BEGIN

Boosting the Soft Skills of Higher Education Students and Graduates

BEGIN Toolbox for Career Exploration Activities
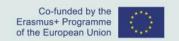
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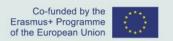Project №: 2019-1-PL01-KA203-065412

Introduction

The BEGIN Toolbox for career exploration activities is a resource, available online on the project website. It illustrates specific career exploration activities that have been put into practice by the partner universities. The toolbox includes the experiences of students, employers and academic staff during the planning, execution, and follow-up. Text and video testimonials of stakeholders are available and step by step descriptions of how things can be done in an organization. Analysis of the strengths and weaknesses in the process, as well as pros and cons of the respective practices that were tested are provided, along with guidelines for successful implementation based on real experience of the universities, students, and stakeholders.

Out of the 21 practices included in the Report "World's Best Career Exploration Practices", 12 have been selected for their implementation, by the experiences achieved in several onsite and online events and by the improvement based on participants' testimonials (students, university lecturers, employers).

Several examples of job exploration activities were adopted and validated such as experts' presentations, discussion sessions, analyses of workplaces contexts, job days and business assignments with problem solving contests. Under career exploration within the project is seen any activity that meets education and business, regarding creating synergies between the sectors towards reducing youth unemployment.

The BEGIN Toolbox summarize several initiatives developed by the BEGIN partners (Emcra, Luiss and WSA) and their benefits:

1) Students had the opportunity to:
 – meet employers during the practices and may find a job/internship
 – gain knowledge on skills demand on the labour market and identify areas that they should improve
 – gain insights about real corporate environment
 – develop their soft skills (for instance problem-solving skills via problem-solving contests)
 – have opportunity to apply the knowledge and technical competences they learn in their university courses.

2) Employers had the opportunity to:
 – meet potential employees
 – gain fresh ideas and creative solutions to real corporate issues
 – establish connections with HEIs and gain partners for venture initiatives.

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3) Universities had the opportunity to:

- gain valuable feedback from both students and employers which are the skills that should be developed for the generation of competitive young workforce
- strengthen institutional capacity for carrying out such activities
- strengthen the link with business for a better preparation of students to meet the labour market needs
- provide basis for partner universities to improve career exploration activities in the future and serve as example of best practice for other HEIs on national and EU level.

So, the BEGIN Toolbox for career exploration activities can be also considered a useful instrument to provide a step by-step description of how things were implemented combined with video testimonials illustrating the impact, which will additionally strengthen the motivating effect on the audience. It provides specific guidelines based on real experience and serve as know-how tool to other HEIs that would like to apply the same career exploration activities.

The other innovative element of BEGIN project is that the Practical Methodology for joint Business-Education Initiatives focused on the business and not on HEIs which is the conventional approach.

It provides a framework to allow an effective practical application and serve as guidance for successful professionals on how to effectively pass their knowledge to their mentees and develop the skills they would like their future employees to have.

It can be considered very useful to create the BEGIN Toolbox for Career Exploration Activities as an educational resource that will be universal and usable by different educational institutions in actual and other countries.

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Report on

World's Best Career Exploration Practices

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INTRODUCTION

The Report on the World's Best Career Exploration Practices has been prepared within the framework of the project "BEGIN - Enhancing Soft Skills of Students and Graduates", financed by the Erasmus + Programme. BEGIN is a European strategic partnership project for supporting innovation in the field of higher innovation that aims to develop a comprehensive programme in order to boost HE students' soft skills and, at the same time, contribute do diminish the gap between skills in demand on the labour market and the skills offered by HE courses. BEGIN promotes a programme of career exploration activities and an initiative to engage into systematic and permanent dialogue HE institutions, employers and all relevant stakeholders: HE students, community, local/regional authorities and other organizations across EU.

The project is carried out by a consortium of 6 organizations from 5 EU countries:

- V-Systems sp. z o.o., Higher School of Agribusiness in Lomza (Poland)

- Wyzsza Szkola Agrobiznesu w Lomzy (Poland)

- EUROPEAN CENTER FOR QUALITY OOD (Bulgaria)

- EMCRA GmbH (Germany)

- ASSOCIACAO INTERCULTURAL AMIGOS DA MOBILIDADE (Portugal)

- LUISS LIBERA UNIVERSITA INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI - Business School (Italy).

Nowadays, the labour market is very competitive, and it is increasingly important that students have the right knowledge and skills to enter and/or return to work easily. Trying to respond to labour market demands, universities continuously adapt their academic programs to professional requirements. In order to support them in better preparing students for their future realization, BEGIN project sets the goal to develop open educational resources as per employers' needs. On the one hand, this is a response to the employers' expectations that university graduates should have not only professional knowledge and skills but also soft competences. The latter make a modern employee more flexible and easier to adapt to changing conditions and the labour market. Moreover, an employee, who possesses the right soft skills, is also more open to mobility and multiculturalism as an important element of the European labour market. On the other hand, the development of the BEGIN tools is also an adequate

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response to the policies of the European Union in the field of education, labour market and the increasing unemployment of young people.

This Report contains 21 proven practices for career exploration recognized all over the world as successful initiatives for helping young people to gain career awareness, make career decisions and plans, and get aware of market needs, trends and opportunities.
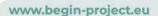
The Report is structured into 3 main chapters: Introduction, Description of Best Practices, and Final Remarks. It highlights various types of best practices, such as methods, formal and informal programs, initiatives, activities, actions, strategies, policies, training, etc. Moreover, this document contains detailed information about the identification, implementation, evaluation, effectiveness and accessibility of each practice included.

Based on this report, 12 practices will be selected by university partners for which implementation methodologies will be developed and then they will be put into practice and tested in real-life conditions. This will allow the partnership to develop the BEGIN Toolbox for Career Exploration Activities (O1).

Best Practice #1 - Start Point / Employment, Entrepreneurship and Training Fair

Start Point - Employment, Entrepreneurship and Training Fair is an event organized by the Academic Association of the University of Minho (AAUM), through its Career Development Department, and its Liftoff offices - Entrepreneur Office and the Professional Insertion Office, in partnership with UMinho. The initiative has been presented during many different years with transformed and innovative program that combines the dimensions of employment, entrepreneurship and training, with new dynamics and partnerships.

This initiative that takes place at UMinho's Gualtar campus starts with the Career Acceleration Program that brings together a set of speakers who, through various workshops, prepare participants for contact with companies. In the area of entrepreneurship, AAUM - through Liftoff - in association with StartUp Braga, promotes "Startup Your Point", a Pre-Acceleration of Ideas Program. In this program, participants are able to get support to start their journey in the development of a business idea.

The event is an opportunity for organizations to share their experiences with the academic community and promote their projects. The initiative also aims to establish direct contact between young people and the labor market through the dissemination of opportunities and the development of skills, promoting networking among participants. Start Point's target audience is the academic community (students, alumni, researchers, teachers and employees) and also the unemployed and entrepreneurs with higher education qualifications in the region.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	**Start Point - Employment, Entrepreneurship and Training Fair**
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Initiative provided by Minho University happening in informal environment.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Networking and partnership development between the university, local companies and academic community (students, alumni, researchers, teachers and employees) and also unemployed and entrepreneurs with higher education qualifications.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	This initiative brings together more than 70 companies and aims to establish direct contact between young people and the labour market through the dissemination of opportunities and the development of skills. Also, to support the participants in search of new opportunities. This event aims to promote and enhance direct contact between participants and the job market, through the dissemination of opportunities, skills development and promotion of networking between participants.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	14 - 22 October 2019.

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LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	It is implemented at local / regional level in the Campus Gualtar of the University.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Finding the best opportunities / jobs / internships.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Companies (70), academic community, unemployed and entrepreneurs with higher education qualifications.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	-More than 70 companies like Jerónimo Martins, Accenture, DST and Tesco as partners/employers -Institute of Employment and Training -DTx CoLAB, Rádio Universitária do Minho (RUM), Start Up Braga, the UMinho Alumni Office and the National Youth Council (CNJ)
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	-Academic Association of the University of Minho (AAUM): +351 253 273 359 / https://www.aaum.pt/ / aaum@aaum.pt -Career Development Department, with the support of the AAUM Entrepreneur Office (LIFTOFF) - https://liftoff.aaum.pt/ / liftoff@aaum.pt / +351 253 601 991 -Professional Insertion Office (GIP-Gabinete de Inserção Profissional) +351 253 273 359 / https://gip.aaum.pt/ / gip@aaum.pt

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	-Career Acceleration Program that brings together several speakers who, through various workshops, prepare participants for the first contact with companies -Teach students how to write a good CV and giving tips on how to have a successful LinkedIn profile - "How to prepare an interview", with Leonor Domingues, from Parfois.

RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	No
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Funded by University of Minho. Free entrance for all participants. The other costs are supported by the university and companies.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	This best practice was validated by the repetition of this event (11º edition).

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Participants' feedback
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Feedback was given by the participants at the end of the event.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Unknown
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	-
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	-

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4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	- Different contributions by the employers, teachers, students and unemployed people - Highly qualified mentors, speakers and entrepreneurs - Unifying different methods e.g. seminars + networking
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	Giving to the: -HE students/academic staff/graduates more opportunities to find a job / internship / creating their own business also, to getting them know about the labour market offers and requirements; -Opportunity for participants to present themselves to the potential employers (for example, sharing CV's and business cards and/or arrange an interview); -A chance for the companies to present their business/services and at the same time, attract the best candidates according to the profile needed; -Strengthening the cooperation among the universities and enterprises; -Matching the academic skills to the labour market demands; -Promoting and consolidating the networking between all actors involved.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	-This an annual event; -In 2020 will be developed the 12th edition "A START POINT Summit" on 20th October.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The possibility to extend the good practice to another geographical areas is very high: This event is extended to another Universities, for example, Porto University "Find Your Career"; Coimbra University "Feira de Emprego UC"; Faculdade de Ciências da Universidade de Lisboa "Feira Anual JOBSHOP".
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are	5

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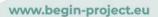|	the possible solutions to these challenges?	

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	There is a brochure, poster on media, website, promotion video and a platform to do a registration.
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	www.startpoint.pt https://www.facebook.com/aauminho/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	https://aaum.pt/noticias/eventos/start-point-arranca-em-grande-e-com-muitas-novidades https://gip.aaum.pt/

Best Practice #2 - Entrepreneurship Club of the University of Porto

The Entrepreneurship Club of the University of Porto (CEdUP) was born in 2007, becoming the first university entrepreneurship club in Portugal. With more than 600 members (among students, alumni and teaching and non-teaching staff), CEdUP aims to promote entrepreneurship, developing a series of activities under three mottos: inspire, create opportunities and discover.

The initiative to create the Entrepreneurship Club of the University of Porto (CEdUP) came from students, a pioneering body in Portugal that has as its main objective to spice up and inspire the members of University of Porto with the will to undertake initiatives.

The Entrepreneurship Club of the University of Porto is very dynamic in its intervention. CEdUP promotes different and quite diversified programmes such STARTUP INTERNSHIP, STARTUP FEST and FUCK UP NIGHTS, seeking to meet the different profiles of students and their expectations. These initiatives were designed with various audiences in mind, aiming to promote local development, support young entrepreneurs, involve citizens and empower them to take advantage of the growth of the innovation ecosystem.

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These various events related to innovation and entrepreneurship, with the support of several partners and local institutions such as the Oporto City Hall, help the city of Porto to position itself as a reference of entrepreneurship on a European scale.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Entrepreneurship Club of the University of Porto
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Initiative developed by the Entrepreneurship Club of the University of Porto and performed by the students.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Networking and partnership development between the university, local companies and academic community (students, alumni, researchers, teachers and employees).
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The CEdUP - Entrepreneurship Club of the University of Porto has as its mission to promote the entrepreneurship of the University of Porto community, as a club that aggregates initiatives, people and companies, creating synergies for a more valuable and efficient ecosystem. It was born in the heart of University of Porto, being devoted to: - Crossing the respective borders to bring academia and civil society together; - Enhancing the definition of good strategies and business models; - Opening contacts with potential partners, clients, investors and financiers; - Facilitating access to important resources to succeed in the market.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The Club has existed since 2012. Their programs are developed during different periods: . **BUZZ Internship** This program has the duration of 12 weeks starting in February and finishing in April; . **STARTUP FEST** – it happens in May; . **FUCK UP NIGHTS** – it happens in April.

LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	It is implemented at local/regional level in the University of Porto and some activities are done in the centre of the city such as Hard Rock Café.
CONTEXT	What is the context (initial situation) and challenge being addressed?	- Finding the best opportunities to create a new start up; - Identifying the best business opportunity; - Creating new partnerships.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Academic community, companies, entrepreneurs with higher education qualifications and mentors.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	In the program of BUZZ Internship there are dozens of companies like MEDIAGAPS, Connect Robotics, Strongstep – Innovation in Software Quality, Galula, TJF Ecoenergy Solutions, Lda. The main partners are: University of Porto, UPTEC – Science and Technology Park of University of Porto, University of Porto Innovation and Start Up Buzz.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	. BUZZ Internship Project Managers: Bruna Freitas e Rui Finteiro Contacts: bafreitas.buzz@gmail.com ; rfinteiro.buzz@gmail.com . START BUZZ Managing Director| Carolina Oliveira |csoliveira.buzz@gmail.com Director of External Relations Department	Beatriz Pereira	bpereira.buzz@gmail.com

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	The CEdUP promotes 3 different programmes: . STARTUP INTERNSHIP BUZZ Internship is the largest short-term startups program for university students. Created by StartUp BUZZ, CEdUP is also the promoter of this initiative in order to allow this unique opportunity to reach out to all the students of the University of Porto. StartUp BUZZ has always wanted to help to promote the ideas of those who were looking

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to set up a company. Through the motto "Mapping the route to your entrepreneurial dreams" they try to express their main objective as an organization: to support the entrepreneur in the development of their idea in everything that is their responsibility and possible. The BUZZ Sessions are the culmination of this same objective, 5 sessions with entrepreneurs in which the organization plays its role as a support vehicle for growth and creation of new business ideas.

StartUp Case Competition
5 hour startups case study resolution competition. The cases to be solved reflect real problems of the startups and the mission of the participants is to find a solution that they can implement.

. STARTUP FEST
The StartUP Fest is the biggest party of entrepreneurship and is promoted by CEdUP and the University of Porto.
It is a moment of celebration and exhibition of new products and businesses connected to the City and University of Porto.

. FUCK UP NIGHTS
Fuckup Nights is a global movement where business stories and failed projects are told, questioned and celebrated.
The first Fuckup Night took place in Mexico City in September 2012. Since then dozens of events have taken place every month to hear three stories about failure.

RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	No
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Funded by the students of the University of Porto. All activities/programs are promoted by CEdUP and University of Porto.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users?	This best practice was validated by the repetition of the events: Fuck Up Nights – since 2017 in Porto.

	Please provide a brief description of the good/ best practice validation process.	

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Monitoring meetings
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Follow-Up during and at the end of the events
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Unknown
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Unknown

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	- To have a good team to prepare and implement the best programs/initiatives; - To have the support of the University management.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g.	- A multidisciplinary team of mentors that enrich the entrepreneurships skills of HE students; - Increasing the level of entrepreneurship;

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	a) extent of goals completion, b) features that highlight its value	- Creating synergies between academic environment and local economy; - Sharing know-how between mentors and entrepreneurs; - Promoting and consolidating the networking between all actors involved; - Strengthening the cooperation among the university and companies; - Creating more opportunities to start own business.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	It has been supported by the creation of new local enterprises and new jobs.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	It is possible to replicate or extend this best practice in another Universities.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	There is a brochure, poster on media, website, promotion video and a platform to do a registration.

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URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	http://www.cedup.up.pt/ https://upin.up.pt/pt-pt/content/portal-de-empreendedorismo-da-universidade-do-porto https://sigarra.up.pt/ https://buzzinternship.up.pt/ https://www.facebook.com/FUNPorto/ https://www.facebook.com/hardrockcafeporto/ http://startupbuzz.pt/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	http://www.porto.pt/noticias/porto-de-inovacao-e-empreendedorismo-anima-2-a-semana-startscale

Best Practice #3 - Promoting the International Students Entrepreneurship (PEPEI)

Since the beginning of 2015, PEPEI 2.0 has been focused in international students, considering that training and entrepreneurship qualification is more often a tool to enter the active life and having in account the actual tendency to the increase of international students, who can be interested in settling in in Portugal and explore the possibility to revitalize a business.

The certified students belong to several areas of higher study, namely: Electrical Engineering, Marketing and Advertising, Management, Law, Communication in Marketing, Political Science and International Relations, Design and PhD in Applied Linguistic Intervention.

This training action, carried out at the premises of the National Immigrant Support Center (CNAI), in Lisbon, brought together 16 enrollments and finished with the certification of 9 students, all of them with a keen entrepreneurial spirit.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	PEPEI – Promoting the International Students Entrepreneurship

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TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Training, consulting, networking
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training course, workshops, meetings and others events.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	-Empower the international students to structure and enforce a business idea; -Involve emigrated Portuguese professionals and talents, or new Portuguese citizens of Portuguese descent, whose academic and professional valorization abroad constitutes an asset for themselves and for the country; -Strengthen the relationship between government institutions, Portuguese communities and stakeholders in a joint effort to mobilize the Portuguese *diaspora.*
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Second quarter of 2015
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	National and international level
CONTEXT	What is the context (initial situation) and challenge being addressed?	PEPEI 2.0 has been focused on international students, considering that education and training in entrepreneurship is increasingly a basic tool for insertion in active life, and taking into account the current trend for the increase of international students, who may have an interest in settling in Portugal and exploring the possibility of boosting a business.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	International students
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	ACM – Alto Comissariado Para as Migrações (High Commissioner for Migration) GAEM - Gabinete de Apoio ao Empreendedor Migrante (Migrant Entrepreneur Support Office)

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		CNAIM- Centros Nacionais de Apoio à Integração de Migrantes (National Support Centers for the Integration of Migrants)
		Immigrant Associations, Non-Governmental Organizations and Municipalities.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	**CNAIM Lisbon** Face-to-face service by appointment only Rua Álvaro Coutinho, 14 1150-025 Lisboa Website: www.acm.gov.pt E-mail: cnaim.lisboa@acm.gov.pt **CNAIM North** Face-to-face service by appointment only Av. de França, 316 Edifício Capitólio 4050-276 Porto Tel: 22 207 38 E-mail: cnaim.norte@acm.gov.pt **CNAIM Algarve** Face-to-face service by appointment only Loja do Cidadão Mercado Municipal, 1.º Piso Largo Dr. Francisco Sá Carneiro 8000-151 Faro E-mail: cnaim.algarve@acm.gov.pt

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	PEPEI has periods, set by GAEM, for its execution, going through the following stages: -Stage 1 – Advertising the project designed for international students among student unions, organisms supporting Erasmus students or other entities or suitable forms of promotion; -Stage 2 – Receiving applications; -Stage 3 – Individual interview or group session of description of PEPEI and discussion of the candidates' expectations;

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-Stage 4 – Beginning of the course «Supporting the Creation of Businesses», which lasts 62 hours in a duration of 10 weeks, by a trainer specialized in business development. This allows teaching the attendee in structuring a business idea and in the development of the entrepreneurial skills. At the end of each course, two documents can be issued:

- o Certificate of Attendance (CF) confirms the presence (total) at least in seven group sessions and in two individual sessions;

- o Letter of Recommendation (CR) that focus on the maturity of the business idea. This document proves, in the trainer's perspective, that the business project at issue gathers conditions to become a credible business, being its development recommended, in order to implement;

-Stage 5 – Consulting, after finishing the course, addressed to the participants whose business idea indicates to gather conditions to become a credible business, namely the attendees who have received the Letter of Recommendation. This support has as goals: Restructuring little aspects of the business idea (when that justifies); Identifying financial supports or others; Supporting the business execution; Guiding in the business management, in the meantime formalized.

Consulting meetings are held after the course and are, generally, individual. Consulting meetings are promoted by the trainer and are held per request of the entrepreneur, having in account specific necessities.

-Thematic workshops, meetings or other events organized within the support initiatives to the migrant developer pursued by the ACM (High Commissioner for Migration), I.P.

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RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	None
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Funding by: European Union QREN POAT FEDER
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	One of the participants, Cristina David, of San Tome nationality, made a point of underlining the usefulness of this Training for her professional life: "before attending the course, I was full of doubts about how to create my business, today I can say that everything is more clear to me. I have the most defined ideas".

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Feedback
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Second quarter of 2015
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Expectations were met. The students highlighted the "very rewarding experience", the "acquisition of new knowledge" and its "great utility for the area of business creation". In view of the reactions obtained, the GAEM team can only make "a very positive balance".
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	Unknown
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Miguel Lourenço, GAEM Technician and trainer of this PEPEI course, highlights the interested and proactive attitude of these new entrepreneurs: "They all demonstrated a strong entrepreneurial spirit, a great capacity

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		for initiative, creativity and innovation, as well as an enormous desire to acquire new ones. Essential knowledge and tools to create and develop your own business".

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Unifying different methods, e.g. events + workshops + training course + consulting.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	- Giving to the international students more opportunities to create their own business also, to getting them to know about the labour market offers/needs; - Developing an enterprising attitude to life, promoting self-esteem and trust in yourself; - Developing personal, social and business management skills, essential to the business creation; - Promoting the business creation in a sustained way; - Facilitating the connection between the potential entrepreneur and the entrepreneurship support programs already existing and carried by several entities; - Promoting the execution of businesses already existing in the informal economy.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Unknown
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	Unknown
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for	4

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	this to happen? What are the possible solutions to these challenges?	

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	Brochure Activities final report
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.acm.gov.pt/-/o-que-e-o-pepei-projeto-de-empreendedorismo-para-estudantes-internacionais-?inheritRedirect=true
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	https://www.acm.gov.pt/-/cnai-centro-nacional-de-apoio-ao-imigrante https://www.acm.gov.pt/-/programa-de-empreendedorismo-para-estudantes-internacionais-pepei-?inheritRedirect=true https://www.acm.gov.pt/-/programa-de-empreendedorismo-imigrante-pe-1?inheritRedirect=true

Best Practice #4 – Career Coaching

Career Coaching is a service promoted by the Career and Development Office of Católica Porto Business School which has created an on-line platform "Career Centre" that gives to the students the opportunity to participate/find: Internships and Jobs; Recruitment events; Company videos – Employers and Orientation tools – Advice.

This online platform provides a lot of services in order to facilitate the students transition and integration in the labour market and it's very used by the students as an individual support in the very beginning of their professional life's.

Beside the huge student's demand, this initiative has been growing all over these years, because the results are really positive to all people and stakeholders involved in, according to the satisfaction assessment.

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1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	**Career Coaching**
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Service developed by the Career and Development Office (CDO) of Católica Porto Business School. This Department is the career and psychological development promotion service of Católica Porto Business School.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and Education, Networking and Capacity Building.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	Counselling, career coaching, transversal skills development, career events and dissemination of employment opportunities are some of the main areas of intervention of the service.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The Career and Development Office had its origin in 2006 as PIC (Individual Competence Portfolio) - a project funded nationally and the following year internationally through EETUE. In 2010 the Career and Development Office (under the designation of Individual Portfolio of Competencies - PIC) was recognised by the OECD as an innovative initiative for curriculum development in the context of higher education.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	It is implemented at regional/international level in the University Católica of Porto.
CONTEXT	What is the context (initial situation) and challenge being addressed?	- Strengthen the development of students' transversal skills and enhance their employability; - Identify the students and alumni aspirations and work with them individually to meet their professional goals; - Empower students to become effective leaders of their career journeys.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Academic community, companies and alumni.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good	Católica Porto Business School has collaborated with EFMD Global Network, as part of a portal to access career opportunities, mostly international, aimed at current and alumni students of various

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	practice, and what is the nature of their involvement?	levels of education. In addition to the dissemination of opportunities, the portal allows online assessments. The Career and Development Office platform by JobTeaser is the main platform for employability and career service management used by the School.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	The Career and Development Office currently has a team of psychologists, working in the various existing areas of intervention: **Valquíria Dias**: Head of Career and Development Office| vdias@porto.ucp.pt | 226 196 223 (Office EC 109) careerofficebs@porto.ucp.pt

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	The Career and Development Office provides national and international job offers for current and alumni students. The HE students can consult job opportunities, including offers from School partner companies, on the online platform of the Career and Development Office - the portal for the career management by JobTeaser. In addition to access to career opportunities, the Career Office online platform enables students to get to know the events organised for current and alumni students, schedule meetings and have access to other resources related to academic and professional development. To make applications, access career events, schedule meetings and get to know the different Career and Development Office initiatives, the students must register using their e-mail addresses at Universidade Católica Portuguesa, by entering the student number in association with @porto.ucp.pt
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	A national and international benchmarking was conducted as well as a survey among companies.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Initially funded by EETUE (EU project), but after that it has been totally funded by Católica Porto Business School.

		All activities/programs are promoted by the Career and Development Office of Católica Porto Business School.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	After each program/initiative the Career and Development Office always runs a satisfaction assessment to make sure that the practice addresses the stakeholders' needs properly. The results have been very positive and have allowed the Career and Development Office to improve actions over time.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Informal meetings
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Unknown
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Unknown
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Unknown

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	It is very important to anticipate the needs of all stakeholders, to make sure you have the best team to deliver the programs/initiatives and, finally, but not less important, to have the full support of the School Board.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	- Provide career planning services that prepare students and alumni for successful transition from University to career; - Facilitate the transition from a student to a professional; - Help HE students to find the right jobs through the development of CDO relationships across a spectrum of several organizations and professional service firms;

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		- Empower HE students and alumni to gain self-understanding, identify their interests and formulate a career plan; - Promote/Increase the employer's connections; - Prepare HE students to become skilled and productive members of local, regional, national, and global workforce; - Promote personal and professional well-being.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The practice has been sustained thanks to its good results and because the Board continues to believe that this practice makes a difference in preparing students for the job market, with a positive impact on employability rates.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	This project started with 3 people, and at the moment there are 12 fulltime team members. The activity was extended over time. It is possible to replicate or extend the practice, if you have the right resources and if you justify the needs leading to the specific results.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4. It is not easy, but it is very possible. Perhaps through specialization. Training and specialize resources.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	There is an online platform of the Career and Development Office - Career Centre - to make a registration. All career info on one platform: - Internships and jobs; - Recruitment events; - Company videos – Employers; - Orientation tools – Advice.
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	-https://www.catolicabs.porto.ucp.pt/pt/career-development-office -https://catolicabs-porto.jobteaser.com/pt/users/sign_in?back_to_after_login=%2F - https://efmdglobal.org/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	Just to mention a few: https://prounicenter.pt/noticias/case-study-universidade-catolica-portuguesa-pic Oliveira, Eva D .; Sá, Rita. PIC Project: the integrated model of curricular development and coaching in promoting transversal skills of higher education students,

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https://vimeo.com/63239224
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Best Practice #5 – Gap Year Portugal

Gap Year Portugal is a concept based on exploration of many professional experiences such as: Academic Experiences Program; Travelling Experiences Initiatives; Internships and/ or Jobs.

They are the NGO responsible for making their country aware of the gap year concept and their mission is to make the gap year a possibility for all young people in Portugal.

