions can be found in the **Career counselling – First session, Career counselling – Second session, Career counselling – Third session** toolkits. In addition to the toolkits for conducting individual career counselling, we have also prepared a workshop proposal for career centres and counsellors to conduct group career counselling with the possibility of matching young people with selected NGOs. The outlines of the event is described in **Career counselling event**.

List of the tools in the toolkit

- *Supporting student practices in the NGOs*
- *Career counselling – First session*
- *Job positions in the NGO*
- *Call for NGOs*
- *Career counselling – Second session*
- *Career counselling – Third session*
- *Career counselling event*

	Preparation	Implementation	Follow up
Non-country specific tools (in English)	<ul style="list-style-type: none"> ▪ <i>Supporting student practices in the NGOs</i> ▪ <i>Job positions in the NGO</i> ▪ <i>Call for NGOs</i> ▪ <i>Career counselling – First session</i> ▪ <i>Career counselling – Second session</i> ▪ <i>Career counselling event</i> 	-	<ul style="list-style-type: none"> ▪ <i>Career counselling – Third session</i>

1. Supporting student practices in the NGOs

The promotion of student practices in the non-governmental sector is important both for students and for the non-governmental sector as such. Through student practices, young people can gain several very important skills that will help them in many areas, such as project writing, leading workshops, thinking out of the box etc. The non-governmental sector often requires a high level of flexibility, adaptability, and resourcefulness from its employees, so they need to develop different skills to be successful in their work. Young people will also have the opportunity to learn more about the logic of project management, which is increasingly present in other institutions such as research centers, schools, and also private companies. At the same time, the students can develop a proactive attitude when facing different tasks and observe a genuine attachment of the employer to the mission of their work. Students can thus acquire certain universal qualities that will also be valued in other professions. At the same time, the non-governmental environment can be much safer and allow young people to experiment without being afraid of failing and thus progress even better.

On the other hand, it is also important for the development of the non-governmental sector itself that it offers and attracts student practices. Through these practices, the sector can be promoted as an employer and not only as an environment of volunteering opportunities. The students will learn about different job positions, the responsibilities of the employees, and what kind of working environment it is. In addition, it will increase the visibility of its impact. The students who will experience the practices in the NGO sector will better recognize its role in society. On the other hand, student practices offer NGOs the opportunity to meet promising young people who have potential and will soon enter the labour market. Practices can be also seen as a long-term job interviews for the organisations themselves, where they can thoroughly check potential candidates for future employment.

Career counselling sessions

Career counselling is extremely important for students and young people, as they are often not aware of all the possibilities they have in the labour market. The possibilities of employment in the NGO sector are especially unknown to young people as it is still not recognised as a classic employer as the private or public sector and is still perceived as a place for voluntary work.

For these reasons, it is of extreme importance that the career counsellor is well aware of the possibilities that the NGO sector is offering to young people. To help them with this knowledge a description of different job positions in the non-governmental sector was prepared (**Job positions in NGOs**) as well as a list of interested NGOs in each partner country (**List of interested NGOs**).

A 3-hour career counselling process was also developed in order to carry out career counseling as effectively as possible. The counselling process is structured in this way:

- **First session – Meet the student:** In the first session, the counsellor needs to meet with the student, check her/his experiences, general info and implement the in-depth counselling with the prepared methodologies.
- **Second session – Matching the student with the NGOs:** During the second session the counsellor should check if the students have looked at and researched the NGOs where they could have the student practice. The counsellor supports the students with the preparation of the CVs and cover letters and practicing the interviews.
- **Third session – Evaluation of the gained skills:** The third session is planned after the student practices to understand what the young person learned during this experience, which skills they gained, and what would be the right career path for them.

2. Counselling session –

First day

The aim of the first session is to get to know the student and understand their potential positive characteristics, and potential weaknesses. To achieve this aim, four methodologies were prepared: counselling with Dixit cards, preparation of the career Coat of Arms, counselling with clay, and LEGO® SERIOUS PLAY®.