They want to show that not everyone has to follow the same path. Gap Year team believe in a "more" generation: more human, more capable, more active, more autonomous and more aware of the future. To move from plan to practice, they have a team prepared to accompany young people who want to start a phase of discovery - the gap year. The gap year is not a magic formula and its success depends on planning and personal goals.

With 7 years of existence and a team of more than 40 young volunteers, they work for all young people who can choose a year made by them and for them. A year in which they break up the routine and leave their comfort zone. A year in which, by the rules made by themselves and through autonomous choices, they can regain control of their lives and thus give back to the world what the gap year has taught them.

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1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	GAP YEAR PORTUGAL
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	-Academic Experiences Program -Travelling Experiences Initiatives -Internships -Jobs -Volunteering
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	-Training and education – "to get the opportunity to try up to 3 Higher Education courses, for 2 weeks each, go to class, meet the teachers and walk through the college corridors" (Gap Year) -Awareness raising - getting to know new horizons / cultures / languages: "The time has come to discover more of the world, to meet other people, to learn other languages and to live other cultures" (Gap Year)
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The main aim is to make the gap year a possibility for all young Portuguese people; Show that not everyone has to follow the same path.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The practice started in 2012 and continues nowadays.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	Local, regional, European and international level.
CONTEXT	What is the context (initial situation) and challenge being addressed?	**INITIAL SITUATION:** HE students or young people that are in the exploration and self-knowledge status, looking for the career path based on their personal and professional experiences; **CHALLENGE:**

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		Acquire several experiences that could be profitable for their personal development; experiences that they would not normally have at school or at work; "It is a time to understand what you like, what you are capable of and, be able to make safer decisions about your future!"
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	HE students Young people
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	**INSTITUTIONAL PARTNERS & BOARD** Fundação Lapa do Lobo On Spot Net – Brand Solutions Nova School of Business & Economics Accenture Grupo Nabeiro Altice Fundação **SPONSORS** Rede Expressos Moche Iati seguros de viagem Instituto Português do Desporto e da Juventude **PARTNERS** Academia do Sim Revolut Cases Futuralia CONFAP Yourbestlife Insipiring Future
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Ricardo Marvão - Co-founder & CEO of Evolve Space Solutions (Germany and Portugal) João Pedro Carvalho - Manager apoio@gapyear.pt

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences	It is considered an extended period of time (not less than 5 months), in which the participants break the routine and do things that they wouldn´t do in daily routine.

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| | documentation, manual, guidelines, information or fact sheet, research, arts, etc. | There is no gap year formula or experience packages, as they believe that this year is like an identity card, each one has its own, according to their characteristics, dreams and goals! But then what can they do during the gap year? Whatever they want, in fact, from internships, volunteering, trying higher education courses, learning languages, traveling and learning about cultures.

GAPER SUPPORT:

Gap Year team give to the participants all the support, tips and tools to help them to move from plan to reality, transform their ideas into a consistent plan that meets their dreams and needs.

Gap year staff help the students to find the opportunities that interest them most!

HE students and young people can participate:

In more than 90 courses divided in 3 universities located in the North and South of Portugal, during 3 weeks in each university (6 months in total). |
|---|---|---|
| **RESEARCH PRIOR IMPLEMENTATION** | Was any research/ survey conducted prior the good/ best practice implementation? | Unknown |
| **COST AND FUNDING** | Please write the total cost of the practice. Was it funded? If yes, by whom/what agency? | 5000 €, if the application is individual.

6500 €, if the application is joint.

Each project can include up to two young people: both male, both female or of different sexes. |
| **VALIDATION** | Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process. | There is a fair, namely "Futuralia - Educational offer, training, employability" event, where Gap Year students / participants share their experiences with all involved in this event under **"A gap year with eyes on reality" speech**.

The main proposal of this speech is to describe how they make their decisions to start the experience and all benefits / difficulties faced during the process.

Also, they organize meetings namely **"Gapers' Gathering"** where all involved in these experiences can share their stories, doubts, moments, etc. |

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3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Unknown**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	-
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	-
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	-
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	-How to plan a Gap Year -How to manage the budget and savings -How to face challenges during the travel -How travel healthy and safely -How to identify the best soft skills

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	- Unifying different initiatives: traveling, internships, volunteering, jobs and higher learning courses; - The GAP YEAR team give to the participants the opportunity to developed their own experience according to their profile, needs and expectations.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	- Allow the HE students to enrich their social and cultural profile; - Gap Year can be a way of personal, academic and professional development, since it contributes to

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		generating a more conscious, humane, informed society, with a critical, independent and open attitude to the world; - HE students/academic staff/graduates more opportunities to find a job / internship / creating their own business, to getting them to know about the labour market offers and requirements; - Strengthening the cooperation among the universities; - Matching the academic skills to the labour market demands; - Getting to know the differences of *modus operandi* of which and one university.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	One of the pillars of the association is support and in the last academic year (2017/18) the association helped around 400 young people, 90 of whom became gapers and went on to incredible experiences that year. In this academic year (2018/19) the numbers are rising and in half a year there were more than 80 gapers, who will still start in the gap year in the coming months.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	Unknown
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	Pictures, videos, posters on the social media such as Facebook and Instagram.

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URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	http://www.gapyear.pt https://www.facebook.com/pg/GapYearPortugal/ https://www.linkedin.com/company/gapyearportugal
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	https://nit.pt/out-of-town/viagens/gap-year-da-6500-euros-a-jovens-portugueses-que-queiram-viajar-durante-um-ano https://www.publico.pt/2019/02/14/p3/cronica/ser-voluntario-na-gap-year-portugal-1861707

Best Practice #6 – Scale Up Your Career

"Scale Up Your Career" is an initiative created by the Bulgarian company Career Guide Ltd., with two editions up to now (06.11.2018 and 26.09.2019) and a third one planned to happen on 29.09.2020 in Sofia, Bulgaria. The aim of the event is to bring together career experts, national and international speakers and business companies in order to help ambitious people to find a fulfilling career path. The initiators presented a new approach to professional realization, emphasizing the development of skills for career planning and management of the relationship between employers and employees, as equal partners in the business realities. During the event participants have the opportunity to meet up and build connections with representatives of business companies from different sectors and to get a real idea of their career opportunities. Moreover, these companies provide participants with case studies, specific work situation and tasks from the real business environment. For many of those involved in workshops, "Scale Up Your Career" is a direct opportunity for professional realization.

In addition, participants obtain useful information in following areas:

- Career success and goal setting;
- Building a positive image when applying for a job;
- Creating good CVs
- Developing skills for successful career realization.

More than 150 people participate in the event, most of whom recently graduated students looking for a job in their area of study, people coming back from abroad and seeking opportunities in Bulgaria, as well as ambitious people looking for a new career. The "Scale Up Your Career" initiative received highly positive feedback from the participants and as a result, it became an annual event and a starting point for the creation of a new mentoring program - "The career I love."

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1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Scale Up Your Career
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Initiative, career event
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Awareness raising/ networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	- Helping participants to develop career planning skills through seminars - Providing up-to-date information about the labour market and possible opportunities - Meeting participants with employers - Providing guidelines and practical knowledge on how to build a successful self-presentation
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	- 1st seminar and networking event – 05/11/2018 (duration: 1 day) - 2nd seminar and networking event – 26/09/2019 (duration: 1 day) - 3rd seminar and networking event will take place on 29/09/2020 (duration: 1 day)
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	The event was implemented at national level aiming to reach people from all over the country. It took place in Sofia, Bulgaria.
CONTEXT	What is the context (initial situation) and challenge being addressed?	- Lack of career planning skills among people - Mismatch between the skills required by employers and the skills people have developed - Lack of efficient networking between ambitious people and potential employers - Lack of knowledge about labor market and possible opportunities.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	- Recently graduated students who are looking for a job in their area of study - People coming back from abroad and looking for opportunities in Bulgaria - Ambitious people looking for a new career.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and	Organizers: Career Guide Ltd, Rabota.bg Ltd Media Partners: Bulgaria On Air, Bloomberg TV Bulgaria, Google Digital Garage, Dnes.bg, Investor.bg

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	what is the nature of their involvement?	Companies, participating with case studies: Kaufland, Ingram, Together in class, Lidl, Jamba, Aronis, Horizons
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Organizers: Rositsa Radoeva (Rabota.bg Ltd) Karina Karagaeva (Career Guide Ltd)

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	- **Seminars** - **Workshops/ trainings** - **Case studies** - **Networking**
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	No information available
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	No information available
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	- A great number of participants received direct opportunities to start a new job after case studies provided by participating business companies. Moreover, as a result of the positive feedback, "Scale up you career" became an annual event and a starting point for the creation of a new mentoring program - "The career I love." All these facts are proof that the practice addressed the beneficiaries' needs properly.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Feedback sheets
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	- Feedback sheets were given to the participants at the end of the event.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	- Participant's expectations of the program were fully met - After the event participants have better idea how to manage their career - During the event, many participants received direct opportunity to start a new job

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IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	- Engagement in such an initiative allows participants to discover their strengths and use them in the best possible way - Networking is a good opportunity for participants to gain self-esteem while communicating with future employers - Business companies have a great opportunity to find motivated and skilled future employees

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	- Highly qualified mentors and speakers - Unifying different methods e.g. seminars + workshops + networking
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	- Development of a career path - Establishment of a network between participants, international speakers and potential employers - Receiving a direct opportunity for professional realization from business companies - Enhancing professional skills (goal setting, interviewing, creating a good CV) - Developing soft skills - Possibility for business companies to meet ambitious people
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The conference received highly positive feedback from the participants and as a result, it became an annual event and a starting point for the creation of a new mentoring program - "The career I love."
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The event can be easily transferred to other countries at national level and/ or international level. In order for the conference to be successful and useful, the organizer should invite qualified speakers, as well as business companies from different areas.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the	5

resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?		

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://career.rabota.bg/november-2018/index.html
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	

Best Practice #7 – Academy 1 out of 100

"Academy 1 out of 100" is a mentoring program for personal and career development. Tested with over 2000 customers, the program helps participants to discover their strengths and become more competitive on the labour market. "Academy 1 out of 100" is the only mentoring program in Bulgaria, which combines online training (video and theoretical materials), individual mentoring sessions, experiences documentation, guidelines, games and self-reflection exercises. The program consists of 7 modules:

Module 1: "The formula for success" – participants learn how to turn their knowledge into successful outcomes and how to achieve results from every process of personal development in their life. Mentors give general tips how participants can get the most out of the program and training.

Module 2: "Setting up a superhero" - participants learn to transform those limiting thoughts and patterns of their behaviour that subconsciously sabotage their success. This module allows them to discover their personal strengths and apply them in practice in working environment.

Module 3: "Personal vision" – This module emphasizes on providing participants with 3 main keys for creating a successful career – establishing a vision, a mission and values.

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Participants discover the authentic career and social realization and plan it in detail step by step. Mentors also help them to increase their motivation and confidence.

Module 4: "Right to the goal" – Mentors teach participants the secrets that top personal development experts from all over the world share about goal setting and the process of realizing age-old values and dreams. Mentors also pay attention to those elements of goal setting that are not productive and always lead to a poor result.

Module 5: "Elements of success" – The heart of success is the question "Who am I when I am successful? This module is working on giving an answer to the question. Participants learn the knowledge, skills and attitudes that will make them successful on the labour market. This includes practical knowledge of the laws and principles of success, the ability to apply them, programming and achieving high results.

Module 6: "Creating habits" – Mentors teach participants how to maintain all the knowledge and skills they have developed in previous modules and how to turn them into habits in order to achieve sustainable results.

Module 7: This module is the final stage that leads participants to the accomplished goal itself and to make it a unique story.

The great impact of the program is confirmed by participants 'feedback. They observed significant improvement in their knowledge, motivation, personal skills. Moreover, all of them declared they have established a clear vision for their career path as a result of the program.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	"Academy 1 from 100"
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring program
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education

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AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The main goals of the program are: -To prepare participants for entering the labor market/ teach them how to be competitive; -To allow participants to discover their personal strengths and to apply them in practice in working environment; -To teach participants how to turn their knowledge into successful results; -To equip participants with knowledge, skills and attitudes that will make them successful on the labour market; -To teach participants how to turn into habits all the knowledge and skills they have developed in the program.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The mentoring program is permanently open for people who want to join. The average duration after signing up is around three months.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	Bulgaria (national level)
CONTEXT	What is the context (initial situation) and challenge being addressed?	The program was developed in order to contribute to coping with: -Education that does not meet the real needs of people and businesses; -Chronic dissatisfaction in people; -21st Century Working People Syndrome - Burnout and Depression; -Lack of quality staff; -Lack of critical thinking.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The program is addressed to: -Recently graduated students who want to develop useful skills in demand; -People who want to create a sustainable set of knowledge and self-knowledge for successful career development; -People who want to find their strengths and to apply them at the workplace.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	1. Elitsa Kostova – career and business consultant, mentor, creator of training programs. 2. Gergana Nikolova – certified business coach at Noble Manhattan Coaching, participates in projects for career exploration and development, as well as online training.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Elitsa Kostova - office@career-guide.company

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2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	The program consists of 7 modules, each one of which contains: – Practical tasks and follow-up program every week; – Video and theoretical materials – Self-reflection exercises. Mentors combine different methods – online training, individual sessions, experiences documentation, guidelines, case studies, games.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	After conducted researches and making consultations with companies and entrepreneurs from Europe and the Middle East, the mentors involved concluded that personal efficiency is the basis of any success. This is how the mentoring program was born.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Unknown
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	On the program's website there are visible numerous positive reviews and assessments from participants. They observed significant improvement in their knowledge, motivation, personal skills. Moreover, all of them declared they have established a clear vision for their career path as a result of the program.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Unknown
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Participants can share their experiences and comments on the program's website.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	-
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	-

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IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	-
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	-Prior researches are essential for analyzing the specific needs of target groups and creating a useful and sustainable mentoring program; -Combining methods from different parts of the world is also a great prerequisite for creating a successful mentoring program.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	− Mixing different types of activities: online mentoring and video materials, inspirational games, individual face-to-face mentoring. − Mixing different technics and approaches from the East and West world, including even meditation. − The content is presented in an enthralling way so that participants can really understand and apply in real life what they have learned. − Emphasizing the practical element and the technique "learning by doing".
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	At the end of the program participants improve their: − Confidence − Personal effectiveness − Productivity − Creativity and inspiration − Motivation They also establish: − Clear goals and feasible steps towards these goals − Freedom from restrictive beliefs − Habits and attitudes that guarantee success
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Due to the great impact on more than 2000 participants and their positive feedback, the program continues to work.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be	− Inspirational and motivated mentors − Online platform − Mentors must be able to conduct live sessions

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	met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	https://www.facebook.com/1ot100/
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://career-guide.company/1-from-100/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	

Best Practice #8 – Career rEvolution

Career rEvolution is the first program for career guidance and entrepreneurship in Bulgaria. It relies on a revolutionary methodology combining practical, modern and reality-based training for young people between the ages of 15 and 23, thus helping them to find and pursue the best career for them.

Career rEvolution appeared in 2017 in response to the urgent need for career guidance caused by:

- The disappearing of many existing professions and appearing of new ones, and the pace of technology development being faster than ever.
- The numerous people choosing to become entrepreneurs, solve global problems and turn the world upside down.
- The high number of young people denying to stay at work for more than three months, being dissatisfied and not motivated with what they have been doing.

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- The fear of employers to hire young people thinking it cannot be relied on them.

This revolution career programme offers two types of training:

1. **Modular training** - a 3-module program that helps young people understand their strengths and how to turn these strengths into a career.

2. **Individual consultations** - intended for young people who want to develop specific skills in a concrete field. Individual programs have duration between 2 and 4 meetings (the latter guarantees optimal results).

Four important steps are incorporated in the programme:

I. Career rEvolution Main Dish – a 3-module course

1 Discover your superpower

At the end of the module participants have:

- Clarity of what education to choose - university, specialty, field of development.
- Clarity on how to study more effectively.
- Confidence.
- Ability to make decisions and figure out how to check if education, internship or career are the right ones.

2 Plan your career

At the end of the module participants have:

- Education plan and extracurricular activities.
- Career goal - can be related to the choice of education - plan and take the first step during the training for its implementation.
- Ability to plan and realize what they have planned.
- Understanding what a successful career is in the 21st century.

3 Become a leader

At the end of the module participants have:

- Ready CV, cover letter - for university and / or employers.
- Ability to deal with difficulties and react in difficult situations.
- Established habits that help them achieve their goals.
- The most important thing they need to know about entrepreneurship and their own business.

II. Career rEvolution Special Sauce for Success

A game that helps young people to achieve one of their goals and learn to be focused and consistent.

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III. Career rEvolution Unique Spice

An online post-course program that allows young people to reinforce what they have learned.

IV. Career rEvolution Dessert

The participants in Career rEvolution become part of Career Accelerator - a club of successful young people, which gives them the opportunity to participate in international projects, internships, business meetings, and help them to find suitable jobs and mentors.

Through Career rEvolution young people:

- Find out the right education and career for them;

- Plan their career path;

- Build skills for success through practical tasks and feedback from experienced mentors;

- Learn how to successfully create a CV, cover letter and personal brand;

- Gain real confidence and motivation;

- Get prepared for a career that brings success and satisfaction.

-

Career rEvolution has operated for more than 3 years up to now in various formats (physical, virtual, combination of both, etc.). Due to the high interest expressed by the participants, Career rEvolution started organizing also summer schools, where young people are able to relax and not only gain a clearer idea of their career orientation, but also connect with their authentic motivation.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	**Career rEvolution**
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Career orientation and entrepreneurship program
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training, capacity building
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The aim of Career rEvolution is to help young people: - Find out the right education and career for them

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		- Plan their career path - Implement a personal project to test what they are good at - Be prepared for a career that brings success and satisfaction.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Career rEvolution duration depends on the types of training. There are two types of training: 1. **Modular training** - a 3-module program that helps young people understand their strengths and how to turn these strengths into a career. Last year the training was done in three following weeks (during weekends): April 6-7, 2019; April, 13-14 2019; April 20-21, 2019. 2. **Individual consultations** - intended for young people who want to develop specific skills in a concrete field. Individual programs have duration between 2 and 4 meetings (the latter guarantees optimal results).
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	Career rEvolution is a Bulgarian initiative and is implemented at local, regional and national level depending on the demand.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Career rEvolution appeared in response to the urgent need for career guidance caused by: 1. The disappearing of many existing professions and appearing of new ones, and the pace of technology development being faster than ever. 2. The numerous people choosing to become entrepreneurs, solve global problems and turn the world upside down. 3. The high number of young people denying to stay at work for more than three months, being dissatisfied and desperate. 4. The fear of employers to hire young people thinking they cannot rely on them.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Young people between 15 and 23 years old. There isn't any limitation in the number of participants.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Career Guide Company is the author of the first Bulgarian methodology for career guidance, development and talent management.

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CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Elitsa Kostova (a founder of Career Guide, career and business consultant and coach, creator of training programs) Mob: +359 889 366 293, office@career-guide.company

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	This revolutionary program consists of 4 important steps:
		 I. Career rEvolution Main Dish – a 3-module course
		
		# 1 Discover your superpower
		At the end of the module participants have:
		   - Clarity of what education to choose - university, specialty, field of development.
		   - Clarity on how to study more effectively.
		   - Confidence.
		   - Ability to make decisions and figure out how to check if education, internship or career are the right ones.
		# 2 Plan your career
		At the end of the module participants have:
		   - Education plan and extracurricular activities.
		   - Career goal - can be related to the choice of education - plan and take the first step during the training for its implementation.
		   - Ability to plan and realize what they have planned.
		   - Understanding what a successful career is in the 21st century.
		# 3 Become a leader
		At the end of the module participants have:
		   - Ready CV, cover letter - for university and / or employers.
		   - Ability to deal with difficulties and react in difficult situations.
		   - Established habits that help them achieve their goals.
		   - The most important thing they need to know about entrepreneurship and their own business.
		   -
		 II. Career rEvolution Special Sauce for Success
		A game that helps young people to achieve one of their goals and learn to be focused and consistent.
		
		 III.Career rEvolution Unique Spice
		An online post-course program that allows young people to reinforce what they have learned.

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		IV. Career rEvolution Dessert Alumni Club (Career Accelerator), which gives the opportunity to all participants in the program to travel across Europe on international projects, internships, business meetings, and helping them to find suitable jobs and mentors.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	No information available
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Career rEvolution is an initiative of the Career Guide Company (private limited company), whose costs are being covered by the participants' fees. Price for involvement in 1 module: BGN 160/ participant. Price for undertaking the whole program: BGN 390/ participant.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	Yes, the practice has been validated with the final users. According to beneficiaries, before Career rEvolution it has been hard for them to realize their values and start thinking and making choices on their own, because this has been a deficit in the education system. Both aspects are important for career and life development of young people, as well as for their mental health. However, the education system exists in the form of a provider of training materials, and people do not develop the necessary skills to ask themselves questions about what is important to them, where they want to go and how to get there. As a result, people spend about 60 percent of their time at work deeply dissatisfied with what they do. Once joined Career rEvolution young people learn to develop their strengths and feel more comfortable to make life choices in general. This is confirmed by the fact that Career rEvolution has operated for more than 3 years in various formats (physical, virtual) due to the high interest expressed by the participants, one of which is the summer school offered by Career Guide, where young people are able to relax and not only gain a clearer idea of their career orientation, but also connect with their authentic motivation.

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3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Participants' testimonials
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Participants' testimonials are provided at the end of the program and/ or within a year after that depending on each particular case.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	- Participants express their full satisfaction with the program, mentors and coaches. - Participants share the opinion that they could clarify their goals and elaborate strategies getting them closer to what they wanted to achieve. - Participants are impressed by the methodology used during the program and the ability to structure their thoughts, understand their strengths and weaknesses. - Participants are satisfied with the unique atmosphere, professional work of the lecturers and mentors, and the constant feedback helping them to get to success.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Career rEvolution methodology addresses 6 key messages: 1. **Vocation**: Talent (talent) + passion (long-term motivation) + values + experience + personal approach. 2. **Career**: Active attitude. It's we who create our careers, no matter whether we work for ourselves or for someone else. 3. **Mastery**: The world pays for high value. To create it, mastery is a must. 4. **Internal compass**: Solutions that are successful for us and are a win-win. Decision-making strategies and patterns of behavior determine success. 5. **The person behind the career**: At the heart of any success is the person who creates it. Our personal standards build our name. 6. **Vision for life**: Careers and business that have direction lead to the desired results. Smart goal setting is at the heart of this vision.

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4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Career rEvolution brings revolution thanks to its practical, modern and reality-based training. The vocation path requires a systematic approach. 1. In Latin, the word career means a life path, we cannot think piece by piece about our career and life. 2. No business and no career are bigger than the person behind them. **3.** Quick and easy solutions do not help. It takes a system and a conscious effort to live our vocation and dreams**.**
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	Thanks to Career rEvolution young people: - Find the most suitable career and education; - Learn how to make the right decisions; - Build skills for success through practical tasks and feedback from experienced mentors; - Set and achieve their career goal; - Learn how to successfully create a CV, cover letter and personal brand; - Gain real confidence and motivation.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Career rEvolution is a constantly open initiative. Modular trainings and individual consultations are being constantly updated following the latest tendencies in career guidance and entrepreneurship.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	This career orientation and entrepreneurship program can be easily transferred to other countries at national level and/ or international level. In order for the program to be successful, the right coaches and mentors need to be involved, who feel confident and experienced enough to apply the Career rEvolution methodology.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, when there are coaches and mentors with the necessary expertise to transfer the Career rEvolution methodology to the respective national context and/or international context. Collaborations with international organizations are also needed in order to ensure international internships, jobs, etc.

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5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	BG Testimonials https://youtu.be/PuLRo11H54s https://youtu.be/5DclXcIqvRs https://youtu.be/2vELmQcMrCo
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://career-guide.company/career-revolution/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	http://eventspro.bg/sabitie/programa-za-karierno-orientirane-i-predpriemachestvo/ https://sabitie.bg/event/konferentsii-i-seminari/Programa-za-Karirno-Orintiran-i-Prdprimachstvo.708 https://www.facebook.com/careerrevolutionglobal/

Best Practice #9 – Career Hive

Career Hive is the largest career event for Bulgarians with experience and education from abroad who want to realize themselves in Bulgaria. It is carried out under the patronage of the President of the Republic of Bulgaria Mr. Rumen Radev.

The aim of Career Hive is to offer career opportunities to Bulgarians who have returned or consider returning to their home country, as well as to help establishing long-lasting contacts between Bulgarians with foreign work experience and education and progressive-minded companies operating in Bulgaria, so that Bulgarians will be encouraged to find their quality career realization in the home country.

Tuk-Tam Association (Here-There Association) is the initiator and organizer of Career Hive. They are the largest organization of Bulgarians with experience and education abroad and a kind of brain gain initiative.

The first edition of Career Hive was organized on September 4, 2019 as a one-day offline (Sofia, Bulgaria) and online event (globally, allowing for attendance from all around the world). More than 1300 participants took part in Career Hive 2019, mostly professionals at

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the beginning of their careers, more experienced managers and entrepreneurs who are oriented towards starting their own business.

During the event over 90 top companies presented hundreds of career opportunities for Bulgarians with overseas professional experience and education, who want to come back and work in Bulgaria. The event program included 12 thematic lectures providing answers to various challenges people face in a professional environment. In addition to the on-site career counseling, job offers and interviews, Career Hive offered also distance meetings between candidates and companies.

The event was organized within three semantic blocks with discussion panels and workshop:

1. **"Flying Start for Your Career"** motivated young professionals and all who were considering returning to Bulgaria by presenting the opportunities that Bulgaria provides as a place for innovation, professional realization and qualification, infrastructure and living conditions.

2. **"Development of People and Teams"** was about leadership, how to develop talent in action and how human diversity has a positive impact on business development and employees; how to find the right balance when juggling between multiple teams and projects at the same time.

3. **"How to Start a Global Business"** inspired entrepreneurs who were ready to take the step towards starting their own business. Among the questions asked in the discussion with key business representatives were: what is a career break, what opportunities does it give us and how does it affect change, validation of ideas, adaptation of a global strategy and opportunities for business financing in Bulgaria.

In addition to the inspirational lectures and workshops, Career Hive 2019 offered also 9 activity areas to their participants:

1. Corporate Hive - Participants met with over 90 top companies offering vacancies, specifically aimed at Bulgarians with experience and education abroad.

2. Program Hive - Participants listened to inspiring lecturers with international experience who provoked, motivated and enriched them.

3. HR Private Hive - A recreation area for professional exhibitors, where they were able to recharge between meetings with candidates during the day. Here they could enjoy a massage, coffee or just relax.

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4. Future CV Hive - A place to improve participants' professional profile - learn about successful performance in the public space, the skills of the future and how to look for a job in Bulgaria.

5. Photo & Dress for Success Hive - Participants received dress code interview tips as well as a photo for their CV or LinkedIn profile.

6. Buzz Hive Networking - From here participants were able to work, talk to interesting people or just relax.

7. Bee Buddy - Participants received advice from an experienced and knowledgeable interlocutor. The latter accompanied them and guided them around the exhibition.

8. Party Hive - If participants failed to join the event during the day, they could come to the after party, where they had the opportunity for networking and contacts.

9. Health & Wellness Hive - Participants received practical guidelines on how to take care of their health in the dynamic daily life.

Career Hive 2019 marked the beginning of Tuk-Tam's efforts in the cause of waste reduction and recycling and is the first career event that goes on the road to zero through five steps:

1. Using waffle coffee cups instead of traditional plastic ones;

2. Reducing food packaging;

3. Offering water in fully recyclable bottles;

4. Reducing paper advertising materials and brochures;

5. Collecting waste separately and handing it over for recycling.

Career Hive 2019 strived to build a new ecosystem announcing Awards for Eco-Responsible Company in the categories: "Responsible Office", "Responsible Exhibition Stand of the Hive" and "Responsible Corporate Company".

As a response to the huge success and interest of participants and companies to the event, this year a second edition is planned for September 17, 2020. It is expected to gather 2000+ participants, 101 companies and 30 lecturers, adding 4 new activity areas:

1. Skills Lab - Participants who want to acquire new skills, will be able to join exciting and interactive workshops and meet experienced trainers.

2. Buzz Hive - Here participants will be able to meet professionals from different fields, with whom they will exchange experience and contacts.

3. Hot Hive - Participants will be able to find out more and see some of the most innovative Bulgarian products in various industries.
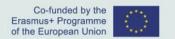
4. 1:1 Hive - A space for quiet meetings.

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1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Career Hive
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Event for professional development, orientation and sharing.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Awareness raising, networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The aim of Career Hive is to establish long-lasting contacts between Bulgarians with foreign work experience and education and progressive-minded companies operating in Bulgaria, so that Bulgarians will be encouraged to come back from abroad and find their quality career realization in the home country.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Career Hive is a one-day event. The first Career Hive was organized on September 4, 2019. This year a second edition is planned for September 17, 2020.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	Career Hive is organized once a year offline at national level (Sofia, Bulgaria) and globally (online allowing for attendance from all around the world).
CONTEXT	What is the context (initial situation) and challenge being addressed?	The organizers of Career Hive believe that only when the career ecosystem is active, constantly connected and rich in ideas, contacts and shared creation, the cooperation between candidates and employers is profitable and has a future. That is why Tuk-Tam Association created Career Hive, aiming to give a new meaning to the concept of career exhibition by building a sustainable model that is headed to the future.

Career Hive is an ideological continuation of the emblematic forum "Career in Bulgaria. Why Not?" (organized by Tuk-Tam from 2008 to 2018). It builds on 11 years of experience, a professional team and best practices in organizing career forums, while actively listening to the feedback and changing needs of companies and candidates. |

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		Tuk-Tam Association highlights the positive aspects of life and career in Bulgaria. People, careers, the environment and innovation are some of the main attractive aspects having valuable potential and providing opportunities for positive development in the country. Through Career Hive Tuk-Tam Association unites the institutions and people who are looking for improvement of country living and development conditions, thus gathering people and ideas, giving both parties the opportunity to find the right way to get to know each other and/or start working together.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Bulgarians from all around the world, who have come back from abroad or are willing to come back and develop their career in Bulgaria: - professionals at the beginning of their careers; - more experienced managers; - entrepreneurs who are oriented towards starting their own business. In 2019 Career Hive met 1,300 candidates with 90 companies and 20 lecturers. In 2020 Career Hive is expected to gather 2000+ participants, 101 companies and 30 lecturers.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Tuk-Tam Association (Here-There Association) is the initiator and organizer of Career Hive. They are the largest organization of Bulgarians with experience and education abroad and a kind of brain gain initiative. Tuk-Tam believes in Bulgaria and makes it an even better place, from here or from there, together. They create communities of enterprising, inspiring and capable Bulgarians with experience from around the world. Companies participating in the Career Hive: A1; Accenture Technology; Advent Group; AIG; B Eye; Bulgarian National Bank; Brightive; DEGIRO; Experian; GemSeek; Ingram Micro; Isobar; Lidl; Lufthansa Technic; Raiffeisen Bank; Site Ground; Philip Morris Bulgaria EOOD, etc. Partners and sponsors: Modis; Pontica Solutions; Human Resources Specialists; nPloy; Bulgarian Industrial Association; Bulgarian-Swiss Chamber of Commerce; National Business Network; Dronamics, etc.

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CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	For general inquiries: hey@tuk-tam.bg For partnerships: partners@tuk-tam.bg

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Career Hive 2019 was organized as a one-day event offering consultations and a diverse seminar program with inspiring speakers and a corner for improving participants' professional profile. Special attention was paid to career professionals providing trainings on new trends in human resources by prominent professionals. Career Hive 2019 program included 12 thematic lectures, discussions and workshops aimed not only at professionals at the beginning of their careers, but also at more experienced managers, as well as entrepreneurs who are oriented towards starting their own business. The event allowed for offline and online involvement of participants (connecting from abroad), as well as interviews with people currently living abroad. Career Hive 2019 offered also 9 activity areas to their participants: Corporate Hive Participants met with over 90 top companies offering vacancies, specifically aimed at Bulgarians with experience and education abroad. Program Hive Participants listened to inspiring lecturers with international experience who provoked, motivated and enriched them. HR Private Hive A recreation area for professional exhibitors, where they were able to recharge between meetings with candidates during the day. Here they could enjoy a massage, coffee or just relax. Future CV Hive A place to improve participants' professional profile - learn about successful performance in the public space, the skills of the future and how to look for a job in Bulgaria.

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Photo & Dress for Success Hive
Participants received dress code interview tips as well as a photo for their CV or LinkedIn profile.

Buzz Hive Networking
From here participants were able to work, talk to interesting people or just relax.

Bee Buddy
Participants received advice from an experienced and knowledgeable interlocutor. The latter accompanied them and guided them around the exhibition.

Party Hive
If participants failed to join the event during the day, they could come to the after party, where they had the opportunity for networking and contacts.

Health & Wellness Hive
Participants received practical guidelines on how to take care of their health in the dynamic daily life.

Career Hive 2020 will have an updated program according to the new labour trends adding 4 new activity areas:

Skills Lab
Participants who want to acquire new skills, can join exciting and interactive workshops and meet experienced trainers.

Buzz Hive
Here participants will be able to meet professionals from different fields, with whom they will exchange experience and contacts.

Hot Hive
Participants will be able to find out more and see some of the most innovative Bulgarian products in various industries.

1:1 Hive
A space for quiet meetings.

RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	Tuk-Tam Association has made a research prior the launch of Career Hive. https://www.investor.bg/obrazovanie/466/a/tuk-tam-karieren-kosher-pokazva-zashto-da-izberem-kariera-v-bylgariia-287495/

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According to the National Statistical Institute, 16,169 Bulgarians returned in 2018, which is almost twice as many as in 2016, when a little over 9,000 people returned. In general, the number of people returning to Bulgaria has almost equaled the number of people leaving.

One of the most common reasons for Bulgarians to choose to return to Bulgaria is the people - the closeness to family and friends, the opportunity not only to share daily positive emotions, but also to be able to support and help the loved ones.

Among the other main reasons are:

- The career: Bulgaria provides attractive career conditions for qualified personnel, which is a strong motivator to settle in Bulgaria. According to Eurostat data, unemployment in Bulgaria in June was 4.4%, which historically is the lowest recorded. The country ranks 9th in the EU in terms of the lowest unemployment, and the employment rate is rising. The number of working Bulgarians has reached 3.147 million people, according to data from the National Statistical Institute for the first quarter of 2019, and their number has increased by 48,500 compared to the same period last year. For many young Bulgarians, the opportunities to take on new roles with greater responsibilities and higher positions exist at a much earlier stage in their careers in Bulgaria compared to the conditions abroad.

- The environment: The standard of living in Bulgaria and the well-being of Bulgarians continues to improve. According to the Best Countries 2019 study by U.S. News & World Report in partnership with Young & Rubicam BAV Group and the Wharton School, Bulgaria ranks 33rd in terms of quality of life based on the good opportunities on the labor market, economic stability, good educational system, openness for business development, favorable tax conditions and other. Although wage levels are not the highest in the EU, in 2018 Bulgaria is among the 5 EU member states with the highest wage growth - 8%, for the first quarter of 2019 compared to the same period in 2018.

- The ideas: Bulgaria is improving its position in the EU in terms of innovation thanks to the development of high-tech companies. Not only Sofia, but also Plovdiv attracts

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		back talents who want to develop in the IT sector. According to statistics from the Plovdiv City Hall, the number of arrivals exceeds the number of departures, and the population of the city aged between 20 and 29 years has increased by 7%. Start-ups are a growing part of the industry, which has over 25,000 jobs and forms over 2% of the country's GDP. Bulgaria is in second place after Lithuania in the EU with a third higher level than the European average, and according to Eurostat data about 45% of jobs in the technology sector are occupied by women. Research has given impetus to the initiation of Career Hive 2019 aiming to share data and examples of living and working conditions in Bulgaria and thus attract Bulgarians to come back from abroad and find their successful realization in the home country.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Career Hive has lots of sponsors and partners. Companies interested in joining the event, have to pay for an exhibition stand and the services they would like to use (there are different exhibition space packages offered for companies). Participation in the event is free of charge requiring only a registration on the Career Hive platform.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	A great number of participants received direct opportunities to start a new job after meeting with participating companies in Career Hive 2019 and come back from abroad. The higher number of interested participants (about 500 participants more than those in 2019) to take part in the second edition of Career Hive in 2020 proves that the practice has addressed the beneficiaries' needs properly.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Survey among participants
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Not specified

RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Survey results from Career Hive 2019 showed the percentage of people willing to come back from abroad: - 69% of the participants declared they had already come back from abroad; - 17% were hesitant to return; - 13% said they will come back from abroad; - 1% had no intention of returning. According to participants' testimonials many people have come back from abroad and one of the reasons for their decision was their attendance at the Career Hive 2019. They said that the event had given them so many new perspectives on what is really happening in Bulgaria and that they were provided with so many ideas, interesting people, business prospects and opportunities for development. Some of them even found their desired job during the event and a couple of months after Career Hive they started working in Bulgaria.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Career Hive motto is that everyone can positively influence Bulgaria and together, from "here" and from "there", Bulgarians can achieve greater success.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Conditions to be put in place in order for the good practice to be successfully replicated: 1. Keeping huge database of contacts with Bulgarians overseas 2. Seeking and finding support from state institutions and networks for the organization of such an event 3. Having sponsorship by national and international organizations 4. Ability to attract the attention of numerous companies from diverse economic sectors to take part in the event (offering benefits to them) 5. Having the potential and necessary expertise to organize and manage such a huge offline and online event.

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EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The advantages of Career Hive are that this is a dynamic platform for exchanging business ideas, career opportunities and meeting people with different experiences and at different stages of their professional path. Career Hive allows for: - good acquaintances and professional opportunities; - positive atmosphere; - nice people who want to help each other and enjoy the shared success. Career Hive 2019 contributed to the successful returning of hundreds of Bulgarians, which is proved by the increasing number of Bulgarians who become part of Tuk-Tam community every year.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Career Hive 2019 had a great success which led to the announcement of its second edition in 2020 – September 17, 2020. Career Hive 2020 is expected to gather hundreds more candidates and companies, and give the floor to more than 30 lecturers. The event will be supported by numerous companies and organizations at national and international level.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	Career Hive gave birth to a completely new career format (Career Safari) providing another opportunity to those who have just completed their higher education abroad to return to Bulgaria and find a job. It aims at meeting participants with inspiring and modern thinking companies in various professional fields, and working on real business cases in virtual rooms. Career Safari is open to students who have studied abroad for at least one semester, as well as to young professionals with up to 3 years of experience, who have studied or worked abroad. All Tuk-Tam Association initiatives aim to develop their community of members and supporters, who believe that together they can make Bulgaria a better place for living and working.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, it shall be sought for the support of the state, as well as national and international companies to contribute to the initiation of such an event.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://karierenkosher.bg/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	Sources in BG: https://www.youtube.com/watch?v=iyd7plFJ60U https://epale.ec.europa.eu/bg/content/karieren-kosher-privlicha-obratno-blgarite-s-opit-i-obrazovanie-ot-chuzhbina

Best Practice #10 – Bulgarian Careers Fair

BG Careers Fair is the only career exhibition of its kind for Bulgarians abroad. The event gives a chance to Bulgarian students and young professionals with experience and education abroad to rediscover the professional opportunities at home, meet the best Bulgarian employers and learn more about Bulgarian business, work atmosphere and dynamics in the Bulgarian companies.

Bulgarian Careers Fair is organized by the Bulgarian Careers Fair Association founded by Bulgarian young professionals scattered throughout Europe, but united by one common idea - that distance is not an obstacle to the desire to do something significant for the country. The initiative is supported by the Embassy of the Republic of Bulgaria in London, United Kingdom; Bulgarian Cultural Institute in London, United Kingdom; Embassy of the Republic of Bulgaria in Berlin, Germany.

Bulgarian Careers Fair initiates various events, campaigns and projects improving the contact between business in Bulgaria and Bulgarian students and young professionals abroad. These are:

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. Mass Exhibitions: Career fairs abroad, which have been attracting top companies from various sectors in Bulgaria. Fairs are held once a year in the UK (March), Germany (April) and the Netherlands (October). It is absolutely free for participants, offering free basic partnerships with companies with additional services to maximise the possibility of finding the right candidates.

. Company Presentations: Q&A sessions with curious details about the career opportunities and business of some of the most desirable employers in the country.

. Networking Opportunities: Networking, cocktails and balls - an informal atmosphere in which participants can create interesting contacts and exchange ideas.

. Online Platform: Top companies from the country come into direct contact with Bulgarian students and professionals around the world through Bulgarian Careers Fair digital platform. The platform provides companies with all year round contact with hundreds of users from 80+ cities and 100+ universities around the world.

Since 2013, Bulgarian Careers Fair has organized 15 career exhibitions in 3 countries with strong Bulgarian diasporas - Great Britain, Germany and the Netherlands. Over 100 Bulgarian employers have presented the career opportunities in Bulgaria to more than 3,000 students and young professionals from over 100 universities around the world.

In 2019, four events were carried out in London, Cologne, Munich and Hague, with attendance of more than 700 ambitious young people and representatives of over 70 Bulgarian companies.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Bulgarian Careers Fair
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Career platform
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Awareness raising, networking

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AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	Bulgarian Careers Fair aims at connecting Bulgarian students and young professionals having experience and education abroad with the business in Bulgaria and thus promoting the country as an alternative for quality career realization.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Since 2013, Bulgarian Careers Fair has organized 15 career exhibitions in 3 countries with strong Bulgarian diasporas - Great Britain, Germany and the Netherlands. Over 100 Bulgarian employers have presented the career opportunities in Bulgaria to more than 3,000 students and young professionals from over 100 universities around the world. In 2019, the four events in London, Cologne, Munich and Hague were attended by more than 700 ambitious young people and representatives of over 70 Bulgarian companies.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	Bulgarian Careers Fair organizes career events abroad allowing for physical meeting of Bulgarian students and young professionals with companies operating in Bulgaria. In addition to that, companies can find the talent they are looking for through the Bulgarian Careers Fair online platform. It provides companies with all year round contact with hundreds of users from 80+ cities and 100+ universities around the world.
CONTEXT	What is the context (initial situation) and challenge being addressed?	To attract Bulgarian graduates and young professions, who have studied and worked abroad, back in the home country rediscovering the great potential and opportunities that Bulgarian companies offer.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Bulgarian students and young professionals with experience and education abroad.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Bulgarian Careers Fair is organized by the Bulgarian Careers Fair Association founded by Bulgarian young professionals scattered throughout Europe, but united by one common idea - that distance is not an obstacle to the desire to do something significant for the country. Representatives of the organization can be currently found in Bulgaria, Great Britain, Germany and Finland. The initiative is supported by the Embassy of the Republic of Bulgaria in London, United Kingdom; Bulgarian Cultural Institute in London, United Kingdom; Embassy of the Republic of Bulgaria in Berlin, Germany. Partners: Together in Class, British Bulgarian Business Association, Bulgarian Association of Software Companies, University

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		for You, Bulgarian Association Outsourcing, Kingdom of the Netherlands, etc.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	info@bgcareersfair.com partners@bgcareersfair.com

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Bulgarian Careers Fair is the only careers fair of its kind, targeting Bulgarian graduates and young professionals abroad. It provides various events, initiatives and projects improving the contact between business in Bulgaria and Bulgarian students and young professionals abroad. Mass Exhibitions Career fairs abroad, which have been attracting top companies from various sectors in Bulgaria. Fairs are held once a year in London, UK (March), Frankfurt, Germany (April) and Hague, the Netherlands (October). It is absolutely free for participants, offering free basic partnerships with companies with additional services to maximise the possibility of finding the right candidates. Company Presentations Q&A sessions with curious details about the career opportunities and business of some of the most desirable employers in the country. Networking Opportunities Networking, cocktails and balls - an informal atmosphere in which participants can create interesting contacts and exchange ideas. Online Platform Top companies from the country come into direct contact with Bulgarian students and professionals around the world through Bulgarian Careers Fair digital platform.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	No information available
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	No information available

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| VALIDATION | Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process. | Over 3000 students and young professionals have registered for the Bulgarian Careers Fair so far representing over 100 universities around the world.

The great success of the fair makes it an annual event (since 2013) in order to contribute to building stable and long-term communication between domestic business and Bulgarian societies abroad. |

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Participants' testimonials
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Not specified
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	According to the testimonials of the participants in the Bulgarian Careers Fair the initiative: - Is one of the most important events of the year for students and young professionals in the UK; - Provides an incredible opportunity to "fix the clock" about the labor market in Bulgaria from a distance and find a suitable internship or job in Bulgaria; - Definitely helps to understand what are the good opportunities for realization in the homeland; - Is becoming a tradition, which gives an alternative point of view on the labor market in Bulgaria. It gives a fresher look at what is happening in the homeland for people studying and working outside Bulgaria. Some of the companies participating in the Fairs say that returning is a personal choice, but events like this can make it more informed and easy choice. Companies often share that they do not expect all students to be ready to join their team immediately, but they want to keep them in mind when these students start looking for a job.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take	Bulgarian Careers Fair considers it very important to collect feedback from young people, since this will allow for

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	away from the good practice experience?	coordinative actions on behalf of the Ministry of Labour and Social Policy in Bulgaria and the Bulgarian employers in their efforts to attract students and young professionals with overseas education and experience to come back in the home country and find professional realization in Bulgaria. It is of particular importance to get their views, expectations and desires when it comes to their decision to return to Bulgaria.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Conditions to be put in place in order for the good practice to be successfully replicated: - Good relationships with overseas organizations and Bulgarian communities abroad; - Strong support from national authorities and international organizations; - Huge network of contacts with numerous companies from diverse economic sectors operating in Bulgaria; - Management and coordination skills to organize and lead overseas events.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	Effectiveness and advantages of the Bulgarian Careers Fair: - The only careers fair of its kind, targeting Bulgarian graduates and young professionals abroad; - Allows for direct contact between students and young professional living abroad and companies operating in Bulgaria; - Ensures relevance and completeness of information about the labor market in Bulgaria. - Provides opportunities for all year round contacts between Bulgarian students, graduates and young professional living abroad and companies operating in Bulgaria.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	From a small-scale event in London, Bulgarian Careers Fair turns into an annually replicable event carried out in three European countries in different cities with constantly increasing the number of participants and companies involved. Bulgarian Careers Fair is getting bigger and bigger each passing year. In 2019 Bulgarian Careers Fair Association joined forces with the Ministry of Labour and Social Policy in Bulgaria with the aim to reach out to more Bulgarians abroad and present them the career opportunities in Bulgaria.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be	In 2019 Bulgarian Careers Fair organized its first event in the Netherlands, which shows that the initiative is extending and covering more countries with large Bulgarian communities.

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	met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to be transferred. There are no particular challenges to be addressed. It all depends on the country context.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	For more information, check Bulgarian Careers Fair website: http://bgcareersfair.com/ And also on Facebook: https://www.facebook.com/BGCareersFairUK https://www.facebook.com/BGCareersFairDE
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	

Best Practice #11 - Brückenschlag+ Project

The Brückenschlag+ Project, is a mentoring program which was first implemented at the University of Göttingen in Lower Saxony, Germany in 2012. The current funding period runs from 2018 to September 2020 and is funded with a total of 320,000 euros. The aim of the program is to promote equal opportunities and to improve the educational participation of students or people interested in studying who have to face barriers regarding to master their academic education or their entry into the professional world due to special challenges or life circumstances.

While the programme is open to all students, the following profiles form the target group of the project. The main objectives are Students with children or nursing duties, Students with health problems (it does not matter whether it is a recognized severe disability, a chronic

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or mental illness), Students who are the first person in their family to visit an university, Professionally qualified students, Students with a migration background and Students with a refugee background. It is the aim of the University of Göttingen to maintain and further promote the heterogeneity of its student body.

Together with a mentor who is already firmly anchored in the world of work and has the relevant experience, it should be made easier for students in their studies or in the transition phase to work to obtain practical assessments and tips and to develop further strategies for their own actions.

Mentors should generally have a place of residence nearby and ideally have been students themselves at the university where the mentoring programme is taking place. In addition to the constant exchange with the mentors, there are also accompanying workshops with the aim to define goals and reflect on them.

Furthermore, there is the possibility of company excursions. At the end of the course, the participant should have an application-oriented strategy regarding his or her approach to further studies or the upcoming transition from university to working life. In addition, application materials are professionally prepared as part of the program.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Brückenschlag+ (Bridge building)
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring program
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education, networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	- Support for students who face particular challenges regarding their career building due to their educational biography, social background or personal life circumstances - Developing strategies for their career start - Promoting heterogeneity of the student body

DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Program launch: 01.07.2012 Current funding period: 2018-2020
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	Program aims to support students of the Georg-August-University in Göttingen, Germany.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Reducing barriers to entry the employment market or respectively developing strategies to overcome barriers.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	- Students with children or nursing duties - Students with health problems (it does not matter whether it is a recognised severe disability, a chronic or mental illness) - Students who are the first person in their family to visit an university - Professionally qualified students - Students with a migration background - Students with a refugee background It is also possible to participate before entering a university as a part of an orientation process for school graduates.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Project Coordinator: Dr. Ulrich Löffler Programme coordinator: Dr. Felicitas Klinger job-related and career-promoting contacts to mentors, who each represent specific job fields → students choose the job field in which they are interested, mentor from this job field supports them for eight months
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Project Coordinator: Dr. Ulrich Löffler

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	- Constant exchange/ dialogue with the mentor - Seminars - Workshops/Trainings
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	N/A

COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Funded by "Das Niedersächsische Ministerium für Wissenschaft und Kultur" Funding 2018-2020: 320.000 Euro
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	An evaluation report was carried out by the Institute for Diversity Research at the University of Göttingen, which interviewed participants and came to the conclusion that the program generated great benefits.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Survey
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Implementation: 2012 Evaluations: 2014, 2017
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	- Students' expectations of the program were largely met - The number of meetings between mentor and student was sufficient and students benefited in several areas concerning their studies or job orientation
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	A permanent direct exchange with people from professional practice can be helpful in developing a strategy for initial orientation in professional fields and can reduce fears or barriers that complicate the career entry for people with specific living conditions and private challenges.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	- Secured funding environment - A Sufficient number of reliable mentors has to be identified

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EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	a) The evaluation shows that, with a few exceptions, participating students and mentors were able to gain value from the program b) - realistic assessments from practice (One-to-One Mentoring) - Development of concrete, applicable career entry strategies - Establishment of a network among participants and in the professional fields of mentors - Possibility for the students to choose a mentor from a field of activity that suits their interests perfectly
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The program has proven itself in practice and, after the first funding period from 2012-2017, it has received further funding from 2018-2020.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	It appears that the mentoring program can be relatively easily transferred to other educational institutions. An important factor is that the mentors have to live near the educational institution in order to eliminate unnecessary spatial problems and difficulties in the course of the program. In terms of content, the program is not tied to a specific one, since the mentor's support and his important practical experience in the respective field of work is of greater importance.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to transform.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	German: https://www.uni-goettingen.de/de/584767.html English: https://www.uni-goettingen.de/en/584767.html

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REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	German: http://www.uni-goettingen.de/de/410137.html English: http://www.uni-goettingen.de/en/410137.html

Best Practice #12- Making the future visible! Shaping the transition from school to university for prospective and current students

The event/ workshop **"Making the future visible! Shaping the transition from school to university for prospective and current students"** addresses transitions of prospective and current students to work and focuses on practice and research projects. Within the programme, there is the opportunity to participate in workshops in the areas of study information (A), online self-assessments (B) and career orientation (C) and to exchange ideas with other participants. A central role in this event is fulfilled by the moderator, who leads through the program. The programme is supplemented by specialist lectures and group work. The participants (target group) are students, teachers, company employees and researchers.

The overriding goal is the development of the following results: elaboration of the needs of the target groups (companies, students, etc.); elaboration of ideas for the development of common formats and platforms to build bridges that support a successful career start; discussion about the integration of these ideas into existing or aspired processes in the company and the university. The three workshops are directly related to each other.

Therefore, it makes sense to attend them as a series of consecutive workshops. Topics of the individual work blocks are: "Entering the world of work - Transfer of competencies in the transition from study to work", "Building bridges - Which teaching-learning formats help with career orientation?" and "From desire to reality - Integrating formats for career orientation in a sustainable way". In the course of the workshops, questions, such as: "What do employers want from future graduates?"; "What are the connections between the "study world" and the "new world of work?"; "How can universities and business together support a successful career start for students and benefit equally from it?"; "How can developed formats for the transition to the world of work find a place in existing or future study structures?", are discussed. Finally, the results of the workshops will be compiled, recorded and evaluated.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	"Zukunft sichtbar machen! Den Übergang Schule-Hochschule-Beruf für Studieninteressierte und Studierende nachhaltig gestalten." „Making the future visible! Shaping the transition from school to university for prospective and current students."
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Developing strategies
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	- Workshops (divided into three different main points and two days.) - Focus on career orientation.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	- Identification of needs of different companies, students, etc. - Elaboration of ideas for the development of common formats and platforms to build bridges that support a successful career start. - Discussion about the integration of these ideas into existing or intended processes in the company and the university.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The practice started on February 20, 2020 (Probably first time, no further information.)
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	The practice is implemented at the University of Marburg (Internal university offer)
CONTEXT	What is the context (initial situation) and challenge being addressed?	The focus is on the examination of the "new working world" in connection with the "study world". There are included topics such as digitisation, creation of working spaces/worlds and transfer of competences, which students need as future employees in order to work well and happily.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The target groups are students, representatives of companies and academic staff. The number of participants is not specified.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what	Teachers at other universities or researchers with a teaching or research focus on career entry.

	is the nature of their involvement?	
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Anselm Wagner Tel.: 064212825032 E-Mail: anselm.wagner@verwaltung.uni-marburg.de

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Mix of lectures, group work and workshops. Results will be collected and written down at the end of the event.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	Unknown.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Unknown.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	Just a short announcement on the website that confirms the success of the event. Regular updates concerning the content and the validation will be communicated on this website: https://www.uni-marburg.de/de/universitaet/administration/verwaltung/stabsstellen/qpl/studieninformation/tagung (available only in German)

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Not Yet.
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles	

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	b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	A moderator is needed, who leads the workshop. In addition, people from teaching and research departments with a focus on career entry shall be identified and involved. Furthermore, it is important company employees to be invited as participants in the workshops, as they would contribute to practice-oriented entrepreneurial perspective.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The effectiveness and actual advantages of this practice is not known yet, as it is still ongoing and no evaluation has been published so far. The value of the practice comes from the close, personal exchange between students, company employees, lecturers and university staff.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	Easy to extend to different thematic and geographical areas. There is nothing more to consider than adapting the new content of the workshop and meeting the conditions listed under success factors. It is more about the framework of the participants rather than the content that is ultimately dealt with.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to transfer

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.uni-marburg.de/de/studium/service/careercenter/aktuelles/termine/zukunft-sichtbar-machen-den-uebergang-schule-hochschule-beruf-fuer-studieninteressierte-und-studierende-nachhaltig-gestalten https://www.uni-marburg.de/de/universitaet/administration/verwaltung/stabsstellen/qpl/studieninformation/tagung
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	Flyer: https://www.uni-marburg.de/de/universitaet/administration/verwaltung/stabsstellen/qpl/studieninformation/tagung/flyer-zukunft-sichtbar-machen.pdf

Best Practice #13- Cross-Cultural Mentoring program (CCM)

The basic idea of the **Cross-Cultural Mentoring program (CCM)**: Participants learn about dialogue and feedback cultures from other perspectives and test social skills in a mutual exchange. CCM sees plurality as an opportunity - and draws on the potential and resources of mentors and mentees. The university attaches great importance to the teaching of intercultural skills. An additional component comes into play when educational content and preparation for the practical demands of work after graduation are coordinated. CCM would like to support and expand this important aspect as an offer. In concrete terms, this means that so-called professionals, i.e. professionals with a qualified education, and students are brought together to exchange ideas and experiences with each other - as mentors and mentees - both in and outside of their fields of study.