These methodologies will allow you to provide in-depth career counselling and build a connection with the young person. Using different tools also enables some more introverted young people to discuss their characteristics, fears, career plans, etc. These innovative forms of communication beyond just talking will help the student to more clearly and authentically express themselves.

Especially during the first session make sure to create a safe space, where the young person feels comfortable sharing :

- Adjust your tone to a pleasant level (don't speak loudly). This will make them feel more comfortable and "protected" in a conversation.
- Practice active listening:
 - listen carefully to the young person,
 - maintain the eye contact.
 - be focused on non-verbal communication as well.
 - do not interrupt them while they're speaking.
 - when you think they finished speaking, wait for a few seconds before responding to make sure they don't want to add anything else,
 - listen without judging or jumping to conclusions,
 - do not start planning what to say next,
 - do not impose your opinions and solutions,
 - stay focused and show them that you're really listening.

- It is important to show empathy. You might be able to establish a bond and help them by drawing from your own experiences as well. However, make sure to stay objective enough not to project onto them.

Introductory questions

Before starting with the use of the methodologies and the in-depth counselling, you should start with some general introductory questions to acquire some basic knowledge about the young person.

Suggested questions:

- *What is your field of study?*
- *What is your work experience?*
- *Are you prepared to move for a practices?*
- *Do you have a driver's permit?*
- *Do you have proficiency in foreign languages? Written and spoken.*

Description of the methodologies

Before deciding which methodologies you would like to implement with the young person, you can ask them which they would prefer to use. It is important that the student feels comfortable when using a specific methodology. However, it is even more important that the counsellor uses a methodology that they master, otherwise they will not be able to get the information they could from the session.

Career counselling with Dixit cards

Description of the process:

- **Intro round:** Invite the students to choose 1 card that represents how they are feeling and to then share the card they chose and why. Question: *How do you feel today?*
- **First round:** Invite the students to choose 3 cards that represent 3 strengths, talents or positive characteristics. Question: *Think about your experiences (either in regard to work, education or leisure time). What are your strengths or positive characteristics that you are proud of?*

- **Second round:** Invite the students to choose 3 cards that represent their weaknesses or fears. Question: *What are three weaknesses or fears that are preventing you from reaching your desired goals?*
- **Third round:** Ask the students to tell you a story about where they are right now and how they could achieve their dream job. Shuffle the deck of cards and deal 5 cards to you and 5 cards to the student. There are three rounds where you and the student need to change one of your cards. You can choose to take a new one from the deck or one that was discarded by the other player. The counsellor starts. After three rounds the student needs to have 5 cards that they will use to tell the story.

Materials: Dixit cards

The first round is especially important for the young person as they get to see all the cards and can start making connections between images and feelings. The suggested order is important. If you start with positive questions and then continue with the negative ones, you will increase the person's willingness to share. After the first round, you can comment on the positive qualities, especially suggesting in which workplaces such qualities are valued. In the second round, when the young person talks about negative traits and fears, it is important that you as a counsellor contextualise these fears and traits and show that it is normal to have them so that the young person does not feel alone. Don't try to resolve all of them. Be focused on those that hinder them in achieving their work goals. In this section, you can also share your own experiences on how you have dealt with certain matters yourself, in order to bond with the young person. When you give advice, start with saying that while the advice you're sharing helped you and may apply to them, it is not guaranteed to be a perfect fit. In the last round, you can offer the opportunity to the student to share your own story, which can make a stronger connection.

Career Coat of Arms

- Draw a Coat of Arms. Invite the students to draw a coat of arms of their career path and divide it into 4 parts. Then have them draw the answer to each of the below questions. They have 15 minutes for drawing.
 - *What makes me happy?*
 - *What are my good qualities?*
 - *What is holding me back from achieving my goals?*

- *What is my vision for the future? Me in 3-5 years.*
- The coat of arms will be the basis of conversation. Invite the students to describe what they draw and discuss it (which jobs would allow them to do things that make them happy; where can they express their good qualities; how to tackle the fears and limits that are holding them back; how to reach the future they envision).

Materials: A3 paper, coloured pencils

This methodology might suit best the ones that are good at drawing. However, good drawing skills are not the requirement for this methodology. It is possible that some young people will point out that they are not good at drawing. It is important to emphasise that it is not important if it is aesthetically pleasing or not. What is important is that it will help them express their qualities.

Career counselling with clay

Description of the process:

- **Warm Up:** Invite the students to “get their hands dirty” by playing with clay a little bit. Tell them to let their imagination run free. Question: *A piece of clay is in front of you. You have three minutes to play with it. Maybe roll up some snakes and balls, make a cube or pyramid, or create a small clay figure. You can do whatever you want.*
- **The Superpower:** Invite the students to create a clay model that tells the story of their greatest strength. When they finish, invite them to share the story and then put the model aside. They have 7-8 minutes to prepare the figure. Question: *Which of your skills or characteristics are you most proud of?*
- **The Ideal Job:** Invite the students to envision their perfect job environment and create a new clay model. When they finish, invite them to share their story and then put the model aside. They have 7-8 minutes to prepare the figure. Question: *Think about your perfect job environment and try to make some elements for it. What would it look like?*
- **Your Role to Play:** Invite the students to merge the two figures together. When they finish, invite them to share the story. They have 7-8 minutes to prepare the figure. Question: *How does your strength fit your ideal job? Find a way to include yourself in that working environment.*

Materials: Clay

During this method of career counselling, you can play calm music in the background to help the young person fall into the flow even more easily. It is very important for young people to fall into the flow, as this way they will think more creatively and deeply about their wishes and the possibilities of how to achieve them. It will often happen to you that young people will point out that they are not artistically talented. In these cases, tell them that it is not important if the models are aesthetically pleasing or not. What is important is that it will help them express their qualities. A Counsellor can also work with clay, so you will be better involved in the process. It is important that when each model is finished, it is put aside. In principle, they have 7 to 8 minutes for each round, except for the warm-up round. If they finish earlier, you can move to the next question earlier.

LEGO® SERIOUS PLAY®

- **Warm Up:** Invite the students to build the tallest tower. They have 2 minutes.
- **The Superpower:** Invite the students to create with Lego bricks a model of their greatest strength. They have 5-6 minutes to prepare the model, when they finish, invite them to share the story and then put the model aside. Question: *Which of your skills or characteristics are you most proud of?*
- **My weakness:** Invite the students to build a model of your weakness. They have 5-6 minutes to prepare the model, when they finish, invite them to share the story and then put the model aside. Question: *What are the fears or negative characteristics that are holding you back?*
- **My ideal work environment:** Invite the students to prepare their ideal work environment. They have 10 minutes to prepare the model, and when they finish, invite them to share the story. Questions: *What would be a suitable work environment for their superpower and where their weakness won't hold them back?*

Materials: LEGO® SERIOUS PLAY® kit

Similar to the methodology with clay you can play calm music in the background to help the students fall into the flow even more easily. The first warm-up activity is important as the students probably didn't play with Lego bricks for a long time and they need to get used to it. In the round where the students are preparing the model

of their weaknesses and fears the counsellor should support them to reflect on the ways to tackle them. When the last model is papered, the counsellor should ask the students to reflect on how they can achieve their ideal working environment.

Homework

Ask the student to fill out the career quiz. Check the selected NGOs where they would like to do the student practice and check what they are looking for and their values. A student should choose at least 2 NGOs where they would like to do the practice.

3. Counselling session –

Second day

The second counselling interview should take place one week after the first and should last 30–60 minutes. At the beginning of the second counselling interview, it is necessary to check if the students have looked at and researched the NGOs where they could have an apprenticeship. Check what they chose, and at which positions they would like to do an apprenticeship. Have a conversation through which you can detect the most interesting NGO for them.

The conversation should be based on:

- What you learned at the first meeting about their strengths and weaknesses, interests, skills, desires, etc.
- Checking the results of the completed quiz together.
- Together, think about how the knowledge acquired in certain areas would contribute to further their career path.

CV

They can prepare the CV and the cover letter in different ways. There are several portals that are useful for this. We recommend preparation in [Europass](#), which offers a more standardised version, or even better in [CANVA](#), which allows the individual more creativity in creating a unique CV.