Matching is the process of putting together as a tandem. After the application, individual interviews take place in which personal preferences, professional and/or extra-professional matching as well as interests and desired goals are discussed. The mentoring pairs (tandems) are formed "cross". The matching is one-to-one: mentors and mentees meet at eye level. The specifics of the students regarding their ethnic and social background are decisive

for the matching. Diversity and permeability are taken into account as far as possible. For example, students with a migrant background are matched with mentors without a migrant background and vice versa.

Subject matching involves bringing students together with mentors from the same subject area. For example, students from the Department of Law meet mentors with a legal background. Students are thus given the opportunity to benefit from the implicit knowledge of the mentors and to gain experience that prepares them for their future professional environment. Non-subject matching involves bringing students together with mentors from a corporate culture that is still foreign to them. In this context, it is not subject-specific issues that are relevant, but rather, for example, behaviour and habitus in professional practice. The program recommends regular discussions between mentees, e.g. at intervals of four weeks. Mentees receive a certificate at the annual closing event that confirm that they attended the program.

CCM is an offer for all students studying at the Berlin School of Economics and Law.

In addition to mentoring, the following support programme is offered:

- Introductory seminars for mentees (orientation, team building, goal setting)

- Kick-off and closing event (festive beginning and end of a mentoring year)

- Regular tables for mentees and mentors (networking and informal exchange)

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Cross-Cultural Mentoring (CCM)
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Personal consultation and exchange as well as network meetings.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Mentoring and networking.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The program promotes the exchange between professionals with practical experience and students. In addition to the intercultural approach, the intergenerational aspect is an essential component.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	From 2008 until today.

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LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	The program is part of the teaching offer of the Berlin School of Business and Law.
CONTEXT	What is the context (initial situation) and challenge being addressed?	With the help of the practical experience of working people, a professional as well as extra-curricular exchange should be possible for students, in order to be better prepared for the start of a career as well as for practical professional requirements.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Students (from any semester).
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Berlin School of Business and Law
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	**Isolde Drosch** **T +49 30 30877-1266** **E-Mail:** isolde.drosch@hwr-berlin.de Prof. Dr. Pakize Schuchert-Güler +49 30 30877-1441 **E-Mail:** psg@hwr-berlin.de

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Unknown.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	Unknown.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Unknown.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	As the programme has always been extended, it can be assumed that it has provided added value for the participants.

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3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	There is no public access to the evaluation. However, Prof. Dr. Schuchert-Güler carries out regular evaluation and is the right contact person for further questions in this case.
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	A sufficient number of mentors with proven practical experience shall be identified. Ethnic diversity among mentors and students is an advantage. In addition, the program shall, of course, be accommodated in the budget of the educational institution in order to be able to finance any costs incurred.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	Mentors and students with different ethnic and linguistic backgrounds are brought together (cross). Additionally, students can choose between mentors who have the same professional background and those who have a non-technical background. This broadens their perspective, not only in terms of added value and content, but also by providing an insight into the issues of other areas of work and the habitus and behaviour patterns that apply there.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or	Unknown.

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	period? If yes, then how was it sustained?	
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	There is nothing to prevent the programme from being transferred to other universities or educational institutions with an international character, provided that the conditions listed under success factors can be implemented.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to transfer. The general conditions and procedures of the programme are clearly described and can be implemented accordingly.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	-
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.hwr-berlin.de/en/hwr-berlin/about-us/cultural-diversity/cross-cultural-mentoring/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	-

Best Practice #14 – Study-Practice-Projects

Study-Practice-Projects addresses two central problems for the practical design of research-oriented teacher education:

1. Development of suitable formats for the interlocking of theory and practice: The integration of practical phases and the intended connection of theory and practice is an undisputed desideratum; however, its effectiveness in university teacher education in terms of professionalisation has been disputed to date. Too little research has been conducted to date into formats that are tailored to overcome the separation between training locations and to enable bridges to be built between theory and practice and the

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disciplines involved in teacher education, with the aim of promoting reflective competence as the basis for professional action competence.

2. Connectivity to the needs of schools: Bremen's school reform as well as resolutions at national (e.g. competence orientation) and international level (e.g. inclusion) present schools and teachers with great challenges in the design of schools and teaching. Already in teacher training studies, these needs are to be taken up in school and teaching development and synergy effects between school and university are to be made use of in order to jointly identify pressing issues and to work on them on a research basis.

Aims:

During the funding period, the format of the Study-Practice-Projects (SPP) will be designed and implemented for the research internship integrated in the Master's degree module. In the SPP, students carry out jointly designed development-related research projects in small groups, in cooperation with teachers at schools and supervised by lecturers at the university. The aim is to achieve this with the students:

- the networking of educational, didactic and scientific knowledge for the processing of concrete problems with regard to the urgent needs of school and teaching development;
- the promotion of the professional self-image as "reflective practitioners", which is created through one's own experiences in the use of professional competence for reflection and action, which is based on didactic, educational and subject-specific knowledge, for the solution of concrete school problems already in the first phase of teacher education.

With the SPPs, the idea originally oriented towards the teacher researcher is made usable for university teacher education. Two accompanying doctoral projects formatively and summatively check the achievement of the SPP's objectives in the mirror of student professionalization processes. The added value for the participating schools arises from the fact that they can bring in their own questions, work on them research-based in cooperation with a professional SPP team and develop them further in a practice-oriented way.

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1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Studien-Praxis-Projekte / Study-Practice-Projects
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Formal program, Networking.
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and project work.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	Study-Practice-Projects want a stronger interlocking of theory and practice in teaching and a better cooperation between school and university.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	First funding period (2016-2019), second funding period (2019-2023).
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	"Study-Practice-Projects" is a sub-project of the project "Designing Interfaces - Teacher Training along the Model of the Reflective Practitioner at the University of Bremen.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Students who become teachers should work on problems arising directly from practical experience in groups and thus learn skills that are in demand in practice, form networks and support schools in these problems.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Students and schools. Size of the project groups is not defined.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	University of Bremen, changing schools as partners
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Prof. Dr. Natascha Korff Project spokeswoman nkorffuni-bremen.de +49 (0)421 218 69310

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2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Unknown
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	Unknown
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Costs are unknown. Funded by "Bund-Länder-Programm: Qualitätsoffensive Lehrerbildung".
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	Project has been extended, so it can be assumed that it has created added value for the participants.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Student survey. Evaluation procedures can be found on the following link: https://www.uni-bremen.de/fileadmin/user_upload/sites/zfl/Qualitaetsoffensive/TP3_-_SPP/Evaluation/SPP_Infoblatt_Evaluation.pdf (available only in German)
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	One month after finishing the programme. Typically, March-April.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Results have not been published.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	Unknown.

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| **LESSONS LEARNT** | What are the key messages and lessons learned to take away from the good practice experience? | |

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	The programme relies on schools defining problem areas, which are then the subject of further work by the students in the programme.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	Close interaction with actors from practice and opportunities for consultation.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	No argument against that.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to transfer. Essential actors, such as potentially cooperating schools, are located in the vicinity of any university.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	-
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.uni-bremen.de/zflb/projekte-forschung/schnittstellen-gestalten-qualitaetsoffensive-lehrerbildung/teilprojekte/studien-praxis-projekte/studien-praxis-projekte (only available in German)
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	-

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Best Practice #15- TUM Mentoring Classic

At TUM Mentoring, alumni accompany students and doctoral candidates for one year, and are available for questions and individual support as regards their personal development. Bachelor students from the 3rd semester onwards and all master students as well as doctoral students can participate in TUM Mentoring as mentees and alumni as mentors. An application is possible on an ongoing basis.

The program pursues the overriding goals of personal development, the expansion of competencies and the establishment of networks. Through constructive feedback, but also criticism, the students' personality development should be stimulated to grow in a permanent dialogue and to deal with such situations. Their appearance should be consolidated and future plans should be continuously evaluated together.

The expansion of competences should take place primarily through the recognition of one's own strengths and weaknesses. Potentials should be promoted further and weaknesses improved. Constant new tasks of the students' everyday life can be evaluated and mastered together. Finding solutions together is an essential part of the program. Networks are to be permanently consolidated within the framework of regular meetings between the mentees and the mentors, but also with other mentees. Ideally, this happens across the generations. The importance of networks in all areas of life should thus be brought into awareness. Mentors therefore act as knowledge mediators who advise the mentees on current issues and provide assessments of situations.

They also act as sparring partners and are practice partners in discussions and reflect their performance and values to the students. Perhaps the most important step of the program is the help of the mentors in concrete career planning. Professional goals and their achievement are defined together as precisely as possible. At the same time, they can also be door openers to a company. The students take on the role of goal-setters in the mentoring programme. They also have the sole responsibility for maintaining the relationship with the mentor. They make contacts and initiate joint meetings, define goals and suggest topics they would like to discuss. This means that they have to do a lot of groundwork so that the mentor can get involved in the relevant areas and provide support.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	TUM (Technical University of Munich) Mentoring Classic
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Formal Program
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and Education, networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The goal of the mentoring program is to provide students with competent alumni who can accompany them on their way into the job world and answer important questions that arise during this process.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Unknown.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, reginal, national and/or European level.	The offer applies to students and alumni of TUM.
CONTEXT	What is the context (initial situation) and challenge being addressed?	The practical experience of established Alumnis should help young students to enter the working world more easily. In this way, students learn first-hand which skills are required in practice and can prepare themselves accordingly.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Students from the 3rd bachelor semester onwards, doctoral candidates and alumni of TUM.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	The program is managed centrally by the TUM Alumni & Career Center.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Requests for information can be sent to the following e-mail address: alumniundcareer@tum.de

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Unknown.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	Unknown.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Unknown.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	No comprehensive data available, but exemplary interviews with former mentees and mentors in which the added value of the practice is clearly emphasized. German: https://www.together.tum.de/aktuelles/veroeffentlichungen/2015/04/24/persoenlichkeit-entwickeln/ English: https://www.together.tum.de/en/aktuelles/veroeffentlichungen/2015/05/22/develop-your-personality/

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	The programme will be continuously evaluated. However, the evaluation takes place internally, and unfortunately the results were not visible.
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organizational problems d) level of reactions and mistrust?	

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LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Sufficient qualified mentors as well as qualified administrative staff must be available to successfully implement the programme. If funding is not provided through the university's budget, it must be secured externally.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The extent to which the programme objectives have been achieved so far can only be guessed at. There is much to suggest that the programme is highly effective, as it is a multi-annual programme. Clear advantages of this programme are that the mentors have a thorough knowledge of the university environment in which the students are working and therefore also know the capacities and processes of the students. This gives them the decisive advantage of defining precise approaches to help the students develop their everyday life and skills in order to develop a profile that will be interesting for a potential employer.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Unknown.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The concept should be easily transferable to other educational institutions, provided the above conditions are met.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to transfer.

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5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	No.
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	German: https://www.together.tum.de/engagement/erfahrung-wissen/mentoring/ English: https://www.together.tum.de/en/commitment/knowledge/mentoring/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	-

Best Practice #16- Warsaw School of Economics Monitoring Programme

The **Warsaw School of Economics Monitoring Programme** is organised by the Centre for Career and Alumni Relations and the Think Tank of the Student Government in cooperation with the community of Student Organisations (Student Scientific Circle of Finance and Macroeconomics, Student Scientific Circle of Consulting, Student Scientific Circle of Business, Student Scientific Circle of Foreign Affairs of Warsaw School of Economics, Student Scientific Circle of Marketing).

It **aim**s to support the development of talented students and to help them consciously plan and carry out their own professional path, by building relations with SGH graduates (mentors), who, by sharing their knowledge and experience, accompany students (mentees) in the development process.

The partners are successful graduates of SGH and their companies. **The Mentoring Programme is financed with own resources of the university.**

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The programme is addressed to outstanding students of the Warsaw School of Economics, in particular students in their final year of undergraduate studies and both years of graduate studies (mentees), as well as graduates who have achieved professional success measured by high position and authority in their working environment (mentors).

The specificity of this programme is that both students and graduates are recruited. There is a requirement for the involvement of students as mentee and graduates as mentors to submit an application form in order to get approved for the program.

In the role of mentors there are people who have at least 10 years of professional experience or 5 years of experience in running their own business after graduation from SGH, or who have at least a PhD degree and a minimum of 5 years of scientific and/or didactic experience after defending their PhD. Managerial experience is preferred.

The programme includes:

a) Participation of mentees in individual meetings, mentoring and coaching sessions with their mentors;

b) Job-shadowing - meetings in the mentor's company, spending one day with the mentor in the workplace;

c) Training courses, thematic workshops and meetings for mentors;

d) Training and thematic workshops and meetings for mentees (entrepreneurship, marketing, business consulting, communication, diplomacy).

e) A joint start and end celebration for all participants.

An important element of the Mentoring Programme is the selection of Mentor-Mentee pairs, so that the best possible match can be made between the needs and expectations of the student with the support offered by the graduate assigned. Mentoring takes place through a minimum of 2 joint general meetings (at the beginning and at the end of the programme), introductory meeting in order to help them integrate and a minimum of 5 individual meetings in pairs. Individual sessions last about 1 hour each.

SGH Mentoring Programme is implemented as successive closed editions:

- First edition of the academic year 2017/2018

- Second edition of the academic year 2018/2019

- Third edition of the academic year 2019/2020.

The mentoring program has evolved from edition to edition in the results of the evaluation. In the first edition, support was provided in the form of thematic workshops selected by mentees. The mentors themselves held a series of meetings in order to develop a common approach to mentoring. The final stages were meetings in monitoring pairs. In the second edition, the division into thematic paths was abandoned and more importance was given to workshops and training for mentors and mentees.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	SGH Mentoring Programme
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring programme
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	SGH Mentoring Programme aims to support the development of talented students and help them consciously plan and carry out their professional path, by building relations with SGH graduates (mentors) who, by sharing their knowledge and experience, accompany students (mentees) in the development process.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Implementation of the mentoring programme: - First edition of the academic year 2017/2018 - Second edition of the academic year 2018/2019 - Third edition of the academic year 2019/2020. The third edition is implemented according to the schedule: 22 October - 4 November: recruitment for the programme

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		15-18 November: information on eligibility of participants
		03.12.2019 Beginning of the third edition of the SGH Mentoring Program
		19.12.2019 Mentors' Workshop (17:30 - 20:30)
		19.12.2019 Mentees' Workshop (17:30 - 20:30)
		09.01.2020 First Joint Meeting of Mentors and Mentees
		05.02.2020 "Training on request" Mentors
		25.03.2020 Supervision Session of Mentors
		24/25/26.03.2020 Development Workshop for Mentees
		22.04.2020 Second Joint Meeting of Mentors and Mentees
		03.06.2020 Completion of the third edition of the SGH Mentoring Programme
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is horizontal and is implemented at the Warsaw School of Economics (SGH).
CONTEXT	What is the context (initial situation) and challenge being addressed?	Thanks to the programme distinguished students have a chance to receive: - support and recommendations in choosing the right career path - building relationships with a mentor who has a wealth of experience that can become an inspiration - development in selected areas through participation in workshops and training courses - building relationships with the best students and graduates of SGH.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The program is aimed at: - distinguished students of the Warsaw School of Economics, in particular students in their final year of undergraduate studies and both years of graduate studies (mentees). - graduates who have achieved professional success measured by high position and authority in their working environment (mentors). Each edition of the programme was attended by:

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		- First edition of the academic year 2017/2018 - 62 mentees and 62 mentors - Second edition of the academic year 2018/2019 - 68 mentees and 68 mentors - Third edition of the academic year 2019/2020 - 68 mentees and 68 mentors.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Implementing instruction: Warsaw School of Economics (Poland) Programme organisers: - Career and Alumni Relations Centre. - SGH Student Council and its Think Tank - Scientific circles (Student Scientific Circle of Finance and Macroeconomics, Student Scientific Circle of Consulting, Student Scientific Circle of Business, Student Scientific Circle of Foreign Affairs of Warsaw School of Economics, Student Scientific Circle of Marketing). Partners: - graduates of SGH and their companies.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	CONTACT FOR MENTORS: Career and Alumni Relations Centre mentoring@sgh.waw.pl (22) 564 94 72 CONTACT FOR THE MENTEES: mentoring@samorzadsgh.pl https://ssl-administracja.sgh.waw.pl/pl/ckirza/mentoring/Page/default.aspx

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Mentoring programme methods a) participation in individual meetings, mentoring and coaching sessions with their mentors. b) job-shadowing - meetings in the mentor's company (spending one day with the mentor in the workplace). c) training and thematic workshops, both for mentors and mentees. d) a joint start and end celebration for all participants.

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Everyone involved in the mentoring programme benefits from it:

(a) SGH:

- manages talents both at university level and among graduates.

(b) Mentors:

- establish contacts with the young generation of ambitious and successful students

- build relations and integration among the best graduates of SGH

- gain experience and develop skills as mentors

- self-realisation is the area of sharing one's own knowledge and experience and supporting others in their development.

c) Students (mentees)

- establish contacts with successful graduates

- have opportunity to use a mentor's career as a good practice and model

- are able to consciously plan and realise their career path

- contact mentors as potential employers.

RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The mentoring program results from the analysis of SGH's development needs and the strategic development goals of the University in the area of talent management.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	It is financed with own resources.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The programme website contains positive comments from participants indicating the benefits they have gained as a result of participation in the programme. The implementation of the 3rd edition indicates the usefulness of such a mentoring programme not only in the context of students' needs but also in connection with the needs of university development and cooperation with the business community represented by successful graduates. A programme is also a tool for developing mentoring competences of SGH alumni. The programme is validated through reporting in the Mentoring Programme: a. During the programme period - a short mentor's and mentee's note summarising the activities undertaken and forwarded to the organisers (min. 1 every 2 months).

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		b. At the end of the programme - completion of the evaluation questionnaire.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	The evaluation of the mentoring program includes: a. During the programme, a short mentor's and mentee's note have beeen submitted summarising the activities undertaken and forwarded to the promoter (at least once every 2 months). b. Filling in the evaluation questionnaire at the end of the programme.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Ongoing and final evaluation.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	The evaluation results are visible through the comments of the participants. They are positive, and some even enthusiastic.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	No details provided.
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key rationale and conclusions from the good practice: - Recruitment of mentors among successful graduates and definition of specific requirements for mentors; - Recruitment of mentees among students who have distinguished themselves in the last year of first-cycle studies and two years of second-cycle studies; - Working exclusively in pairs (1 mentor - 1 mentee); - Separate meetings of the mentor and mentee groups; - Integration meetings opening and closing the mentoring programme; - An initiative of the university community and involvement of local government and student circles; - Lack of involvement of academic teachers as mentors.

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4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favourable conditions: - the activity of student circles and student organisations at universities; - selection of business mentors from among SGH graduates who have achieved success; - maintaining contacts with graduates as evidenced by the name of the organisational unit of the Centre for Career and Alumni Relations.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The programme is based on the creation of an individual mentoring relationship between the mentoring parties. This is an important part of the learner's acquisition of desired qualities and perception of the value of the profession he or she is learning. The programme is aimed at personal and professional development in an individualised manner. The annual evaluation of the programme allows for its evolution and improvement. A special value of the programme is the role of mentors played by successful SGH graduates.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Started in 2017/2018 academic year, the programme has continued its operation in the following academic years as well. Currently, it is in its third edition.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The program is specific and requires relationships with graduates who have achieved professional success and are willing to share their viewers and experience as mentors. The way the program is implemented and its assumptions can serve as an example to adapt or develop mentoring programs.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, adaptable on condition that relations with graduates exist.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything	No

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	else have been created and developed as a result of identifying the good/ best practice?	
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	Polish: https://ssl-administracja.sgh.waw.pl/pl/ckirza/mentoring/Strony/default.aspx
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	None

Best Practice #17- TSL Leaders - Competence Development Programme

TSL Leaders - Competence Development Programme was implemented by the International School of Logistics and Transport in Wrocław (Poland). The project was financed from 02.2017 to 01.2020. Implementation costs amounted to PLN 562 325.

The aim of the programme was to improve competencies relevant for employers in the areas of communication, professional development, entrepreneurship, IT and the Analytical Department, of at least 150 students by participating in certified training, workshops with employers, workshops and project activities, including those conducted in cooperation with employers and study visits.

The programme was addressed to first and second-degree students in logistics. The programme included a wide range of support tools selected individually and corresponding to the needs of employers and the interests of participants.

The participants gained knowledge about their competence gap and drew up a balance of competences with a career counsellor.

Within the framework of dedicated modules, participants obtained an increase in general and professional and specialist competencies confirmed by external certificates recognised in the labour market and expected by employers.

The added value of participation n the programme was the opportunity to make direct contacts and establish relations between students and companies'representatives cooperating in the implementation of the programme as mentors and to get to know the work environment, including interpersonal relations with potential collaborators.

The programme was multidimensional, as it included specialist courses, language and vocational courses to improve specialist competences in the industry, meetings with

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entrepreneurs, workshops and visits at companies to facilitate the transition from studying to employment, simulation games to develop teamwork, creative and strategic thinking.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	TSL Leaders - Competence Development Programme
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Programme of development of competencies relevant to employers
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Complex swirling program: (a) training/workshops in areas of: communication, professional development, entrepreneurship, IT, Analytical Department. (b) study visits (c) meetings with business practitioners (d) workshops in enterprises
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The project aims to improve competencies relevant for employers in the areas of: communication, professional development, entrepreneurship, IT, Analytical Department. Tasks: - drawing up a balance of competences and identifying gaps in competences - selection and targeting of the most appropriate forms of support - participants' participation in necessary forms of support - documenting and measuring changes in participants' competences - provide feedback on the results of the participant's participation in the project.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Programme implementation period: February 2017 to January 2020. Work plan: - Case study 11.2019-12.2019 - 12 hours. - IT workshop AnyLogic II 11.2019-01.2020 - 30 hours. - Lectures by practitioners 11.2019-12.2019 - 10 hours. - Case study schedule 03.2019-05.2019 (40h)

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- Certified TELC training in English at B2 level 03.2019-06.2019 - 120 hours.
- Business English workshops 02.2019 - 60h
- Simulation games 11.2018-12.2018 - 10 hours.

Workshops shaping competencies such as strategic thinking, negotiation, decision making, teamwork, effective communication, setting and achieving goals, managing yourself over time.

- Intercultural workshops 03.2019 - 4 hours.

Workshops on the impact of cultural differences (e.g. perception of time, hierarchy) on business relations; the specifics of effective communication and acting in contact with foreign partners, especially in remote working conditions. Working methods, including individual and group work, case studies, exercises, discussions, role-playing.

- Chartered Insitute of Logistics and Transport (CILT) 03.2019 - 24 hours.

Workshops accredited by the most important international organisation for TSL professionals, conducted by trainers from the UK in English and covering the following areas: Process Management Data; The Supply Chain Awareness Game; Effective Manufacturing.
- Certificate of Professional Competence for Transport Managers in Road Haulage 01.2019 - 30 hours.

The course is a preparation for the state examination before the Motor Transport Institute for obtaining a road transport operator's licence.

- Certified training „Safety Advisor ADR 2019" - 44 hours.

Preparatory course for the road transport safety advisor qualification exam.

- Workshops in enterprises 2019 - 24 hours.

Workshops enabling the use of theoretical knowledge in practice, in a professional environment.

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- Study visits in companies 2019 - 8 hours.

Study visits to regional logistics centres to learn about the functioning of model logistics processes.

- Design classes with employers - case study 03.2019-06.2019 - 40 hours.

Workshops with practitioners to work out the best solutions.

- Trans-Edu transport exchange - simulation game 05.2018-06.2018 - 34 hours.

A simulation game in the operational and financial management of the transport fleet.

- A course completed with IPMA Certificate - Student 04.2019-06.2019 - 30 hours.

The course covers project management.

- IT workshop AnyLogic 10.2018-01.2019 - 30 hours.

Workshops on multi modelling and simulation creation.

- IT workshops MS Excel - a course for advanced ones 03.2019-04.2019 - 30 hours.

Workshops on forecasting skills for business plans, creating financial analyses, sales analyses.

- IT Workshop SQL 2018-2019 - 30 hours.

Workshops devoted to getting acquainted with the construction of a data warehouse, structures and SQL query formulation based on presented requirements.

- IT workshop SAP ERP 04.2019-05.2019 - 40 hours.

Workshops on learning about logistics processes using SAP ERP: materials management, sales and distribution, transport management.

- Workshops on entrepreneurship 2019 - 12 hours.

Workshops covered topics such as: self-presentation, motivation and goal-orientation; organization of own

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		business; creative problem-solving; integration in the team. - Meetings with business practitioners 2019 - 10 meetings. Meetings devoted to problems, challenges and insights in the area of entrepreneurship. - Study visits 2018-2019 - 8 -16 hours. Visits to business incubators as places to create and develop innovative business ideas.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is aimed at supporting students of the International College of Logistics and Transport in Wrocław (Poland).
CONTEXT	What is the context (initial situation) and challenge being addressed?	Reduction of barriers to labour market access or, as appropriate, elimination of the competence gap in the transition from education to employment in the context of employers' needs.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	Minimum 150 students of the International College of Logistics and Transport in Wroclaw (Poland) who are in the course of one of the last two semesters of education, in first or second degree studies of Logistics or Transport.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Organization implementing the good practice: International College of Logistics and Transport in Wrocław Partners: - business representatives - transferring their experience, knowledge and skills - logistics centres - providing solutions for modern and practical functioning of logistics centres as future workplaces - entrepreneurship incubators - getting to know the functioning and offer of infrastructure supporting the impression of innovation and development of entrepreneurship - trainers providing language classes and specialised shaping and developing specialist and general skills.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	International College of Logistics and Transport in Wrocław Sołtysowicka Street 19 B, 51-168 Wrocław People responsible for recruitment: Dagmara Migodzińska-Fanderowska Tel: (71) 324 68 42, ext. 173 e-mail: dmigodzinska@msl.com.pl Contact the Project Office:

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	- Workshops - Training - Simulation games - Meetings with business representatives - Study visits - Courses and specialist training.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The project was preceded by an analysis of the needs of students and institutions
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	Funding from the National Centre for Research and Development Funding for the period 2017-2020: Total cost PLN 562 325 Co-financing from the POWER Operational Programme PLN 545 455.25
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The good practice has been confirmed by users who have completed ex-ante and ex-post evaluation questionnaires. An additional form of evaluation was the level of passability confirmed by external certificates.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	Ex-ante and ex-post surveys Indicated balance of competences developed together with the career counsellor.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Impact assessment on termination of a participant's participation in a project.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	Students' expectations of the programme have been largely met. The number of meetings between mentors and students were sufficient, and the students benefited in several areas concerning their studies or professional orientation.