It is very important that the CV is adapted to a concrete organisation (applicants should refer to their mission and values; you can also share certain tricks and tips with them, i.e. they can use the organisation's colour scheme, when designing their CVs etc.) and to the position for which they are applying, as this will make the employer perceive the seriousness of intent - that this applicant really wants to work for them. The CV should be creative, but at the same time elegant, understandable and "clean".

The CV should also include a photo. The photo should be professional, but at the same time it should reflect the applicant's characteristics. We are

aware that there is a trend for employers to select resumes with the help of AI, where the photo is not relevant. However, in the case of selection in an NGO, where the number of applications is much smaller and personality and adaptability to the team are considered more important, the photo is still an important element.

Some general principles for preparing a CV. It should contain:

- **Contact** – young people often do not answer calls by unknown numbers and do not check their email accounts. It is very important to emphasise that they must be available at the contact they provided in their CV, because otherwise they will not be able to get the information about a possible job offer.
- **Experience** – encourage the students to add any experience they might have gained, be it through work, at school, or in other volunteering activities. Many experiences can be relevant for an employer, even if they are not perceived as such at first glance.
- **Education** – in addition to formal education, they should also write down the various non-formal educations and training they have attended. In the non-governmental sector, competence is mostly valued more than formal education.
- **Other skills** – they should add languages, digital skills, etc., especially the skills relevant for a specific job.
- **Characteristics** – they should also write down their personality traits, highlighting those that are suitable for a specific job (e.g. in the summary or other suitable section of the CV).
- **Mobility** – the information on whether a person has a driving licence can be important as well. NGO associates are often on the road and this information could be relevant.

Cover letter

As already mentioned, when preparing a CV, it is essential to have good knowledge of the organisation to which you are applying for a job/apprenticeship when preparing a cover letter as well. Encourage the young person to try and gain as much knowledge as possible about the organisation, what it does, its achievements, its values. Having previous knowledge about this is even more important when applying for an NGO

position given their mission-driven operations. Therefore, they should prepare well!

For a young person without any relevant experience, the cover letter is of utmost importance, as it can be used to describe better which competences make the applicant the most suitable for a specific position. The cover letter should contain a brief description of the skills and knowledge that make them the most suitable for the job. We are aware that a young person might not have previous experiences from similar jobs, so the focus must be on the competences and skills that were acquired in other work experiences (including volunteering). They could also mention relevant group projects in school or extracurriculars. However, put emphasis on the most relevant experiences.

Point out that it is not problematic to expose one's weaknesses, on the contrary, it might reflect a high level of self-awareness. It is necessary to emphasise that in such cases it should be noted that they are willing and ready to acquire the requested skills and competences, and the ways in which they intend to progress. Individual engagement, self-awareness and desire to grow and improve are always positive values in the employers' eyes.

The pre-prepared cover letter templates often omit the paragraph describing what this job/apprenticeship could bring to you. It is important to point out how the organisation can help with the progress of a young person and help them achieve their set goals within the organisation. This is how the students can highlight their plans and personality, while reaffirming that they're aware of the organisation's work and operations.

Interview

The interview is the last stage where the students can present themselves and convince the employer they are the right person for a certain job position. Before you inform them about all standard questions and main issues that they should pay attention to, tell the students that they should not forget that the fact they've been invited for an interview is itself a big

enough sign that the organisation is interested in them, which should be a reason for content.

Emphasise that it is of extreme importance how the young person presents themselves. Point out the importance of correct non-verbal communication (posture, eye contact, etc.), and of being relaxed and confident. To be able to achieve all of this, it is necessary to undergo a good pre-preparation for the organisation and the job position they are applying for.

It should be emphasised here that work in the non-governmental sector is a bit different. That is why the content they should pay attention to is a little different too. They should pay more attention to the following content:

- The framework within which the organisation operates is of crucial importance, as it is the core mission of the organisation which employees must identify with. That's why it is very important that the young person is interested in that specific content. If not, they should rather consider other organisations.
- The flexibility and adaptability of the individual are also very important. There is a lot of event organisation, writing project proposals and chasing deadlines, which occasionally requires working outside the established schedule. A young person must be prepared for this way of working.
- There are also many business trips. The person must be aware of this and be ready to go on a business trip abroad for several days.
- As mentioned, social contribution is essential for the operation of the organisation. It is important that they identify and pursue this goal themselves.
- The work is primarily based on teamwork, which makes personal characteristics and values of the individual very important.

Standard questions a young person is likely to be asked

- **Tell us something about yourself**

It is often the first interview question. Encourage the young person to prepare a short presentation of themselves. In a few sentences, they should describe themselves (personal characteristics, strengths, most relevant experience, how they spend their leisure time). In the same short

presentation, they should list a few of the crucial characteristics that cater to the requirements and needs of the workplace and the employer.

- **Questions about your previous work experience**

It is important that answers to these questions are not limited to employment experiences, but also to experiences arising from various study and voluntary activities. They should prepare an answer that includes all other activities and experiences that could be related to the job requirements. They should highlight the main competences they have acquired that are relevant for the chosen job position.

- **Questions about their strengths, qualities, achievements, problem-solving skills**

Encourage the young person to think thoroughly about all experiences and personal characteristics that make them suitable for the chosen job position or the chosen organisation. They should point out specific situations when they did great, solved a critical situation, various recognitions or praises. In the answer, they could also state the reason why they would like to be part of the organisation and why they think they would integrate well into the team.

- **Questions about their weaknesses**

Emphasise to the young person that they should not have a problem mentioning their weaknesses. Everybody has weaknesses and the answer “I don’t have any” might indicate lack of self-awareness or lack of self-criticism. It is important to present concrete suggestions on how they address their weaknesses and what measures they take to improve them. If it is a weakness that is essential for the organisation, you must have a well-developed plan on how to improve such a weakness. Also, mention that certain weaknesses are not fully weaknesses and can be considered strengths in certain contexts and vice versa (being detail-oriented, competitive, not skilled at delegating tasks, etc.).

- **Questions about relations with former co-workers and superiors/employers**

As previously mentioned, relations are essential for the successful operation of an NGO, so the ability to blend in is essential for the organisation's representatives. It is important that the young person emphasises the good relations they nurtured, and specific situations where positive cooperation with colleagues and superiors can be seen. They could also share negative experiences, provided they highlight what they learned from them, so that it will not be repeated in the new workplace.

- **Questions about the future**

Many young people today struggle to figure out long-term plans. Despite that, they will face this question at the interview, and it is good to prepare them for it. We suggest that they at least think about the approximate goals they are pursuing in life and which direction they want to go. They should think about what they would like to gain from a certain apprenticeship and where they want to be headed.

- **Questions about the organisation**

There is a high probability that a representative of the organisation will ask the candidate directly about how much they know about the organisation. As mentioned, the content of their work is of utmost importance for NGOs, which is why candidates must be well prepared. We suggest that young people choose those organisations that also represent their own interests.

- **Simulation of a specific workplace situation**

Candidates could also be faced with questions related to a specific situation at work, to assess how they would react in certain situations. It is again very important that they are well-informed about the job position and the organisation for which they are applying for, so it will be easier to respond to the posed challenge.

- **Questions to understand your way of thinking**

It is possible that the representative of the organisation will pose questions to assess the candidate's way of thinking. These are questions that are intended to bring the individual outside of their comfort zone, and often

refer to a certain relevant social issue. Applicants should be familiar with some of the key issues in the field (e.g. if they are applying for an NGO focused on sustainability, they should know a bit about it to be prepared for the discussion).

- **Do you have any questions for us?**

At the counselling interview, emphasise that candidates should always have a prepared question. This shows their interest, proves they are well-informed about the organisation and shows their motivation to work there. If they pose an interesting question, they can demonstrate what is important to them, how they think and how they would fit in in the organisation. In addition, it is appropriate that the candidate also check if the organisation offers conditions that are suitable for them.

Homework

Invite the students to prepare a CV and a cover letter for the main organisations where they would like to apply for student practices.