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IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	No problems
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key premises and conclusions from the good practice: - competency gap study - development of a competency balance with a professional advisor - modular structure of the support programme - choice of support that meets the needs of employers and the interests of the participants.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favourable conditions: - Cooperation within the programme between higher education institutions and industry development institutions (incubators), companies as future employers, executives and managers of companies as future recruiters and superiors. - Having the programme financed (in the case of the EU measures concerned). - Having a network of contacts to facilitate the acquisition of stakeholders to cooperate in the programme. - Examining the competence gap and targeting the shares to close the gap in terms of the needs of employers and the interests of the participants. - Examination of the effectiveness of the programme.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The study of the competency gap and the effects of participation in the programme allows measuring measurable benefits for the participants. The value of participation in the programme is the opportunity to acquire competencies declared by external standardised certificates recognised on the labour market and valued by employers. The real benefit is: - familiarising with the realities of the workplace, the solutions applied at the study stage as an element facilitating the transition from the study stage to the work stage; - obtaining competencies expected in the industry, declared by certificates - gaining recognition among potential employers.

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SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	Programme completed during the evaluation. Positive experience and the first, preliminary evaluations during the implementation have prompted the universities to develop programmes based on the available EU funding for other fields of education.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	A great value of the programme is to examine the competence gap and to adjust the scope of support to the identified gaps in the context of employers' needs and participants' interests. This approach is universal and should be used in designing monitoring programmes. The program should have a modular structure that allows the selection of support on the basis of the competency gap study. In the programme, it is intended that part of the programme be carried out by mentors with industrial experience (experience in the labour market).
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, relatively easy to adapt

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	No
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.mwsl.eu/liderzy-tsl-program-rozwoju-kompetencji
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	

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Best Practice #18- Mentoring program of the Silesian University of Technology

The **mentoring program of the Silesian University of Technology** has been implemented since 2017/2018 academic year until nowadays. Coordinator of the programme is the Department for Students and Education. Supervision over the programme implementation is executed by the Vice-Rector for Students and Education. The programme is financed with the university's own resources.

The aim of the programme is to develop the intellectual potential of the best secondary school students while supporting their personal development and preparation for their first employment.

The programme is addressed to students of all faculties and goes through the whole period of first-degree studies. Secondary schools graduates can apply for the programme, if they:

- have obtained 100 points on the written part of the secondary school leaving exam on the extended or bilingual education level (including the laureates of the Olympics) or constituted no more than 3% of the persons who took the written part of the secondary school leaving examination on the extended or bilingual education level and obtained at least 85% of the points possible to obtain;

- are the first-degree winners of the "For the Gold Index of the Silesian University of Technology" competition, the year in which the certificates of maturity were obtained.

The mentoring program is implemented by:

a) academic teachers, who have been prepared to perform this function by participating in a specialist training course organised by the Silesian University of Technology and who are distinguished by: high level of expertise; teaching and educational skills; knowledge transfer; ability to motivate people to work; ability to cooperate. Academic teachers, who act as mentors, receives task allowances.

(b) mentors from industry acting as additional (auxiliary) mentors. These can be managers of the companies cooperating with the Silesian University of Technology. They

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have to possess high level of expertise; ability to convey knowledge; ability to motivate participants to work; ability to cooperate.

The mentoring programme includes:

(a) individual career guidance and coaching;

(b) training in soft skills development and personal development in the following areas:

 - efficient communication

  - time management

 - teamwork

 - stress management training

 - motivation and emotion management

 - creative problem solving

 - business etiquette.

(c) supporting the mentoring process through access to an educational and social platform that supports communication between the participant and the mentor and enables contacts between all participants and programme tutors.

(d) expert lectures, converted rooms, discussion panels;

e) paid research and development internships in cooperation with companies collaborating with the Silesian University of Technology;

(f) specific language training (technical language, public speaking, creation of application documents);

g) business trips abroad to partner higher education institutions in order to implement a teaching programme;

(h) enabling studies as part of an individual study programme from the first semester of study.

The process of determining the scope of support shall include:

1. Applying for participation in mentoring and submitting a card with expected forms of support in the Mentoring Programme and a questionnaire specifying the profile of the participant.

2. Establishing a mentor for each participant.

3. Determining the forms of support by the mentor for a given academic year on the basis of complex forms and matching them with the needs and interests of the participant identified by the mentor.

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4. Implementing the programme in a given academic year.

5. Establishing support for the next academic year.

6. Implementation of the support programme in the next academic year.

Evaluation of the mentoring program includes:

- submission of validation questionnaires by participants;

- analysis of questionnaires in order to assess the impact of the mentoring programme on the participant's development;

- validation of the results obtained.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Mentoring programme of the Silesian University of Technology
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring programme
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education, mentoring and networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The objective of the programme is to develop the intellectual potential of the best secondary school students while supporting their personal development and preparation for their first employment. Under the programme, participants may take advantage of additional forms of support, including participation in activities prepared by the university aimed at acquiring new competencies and developing their scientific potential.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Programme implementation period: Students participating in the mentoring programme are involveved in the programme activities for the entire duration of their first degree studies. The program began in 2017/2018 academic year and is still ongoing.

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Work plan:

1. Applying for participation in the programme, submitting a card with expected forms of support in the Mentoring Programme and a questionnaire specifying the profile of the participant.
2. Establishing a mentor for each participant.
3. Detrmining the forms of support by the mentor for a given academic year on the basis of complex forms and matching them with the needs and interests of the participant identified by the mentor.
4. Implementing the programme in a given academic year.
5. Establishing support for the next academic year.
6. Implementing the support programme in the next academic year.

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LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is aimed at supporting students of first degree studies at the Silesian University of Technology (Poland) throughout their studies.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Increased capacity for scientific development of the most talented students and preparation for the first job.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The programme is addressed to the best secondary school graduates who take up first degree studies at the Silesian University of Technology. Graduates, who can apply for participation in the programme, should: - have obtained 100 points on the written part of the secondary school leaving examination on the extended or bilingual education level (including the laureates of the Olympics) or constituted no more than 3% of the persons who took the written part of the secondary school leaving examination on the extended or bilingual education level and obtained at least 85% of the points possible to obtain, - be the first-degree winners of the competition "For the gold index of the Silesian University of Technology", the year in which the certificates of maturity were obtained.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Organization implementing the programme: The Silesian University of Technology in Gliwice (Poland)

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		Partners: - companies cooperating with the Silesian University of Technology; - foreign universities are cooperating with the Silesian University of Technology.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Mentoring programme of the Silesian University of Technology https://www.polsl.pl/mentoring/Strony/kontakt.aspx The coordinator of the mentoring programme for the best secondary school graduates undertaking studies at the Silesian University of Technology is the Studies Service Centre. Study Service Centre Akademicka Street 2A, room 278, 279, 280 44-100 Gliwice tel. 32 237 23 30, 32 237 17 58, 32 237 19 87, 32 237 23 62 e-mail: rd1@polsl.pl

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	Mentoring programme methods: (a) individual career guidance and coaching (b) training in soft skills development and personal development (c) an education and social platform, supporting communication between the participant and the mentor and enabling contact between all participants and programme tutors (d) expert lectures, converted rooms, discussion panels e) paid research and development internships in cooperation with companies collaborating with the Silesian University of Technology (f) specific language training (technical language, public speaking, creation of application documents) g) study visits abroad to a partner higher education institution in order to implement the teaching programme (h) an individual study programme from the first semester of study.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The mentoring programme results from the analysis of the development needs of the Silesian University

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		of Technology and strategic development goals of the university.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	It is financed with own resources.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The good practice has been confirmed by users who filled in evaluation questionnaires assessing the mentoring process and the ongoing implementation of the mentoring programme. Positive feedback from the programme and the results obtained make the programme continues. The evaluation process includes: - submission of validation questionnaires by participants; - analysis of questionnaires in order to assess the impact of the mentoring programme on the participant's development; - validation of the results obtained.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	The impact is assessed through the analysis of periodic evaluation questionnaires. The mentoring process and the implementation of the mentoring programme are assessed.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Current and final evaluation.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	The continuation of the programme and its financing with its own resources reflect the positive evaluations.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	N/A
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key rationale and conclusions from the good practice: - preparation and selection of mentors combined with their training;

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		- starting the programme during the first year of studies and continuing it throughout the whole period of the first degree programme; - profiling needs by the mentor and directing support according to the needs and interests of the participant; - involving mentors to support industry staff; - allowing for individual support selection; - researching the effectiveness of the support and the whole programme through evaluation; - ensuring adequate working time for the mentor with the mentee by clearly defining how the mentor's working time is accounted for; - horizontal nature of the mentoring programme covering all fields of study; - annual design of the scope of mentoring; - correlation of mentoring with the needs and interests of the participants.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favourable conditions: - starting the programme from the first year of studies; - profiling mentoring with needs and interests; - cooperation with industry and other research centres; - horizontal nature of the programme and the establishment of a high level of university management (supervision by the Vice-Rector).
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The programme is based on the creation of an individual mentoring relationship between the mentoring parties. This is an important part of the learner's acquisition of desired qualities and perception of the value of the profession he or she is studying for. The programme is aimed at personal and professional development in an individualised manner, and its annual evaluation allows for appropriate targeting of the participant's development and selection of support elements for this purpose. Benefits occur on an individual and institutional level. The student undergoing mentoring develops his/her professional and personal potential by matching the support to his/her needs and interests. The university

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		conducting the programme prepares high-quality students as future staff, including identifying candidates with predispositions for a scientific career.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The program has been implemented since 2017/2018 academic year and continued in the next academic years.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The program can be easily adapted by other universities. The way the programme is implemented and its assumptions may serve as a model for the adaptation or development of mentoring programmes.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	5, easy to adapt

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	**No**
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.polsl.pl/mentoring/Strony/Witamy.aspx
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	N/A

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Best Practice #19 - Lower Silesian University Mentoring Programme

Lower Silesian University Mentoring Programme is implemented in successive editions: first edition in the 2018/2019 academic year and the second edition in the 2019/2020 academic year. **The program is financed with the university's own resources.**

Coordinator of the programme and sole implementation body of the prois the Career Office, which is at the same time an independent programme promoter.
The partners are representatives of companies and businesses from the university's environment.

The aim of the programme is to enable the students to get to know the specifics of work in the industry tehy are interested in, to verify their predisposition in relation to market requirements, to clarify their preferences and expectations with regard to future work. Individual contacts with the Mentor is also supposed to have a positive impact on the students' personality, encourage further personal development, show what professional maturity is and what is important in creating a career path.

The programme is addressed to third-year students of first-cycle studies and second-cycle students. These students should have an interest in participating in the programme, be available and motivated to act in favour of their own development.

Mentors are representatives of companies and businesses cooperating with the university. Mentors are specialists with high professional competences who want to share their knowledge and experience with the students. A mentor is an open, trustworthy person who is a role model, characterized by empathy and high interpersonal competences. The participation of mentors in the programme requires submitting an application form and qualifying for participation.

The specificity of this programme is that both students and graduates are recruited. The condition for students' participation as mentee and graduates as mentors is to submit an application form and qualify for the programme.

An important element of the mentoring program is the selection of Mentor-Mentee pairs so that the best possible match can be made between the needs and expectations of the student with the support offered by the assigned graduate. Mentoring takes place through a minimum of 5 individual meetings in pairs, participation in job shadowing and a meeting at the end of the programme.

The usefulness and effectiveness of the programme are confirmed by the continuation of its implementation.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Lower Silesian University Mentoring Programme
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	**Mentoring programme**
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education, mentoring and networking
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The programme aims to enable the students to get to know the specifics of work in the industry they are interested in, to verify their predisposition in relation to market requirements, to clarify their preferences and expectations with regard to future work. Individual contacts with the Mentor is also supposed to have a positive impact on the students' personality, encourage further personal development, show what professional maturity is and what is important in creating a career path.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Implementation of the mentoring programme: The programme was launched in the academic year 2018/2019 and continues in the following year. The programme included: Start-up Workshops for Mentors Start-up Workshops for Mentees Joint meeting of Mentors and Mentees - minimum 5 meetings Summary meeting.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is horizontal in nature and includes motivated DSW students who are interested in participating in the programme.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Students who submit an application form are interviewed and qualified to: - get individual sessions with a mentor; - participate in job shadowing;

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		- increase their professional maturity for the transition from education to employment.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The program is aimed at: - Third-year students of first-degree; - students of second-degree studies. These students should have an interest to participate in the programme, be available and motivated to act in favour of their own development. No data on the number of participants is available.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Organization implementing the programme: Lower Silesian University Programme organisers: - Career office Partners: - Companies collaborating with the university.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Career Office Strzegomska 55 - room 413 Tel: +71 355 14 38 E-mail: biuro.karier@dsw.edu.pl https://www.dsw.edu.pl/wspolpraca-z-biznesem/program-mentoring

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	The Mentoring programme methods: a) participation in individual meetings, mentoring sessions with their mentors; b) job-shadowing - meetings in the Mentor's company; c) summary of participation in the mentoring programme including a summary of the achievement of the objectives of participation in mentoring. The benefits of the mentoring programme are enjoyed by everyone involved in the programme: Mentee - student: - getting to know the world of work "from the inside" (industry, positions, working environment); - learning about environmental competence; - establishing professional contacts; - personal development - increase in interpersonal skills; - verification of one's own ideas about work, position, industry, one's own competences in relation to the planned career path;

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		- strengthening self-esteem, confidence in one's own abilities; - exchange of views, experiences; - acquiring professional maturity (punctuality, self-discipline, responsibility); - verification of professional objectives based on the experience gained; - conscious professional decisions. Mentor: - personal development; - practical use of their professional experience; - looking at their work from a different perspective (reflecting on yourself and your work); - a new challenge and experience; - establishing new professional contacts; - increasing social motivation. Companies participating in the programme: - building a positive image of the company in the academic environment; - building the image of a socially responsible company; - creating positive personnel marketing; - knowing the potential of students; - gaining opportunities to participate in an innovative Career Offices project.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The mentoring programme results from the analysis of DSW development needs and the strategic development goals of the university in the field of non-formal practical education..
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	It is financed with own resources.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The positive aspect of the programme is proved by its continuation in the following academic year. The website does not contain information about the validation of the mentoring programme.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	The website does not contain information about the validation of the mentoring programme.

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IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	The assessment is made as a summary of the mentoring in terms of individual achievement of the objectives.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Current and final evaluation.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	The usefulness of the programme is proved by its continuation in the next academic year.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	No details provided.
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key rationale and conclusions from good practice: - recruitment of mentors among the representatives of companies cooperating with the university with appropriate qualifications and experience. - recruitment of Mentees among students at their last year of first-cycle studies and during the two years of second-cycle studies motivated to increase their personal development. - working exclusively in pairs 1 mentor-1 mentee; - lack of involvement of academic teachers as mentors.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favourable conditions: - cooperation with industry and business; - the activity of the organisational unit which corresponds with to and supports students in their professional careers; - an active, open student environment.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The programme is based on the creation of an individual mentoring relationship between the mentoring parties. This is an important part of the learner's acquisition of desired qualities and perception of the value of the profession he or she is learning for. The programme is aimed at personal and professional development in an individualised manner. The programme is continued, which proves its effectiveness and usefulness.

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SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The programme has been implemented since 2018/2019 academic year and continues in the following academic year.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The programme is specific and requires relationships with representatives of companies and business open to new challenges related to the transfer of their experience and professional expertise. The way the programme is implemented and its assumptions can serve as an example to adapt or develop mentoring programmes.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, adaptable on the condition of having relations with representatives of business and enterprises.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	No
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://www.dsw.edu.pl/wspolpraca-z-biznesem/program-mentoring
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	N/A

Best Practice #20- Mentoring Programme of the University of Łódź

The mentoring programme of the University of Łódź is implemented as successive closed editions. Currently (2019/20 academic year), the 7th edition of this program is being implemented. It is attended by 42 mentors and 42 mentees. So far, a total of 222 students and

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75 mentors have participated in the program. The program is financed with the university's own resources.

The coordinator of the programme is the Career Office in cooperation with the Alumni Club, which is also an independent programme organiser. Partners are VIP alumni, who are members of the alumni club. The main objectives of the project are:

- Setting realistic and ambitious professional plans

- Identifying the strengths and weaknesses of the student

- The motivation for career development

- Providing support in the implementation of on objectives

- Gaining knowledge of the labour market and possible ways of development.

The aim of the mentoring program is to develop the knowledge and skills of students at many levels through contacts with mentors, who are graduates of the University of Łódź, who have achieved professional success and have the status of a VIP graduate of the University of Łódź. Mentors are VIP UŁ alumni, who are members of the alumni club and act as mentors, experts who share their knowledge and experience, support students in finding new ways to broaden their qualifications, and indicate the latest trends and directions of development.

The diversity of personalities and a wide range of mentors' competences makes young people receive knowledge and skills on many levels. The role of mentors is assumed by persons holding high positions in leading companies and organizations operating in Poland, such as Accenture, Deloitte, KGHM, Grupa Azoty, Amcor, or PKO BP S.A.

The programme is aimed at the best students at the University of Łódź who will show the highest motivation to participate and act for their own development. The programme is open to outstanding students of all faculties. They must be characterized by high academic performance, social activity, interests, creativity in solving problematic tasks.

Individual contacts with the mentors positively influence students' personality, encourage them to further personal development, show what professional maturity is and what is important in creating their career path. Contacts with VIP alumni as mentors also allow learning about the latest trends and development strategies of companies and industries. The condition

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for students to participate as mentees is to submit an application form and qualify for the program.

The specificity of this program is that both students and graduates are recruited. Students can apply for up to a maximum of 3 mentors, whose profiles are placed on the Career Office website. Applications are sent to the Career Office, which connects students with mentors.

Mentoring takes place through individual meetings with the mentor, and a final meeting to summarize the program.

The usefulness and effectiveness of the programme is evidenced by the implementation of its 7th edition. Mentors and mentees fill in a questionnaire after the program, summarizing the mentoring programme from their own perspective.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Mentoring Programme of The University of Łodź
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring programme
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	Training and education, professional development
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The aim of the mentoring programme is to develop the knowledge and skills of students at many levels through contacts with mentors, who are graduates of the University of Łódź and who have achieved professional success with a status of a VIP graduate of the University of Łódź.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	The mentoring programme continues: The 7th edition of the programme is currently being implemented. Implementation of the 7th edition of the mentoring program:

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		Stage I: In the first step, students get acquainted with the profiles of mentors on the Career Office website. Then, they fill in the online application and send their CV. In the form, they can indicate up to 3 preferred mentors. However, the indication is for informational purposes and does not guarantee that the Mentor will be assigned to the chosen one. Stage II: Based on the application documents submitted, candidates are matched to the individual mentors. In selected cases, candidates may be invited to an interview. The key to the assessment of individual candidates is to justify their willingness to participate in a mentoring project. Additional evaluation criteria include learning outcomes, social activity, interests, creativity in solving problematic tasks. INAUGURATION Joint meeting December 2019. IMPLEMENTATION OF THE MENTORING PROCESS Recruitment results and final mentor pairs were published until 8 December 2019. Duration of the whole mentoring process January 2020 - June 2020.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is horizontal and involves the most talented students of all faculties, who are available and motivated to take part in the project.
CONTEXT	What is the context (initial situation) and challenge being addressed?	The mentoring programme is characterised by: - setting goals and success criteria for mentoring; - active participation in the programme; - pursuing the objectives set; - using the Mentor's feedback; - implementing adopted tasks; - self-assessment of mentees as regards their participation in the programme.

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		Mentoring is accompanied by a package of training and workshops.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The programme is aimed at the best students of the University of Łódź with the highest motivation to participate. In total, 222 students and 75 mentors participated in the 7 editions of the programme. In all 7 editions 42 Mentor-Mentee pairs have taken part so far.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Organization implementing the programme: University of Łódź Programme organisers: - Career Office in cooperation with Alumni Club Partners: - VIP Alumni of the University of Łódź
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Environmental Cooperation Centre University of Łódź 68 Narutowicza Street 90-136 Łódź tel. 42-635-41-76 e-mail: absolwent@uni.lodz.pl OFFICE OF THE CRIMINAL Environmental Cooperation Centre Lumumumby Street 14 Łódź, 90-404 tel. +48 42 665-53-39, tel. e-mail: biurokarier@uni.lodz.pl https://absolwent.uni.lodz.pl/

2. IMPLEMENTATION

METHODOLOGICAL APPROACH	What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc.	The Mentoring programme methods: a) Selection of mentors from among Graduates of VIP ŁU b) Participating in individual meetings, mentoring sessions and mentors-mentees meetings c) Joint summary meeting. Everyone involved i nthe programme benefits from it: (a) UŁ - discovering and developing the potential of the best students

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- increasing the prestige of the university in the academic and business environment.

(b) Mentors:

- developing their interpersonal and coaching skills through their unique relationship with mentees;

- gaining new opportunities and a source of stimulation for their own development;

- being able to put their professional experience into practice;

- impact on shaping the personality of future employees;

- participating in something unique and prestigious;

- Mentor promotion on the website of UŁ.

c) Students

- using the knowledge and skills of outstanding graduates with VIP status of UŁ;

- obtaining the necessary information on the chosen career path, in the chosen professional field;

- verifying their ideas about the selected area of professional work;

- knowing the meaning of the term "professional maturity,";

- increasing their interpersonal skills;

- strengthening self-esteem, confidence in one's own abilities;

- promotion of students among potential employers.

RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The mentoring programme results from the analysis of the development needs of the university and the strategic development goals of the university in terms of the development of its own students, building relations with graduates and the prestige of the university.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	It is financed with own resources.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The programme website contains positive comments from participants indicating the benefits they have gained as a result of their participation in the programme. The implementation of the 7th edition indicates the usefulness of such a mentoring programme not only in the context of students' needs, but also in connection with the needs of the university's development and cooperation with the business community represented by VIP graduates of the University of Łódź. The programme is

		validated by completing an evaluation questionnaire at the end of each edition by mentees and mentors. Mentors cooperate with the organizer on an ongoing basis.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	**Yes**
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	The impact is assessed through the analysis of mentees' and mentors' evaluation questionnaires. In addition, impact assessment is carried out by participants through their comments published on the programme website.
PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Current and final evaluation.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	The results of the evaluation are visible through the comments of the participants. They are positive, some of them even enthusiastic.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	No details.
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key rationale and conclusions from the good practice: - Recruitment of mentors among the graduates of the VIP category gathered in the Alumni Club of the University of Łódź, - Recruitment of mentees from among the best highly motivated students of all fields of study; - Working exclusively in pairs 1 mentor-1 mentee; - Closing meetings of the programme edition; - Implementation of problematic tasks agreed with the mentors.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favorable conditions: - having close relations with the best graduates and formalizing it through the alumni club and giving the status of a VIP Alumni; - the activity of the organisational unit, which corresponds to and supports students in their professional careers;

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		- an active, open student environment.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The programme is based on the creation of an individual mentoring relationship between the mentoring parties. This is an important part of the learner's acquisition of desired qualities and perception of the values of the profession he or she is learning for. The programme is aimed at personal and professional development in an individualised way based on the knowledge and skills of the Mentor who is a graduate of the University of Łódź. The programme has already had 7 editions and is still being continued, which proves its effectiveness and usefulness.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	The 6th edition of the program has already been completed. The 7th edition is in progress.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The programme is specific and requires relationships with graduates and their formalisation. It is necessary to build close relations with graduates who are successful people by creating a graduate club and awarding them with VIP status. The way the programme is implemented and its assumptions can serve as an example to adapt or develop mentoring programmes.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, adaptable provided that a mechanism is created to identify the best graduates and maintain relations with them.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	**No**
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://absolwent.uni.lodz.pl/program-absolwent-vip/mentoring/ https://biurokarier.uni.lodz.pl/27905-2/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	None

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Best Practice #21 - Mentoring Programme of the University of Wrocław

The Mentoring Programme of the University of Wrocław is implemented as successive closed editions. Currently (2019/20 academic year), the 9th edition of this program is under implementation. It is attended by 48 mentors and 69 mentees. The program is financed with the university's own resources.

The coordinator of the programme is the Career Office, which is at the same time an independent programme promoter. The partners are representatives of companies and businesses from the university's environment.

The goal of the program is to develop the potential of mentees by inspiring, stimulating, and leading them to develop their self-awareness as well.

Individual contacts with the mentors are also supposed to have a positive impact on the students' personality, encourage further personal development, show what professional maturity is and how important it is in creating their career path.

The programme is addressed to second- and third-year students of first-cycle studies and second-cycle students. These students should have an interest in participating in the programme, be available and motivated to act for their own development.

Mentors are representatives of companies and businesses cooperating with the university. Mentors are specialists with high professional competences, who want to share their knowledge and experience with the student and have at least 5 years of professional experience. A mentor is an open, trustworthy person who is a role model, characterized by empathy and high interpersonal competences. The participation of mentors in the programme is connected with submitting an application form and qualifying for participation.

The specificity of this program is that both students and graduates are recruited. Students can apply for up to a maximum of 3 mentors, whose profiles are placed on the Career Office website. Applications are sent to mentors who can choose more than 1 mentee.

The condition for participation of students as mentees and graduates as mentors is to submit an application form and qualify for the programme. Mentors participating in previous editions remain in the mentors' pool and do not have to go through the recruitment process to subsequent editions.

Mentoring takes place through a minimum of 5 individual meetings in pairs, and a meeting at the end of the programme summary. Mentors are trained to do so.

The programme of the IX edition included:

- Workshops for mentors

- Workshops for mentees

- Meeting with a career adviser

- Meetings mentor-mentee (minimum 5)

- Group meeting to summarise the programme

The usefulness and effectiveness of the program are confirmed by the implementation of already 9 editions of the programme. Mentors and mentees fill in the evaluation questionnaire after the program, and mentees also fill in the mid-term one.