4. Counselling session –

Third day

The third counselling interview will take place after the completion of the student practice. The interview should last up to 30 minutes. The aim of the interview is to assess the experience of the practice, what competences and knowledge the students acquired, and how that affects their future career path.

You can also check with the students if their goals are any clearer now, what they want to do and counsel them on how to achieve those career goals. We suggest preparing a plan with the students with the following steps.

Make a plan:

- *What are your career goals?*
- *What do you have to do to reach set goals (do you need extra training, to continue with education, etc.)?*
- *Which are the organisations where you could do that?*
- *When and how could you contact these organisations?*

If you are unable to make the plan during the interview, let the student make the plan at home and deliver it to you in a week's time.

5. Call for organisations

Dear representatives of non-governmental organizations!

We invite you to apply to the list of student practice providers. The aim is to create a list of NGOs that will offer a student practice to students as part of your study obligations.

To make the student practice experience as impactful and high-quality as possible, we encourage the use of the 80-hour on-the-job training model for young people in non-governmental organizations - Nurturing the World Can Be a Job.

The model was developed in the project Social Innovators and upgraded in the Mileage project, which systematically included the model in higher education study programs as recognised mandatory student practice. In addition, digital support for the student practice and training for internship coordinators, mentors and career counsellors was developed.

Why student practice in the non-governmental sector?

We want to offer students the most diverse range of non-governmental organizations from which they can choose when applying for a mandatory student practice.

The non-governmental sector plays an indispensable role in building a fairer, more inclusive and sustainable society. We want to show students that caring for the environment, sustainable development, promoting participation, advocating for the rights of individuals and marginalised groups, developing innovative approaches to solving social problems, etc. can be their mission, which they can implement by working in an NGO.

Why apply as an organization?

We offer you the opportunity and support to establish a mentoring program that will be tailored to the needs of your organization. By applying to the call, organizations also have the opportunity to train future staff, get additional help in everyday operations, establish (indirect) connections with

the academic world, and gain new and fresh ideas brought by young people. This will also give you the opportunity to expand your efforts.

Therefore, we invite you to apply your organization and mentor to participate via the online form:

<https://pinaforms.typeform.com/to/z69Attom>

Who can participate?

- NGOs (associations, private institutions, private foundations) and youth centres.

What does the program include?

The student goes through a program consisting of four activities:

- know the sector
- job shadowing
- challenge your skills
- do your own thing

The program will last 80 hours. The student practices must be completed between DATE and DATE.

What areas/positions can you offer a student for the student practices?

- project manager,
- administrator,
- communicator,
- advocacy officer,
- trainer/educator,
- other.

What is the responsibility of a mentor?

We want each organisation to select a mentor who will mentor the student during the student practice. The mentor should be one of the employees of the organisation or an active member of the organisation.

We define mentoring as learning and developing a partnership between someone who has experience and someone who wants to learn. The responsibilities of a mentor include developing a student practice program that will be tailored to your needs in the organisation and the needs and desires of the student.

Where can you apply?

To carry out the student practices, you can register your organization and mentor on the online form (<https://pinaforms.typeform.com/to/z69Attom>)
The application deadline is DATE

For additional information, please contact us at CONTACT.

List of registered organizations:
<https://docs.google.com/spreadsheets/d/1nVjWcl-zOQokWimlAoPKzs7e4dvSUZnP4wNNJNSG8LI/edit>

6. Career counselling event

Duration: 3 hours and 30 minutes

INTRODUCTION AND ENERGISER – 15 minutes

Aim of the activity:

- to welcome the participants,
- to introduce the aims of the day,
- to create a safe space where the participants can talk and share their experiences.

Description of the activity:

Welcoming the participants and introduction of the facilitators and career counsellors.

Introduction of the aims of the day:

- recognize your positive and negative characteristics, talents and fears,
- think about next steps in your career path,
- learn how to prepare a quality CV, and cover letter and be persuasive in a job interview,
- meet interested NGOs.

Energiser: Invite the participants in a circle. Each participant says her/his name and the animal that best represents they in the context of their student job/study (for example: golden retriever – I have almost unlimited energy reserves, so I try to help all my colleagues; or dodo because my job is killing me).

COLLECTIVE CAREER COUNSELLING – 75 minutes

Aim of the activity:

- to recognize the positive and negative characteristics, talents and fears of the participants,
- to reflect on the next steps in their career path,
- to perform career counselling.

Description of the activity:

Divide the group into groups of 4-5 students. Please give them the opportunity to select the counselling methodology that they prefer. It is important that the space is big enough, so the participants will have enough quietness to share their experiences in the group.

Each group needs to have a counsellor who will perform group career counselling for students with prepared methodologies.

Description of the methodologies:

Check [Counselling session – First day](#)

Dixit card

- Intro round: Invite the students to choose 1 card that represents how they are feeling and to then share the card they chose and why. Question: *How do you feel today?*
- First round: Invite the students to choose 3 cards that represent 3 strengths, talents or positive characteristics. Question: *Think about your experiences (either in regard to work, education or leisure time). What are your strengths or positive characteristics that you are proud of?*
- Second round: Invite the students to choose 3 cards that represent their weaknesses or fears. Question: *What are three weaknesses or fears that are preventing you from reaching your desired goals?*
- Third round: Ask the students to tell you a story about where they are right now and how they could achieve their dream job. Shuffle the deck of cards and deal 5 cards to each participant. There are three rounds where they need to change one of their cards. They can choose to take a new one from the deck or one that was discarded by the other players. After three rounds the young person needs to have 5 cards that they will use to tell their story.

Materials: Dixit cards

Career Coat of Arms

Draw a Coat of Arms. Invite the students to draw a coat of arms of their career path and divide it into 4 parts. Then have them draw the answer to each of the below questions. They have 15 minutes for drawing.

- *What makes me happy?*
- *What are my good qualities?*
- *What is holding me back from achieving my goals?*
- *What is my vision for the future? Me in 3-5 years.*

The coat of arms will be the basis of conversation. Invite the students to describe what they draw and discuss it (which jobs would allow them to do things that make them happy; where can they express their good qualities; how to tackle the fears and limits that are holding them back; how to reach the future they envision).

Materials: A3 paper, coloured pencils

Career counselling with clay

- **Warm Up:** Invite the students to “get their hands dirty” by playing with clay a little bit. Tell them to let their imagination run free. Question: *A piece of clay is in front of you. You have three minutes to play with it. Maybe roll up some snakes and balls, make a cube or pyramid, or create a small clay figure. You can do whatever you want.*
- **The Superpower:** Invite the students to create a clay model that tells the story of their greatest strength. When they finish, invite them to share the story and then put the model aside. They have 7-8 minutes to prepare the figure. Question: *Which of your skills or characteristics are you most proud of?*
- **The Ideal Job:** Invite the students to envision their perfect job environment and create a new clay model. When they finish, invite them to share their story and then put the model aside. They have 7-8 minutes to prepare the figure. Question: *Think about your perfect job environment and try to make some elements for it. What would it look like?*

- Your Role to Play: Invite the students to merge the two figures together. When they finish, invite them to share the story. They have 7-8 minutes to prepare the figure. Question: *How does your strength fit your ideal job? Find a way to include yourself in that working environment.*

Materials: Clay

LEGO® SERIOUS PLAY®

- Warm Up: Invite students to build the tallest tower. They have 2 minutes. Praise the winner.
- The Superpower: Invite the students to create with Lego bricks a model of their greatest strength. They have 5-6 minutes to prepare the model, when they finish, invite them to share the story and then put the model aside. Question: *Which of your skills or characteristics are you most proud of?*
- My weakness: Invite the students to build a model of your weakness. They have 5-6 minutes to prepare the model, when they finish, invite them to share the story and then put the model aside. Question: *What are the fears or negative characteristics that are holding you back?*
- My ideal work environment: Invite the students to prepare their ideal work environment. They have 10 minutes to prepare the model, when they finish, invite them to share the story. Questions: *What would be a suitable work environment for their superpower and where their weakness won't hold them back? How can they achieve it?*

Materials: LEGO® SERIOUS PLAY® kit

BREAK – 15 minutes

HOW TO PRESENT YOURSELF AND WHY YOU SHOULD BE SELECTED? – 30 minutes

Aim of the activity:

- to learn how to prepare an effective CV and cover letter,
- to learn how to act in a job interview.