1. IDENTIFICATION

NAME OF GOOD/ BEST PRACTICE RELATED TO CAREER EXPLORATION	Good/ best practice title	Mentoring Programme of the University of Wrocław
TYPE OF GOOD/ BEST PRACTICE	e.g. methods, formal and informal programmes, initiatives, activities, actions, strategies, policies, curriculum, trainings, etc.	Mentoring programme
CATEGORY OF GOOD/ BEST PRACTICE	e.g. training and education, awareness raising, capacity building, outreach, networking, partnership development, etc.	The programme includes: a) Workshop for mentees and meeting with a career advisor and filling out AC tests b) Participation of mentees in individual meetings, mentoring sessions with their mentors (minimum 5 meetings) c) Joint recapitulative meeting.
AIMS & OBJECTIVES	What are the aims and goals of the good/ best practice (in brief)	The mentoring programme aims to develop the potential of mentees and to support their development.
DURATION	When has the practice started? How long has it lasted? (working plan and timetable, if applicable)	Implementation of the IX edition of the mentoring programme: - Mentors' application for the Programme - 17 September -5 October 2019 - Mentors preparing their biographies - professional profiles 7-13 October 2019 - Posting Mentors' profiles on the Career Office website 21-23 October 2019

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		- Promotion of the Mentoring Program among students of the University of Warsaw continuously - Grouping students with a selected Mentor (all applications are sent to the Career Office) 23 October - 30 November 2019 - Transmission of the Mentors' Application by the Career Office 2-6 December 2019 - Mentors to inform the Career Office whom they invite to the mentoring process by 13 December 2019 - Providing the Career Office with information about qualifying for the Mentoring Program for students 16-18 December 2019 - Training for Mentors January 2020 - Workshop for Mentees and meeting with career adviser/ AC January2020 - Mentor-Mentee meetings (min. 5 meetings) January-May 2020 - Summary of the Mentoring Programme June 2020.
LOCATION/ GEOGRAPHICAL COVERAGE	What is the geographical range of the practice? If it is implemented at local, regional, national and/or European level.	The programme is horizontal and includes students of all faculties in the second and third year of first-cycle studies or second-cycle students interested in participating in the project, available and motivated to act for their own development.
CONTEXT	What is the context (initial situation) and challenge being addressed?	Distinguished students have a chance to get the necessary information about the chosen career path, verify their ideas about the essence of professional work, learn the meaning of "professional maturity." During the meetings, mentors do not impose their opinion and do not give ready answers. They are an inspiration and help meentees to discover their potential, indicate opportunities for development on the basis of successes and failures during their professional career.
TARGET AUDIENCE	Which target group the good/ best practice addresses? What was/is the size of the individuals/groups?	The program is aimed at students of all faculties in the 2nd and 3rd year of the 1st or 2nd-degree studies, interested in taking part in the project, available and motivated to act for their own development. The 9th edition was attended by 48 mentors and 69 mentees.
STAKEHOLDERS AND PARTNERS	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?	Organization implementing the programme: University of Wroclaw Programme organisers:

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		- Career Office
		Partners:
		- companies are cooperating with UWr.
CONTACT DETAILS	Who are the people responsible if in need of more information about the good/ best practice?	Coordinator of the Mentoring Program for Students UWr Email: elzbieta.oleniacz-czajka@uwr.edu.pl Tel: 71/ 375 2134 https://careers.uni.wroc.pl/pl/artykul/program-mentoring/

2. IMPLEMENTATION

| **METHODOLOGICAL APPROACH** | What methods were used during the implementation of the good/ best practice? E.g. training, case study, lesson learned, experiences documentation, manual, guidelines, information or fact sheet, research, arts, etc. | Mentoring programme methods:
a) Training of mentors
b) Participation in individual meetings, mentoring, and coaching sessions with their mentors
c) Job-shadowing - meetings in the mentor's company, spending one day with the mentor on the workplace.
d) Joint summary meeting.

Everyone involved in the programme benefits from it:
(a) UWr
- discovering and developing students' potential.
(b) Mentors:
- developing their interpersonal and coaching skills through their unique relationship with mentees;
- gaining new opportunities and a source of stimulation for their own development;
- putting their professional experience into practice;
- impact on shaping the personality of future employees;
- participate in something unique and prestigious;
- promotion of mentors on the main page of the University of Wrocław.
c) Students
- obtaining the necessary information on the chosen career path, in the chosen professional field;
- verifying their ideas about the selected area of professional work;
- understanding the meaning of the term "professional maturity";
- increasing their interpersonal skills; |

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		- strengthening their self-esteem, confidence in one's own abilities. (d) Companies - building a positive image of the company in the academic environment; - creating positive personnel marketing; - knowing the potential of students; - opportunities to participate in the Lower Silesian Career Office Network project - promotion of the company among students of the University of Wrocław.
RESEARCH PRIOR IMPLEMENTATION	Was any research/ survey conducted prior the good/ best practice implementation?	The mentoring programme was preceded by an analysis of the development needs of UWr and the strategic development goals of the university in the scope of developing its own students.
COST AND FUNDING	Please write the total cost of the practice. Was it funded? If yes, by whom/what agency?	It is financed with own resources.
VALIDATION	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Please provide a brief description of the good/ best practice validation process.	The programme website contains positive comments from participants indicating the benefits they have gained as a result of their participation in the programme. The implementation of the 9th edition indicates the usefulness of such a mentoring programme not only in the context of students' needs, but also in connection with the needs of university development and cooperation with the business community represented by its representatives. The programme is also a tool for developing mentoring competences of business representatives. The programme is validated by filling in a mid-term evaluation questionnaire and is completed by mentees and mentors after the end of a given edition. Mentors cooperate with the organizer on an ongoing basis.

3. ASSESSMENT

IMPACT EVALUATION	Has an impact evaluation been conducted? Yes/No/Unknown	Yes
IMPACT EVALUATION METHODS	e.g. questionnaire, interviews, statistical data, etc.	The impact is assessed through the analysis of periodical and final mentees' and mentors' evaluation questionnaires. In addition, impact assessment is carried out by participants through their comments published on the programme website.

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PERIOD AND/OR PHASES OF IMPACT EVALUATION	e.g. how long after the practice was implemented, how many times, etc.	Current and final evaluation.
RESULTS OF IMPACT EVALUATION	evaluation results (write in bullet points the main results, more extended information may be included in the paragraph for the description)	The results of the evaluation are visible from the comments of the participants. They are positive, some of them even enthusiastic.
IDENTIFIED PROBLEMS/ OBSTACLES	Were there any: a) financial obstacles b) implementation and operational problems c) coordination and organisational problems d) level of reactions and mistrust?	No details.
LESSONS LEARNT	What are the key messages and lessons learned to take away from the good practice experience?	Key rationale and conclusions from the good practice: - Recruitment of mentors among people with a minimum of 5 years' experience with knowledge and communication skills who are specialists on their workplace; - Recruitment of mentees among students of the II and III degree studies and two years of II degree studies motivated to improve their own development; - Working exclusively in pairs 1 mentor-1 mentee; - Training for mentors; - Closing meetings of the programme edition; - Implementation under the joint initiative of Lower Silesian career offices.

4. EFFECTIVENESS

SUCCESS FACTORS	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good/ best practice to be successfully replicated (in a similar context)?	Favorable conditions: - to cooperate with industry and business; - the activity of the organisational unit which corresponds to and supports students in their professional careers - an active, open student environment.
EFFECTIVENESS/ ADVANTAGES	Please describe the effectiveness and actual advantages of the good/ best practice example, e.g. a) extent of goals completion, b) features that highlight its value	The programme is based on the creation of an individual mentoring relationship between the mentoring parties. This is an important part of the learner's acquisition of desired qualities and perception of the value of the profession he or she is learning for. The programme is aimed at personal and professional development in an individualised manner. The programme has already had 9 editions

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		and is still being continued, which proves its effectiveness and usefulness.
SUSTAINABILITY	Has the good/ best practice been sustained further to the initial plan or period? If yes, then how was it sustained?	9 editions of the program have already been completed.
REPLICABILITY AND/OR UP-SCALING	What are the possibilities of extending the good/ best practice more widely - to different thematic and geographical areas? What are the conditions that should be met/respected to ensure that the good/ best practice is replicated, but adapted to the new context?	The programme is specific and requires relationships with representatives of companies and businesses open to new challenges related to the transfer of their experience and professional attitude. The way the programme is implemented and its assumptions can serve as an example to adapt or develop mentoring programmes.
SCALABILITY	On a scale of 1-5 how would assess the ease of transferring the resources? What challenges would need to be overcome in order for this to happen? What are the possible solutions to these challenges?	4, adaptable provided that they have relations with the business and its representatives.

5. AVAILABILITY

RELATED RESOURCES	Are there any training manuals, guidelines, fact sheets, brochures, posters, pictures, videos and audio documents, web sites or anything else have been created and developed as a result of identifying the good/ best practice?	No
URL OF THE PRACTICE	Where is it possible to find the good/ best practice on the Internet?	https://careers.uni.wroc.pl/pl/artykul/program-mentoring/
REFERENCES	Please highlight other sources where the practice is retrievable and/or there are references to it	None

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FINAL REMARKS

As a result of the 21 career exploration practices identified in the Report, the following major conclusions can be done:

1. The best practices have been validated by their replication over the time and the positive feedback received by participants;

2. The majority of best practices identified represent mentoring programs and job fairs. These practices have a high level of replicability thanks to their implementation in several institutions in many countries;

3. The best career exploration practices bring impact to the personal and professional development of all parties concerned: students, universities, stakeholders and businesses, as they enable effective collaboration, networking and capacity building;

4. These practices are a way to bridge the gap between the academic and professional reality by matching the expectations/needs of university students and labour market requirements;

5. Evaluation is mostly done through regular meetings, questionnaires, feedback and follow-ups;

6. The most commonly used categories to support the implementation of career exploration are workshops, training programs, networking and partnership development;

7. Most of the practices have been financed with own resources coming from participation fees;

8. No obstacles/problems have been identified in any of the practices included, and the majority of practices have got high scalability (4 to 5).

Out of the 21 practices included in the Report, 12 will be selected for implementation, experience documentation and improvement based on participants' testimonials (students, university lecturers, employers). This will serve to create the BEGIN Toolbox for Career Exploration Activities as an open educational resource that will be universal and usable by different educational institutions in other countries.

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Implementation of Career Exploration Practices in Italy

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	#1 – Start Point / Employment, Entrepreneurship and Training Fair
Overview of the practice	The practice "Start Point / Employment, Entrepreneurship and Training Fair" addresses several initiatives for professional development, placement, orientation, and experiences sharing to help students to find the right job. In particular they were arranged inside Luiss Business School (LBS) joining students of masters with an innovative program that combined the dimensions of employment, entrepreneurship and training, with new dynamics and partnerships to promote effective entrepreneurship.
Aim of the practice	The aim of "Start Point / Employment, Entrepreneurship and Training Fair" initiatives was a great opportunity to share some entrepreneurship experiences inside a very interested academic community and promote their previous practices. The initiative also aims to establish direct contact between the students and the labour market through the dissemination of opportunities and the development of skills, promoting networking among participants, especially students in the last phases of their learning path to find a job.
Expected outcomes	*Results for students: - to enhance and transfer competencies from study to future entrepreneurs; - to increase knowledge about working rules and entrepreneurship legislation between the participants; - improve the working skills and, especially, tutoring to become entrepreneurs; - building their own orientation and a goal setting approach; - prepare participants to interact in the future with senior entrepreneurs. * Results for employers - involve students and explaining them to understand the role of soft skills and working networking for entrepreneurs; - increasing employees who have the ability to create internal and external interpersonal relations to become entrepreneurs; - promoting the exchange between university placement offices and senior/junior entrepreneurs. *Results for the universities - increase the relation with entrepreneurs and entrepreneurial associations; - improving the masters' student with effective specific skill to facilitate and becoming entrepreneurs;

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	- improving of the prestige of Luiss University as an effective university to learn people and prepare them to become entrepreneurs; - improving the effectiveness of the Career Office and transfer them more competences about entrepreneurship.
Implementation steps	The implementation of good practice will be based on the following steps: 1) Conducting preparatory activities: a) Establishment of the organizational team of "Start Point / Employment, Entrepreneurship and Training Fair" event b) Creating cooperation networks and attracting participants to the event c) Also developing an online scenario and preparation of the event e) Promoting participation among LBS students and employees 2) Testing period – (4 months): a) "Start Point / Employment, Entrepreneurship and Training Fair" event (max 15 participants) b) Arrange a lecture oriented to career orientation and some group works (digitisation, creation of working spaces/worlds and transfer of competences) d) Discussions between the speaker (Luiss Business School Career Orientation and Placement Office director) and participants e) Collecting participants' testimonials and opinions through surveys f) Documenting the event through a video

Implementation timeline	Action	1	2	3	4
	Establishment of the organizational team of "Start Point / Employment, Entrepreneurship and Training Fair" event	x			
	Creating cooperation networks and attracting participants to the event		x	x	
	Developing also an online scenario and preparation of the event	x	x	x	
	Promoting the planned activities among LBS students and by the Career Orientation and Placement Office		x	x	x
	"Start Point / Employment, Entrepreneurship and Training Fair" event			x	x
	Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences)				x
	Discussions between speaker and participants		x	x	x

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Collecting participants' testimonials and opinions through surveys			x	x
Documenting and promoting it by a video				x

If necessary, add more rows and/ or columns

Resources needed	It can be implemented onsite or online. Onsite: classroom equipped with multimedia projector, whiteboard, pens and a camera Online: computer lab with software and Webex platform, camera, whiteboard
Section 2: Description of the Implemented Practice (execution phase)	
Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realization of preparation activities was made mainly online. As a result of the analysis, it has been assumed that the implementation should be carried out using traditional classroom and, during the lockdowns, communication tools used at the University for the training and tutoring processes, in particular the Cisco WebEx platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with several online meeting of interested students with the university staff and the responsible for the implementation of the BEGIN project. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The BEGIN project website and several papers and slides were presented, as well as the rules of use and the method of communication with the academic person responsible for implementation. At the end of the testing, the project responsible must collect a feedbacks report. The formalities of the discussion results collected by the project responsible were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period. *Profile of participants The academics and courses collaborators, the administrative staff and the scientific pairing officer were involved in the implementation of the practice. The participants were students of Luiss Business School Masters and of the last year of degree of Management 16 people in total. * Actions taken

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	Step 1 - Establishment of the organizational team of the "Start Point / Employment, Entrepreneurship and Training Fair" event
	Step 2 - Establishment of the organizational team of "Start Point / Employment, Entrepreneurship and Training Fair" event
	Step 3 - Creating cooperation networks and attracting participants to the event
	Step 4 - Also developing an online scenario and preparation of the event
	Step 5 - Promoting participation among LBS students and employees
	Step 6 - "Start Point / Employment, Entrepreneurship and Training Fair" event
	Step 7 - Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences)
	Step 8 - Discussions between speaker and participants
	Step 9 - Collecting participants' testimonials and opinions through surveys
	Step 10 - Documenting the initiative through photos and a video
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practice's implementation	*Analysis based on stakeholders' feedback* - Strengths: the possibility to strengthen cooperation between education and business. - Weak points: by the online way, it is not possible to eliminate emotional and distance barriers and some goals to bring students together with experts.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are: - its availability through an advanced Luiss classroom and eventually the possibility of implementation without spatial restrictions, - the possibility of onsite contact, - the possibility for the student to learn and discuss in English according to his/her individual subjective needs, - the activities of support are at national and international level. The participants gave positive feedback to Luiss responsible, indicating the practical usefulness of the implemented practice.
Personal Reflections	*Text testimonials* The "Start Point / Employment, Entrepreneurship and Training Fair" program is designed to stimulate participants learn about dialogue and discussions from other perspectives and test social skills in a cooperative and effective way.

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	The importance of elaboration of the needs of the target groups (companies, students, etc.) together the need of elaboration of ideas for the development of common formats and platforms to build bridges that support a successful career start.
	The importance of discussion and acceptance of the decisions about the integration of these ideas into existing or aspired processes in the company and the university. The three workshops are directly related to each other.
	Testimonial suggestions and videos recorded with students.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback*
	There are many approaches and methods. Are there any supporting tools/methods of application and/or a classification considering the importance?
	No further areas for improvement.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimize the impact of these risks (in the case of the Luiss testing, the use of ICT tools available to students and tested by the academic staff to the maximum extent was used),

2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as the awareness of the need to combine studying with career planning,

3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

5. It is advisable to create a wider range of good practices in order to be able to choose a practice which meets the needs and expectations of the student,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. After participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session

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or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database.

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

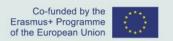| Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**#9 – Career Hive**
Overview of the practice	The practice "Career Hive" addresses several initiatives for professional development, placement, orientation, and experiences sharing to help students to find the right job. In particular they were arranged inside Luiss Business School (LBS) joining students of masters to transfer them methods, informal tips to talk with employers, job presentation initiatives, training on the job activities, actions, strategies, working legislation, policies of employment and support to curriculum writing.
Aim of the practice	The aim of "Career Hive" practice is mainly to support students in the last phases of their learning path, to find a job and establish long-lasting contacts between them with foreign work experience and education and progressive-minded companies operating in Europe, so that they could be encouraged to come back from abroad and find their quality career realization in the home country.
Expected outcomes	*Results for students: - to enhance and transfer competencies from study to workplaces; - to increase knowledge about working rules and legislation between the participants; - improve the working skills and, especially, career orientation; - building their own orientation and a goal setting approach; - prepare participants to interact in teams and groups of workers. * Results for employers - involve students and explaining them to understand the role of soft skills and working networking in companies; - increasing employees who have the ability to create internal and external interpersonal relations to find a better job; - promoting the exchange between university placement offices, professionals and employers.

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	*Results for the university - increase the relation with institutions, job partners and agencies; - improving the masters' student with effective specific skill to facilitate and obtaining a faster employment after graduation; - improving of the prestige of Luiss University as an effective university to learn people and prepare them for the working environment; - improving the effectiveness of the Career Office and the development of placement services.
Implementation steps	The implementation of good practice will be based on the following steps: 1) Conducting preparatory activities: a) Establishment of the organizational team of "Career Hive" event b) Creating cooperation networks and attracting participants to the event c) Also developing an online scenario and preparation of the event e) Promoting participation among LBS students and employees 2) Testing period – (4 months): a) "Career Hive" event (max 15 participants) b) Arrange a lecture oriented to career orientation and some group works (digitisation, creation of working spaces/worlds and transfer of competences) d) Discussions between the speaker (Luiss Business School Career Orientation and Placement Office director) and participants e) Collecting participants' testimonials and opinions through surveys f) Documenting the event through a video

Implementation timeline	Action	1	2	3	4
	Establishment of the organizational team of "Career Hive" event	x			
	Creating cooperation networks and attracting participants to the event	x	x		
	Developing also an online scenario and preparation of the event	x	x		
	Promoting the planned activities among LBS students and by the Career Orientation and Placement Office	x	x		
	"Career Hive" event			x	x
	Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences)			x	x

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Discussions between speaker and participants	x	x	x	
Collecting participants' testimonials and opinions through surveys			x	
Documenting and promoting it by a video			x	

If necessary, add more rows and/ or columns

Resources needed	It can be implemented onsite or online. Onsite: classroom equipped with multimedia projector, whiteboard, pens and a camera Online: computer lab with software and Webex platform, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realization of preparation activities was made mainly online. As a result of the analysis, it has been assumed that the implementation should be carried out using traditional classroom and, during the lockdowns, communication tools used at the University for the training and tutoring processes, in particular the Cisco WebEx platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with several online meeting of interested students with the university staff and the responsible for the implementation of the BEGIN project. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The BEGIN project website and several papers and slides were presented, as well as the rules of use and the method of communication with the academic person responsible for implementation. At the end of the testing, the project responsible must collect a feedbacks report. The formalities of the discussion results collected by the project responsible were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period. *Profile of participants The academics and courses collaborators, the administrative staff and the scientific pairing officer were involved in the implementation of the practice. The participants were students of Luiss Business School Masters and of the last year of degree of Management 16 people in total.

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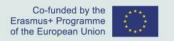|	
	* Actions taken Step 1 - Establishment of the organizational team of the "Career Hive" event Step 2 - Establishment of the organizational team of "Career Hive" event Step 3 - Creating cooperation networks and attracting participants to the event Step 4 - Developing also an online scenario and preparation of the event Step 5 - Promoting participation among LBS students and employees Step 6 - "Career Hive" event Step 7 - Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences) Step 8 - Discussions between speaker and participants Step 9 - Collecting participants' testimonials and opinions through surveys Step 10 - Documenting the initiative through photos and a video
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practice's implementation	*Analysis based on stakeholders' feedback* - Strengths: the possibility to strengthen cooperation between education and business. - Weak points: by the online way, it is not possible to eliminate emotional and distance barriers and some goals to bring students together with experts.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are: - its availability through an advanced Luiss classroom and eventually the possibility of implementation without spatial restrictions, - the possibility of onsite contact, - the possibility for the student to learn and discuss in English according to his/her individual subjective needs, - the activities of support are at national and international level. The participants gave positive feedback to Luiss responsible, indicating the practical usefulness of the implemented practice.
Personal Reflections	*Text testimonials* The "Career Hive" program is designed to stimulate participants learn about dialogue and discussions from other perspectives and test social skills in a cooperative and effective way. The importance of elaboration of the needs of the target groups (companies, students, etc.) together the need of elaboration of ideas for

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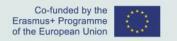|	
	the development of common formats and platforms to build bridges that support a successful career start. The importance of discussion and acceptance of the decisions about the integration of these ideas into existing or aspired processes in the company and the university. The three workshops are directly related to each other. Testimonial suggestions and videos recorded with students.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* There are many approaches and methods. Are there any supporting tools/methods of application and/or a classification considering the importance? No further areas for improvement.

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2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as the awareness of the need to combine studying with career planning,
3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,
4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,
5. It is advisable to create a wider range of good practices in order to be able to choose a practice which meets the needs and expectations of the student,
6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,
7. After participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

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8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database.

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**#12 Making the future visible! Shaping the transition from school to university for prospective and current students**
Overview of the practice	The practice "Making the future visible! Shaping the transition from school to university for prospective and current students" addresses transitions of prospective and current students to work and focuses on practice and research projects. Within the programme, there is the opportunity to participate in discussions in the areas of people management and soft skills valorisation, self-assessments, and career orientation to exchange ideas with other participants. A central role in this event is fulfilled by the moderator, who leads through the program. The target group was composed at Luiss University by students, teachers, company employees and researchers in the human resources field.
Aim of the practice	The aim is the development of the following results: elaboration of the needs of the target groups (companies, students, etc.); elaboration of ideas for the development of common formats and platforms to build bridges that support a successful career start; discussion about the integration of these ideas into existing or working processes in a company and a university.
Expected outcomes	*Results for students: - to enhance and transfer competencies from study to work; - to increase discussion between the participants; - improve the working skills and career orientation; - building their own orientation and a goal setting approach; - prepare participants to interact in teams and groups of workers. * Results for employers - gaining students personal preferences with the importance of cooperation and networking in business contexts; - increasing employees who have the ability to create internal and external interpersonal relations;

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- promoting the exchange between professionals with practical experience and workers.
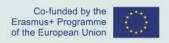

*Results for the university
- the student has a specific skill which facilitates obtaining a faster employment both during the studies and after graduation;
- improving of the prestige of Luiss University as an effective university to learn people and prepare them for the working environment;
- improving the effectiveness of the Career Office and the development of placement services.

Implementation steps	The implementation of good practice will be based on the following steps: 1) Conducting preparatory activities: a) Establishment of the organizational team of "Making the future visible! Shaping the transition from school to university for prospective and current students" event b) Creating cooperation networks and attracting participants to the event c) Also developing an online scenario and preparation of the event e) Promoting participation among Luiss students and employees 2) Testing period – (4 months): a) "Making the future visible! Shaping the transition from school to university for prospective and current students" event (max 15 participants) b) Arrange a lecture oriented to career orientation and some group works (digitisation, creation of working spaces/worlds and transfer of competences) d) Discussions between speaker and participants e) Collecting participants' testimonials and opinions through surveys f) Documenting the event through photos and videos

Implementation timeline	Action	1	2	3	4
	Establishment of the organizational team of "Making the future visible! Shaping the transition from school to university for prospective and current students" event	x	x		
	Creating cooperation networks and attracting participants to the event		x	x	
	Also developing an online scenario and preparation of the event		x	x	
	Promoting participation among LBS students and employees		x	x	

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"Making the future visible! Shaping the transition from school to university for prospective and current students" event		x	x	x
Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences)		x	x	x
Discussions between speaker and participants	x	x	x	x
Collecting participants' testimonials and opinions through surveys				x
Documenting the workshops through photos and videos				x

If necessary, add more rows and/ or columns

Resources needed	It can be implemented onsite or online. Onsite: classroom equipped with multimedia projector, whiteboard, pens and a camera Online: computer lab with software and Webex platform, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realization of preparation activities was made mainly online. As a result of the analysis, it has been assumed that the implementation should be carried out using traditional classroom and also, during the covid-19 lockdowns, communication tools used at the university for the teaching process, in particular the Cisco WebEx platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with several online meeting of interested students with the university staff and the responsible for the implementation of the BEGIN project. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The BEGIN project website and several papers and slides were presented, as well as the rules of use and the method of communication with the academic person responsible for the implementation. At the end of the testing, the project responsible must collect a feedbacks report. The formalities of the discussion results collected by the project responsible were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period.

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	*Profile of participants The academics and courses collaborators, the administrative staff and the scientific pairing officer were involved in the implementation of the practice. The participants were students of the following faculties - management first degree 5 semester, 72 people in total. * Actions taken Step 1 - Establishment of the organizational team of the "Making the future visible! Shaping the transition from school to university for prospective and current students" event Step 2 - Establishment of the organizational team of "Making the future visible! Shaping the transition from school to university for prospective and current students" event Step 3 - Creating cooperation networks and attracting participants to the event Step 4 - Also developing an online scenario and preparation of the event Step 5 - Promoting participation among Luiss students and employees Step 6 – "Making the future visible! Shaping the transition from school to university for prospective and current students" event Step 7 - Arrange a focus group on career orientation, a lecture and some groupworks (digitisation, creation of working spaces/worlds and transfer of competences) Step 8 - Discussions between speaker and participants Step 9 - Collecting participants' testimonials and opinions through surveys Step 10 - Documenting the workshops through photos and videos
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practice's implementation	*Analysis based on stakeholders' feedback* - Strengths: the possibility to strengthen cooperation between education and business. - Weak points: by the online way, it is not possible to eliminate emotional and distance barriers and some goals to bring students together with experts.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are: - its availability through an advanced Luiss classroom and eventually the possibility of implementation without spatial restrictions, - the possibility of onsite contact, - the possibility for the student to learn and discuss in English according to his/her individual subjective needs, - the activities of support are at national and international level.

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	The participants gave positive feedback to Luiss responsible, indicating the practical usefulness of the implemented practice.
Personal Reflections	*Text testimonials The "Making the future visible! Shaping the transition from school to university for prospective and current students" program is designed to stimulate participants learn about dialogue and discussions from other perspectives and test social skills in a cooperative and effective way. The importance of elaboration of the needs of the target groups (companies, students, etc.) together the need of elaboration of ideas for the development of common formats and platforms to build bridges that support a successful career start. The importance of discussion and acceptance of the decisions about the integration of these ideas into existing or aspired processes in the company and the university. The three workshops are directly related to each other. Testimonial suggestions and videos recorded with students.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback There are many approaches and methods. Are there any supporting tools/methods of application and/or a classification considering the importance? No further areas for improvement.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimize the impact of these risks (in the case of the Luiss University testing, the use of ICT tools available to students and tested by the academic staff to the maximum extent was used),

2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as the awareness of the need to combine studying with career planning,

3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

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5. It is advisable to create a wider range of good practices in order to be able to choose a practice which meets the needs and expectations of the student,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. After participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database.