Description of the activity:

The students remain in the same groups with their facilitators.

Job positions in NGOs: Short presentations of the job positions in the NGO sector (see [Job positions in the NGO](#)). The facilitator briefly presents different positions in the group.

How to prepare an effective CV and cover letter: Print out the templates for CVs and cover letters and share them with the students. Invite them, to reflect on what is okay, what could be cancelled, and what they could add.

Job interview: The facilitator presents how to properly prepare for an interview:

- what is important about the work in the NGOs;
- presentation of some common questions.

Harvesting: Invite each group to share what was discussed and add some of your insights.

You can find the content that can help you with this activity in [Counselling session – Second day](#)

BREAK – 15 minutes

MATCHING STUDENTS WITH NGO – 60 minutes

Aim of the activity:

- to match the students and the NGOs for the implementation of the student practices

Description of the activity:

Students should be informed in advance about the NGOs that will be present and what they offer for the practices: They choose 3 organizations.

3 rounds: each round lasts 15 minutes. The representatives of the NGOs present shortly their work and the opportunities they are offering to the students. The remaining time is for student's questions.

After the third round, there should be some time for informal networking and exchange of contacts.

7. Job positions in the NGOs

Project Manager

Project Managers play the lead role in planning, executing, monitoring, controlling and closing projects. They are accountable for the entire project scope, project team, resources, and the success or failure of the project. They plan and implement activities, prepare budgets, monitor progress and implementation, conduct evaluations, prepare reports and keep donors and stakeholders informed about the project.

Important skills and knowledge:

- decision-making skills,
- managerial skills,
- leadership skills,
- project writing skills,
- problem-solving oriented,
- resolve conflicts,
- ability to ask insightful questions,
- understanding the potentials and characteristics of the individual,
- recognition of potential risks.

Communicator

Communicators create and distribute content to communicate the organisation's mission, vision, activities or campaigns using different channels such as social media, PR, articles, video content etc. They are dedicated to a wide variety of tasks, ranging from social media promotion and newsletters to organising press conferences and planning communication strategies. They act as a liaison between the organisation, the public, and the media to ensure that the NGOs message is being heard and understood.

Important skills and knowledge:

- master their communication skills,
- high language proficiency,
- creative writings skills,
- public speaking skills,
- technical knowledge of designing programs.

Administrator

Administrators organise and coordinate administration duties and office procedures and lead in creating and maintaining a pleasant work environment. Administrative staff are the members of an NGO team who are the greatest multitaskers and have to have an insight in workloads and tasks of their colleagues as well as knowing where any document (paper or digital) is stored at any given time. They ensure high levels of organizational effectiveness, communication and safety. They also assist in financial administration.

Important skills and knowledge:

- organisational skills,
- attention to detail,
- multitasking abilities,
- technical knowledge of management tools
- comprehension of legal documents.

Advocacy officer

Advocacy work requires a capacity to build and maintain effective relationships both within and outside the organisation. Advocacy officers develop, organise and execute a wide range of activities to influence policy according to the scope of the NGO programmes. They have an active role in networking, lobbying and representing the organisation in a wide range of policy issues at events, conventions and media opportunities.

Important skills and knowledge:

- exercises on specific topic,
- communicational skills,
- interrelation skills,

- leadership skills,
- problem-solving oriented,
- knowledgeable of legal procedures,
- knowledgeable on EU, national and local policies.

Trainer

Trainers are experts who design and provide coaching, non-formal education training and workshops for different target groups, using a range of methods and platforms. Trainer responsibilities include developing course material and curricula, inspiring meaningful discussions, attending conferences, doing research about the newest developments in their field as well as teaching methods, consulting with other teachers and professionals in the field.

Important skills and knowledge:

- communicational skills,
- skills to engage and connect participants in activities,
- knowledge on the field of non-formal education,
- empathy,
- creativity.



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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project number: 2023-1-SI01-KA220-HED-000160001