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

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Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**#13 CROSS-CULTURAL MENTORING PROGRAM (CCM)**
Overview of the practice	This practice Cross-Cultural Mentoring program (CCM) is focused to stimulate participants learn about dialogue and feedback cultures from other perspectives and test social skills in a mutual exchange. Thanks to CCM practice it is possible to explain the plurality as an opportunity and it allows to obtain a great potential and several resources for mentors and mentees. It can be better applied in an academic environment as the university obtaining a great value for the teaching of intercultural aptitudes. This allows that so-called professionals with a qualified education and students are brought together to exchange ideas and experiences with each other - as mentors and mentees - both in and outside of their fields of study. The mentoring pairs that will be obtained at Luiss University could be as a cross. The matching is one-to-one: mentors and mentees meet at eye level. The specifics of the students regarding their ethnic and social background are decisive for the matching. Diversity and permeability are considered as far as possible.
Aim of the practice	The aim is matching experiential learning needs and involving students together with mentors from the same subject area. The practice allows also personal consultation opportunities and exchange as well as network meetings.
Expected outcomes	*Results for students: - to increase dialogue between the participants; - improve the working skills; - building their own orientation and a goal setting approach; - prepare them to interact in teams and groups of workers. * Results for employers - gaining employees personal preferences with the importance of cooperation and networking; - increasing employees who have the ability to create internal and external interpersonal relations; - promoting the exchange between professionals with practical experience and workers. *Results for the university

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	- the student has a specific skill which facilitates obtaining a faster employment both during the studies and after graduation; - improving of the prestige of Luiss University as an effective university to learn people and prepare them for the working environment; - improving the effectiveness of the Career Office and the development of placement services.
Implementation steps	The implementation of good practice is done in the following steps: Conducting preparatory activities Establishment of the organizational team of the "Cross-cultural mentoring program" event Creating networks of support and inviting participants to the event Developing a scenario for the organizational aspects of the event Conducting promotion among students and Luiss University experts of human resources management Promotion of the event to external stakeholders Conducting a preliminary testing activity Implementation of "Cross-cultural mentoring program" event Presentation of the mentoring best practices Interview of the invited expert and discussion with the students Collection of comments and references from students and academic staff Documenting the experience through photos and video interviews with students

Implementation timeline	Action				
		1	2	3	4
	Establishment of the organizational team of the "Cross-cultural mentoring program" event	x			
	Creating networks of support and inviting participants to the event			x	
	Developing a scenario for the organizational aspects of the event		x	x	

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Conducting promotion among students, Luiss experts of human resources management and placement		x	x	
Promotion of the event to external stakeholders		x	x	x
Conducting a preliminary testing activity		x	x	
Testing period - 3 months	x	x	x	
Implementation of "Cross-cultural mentoring program" event				x
Presentation of the mentoring best practices				x
Interview of the invited expert and discussion with the students				x
Collection of comments and references from students and academic staff				x
Documenting the experience through photos and video interviews with students				x

If necessary, add more rows and/ or columns

Resources needed	It can be implemented onsite or online. Onsite: classroom equipped with multimedia projector, whiteboard, pens and a camera Online: computer lab with software and Webex platform, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realization of preparation activities was made mainly online. As a result of the analysis, it has been assumed that the implementation should be carried out using traditional classroom and also in case of lockdown, communication tools used at the university for the teaching process, in particular the Cisco WebEx platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with several online meeting of interested students with the university staff and the responsible for the implementation of the BEGIN project.

The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The BEGIN project website and several papers and slides were presented, as well as the rules of use and the method of communication with the academic person responsible for implementation. At the end of the testing, the project responsible must collect a feedbacks report.

The formalities of the discussion results collected by the project responsible were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period.

*Profile of participants

The academics and courses collaborators, the administrative staff and the scientific pairing officer were involved in the implementation of the practice.

The participants were students of the following faculties - management first degree 5th semester, 52 people in total.

* Actions taken

Step 1 - Establishment of the organizational team of the "Cross-cultural mentoring program" event

Step 2 - Creating networks of support and inviting participants to the event

Step 3 - Developing a scenario for the organizational aspects of the event

Step 4 - Conducting promotion among students and Luiss University experts of human resources management

Step 5 - Promotion of the event to external stakeholders

Step 6 - Conducting a preliminary testing activity

Step 7 - Testing period - 4 months

Step 8 - Implementation of "Cross-cultural mentoring program" event

Step 9 - Presentation of the mentoring best practices

Step 10 - Interview of the invited expert and discussion with the students

Step 11 - Collection of comments and references from students and academic staff

Step 12 - Documenting the experience through photos and video interviews with students

Section 3: Evaluation of the Implemented Practice (follow-up phase)

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Strengths and weaknesses of the practice's implementation	*Analysis based on stakeholders' feedback* - Strengths: the possibility to learn how to "match" and "cross" personal, working and professional preferences as well as interests and desired goals. - Weak points: by the online way, it is not possible to eliminate psychological barriers and easily to bring students together with experts of mentoring.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are; - its availability through an advanced Luiss University classroom and eventually the possibility of implementation without spatial restrictions, - the possibility of onsite contact - the possibility for the student to learn and discuss in English according to his/her individual subjective needs - the activities of support are at national and international level. The participants gave positive feedback to Luiss University BEGIN project responsible, indicating the practical usefulness of the implemented practice.
Personal Reflections	*Text testimonials* The "Cross-cultural mentoring program" program is designed to stimulate participants learn about dialogue and discussions from other perspectives and test social skills in a mutual exchange. It is possible to explain the plurality as an opportunity and it allows to obtain a great potential and several resources for mentors and mentees. Testimonial suggestions and videos recorded with students.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* There are many mentoring approaches and styles. Are there any supporting tools/methods of application and/or a classification considering the importance? No further areas for improvement.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimize the impact of these risks (in the case of the Luiss testing, the use of ICT tools available to students and tested by the academic staff to the maximum extent was used),

2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as the awareness of the need to combine studying with career planning,

3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

4. The formal and legal side of organizing good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

5. It is advisable to create a wider range of good practices in order to be able to choose a practice which meets the needs and expectations of the student,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. After participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database,

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

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Implementation of Career Exploration Practices in Poland

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**Gap Year Portugal**
Overview of the practice	Gap Year Portugal is a concept based on exploring many professional experiences such as Academic Experiences Program, Travelling Experiences Initiatives, Internships, and/ or Jobs. They are the NGO responsible for making their country aware of the gap year concept, and their mission is to make the gap year a possibility for all young people in Portugal. They want to show that not everyone has to follow the same path. Gap Year team believes in a "more" generation: more human, more capable, more active, more autonomous, and more aware of the future. To move from plan to practice, they have a team prepared to accompany young people who want to start a phase of discovery - the gap year. The gap year is not a magic formula, and its success depends on planning and personal goals. With 7 years of existence and a team of more than 40 young volunteers, they work for all young people who can choose a year made by them and for them. A year in which they break up the routine and leave their comfort zone. A year in which, by the rules made by themselves and through autonomous choices, they can regain control of their lives and give back to the world what the gap year has taught them.
Aim of the practice	The aim of the placement is to stimulate and guide the student to open up to a different area in which he/she has not yet operated by breaking away from everyday duties for at least a short period of time. This allows the participant to enter new areas and gain new experience and prove himself in a new situation. This is an extremely valuable experience, which builds the ability to respond to changing situations in the real world.
Expected outcomes	*Results for students: - increased flexibility and responsiveness to changing and different environments, - to be better prepared to build their careers independently of the ambiguity and volatility of the world, - gaining practical skills to adapt to a new situation, - getting to know mechanisms and processes conditioning coping with new challenges. * Results for employers - better match between the expectations and needs of employers and the preparation of students - gain employees who will support the company in a changing environment

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	- get employees who have soft skills and are creative and adaptable to a given new situation and challenges, *results for the university - the student has a specific skill which facilitates obtaining a faster employment both during the studies and after graduation, - an increase in the prestige of the WSA as a professional university that equips students with specific soft skills in addition to high quality professional preparation, - an increase in the effectiveness of the Career Office and the development of innovation among its staff.
Implementation steps	The implementation of good practice is done in the following steps: Conducting preparatory activities: Appointment of the "GAP - Do something customized" team Developing an individual scenario for the "GAP - Do something customized" action. Conducting promotion among students and WSA employees. Conducting the testing Testing period - 5 months Running the GAP team on duty - Do something customized." Developing together with the student a scenario of "GAP - Do something customized." Supporting the student in the implementation of the developed scenario of "GAP - Do something customized." During the testing process, the ongoing collection of comments and references from students, staff Documenting the experience through photos and videos with student references Implementation schedule

Implementation timeline	Action	Month				
		1	2	3	4	5
	Appointment of the "GAP - Do something customized" team	x				
	Conducting promotion among students and employees	x	x	x	x	x
	Testing		x	x	x	x
	Running the GAP team on duty - Do something customized"		x	x	x	x
	Developing together with the student a scenario of "GAP - Do something customized"		x	x	x	x
	Supporting the student in the implementation of the developed scenario of "GAP - Do something customized"		x	x	x	x
	ongoing collection of comments and references from students, staff		x	x	x	x
	Documenting the experience through photos and videos		x	x	x	x

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	If necessary, add more rows and/ or columns
Resources needed	It can be implemented offline or online. Offline: room equipped with multimedia, whiteboard, pens Online: computer lab with software and TEAMS platform, camera, whiteboard
Section 2: Description of the Implemented Practice (execution phase)	
Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realisation of teaching activities in the online form, an analysis was made to review the prepared methodology of implementation. As a result of the analysis, it has been assumed that the implementation should be carried out using the communication tools used at the university for the teaching process, in particular the TEAMS platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with an online meeting of interested students with the university employee responsible for the implementation. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The specificity of this good practice was the individual sessions. The aim of the sessions was to stimulate and guide the participant to open up to another area in which he had not functioned so far, breaking away from everyday duties, at least for a short time, which resulted from the conditions of project implementation and the pandemic situation. Thanks to this, he entered new areas and gained new experience and proved himself in a new situation. The good practice sub-site https://wsa.edu.pl/gap-zrob-cos-niestandardowego/ was presented, as well as the rules of use and the way to communicate with the employee responsible for implementation. At the end of the testing, the participants had to prepare a feedback on the developed form by answering the questions: - Assess the usefulness of participation in the implementation of good practices for your professional development - In what way and to what extent do you think the apprenticeships facilitate the combination of studying and the labour market - How and to what extent do you think the measures implemented in the internship could be improved. If so, to what extent? - Share your impressions, observations and opinion on participation in the internship implementation Participants were able to share their perceptions and provide references of good practice through a documented live speech. The formalities of the testing were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period. * Profile of participants

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The Careers Office staff and a researcher were involved in the implementation of the practice.
The participants were students of internal security first degree 2nd semester totaling 12 people.

*Activities undertaken
Step 1 Appointment of the "GAP - Do something customized" team
Step 2 Conducting promotion among students and employees
Step 3 Testing
Step 4 Running the GAP team on duty - Do something customized"
Step 5 Developing together with the student a scenario of "GAP - Do something customized"
Step 6 Supporting the student in the implementation of the developed scenario of "GAP - Do something customized"
ongoing collection of comments and references from students, staff
Step 7 Documenting the experience through photos and videos

Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback* - Strengths: possibility of both online and offline placements, practical dimension, need to go outside the university, building resilience to changing conditions, applicability to universities of different types and sizes. - Weaknesses: lack of
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are; - its accessibility through ICT channels, - the possibility of online contact, - the possibility for the student to choose activities according to their individual subjective needs. The participants gave positive feedback indicating the practical usefulness of the internship - 100% positive feedback.
Personal Reflections	*Text testimonials* Participant 5 - student Participation in the testing of good practices is very useful for our professional development as it allows us to find for ourselves a suitable job on the market that provides us with professional fulfilment and allows us to get acquainted with job offers in different fields. During the testing, we were able to participate in various job fairs that allow us to test ourselves in different fields of work even those not related to our field of study. This is a great option because we can try something that maybe without this help we would not even pay attention to. Participation has allowed us to better connect our vision of future work with the specifics of the labour market. I think that the prepared sub-sites where the tested good practices are described are well structured and clear. Their accessibility through ICT

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	channels is an advantage. A good aspect of the testing was the online contact and the high usability under pandemic constraints. Participant 6 - student The platform with information about the tested good practices on the website of the Careers Service is very clear and inviting. The content is interesting and the possibility to browse job offers and take part in job fairs is very interesting and encourages to try something new and perhaps look for a different career path than previously assumed. I think that this form of assistance is very beneficial and necessary for students. Thanks to this, while studying we simultaneously prepare ourselves for a responsible transition into the labour market. The usefulness of implementing good practices in the agricultural profession is very helpful and fruitful in the future. Thanks to the participation in the testing, I am able to manage my time in a better way, which is connected to my faster development. The way testing was organised allowed me to combine my participation in testing with work and studies. My colleagues and I are positive about our participation in testing, which is confirmed by my conversations with other test participants. In addition, references in the video material.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* - There are many soft skills that are important. How can you make a good choice of soft skills to teach for everyone? How can you prioritise the soft skills to be taught? Are there any supporting tools/methods? No areas for improvement. Consideration should be given to tailoring the duration of the Gap Year Portugal placement to the student's abilities and expectations, given the conditions associated with students often combining tapping with work.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimise the impact of these risks (in the case of the testing carried out by WSA, the use of ICT tools available to students and tested by universities to the maximum extent was used),
2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as raising awareness of the need to combine studying with career planning,
3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,
4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,
5. It is advisable to create a wider range of good practices to enable students to choose a practice which meets their needs and expectations,

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6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. after participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database,

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**Career Coaching**
Overview of the practice	Career Coaching is a service promoted by the Career and Development Office of Católica Porto Business School which has created an on-line platform "Career Centre" that gives to the students the opportunity to participate/find: Internships and Jobs; Recruitment events; Company videos – Employers and Orientation tools – Advice. This online platform provides a lot of services in order to facilitate the students transition and integration in the labour market and it's very used by the students as an individual support in the very beginning of their professional life's. Beside the huge student's demand, this initiative has been growing all over these years, because the results are really positive to all people and stakeholders involved in, according to the satisfaction assessment. The apprenticeship is aimed at students and young workers by supporting their personal development and preparing them for their first employment / support for their first employment. The apprenticeship can be carried out by academics, but also by employees who have gained experience in their working life and want to support newcomers as mentors. The mentoring programme includes the following main tasks: (1) Individual career guidance and coaching (2) Soft skills and personal development training in the following areas*. a. Efficient communication b. Time management c. Teamwork d. Stress management training e. Creative problem solving

	f. Business etiquette * of course, topics can also be adapted to the individual needs of the mentee. (3) Supporting the mentoring process through access to an educational and social platform that supports communication between the participant and the mentor and enables contact between all participants and the programme tutors
Aim of the practice	The aim of the placement is to increase students' capacity to enter the labour market through career orientation activities. The placement focuses on the development of skills in identifying a potential employer and preparing to obtain employment using Internet resources.
Expected outcomes	*Results for students:* - increased ability to use the Internet for their own career, - better preparation for contact with employers, - gaining practical communication skills with potential employers, - getting to know recruitment mechanisms and processes in practice. * *Results for employers* - Better match between the expectations and needs of the employer and the preparation of students - Employers get more effective recruitment process - They get employees who have soft skills needed in the workplace - Working with oriented and career conscious employees is more effective - Less time needs to be spent introducing young employees to the workplace *Results for the university* - the student has the ability to obtain quicker employment both during their studies and after graduation. - increase in the prestige of WSA, which as a vocational university provides high quality staff for the needs of the labour market, - an increase in the effectiveness of the Career Office and the development of innovation among its staff.
Implementation steps	The implementation of good practice is done in the following steps: Conducting preparatory activities: Designation of the organizational unit responsible for implementation - Academic Career Office Development of an ICT tool with functionality: - creating an account and logging in - searching for apprenticeships and workplaces - information on recruitment events - professional orientation advice - films and materials promoting employers - information about the professions in which the university educates and employment opportunities in this profession. Preparing data for the content of the ICT tool and ensuring its availability. Conducting promotion among students and university employees. Conducting the testing Testing period - 5 months During the testing process, collecting comments and references from students, staff, and employers on an ongoing basis

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	Documenting the experience through photos and videos with student references Implementation schedule
Implementation timeline	

Action	Month				
	1	2	3	4	5
Appointment of the organization unit	x				
Development of an ICT tool	x	x			
Preparing data for the content of the ICT tool and ensuring its availability	x		x		
Conducting promotion among students and employees, entrepreneurs	x			x	
Testing					
ongoing collection of comments and references from students, staff, and employers					

If necessary, add more rows and/ or columns

Resources needed	It can be implemented offline or online. Offline: room equipped with multimedia, whiteboard, pens Online: computer lab with software and TEAMS platform, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realisation of teaching activities in the online form, an analysis was made to review the prepared methodology of implementation. As a result of the analysis, it has been assumed that the implementation should be carried out using the communication tools used at the university for the teaching process, in particular the TEAMS platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with an online meeting of interested students with the university employee responsible for the implementation. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The good practice subpage https://wsa.edu.pl/careercoaching/ was presented, as well as the rules of use and the method of communication with the employee responsible for the implementation. The subpage collected events and offers of institutions and companies helping students gain experience and expand their information about the labour market. Students used the different offers and events available online. At the end of the testing, the participants had to prepare a feedback on the developed form by answering the questions: - Assess the usefulness of participation in the implementation of good practices for your professional development - In what way and to what extent do you think the apprenticeships facilitate the combination of studying and the labour market - How and to what extent do you think the measures implemented in the internship could be improved. If so, to what extent?

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	- Share your impressions, observations and opinion on participation in the internship implementation
	Participants were able to share their perceptions and provide references of good practice through a documented live speech.
	The formalities of the testing were simplified to a minimum both due to the pandemic situation and the conditioning of the work system during this period.
	Profile of participants
	The Careers Office staff and the research steamer were involved in the implementation of the placement.
	The participants were students of Agriculture I level 6 semester and II level 3 semester and of Commodity Science I level 6 semester - 66 people in total.
	* *Actions taken*
	Step 1 Appointment of the organisation unit
	Step 2 Development of an ICT tool
	Step 3 Preparing data for the content of the ICT tool and ensuring its availability
	Step 4Conducting promotion among students and employees, entrepreneurs
	Step 5 Testing
	Step 6 Ongoing collection of comments and references from students, staff, and employers
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback* - Strengths: possibility of online and off-line placements, practical dimension, activities linked to the labour market and employers, need to go outside the university, usefulness at any stage of studies from the 1st year, possibility of application in universities of different types and sizes. - Weaknesses: none
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are; - its accessibility through ICT channels, - the possibility of online contact, - high usability within pandemic constraints, - possibility for the student to choose activities according to his/her individual needs. Participants provided positive feedback indicating the practical usefulness of the internship with 100% positive ratings.
Personal Reflections	*Text testimonials*

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	Participant 3 - student I think that in the profession you have to be a professional, a specialist, you can't be an average, it's useless and even dangerous. I think that every person who has decided to develop in his or her profession must draw experience from outside, be saturated with knowledge from other specialists, from other workplaces. Therefore, testing is a great opportunity to get one step closer to becoming a professional. I believe that testing is a great symbiosis between study and work. The student has the opportunity to experience in practice how work processes work and the importance of many nuances that students do not pay attention to during lectures. Gain work experience in the profession as well as experience in working with new people. Testing really helps to take the first steps into the unknown. And for older students, it's a great job expanding their professional horizons. I think that by having constant contact with a mentor, a student has the opportunity to grow. This helps to avoid wrong decisions. After participating in the testing I can already say that I can manage my time better and act in a targeted way. Participant 4 - student The way of testing made it possible to combine working hours with studying. In my opinion, the activities implemented within the framework of testing could be improved by extending the offer with practical elements of trips/ excursions to enterprises as well as farms directly related to agriculture. However, I understand that this was not possible in the conditions of the pandemic. Moreover, references in the video material
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* - There are many soft skills that are important. How can you make a good choice of soft skills to teach for everyone? How can you prioritise the soft skills to be taught? Are there any supporting tools/methods? No areas for improvement

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimise the impact of these risks (in the case of the testing carried out by WSA, the use of ICT tools available to students and tested by universities to the maximum extent was used),
2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as raising awareness of the need to combine studying with career planning,
3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

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4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

5. It is advisable to create a wider range of good practices to enable students to choose a practice which meets their needs and expectations,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. after participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database,

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**Brückenschlag+ Project**
Overview of the practice	The Brückenschlag+ Project is a mentoring program that was first implemented at the University of Göttingen in Lower Saxony, Germany, in 2012. The current funding period runs from 2018 to September 2020 and is funded with 320,000 euros. The program aims to promote equal opportunities and to improve the educational participation of students or people interested in studying who must face barriers regarding master their academic education or their entry into the professional world due to special challenges or life circumstances.
	While the program is open to all students, the following profiles form the target group of the project. The main objectives are Students with children or nursing duties, Students with health problems (it does not matter whether it is a recognized severe disability, a chronic or mental illness), Students who are the first person in their family to visit a university, professionally qualified students, Students with a migration background and Students with a refugee background. It is the University of Göttingen to maintain and further promote the heterogeneity of its student body.
	Together with a mentor who is already firmly anchored in the world of work and has the relevant experience, it should be made more accessible for

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	students in their studies or in the transition phase to work to obtain practical assessments and tips and to develop further strategies for their own actions. Mentors should generally have a place of residence nearby and ideally have been students themselves at the university where the mentoring program is taking place. In addition to the constant exchange with the mentors, there are also accompanying workshops to define goals and reflect on them. Furthermore, there is the possibility of company excursions. At the end of the course, the participant should have an application-oriented strategy regarding his or her approach to further studies or the upcoming transition from university to working life. Also, application materials are professionally prepared as part of the program.
Aim of the practice	The aim of the placement is to enhance the student's ability to make the transition during their studies or transition to work through mentoring by someone with a high level of work and life experience. Mentoring provides practical assessments and guidance and enables the student to develop strategies for their next steps.
Expected outcomes	*Results for students:* - to increase career planning skills, - building their own personality as a condition for successful establishing relations with employers, - gaining practical skills to prepare for employment, - possibility to meet and create relationships with mentors interesting for the student, - stimulation and development of own aspirations as an element of professional and personal development, - taking over the work ethos from the mentor as an authority as an element of the professional mission. *Results for employers* - to acquire employees with high professional aspirations, - gain employees who are aware of the importance of mentoring for the effectiveness of teams and organisations, - get employees who have soft skills acquired through mentoring. *results for the university* - the student has a specific skill which facilitates obtaining faster employment both during his studies and after graduation, - an increase in the prestige of the WSA as a vocational university that equips students with specific soft skills in addition to a high-quality professional preparation, - an increase in the effectiveness of the Career Office and the development of innovation among its staff.

Implementation steps	The implementation of good practice is done in the following steps:
	Conducting preparatory activities:
	Establishment of the "Brückenschlag + Project" mentor team
	Developing a program and mentoring plan
	Developing the program of the workshop, "My goal is my future."
	Organizational preparation of the practice implementation.
	Conducting promotion among students and WSA employees.
	Conducting the testing
	Testing period - 5 months
	Implementation of the "Brückenschlag+ Project" mentoring program
	The realization of the workshop "My goal is my future."
	Summary session
	During the testing process, the ongoing collection of comments and references from students, staff
	Documenting the experience through photos and videos with student references
	Implementation schedule

Implementation timeline	Action	Month				
		1	2	3	4	5
	Establishment of the "Brückenschlag + Project" mentor team	x				
	Developing a program and mentoring plan		x	x	x	x
	Developing the program of the workshop, "My goal is my future."		x	x	x	x
	Organizational preparation of the implementation of the practice	x	x	x	x	x
	Conducting promotion among students and employees	x	x	x	x	x
	Testing		x	x	x	x
	Implementation of the "Brückenschlag+ Project" mentoring program		x	x	x	x
	The realization of the workshop, "My goal is my future."		x	x	x	x
	Summary session					x
	Ongoing collection of comments and references from students, staff					x
	Documenting the experience through photos and videos					x

If necessary, add more rows and/ or columns

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Resources needed	It can be implementes offline or online. Offline: room equipped with multimedia, whiteboard, pens Online: computer lab with software and TEAMS platform, camera, whiteboard
Section 2: Description of the Implemented Practice (execution phase)	
Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realisation of teaching activities in the online form, an analysis was made to review the prepared methodology of implementation. As a result of the analysis, it has been assumed that the implementation should be carried out using the communication tools used at the university for the teaching process, in particular the TEAMS platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with an online meeting of interested students with the university employee responsible for the implementation. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The good practice sub-site https://wsa.edu.pl/mentoring-bruckenschlag-project was presented, as well as the rules of use and the method of communication with the employee responsible for the implementation. The website includes information encouraging participation in the testing, as well as organisational and contact details. Participants were assigned a mentor with whom they carried out individually agreed programmes during individual sessions, including the transfer of experience by the mentor on their master thesis and preparing them for the transition to employment and future career planning. At the end of the testing, the participants had to prepare feedback on a developed form by answering the questions: - Assess the usefulness of participating in the implementation of good practices for your professional development - In what way and to what extent do you think the apprenticeships facilitate the combination of studying and the labour market - How and to what extent do you think the measures implemented in the internship could be improved. If so, to what extent? - Share your impressions, observations and opinion on participation in the internship implementation Participants were able to share their perceptions and provide references of good practice through a documented live speech. The formalities of the testing were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period. *Profile of participants

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	The Career Office staff and the scientific pairing officer were involved in the implementation of the practice. The participants were students of agriculture II degree semester 3, II degree semester 4 in total 15 people. *Activities undertaken* Step 1 Establishment of the "Brückenschlag + Project" mentor team Step 2 Developing a programme and mentoring plan Step 3 Developing the programme of the workshop, "My goal is my future." Step 4 Organizational preparation of the implementation of the practice Step 5 Conducting promotion among students and employees Step 6 Testing Implementation of the "Brückenschlag+ Project" mentoring programme Step 7 The realization of the workshop, "My goal is my future." Step 8 Summary session Step 9 Ongoing collection of comments and references from students, staff Step 10 Documenting the experience through photos and videos
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback* - Strengths: opportunity for both online and off-line placements, practical dimension, need for contact with the business world, introduction of professional ethos into education, learning the importance of authority. - Weak points: eliminated through the use of ICT tools and the possibility of contact with mentors from different parts of the country and the world.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are; - its accessibility through ICT channels, and the possibility of implementation without spatial restrictions, - the possibility of online contact, - the possibility for the student to choose the mentor he/she wants to work with, - the flexibility of conducting the mentoring in relation to the needs and possibilities of both parties. Participants gave positive feedback indicating the practical usefulness of the internship - 100% positive feedback.
Personal Reflections	*Text testimonials* participant 1 - student

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	I think that when entering the labour market without any experience, it is important to consult, if possible, a person who will help to point out the right direction or help to implement the assumptions but also to adapt to the labour market as it is now. I think that participation in testing will make it easier to enter the labour market, it increases motivation and involvement of a young person. It shapes the ability to cooperate, reliability, punctuality and develops good habits that will be useful in the future. In my opinion, combining studies with participation in testing is an excellent way to achieve professional success. The knowledge you gain during your studies is very important and using it during testing makes it easier for you to enter the labour market. In addition, you can benefit from the help and advice of a mentor at any time. Being up to date with what is happening on the labour market, it is easier to enter the labour market. As a test participant I think that my participation in the testing of the mentoring practice Brückenschlag + Project was the best. I liked the way it was organised and the guidance from the mentor. An idea that can be consulted with someone from the outside is better developed and comments can be used efficiently. It is easier to set goals for oneself and then meet them than to do something haphazardly. I believe that such practice is the most fruitful. Moreover, references in the video materials.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* There are many soft skills that are important. How can you make a good choice of soft skills to teach for everyone? How can you prioritise the soft skills to be taught? Are there any supporting tools/methods? No areas for improvement. Having a base of mentors makes it easier to pair mentally matched and according to the expectations of the parties. Mentors must show full commitment to the metoring process.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimise the impact of these risks (in the case of the testing carried out by WSA, the use of ICT tools available to students and tested by universities to the maximum extent was used),
2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as raising awareness of the need to combine studying with career planning,

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3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

5. It is advisable to create a wider range of good practices to enable students to choose a practice which meets their needs and expectations,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. after participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database,

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

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Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	**Scale Up Your Career**
Overview of the practice	"Scale Up Your Career" is an initiative created by the Bulgarian company Career Guide Ltd., with two editions up to now (06.11.2018 and 26.09.2019) and a third one planned to happen on 29.09.2020 in Sofia, Bulgaria. The event aims to bring together career experts, national and international speakers, and business companies in order to help ambitious people to find a fulfilling career path. The initiators presented a new approach to professional realization, emphasizing the development of skills for career planning and management of the relationship between employers and employees, as equal partners in the business realities. During the event, participants have the opportunity to meet up and build connections with representatives of business companies from different sectors and to get a real idea of their career opportunities. Moreover, these companies provide case studies, specific work situations, and tasks from the real business environment. For many of those involved in workshops, "Scale Up Your Career" is a direct opportunity for professional realization. In addition, participants obtain useful information in the following areas: - Career success and goal setting; - Building a positive image when applying for a job; - Creating good CVs - Developing skills for successful career realization. More than 150 people participate in the event, most of whom recently graduated students looking for a job in their area of study, people coming back from abroad and seeking opportunities in Bulgaria, as well as ambitious people looking for a new career. The "Scale Up Your Career" initiative received highly positive feedback from the participants, and as a result, it became an annual event and a starting point for the creation of a new mentoring program - "The career I love."
Aim of the practice	The aim of the placement is to stimulate and guide the student to develop career planning skills and manage relationships with employers as equal partners in the realities of the labour market.
Expected outcomes	*Results for students: - to increase career planning skills, - building their own personality as a condition for successful establishing relations with employers, - gaining practical skills in preparation for obtaining employment, - getting to know recruitment mechanisms and processes. * Results for employers - gaining employees aware of their value,

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	- gaining employees who have the ability to create internal and external interpersonal relations - to obtain employees who have soft skills and are able to use them to create company's development, *Results for the university - the student has a specific skill which facilitates obtaining a faster employment both during the studies and after graduation, - increase of the prestige of WSA as a professional university, which equips students with specific soft skills in addition to high quality professional preparation, - an increase in the effectiveness of the Career Office and the development of innovation among its staff.
Implementation steps	The implementation of good practice is done in the following steps: Conducting preparatory activities: Establishment of the organizational team of the "Scale Up Your Career" event Creating cooperation networks and attracting participants to the event. Developing a scenario for the event Organizational preparation of the event. Conducting promotion among students and WSA employees. Promotion of the event for external stakeholders. Conducting the testing Testing period - 5 months Implementation of "Scale Up Your Career" event Meeting table with employers Meeting table with labour market institutions Table of meetings with the attorney for the Enforcement of the ON Meeting table with a representative of the Career Office Workshop for setting goals and building your own image Workshop for preparing a good and professional CV nDuring the testing process, the ongoing collection of comments and references from students, staff Documenting the experience through photos and videos with student references Implementation schedule

Implementation timeline	Action	Month				
		1	2	3	4	5
	Appointment of the "Scale Up Your Career" event organization team	x				
	Creating cooperation networks and attracting participants to the event.		x	x	x	x
	Developing a scenario for the event		x	x	x	x
	Organizational preparation of the event.		x	x	x	x

	Conducting promotion among students and employees	x	x	x	x	x
	Promotion of the event for external stakeholders.		x	x	x	x
	Testing		x	x	x	x
	Implementation of "Scale Up Your Career" event		x	x	x	x
	-Meeting table with employers					x
	-Meeting table with labour market institutions					x
	-Meeting table with the ON Attorney					x
	-Meeting table with a representative of the Career Office					x
	- Workshop for setting goals and building your own image					x
	- Workshop to prepare a good and professional CV					x
	Ongoing collection of comments and references from students, staff					x
	Documenting the experience through photos and videos					x

If necessary, add more rows and/ or columns

Resources needed	It can be implemented offline or online. Offline: room equipped with multimedia, whiteboard, pens Online: computer lab with software and TEAMS platform, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	Due to the prevailing pandemic and the realisation of teaching activities in the online form, an analysis was made to review the prepared methodology of implementation. As a result of the analysis, it has been assumed that the implementation should be carried out using the communication tools used at the university for the teaching process, in particular the TEAMS platform. In addition, a sub-site was prepared for the purposes of implementation, containing a description of the practice as well as factual and practical information which ensured and facilitated the use of the practice. The implementation started with an online meeting of interested students with the university employee responsible for the implementation. The aim of the meeting was to inform about the possibility of participation in the testing, its principles, the purpose of participation, the benefits for students. The good practice sub-site https://wsa.edu.pl/scale-up-your-career/ was presented, as well as the rules of use and the method of communication with the employee responsible for implementation. The website included links to recruitment events and job offers. At the end of the testing, the participants had to prepare a feedback on the developed form by answering the questions:

- Assess the usefulness of participating in the implementation of good practices for your professional development

- In your opinion, how and to what extent do the apprenticeships facilitate the combination of studying and the labour market

- How and to what extent do you think the measures implemented in the internship could be improved. If so, to what extent?

- Share your impressions, observations and opinion on participation in the internship implementation

Participants were able to share their perceptions and provide references of good practice through a documented live speech.

The formalities of the testing were simplified to a minimum both due to the pandemic situation and the conditions of the working system during this period.

*Profile of participants

The Career Office staff and the scientific pairing officer were involved in the implementation of the practice.

The participants were students of the following faculties - agriculture first degree 6 semester and second degree 3 semester, commodity science first degree 6 semester, internal security first degree 2 semester, internal security first degree 4 semester, 66 people in total.

* Actions taken

Step 1 Appointment of the "Scale Up Your Career" event organisation team

Step 2 Creating cooperation networks and attracting participants to the event.

Step 3 Developing a scenario for the event

Step 4 Organisational preparation of the event.

Step 5 Conducting promotion among students and employees

Step 6 Promotion of the event for external stakeholders.

Step 7 Testing

Step 8 Implementation of "Scale Up Your Career" event

-Meeting table with employers

-Meeting table with labour market institutions

-Meeting table with the ON Attorney

-Meeting table with a representative of the Career Office

- Workshop for setting goals and building your own image

- Workshop to prepare a good and professional CV

Step 9 Ongoing collection of comments and references from students, staff

Step 10 Documenting the experience through photos and videos

Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback - Strengths: the possibility of doing the internship both online and offline, the practical dimension, the need to go outside the university, learning about the multifaceted preparation for employment and career planning.

	- Weak points: eliminated through the use of ICT tools and the availability of open events related to career shaping which eliminates spatial, financial and time barriers.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* The advantages of the practice are; - its accessibility through ICT channels, and the possibility of implementation without spatial restrictions, - the possibility of online contact, - the possibility for the student to choose activities according to his/her individual subjective needs, - the placement can be carried out internationally. The participants gave positive feedback indicating the practical usefulness of the internship with 100% positive marks.
Personal Reflections	*Text testimonials* Participant 2 - student The "Scale Up Your Career" program is designed to find events related to job fairs. It is a place where the student can also inform the website about a specific event. The website offers a wide variety of events in its schedule so that the student can choose which to attend based on their interests. In addition, under each event there is a link to the relevant event page, which makes it much easier to participate. I think that taking part in the testing facilitated my participation in events according to my personal interests. The "Scale Up Your Career" program is student friendly in its application. In addition, testimonials in the videos.
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* - There are many soft skills that are important. How can you make a good choice of soft skills to teach for everyone? How can you prioritise the soft skills to be taught? Are there any supporting tools/methods? No areas for improvement. Practitioner needs to keep up to date with events and update the base to make it easier for students to access these events and their choice of becoming an individual.
Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders	

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When conducting the testing, possible risks should be assessed and actions should be taken to minimise the impact of these risks (in the case of the WSA testing, the use of ICT tools available to students and tested by universities to the maximum extent was used),
2. The message and communication should be clear and understandable for the recipients of good practices, the message should include the benefits for the participants as well as the awareness of the need to combine studying with career planning,
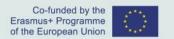
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3. All information materials should be prepared in a clear, concrete and understandable way for all potential stakeholders,

4. The formal and legal side of organising good practices should be limited, both from the point of view of the participants and the university, as it is an important element of efficient implementation of a good practice, as its course is focused on substantive aspects, not formal ones,

5. It is advisable to create a wider range of good practices in order to be able to choose a practice which meets the needs and expectations of the student,

6. The selection of persons responsible for the implementation of a given practice at the university should be directed at persons with professional experience, authority in the environment, open to students, able to communicate with them, involved in supporting students,

7. after participating in the implementation of good practice, participants should be given the opportunity for self-reflection, which builds their awareness of the validity of their participation in these activities, such activity can be infected as a separate debriefing session or individually through the completion by the participant of a simple feedback and reflection form,

8. The educational institution should continuously update its good practice database and supplement its offer with new ones selected from this database,

9. Supervisors of each good practice should keep in touch with participants, monitor their involvement and support them flexibly, particularly in relation to participants who are studying, working or have families,

10. It is important that participation in a good practice is not an isolated one-off event but is complementary to the student's programme of study, ensuring practicality and usefulness to the student and the community.

Implementation of Career Exploration Practices in Germany

Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	Career rEvolution
Overview of the practice	A programme for career guidance and entrepreneurship.
Aim of the practice	The aim of Career rEvolution is to help young people: - Find out the right education and career for them - Plan their career path - Implement a personal project to test what they are good at Be prepared for a career that brings success and satisfaction.
Expected outcomes	*Outcomes for students:* - Individual mentoring in personal career planning. - Getting to know one's own strengths and weaknesses in a professional context and working on them in a targeted way. - External support in personal development - Easier start to working life - Direct help for current challenges at the start of a career *Outcomes for employers* - Young people have taken a close look at their own goals & know why they want to take on exactly this career path. - They receive employees, who commit themselves with the company because they have made a conscious decision for this career path. - Work with young professionals is more straightforward *Outcomes for universities* - Universities receive students who have given detailed thought to their career path - the transition into professional life is made easier for graduates - Importance of universities for the labour market and for employers increases
Implementation steps	The career programme offers two types of training: 3. **Modular training** - a 3-module programme that helps young people understand their strengths and how to turn these strengths into a career. 4. **Individual consultations** - intended for young people who want to develop specific skills in a concrete field.

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Individual programmes have duration between 2 and 4 meetings (the latter guarantees optimal results).

Four important steps are incorporated in the programme:

I. Career rEvolution Main Dish – a 3-module course

 # 1 Discover your superpower

At the end of the module participants have:
- Clarity of what education to choose - university, specialty, field of development.
- Clarity on how to study more effectively.
- Confidence.
- Ability to make decisions and figure out how to check if education, internship or career are the right ones.

 # 2 Plan your career

At the end of the module participants have:
- Education plan and extracurricular activities.
- Career goal - can be related to the choice of education - plan and take the first step during the training for its implementation.
- Ability to plan and realize what they have planned.
- Understanding what a successful career is in the 21st century.

 # 3 Become a leader

At the end of the module participants have:
- Ready CV, cover letter - for university and / or employers.
- Ability to deal with difficulties and react in difficult situations.
- Established habits that help them achieve their goals.
- The most important thing they need to know about entrepreneurship and their own business.

II.   Career rEvolution Special Sauce for Success

A game that helps young people to achieve one of their goals and learn to be focused and consistent.

III.   Career rEvolution Unique Spice

An online post-course program that allows young people to reinforce what they have learned.
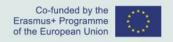
IV.   Career rEvolution Dessert

Alumni Club (Career Accelerator), which gives the opportunity to all participants in the programme to travel across Europe on international projects, internships, business meetings, and helping them to find suitable jobs and mentors.

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Implementation timeline	Action	Month				
		1	2	3	4	5
	Application for programme	x				
	I. Career rEvolution Main Dish		x	x		
	II. Career rEvolution Special Sauce for Success		x	x		
	III. Career rEvolution Unique Spice				x	
	IV. Career rEvolution Dessert					x
	If necessary, add more rows and/ or columns					

Resources needed	Can be implemented offline or online. Offline: Workroom, Flipchart, pens Online: Software / online platform, headset, camera, whiteboard.

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	*Structure of the practice*

Structure of the practice
- *Two o*nline career trainings were planned and carried out. The target group were career changers and career starters in the field of European and national funding (training I) and health care and nursing (training II).

Participants' profile
- career starter from the field health care and nursing
- participants of emcra' s academy ("career changers" and "career starters")

Dissemination campaign
- internal, direct contacts
- Mailings to former and current participants of emcra' s academy

Activities undertaken
- Decision for online communication platform: Adobe Connect (training 1), Zoom (training 2)
- Development of agenda for the career event
- Dissemination of the career event
- Preparation of career event
- Working materials, handouts
- Padlet (digital whiteboard)
- Implementation of networking event
- Welcome and presentation of agenda
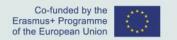- Start of career event:

	- Exercise: Discover your "superpower" (What is your "superpower" in your field of expertise?) - Exercise: Plan your career (Which goals do you want to achieve? Which competences do you need therefore?) - Exercise: Become a leader (What are your concrete next steps in your career path?)
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback - Strengths: Guided self-reflection. / Learn about examples of career paths from the group. - Weaknesses: /
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback - Continuous positive feedback
Personal Reflections	*Text testimonials - See Video
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback - Part IV Career rEvolution Dessert (Alumni Club (Career Accelerator), which gives the opportunity to all participants in the program to travel across Europe on international projects, internships, business meetings, and helping them to find suitable jobs and mentors.) → Good networks are needed to implement this alumni club.

Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

1. When it comes to personal career paths, it is important to give participants space to really engage with themselves, their goals, and their competences.
2. Think carefully about which exercises you do in the group, and which exercises you let the participants work on individually (in complete self-reflection) without presenting the result. After all, these are very personal questions.
3. Plan not only one meeting, but several sessions and work step-by-step on the individual career paths of the participants.

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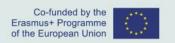| Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	TUM Mentoring Classic
Overview of the practice	The practice focuses on networking and personal development. The practical experience of established Alumnis should help students / young employees to enter the working world more easily. In this way, students learn first-hand which skills are required in practice and can prepare themselves accordingly.
Aim of the practice	The program pursues the overriding goals of personal development, the expansion of competencies and the establishment of networks. In detail, the goal of the mentoring program is to provide students / employees with competent alumni who can accompany them on their way into job world and answer important questions that arise during this process.
Expected outcomes	*Outcomes for students:* - Mentoring at the beginning of a professional career - Getting to know one's own strengths and weaknesses in a professional context and working on them in a targeted way. - External support in personal development - Easier start to working life - Direct help for current challenges at the start of a career *Outcomes for employers* - They receive employees, who have the (soft) skills needed in the workplace - Work with young professionals is more straightforward - Less time needs to be spent introducing young employees to working life - More time can be spent on the contextual aspects of the work - Employers receive potential employees through their networks, who are already pre-screened by the networks. This makes it easier for employers to find suitable employees *Outcomes for universities* - Graduates are not only professionally prepared for working life, but have also studied soft skills and other competences that they personally need in their professional career - the transition into professional life is made easier for graduates - Importance of universities for the labor market and for employers increases

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Implementation steps	A mentee is assisted by an alumni, who shares valuable experience as a sparring partner.
	In the first step, the mentee creates his / her profile and outlines his / her current challenges and motivations. The mentor also creates a profile in which he / she reports on his / her experiences and skills that they would like to pass on.
	In the second step, both mentors and mentees can find the right match.
	In the next step, the individual mentoring process starts.

Implementation timeline	

Action	Month				
	1	2	3	4	5
Creation of profile by mentee / mentor.	x				
Matching process between mentee / mentor.		x			
Mentoring activities.**			x	x	x
**Mentoring can last for different lengths of time, depending on the needs of the mentees.					

If necessary, add more rows and/ or columns

Resources needed	Can be implemented offline or online.
	Offline: Workroom, Flipchart, pens
	Online: Software / online platform, headset, camera, whiteboard.

Section 2: Description of the Implemented Practice (execution phase)	
Step by step explanation on when, where and how the practice was executed	*Structure of the practice* - *An o*nline networking event was planned and carried out. The target group were career changers and career starters in the field of European and national funding.
	Participants' profile - student (communication management) - career starters at emcra - participants of emcra's academy ("career changers" and "career starters")

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<table>
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Dissemination campaign
- internal
- Social Media (Facebook-Post)
- Mailings to former and current participants of emcra' s academy

Activities undertaken
- Decision for online communication platform: Wonder
- Development of agenda for the networking event
- Dissemination of the networking event
- Implementation of networking event
- Welcome and presentation of agenda
- Start of networking event, discussion in small rooms:
- Networking room
- Expert room on the topic European funding
- Expert room on the topic national funding
- Expert room on the topic fundraising
- Joint conclusion, feedback round, information on next steps and next networking event

</td></tr>
</table>

Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback* - Strengths: Network opportunity that is implemented on a regular basis. / Exchange with people in the same professional situation. / Learning from the experience of network partners. - Weaknesses: Was only implemented online due to Covid. Participant feedback has shown that a mix of offline and online can be useful.
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* - Continuous positive feedback
Personal Reflections	*Text testimonials* - See Video
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* - Was only implemented online due to Covid. Participant feedback has shown that a mix of offline and online can be useful.

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Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders

*Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

4. In the case of networking events, advertising is particularly important so that the participants in the event benefit from each other's knowledge.

5. The networking event should be well moderated, especially an informative and guiding welcome is important.

6. It makes sense to plan the networking events regularly to build up a long-term exchange.

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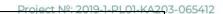| Section 1: Best Practice Implementation Methodology (planning phase)	
Name of the practice	TSL Leaders – Competence Development Programme
Overview of the practice	The practice supports students and employees, who have just started their professional career. Students / employees can participate in workshops conducted by employers to improve their competences relevant for their professional career. These workshops focus, for example, on soft skills like time management or structuring. Furthermore, the mentor aims to address the specific challenges of the individuals in their professional career. Through a mentoring process, the students are to be supported in their competence development and thereby achieve a successful professional career.
Aim of the practice	The programme aims to improve the competences relevant for employers at the working place. The programme is addressed to students and employees, who have just started their professional career.
Expected outcomes	*Outcomes for students:* - Mentoring at the beginning of a professional career - Getting to know one's own strengths and weaknesses in a professional context and working on them in a targeted way. - Easier start to working life - Direct help for current challenges at the start of a career *Outcomes for employers* - They receive employees, who have the soft skills needed in the workplace - Work with young professionals is more straightforward - Less time needs to be spent introducing young employees to working life - More time can be spent on the contextual aspects of the work *Outcomes for universities* - Graduates are not only professionally prepared for working life, but have also studied soft skills and other competences that they personally need in their professional career - the transition into professional life is made easier for graduates - Importance of universities for the labor market and for employers increases

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Implementation steps	1. Kick off meeting: Mentor and mentee (student / employee) get to know each other, definition of objectives, creation of timetable, agreement on cooperation, etc. 2. Meeting 1 – Competence Development 3. Meeting 2 – Competence Development 4. Meeting X – Competence Development (number of meetings depends on the students / employees) 5. Final meeting - Review of the goals and successes of mentoring, feedback, evaluation					

Implementation timeline	Action	Month				
		1	2	3	4	5
	Kick off meeting	x				
	Meeting 1 – Competence Development		x			
	Meeting 2 – Competence Development			X		
	Meeting X – Competence Development*				x	
	Final meeting					x
	*more / less meetings are possible, depends on the individual students / employees					

If necessary, add more rows and/ or columns

Resources needed	Can be implemented offline or online. Offline: Workroom, Flipchart, pens Online: Software / online platform, headset, camera, whiteboard

Section 2: Description of the Implemented Practice (execution phase)

Step by step explanation on when, where and how the practice was executed	*Structure of the practice* - First, a Kick off meeting was implemented - Afterwards meeting 1 was implemented → topics: time management, prioritising, current challenges at the working place - As next step meeting 2 is planned to be implemented → topics: communication, especially communication within a team *Participants' profile* - Employee, who has just started her professional career - 25 years old woman - first job after university (Bachelor)

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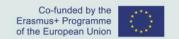|	
	Dissemination campaign - internal *Activities undertaken* - Kick off meeting: definition of objectives, creation of timetable, agreement on cooperation, brainstorming of development areas for the participant, definition of topics to be worked on during the mentoring process (results were documented on a flipchart) - Meeting 1: Working on two topics: soft skills "time management / prioritising" and one challenge of participants day-to-day business at work: important tasks become "invisible" because of daily business" - Meeting 2 (already planned): Working on two topics: soft skill "communication and communication within the team" and one challenge of participants day-to-day business at work: "finding people to cover my tasks".
Section 3: Evaluation of the Implemented Practice (follow-up phase)	
Strengths and weaknesses of the practices implementation	*Analysis based on stakeholders' feedback* - Strengths: Individual mentoring, high practical relevance, mentors' experience report conveys knowledge, offers room for development that can be directly applied / tested in practice - Weaknesses: /
Pros and cons of the tested practices	*Analysis based on stakeholders' feedback* - Continuous positive feedback
Personal Reflections	*Text testimonials* - See Video
Areas for Improvement	*Recommendations for improvement based on stakeholders' feedback* - add a Character analysis to talk more about strength and weaknesses of the participants and to think about tools, which can help the participants to overcome the weaknesses or to use the strengths consciously
Section 4: Guidelines for Successful Implementation Based on Real Experiences by Universities, Students & Stakeholders	

Guidelines provision on practice design and planning, delivery and evaluation based on good examples gathered and lessons learned during the implementation of the respective practice

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7. Plan enough time for the Kick off meeting. A good start is essential for the mentoring process. It is important that the topics to be addressed during mentoring are identified together with the participant. The participant should provide the input and identify the topics that are relevant to him/her.

8. The mentoring process should be authentic and practical. The participant should provide challenges from the current everyday working life that can be actively worked on. In this way, the participant can improve his or her competences and develop further in the context of his or her professional career.

9. Provide the participant with the space to develop. Do not present solutions, but provide tools and approaches from which the participant can choose. Through co-decision-making, the participant can better identify with the topic and will implement the approaches in the long term because he/she is convinced of them.

10. Regularly ask the participant about his/her experience of implementation. It is important to get feedback and adjust the mentoring if necessary.

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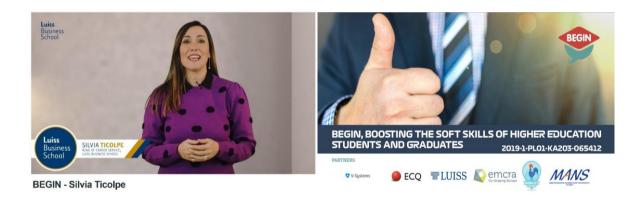Erasmus+ Programme
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Video Testimonials

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Video Testimonials from Italy:

Practice #1 - Start Point / Employment, Entrepreneurship and Training Fair

BEGIN - Viviana Rubichi

Link to video: https://vimeo.com/664821133/757e5dde33

Practice #9 - Career Hive

BEGIN - Silvia Ticolpe

Link to video: https://vimeo.com/652063967/d573e3db9e

Practice #12- Making the future visible! Shaping the transition from school to university for prospective and current students

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**MAKING THE FUTURE VISIBLE! SHAPING THE TRANSITION FOR
PROSPECTIVE AND CURRENT STUDENTS**

Dall'università al mondo delle imprese: le soft skills essenziali
per i manager del futuro

LUISS

Link to video #1: https://youtu.be/OK0KQ8pwZXE
Link to video #2: https://vimeo.com/643872963/4f5a62a99a
Link to video #3: https://vimeo.com/643873404/53ccf5891a
Link to video #4: https://vimeo.com/643873827/2a8860d609

Practice #13- Cross-Cultural Mentoring program (CCM)

CROSS-CULTURAL MENTORING PROGRAM (CCM)

**ROLE AND TASKS OF THE MENTOR TO SUPPORT STUDENTS TO
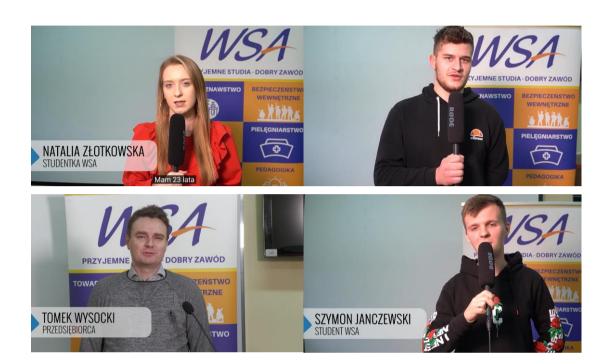PROMOTE THEIR EMPLOYABILITY**

LUISS

Link to video #1: https://vimeo.com/643883384/2aefc3928b
Link to video #2: https://vimeo.com/643883543/9820670d5c
Link to video #3: https://vimeo.com/643873706/8460132ea2

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Video Testimonials from Poland:

Link to video #1 https://youtu.be/5M75EpCXT3s

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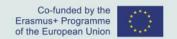
Video Testimonials from Germany:

Link to video #1: https://youtu.be/RyuSchVkauY

Link to video #2: https://youtu.be/bomLDHB-LM8

Link to video #3: https://youtu.be/gxI_P5RhvT0

Link to video #4: https://youtu.be/bz6q6DR3MQE

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Conclusions

The BEGIN Toolbox is a resource, available online on the project website. It illustrates specific career exploration activities that have been put into practice by the partner universities. The toolbox includes the experiences of students, employers and academic staff during the planning, execution, and follow-up.

Text and video testimonials of stakeholders are available and step by step descriptions of how things can be done in an organization. Analysis of the strengths and weaknesses in the process, as well as pros and cons of the respective practices that were tested are provided, along with guidelines for successful implementation based on real experience of the universities, students, and stakeholders.

Very interesting can be considered also the 21 career exploration practices identified considering that the practices can be a way to bridge the gap between the academic and professional reality by matching the expectations/needs of university students and labour market requirements.