

Pachet inovativ de consiliere pentru învățământul profesional și tehnic prin dezvoltarea abilităților de viață ale elevilor - Modelul de succes Skillzone - Engaging young people- Sharing the SkillZone soft skills successes



PREZENTARE PROIECT

LEONARDO DA VINCI TRASFER DE INOVAȚIE ÎNTRE CASA CORPULUI DIDACTIC BUCUREȘTI-ROMÂNIA ȘI DUNDEE & ANGUS COLLEGE- SCOȚIA, UK

Noiembrie 2013

În perioada 11-16 noiembrie 2013, o delegație coordonată de CCD București, care a reunit experți formatori și metodiști în domeniul consilierii educaționale a efectuat mobilitatea în cadrul proiectului VETPRO: LLP-LdV/VETPRO/2012/RO/142, **Pachet inovativ de consiliere pentru învățământul profesional și tehnic prin dezvoltarea abilităților de viață ale elevilor - Modelul de succes Skillzone - Engaging young people- Sharing the Skillzone soft skills successes.**

Prin proiectul VETPRO 142, Casa Corpului Didactic București și-a propus să își perfecționeze angajații și colaboratorii din domeniul consilierii școlare și asistenței psiho-pedagogice, un număr de 15 persoane: formatori, metodisti, consilieri, care promovează, activează sau concep programe de formare a cadrelor didactice din învățământul profesional și tehnic, în domeniul consilierii, sau oferă consiliere privind implementarea programelor educaționale în cadrul unităților de învățământ profesional și tehnic, servicii sau vocațional.

În Colegiul profesional din Arbroath, un mic orașel din nordul Scoției, s-a creat un spațiu educațional și un curriculum adaptat tinerilor cu deficiențe comportamentale, cu cerințe educaționale speciale, sau, care pur și simplu, nu puteau face față cerințelor educaționale ale Colegiului. Aceștia (un număr de 30-50 persoane de diferite vârste) sunt integrați într-un program educațional care poate dura până la 2 ani și care include teme de bază privind dezvoltarea personală, integrarea în colectiv și interrelaționarea, dezvoltarea comunicării, a managementului învățării, învățarea unor comportamente de management al vieții personale, program care îi pregătește pe absolvenți să continue traseul educațional, fie în domeniul profesional, fie academic. Este un fel de buclă, sau

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de pregătire pentru cei care au dificultăți, prin care școala îi ține aproape și îi ajută să se dezvolte, să se maturizeze, le creează condițiile unui parcurs individualizat. Profesorii lucrează individualizat cu fiecare elev, îi oferă consiliere permanentă fiecăruia, sunt mereu aproape și receptivi la orice problemă academică sau personală a elevilor din SkillZone. Echipa de experți români a studiat modalitățile și posibilitățile de a adapta unele elemente ale conceptului SkillZone la liceele tehnice din București. Desigur, este un demers dificil având în vedere diferențele de organizare dintre sistemele de învățământ (cu un minus evident pentru lipsa de flexibilitate din sistemul românesc) și mai ales diferențele de resurse financiare și de dotare a unor astfel de "clase", cu computer pentru fiecare elev în permanență, precum și materiale dintre cele mai diverse care să facă învățământul practic și atractiv, pentru ca elevul să fie efectiv atras de a veni și a sta la școală.

În cadrul acestei săptămâni de formare, profesorii români și scoțieni au participat la dezbateri, work-shop-uri, mese rotunde asupra strategiilor de abordare a elevilor cu dificultăți de învățare din liceele cu specific profesional. S-a dezbătut și s-a reflectat asupra modalităților de organizare a activității cu adolescenții din licee profesionale, precum și asupra rolului pe care trebuie să îl joace consilierea psiho-pedagogică și a carierei tinerilor. Mai multe informații despre acest proiect de mobilitate, găsiți pe www.ccd-bucuresti.org.

Specialiștii participanți: Prof. BARBULESCU GABRIELA, Prof. COSMA IOANA MARIA, Prof. CRISTESCU RODICA, Prof. FLOREA ROBERT FLORIN, Prof. GAVRILA MINODORA, Prof. GREAVU ADINA MIHAELA, Prof. IORDACHESCU GILICA EDUARD, Prof. IUGA CECILIA, Prof. LUCA SIMONA-GABRIELA, Prof. MARIA EUGENIA, Prof. MATEESCU OLIMPIA, Prof. OLARU PAULA VIRGINIA, Prof. STAN VASILICA, Prof. STANCULESCU FLORINA AURELIA

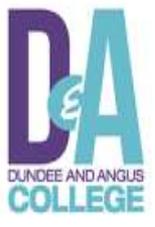
Promotor – Casa Corpului Didactic București,

Manager de proiect

Prof. **Simona LUCA**, consiliereccd@gmail.com, +40740194561



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PROIECT LEONARDO DA VINCI - LLP-LdV/VETPRO/2012/RO/142,

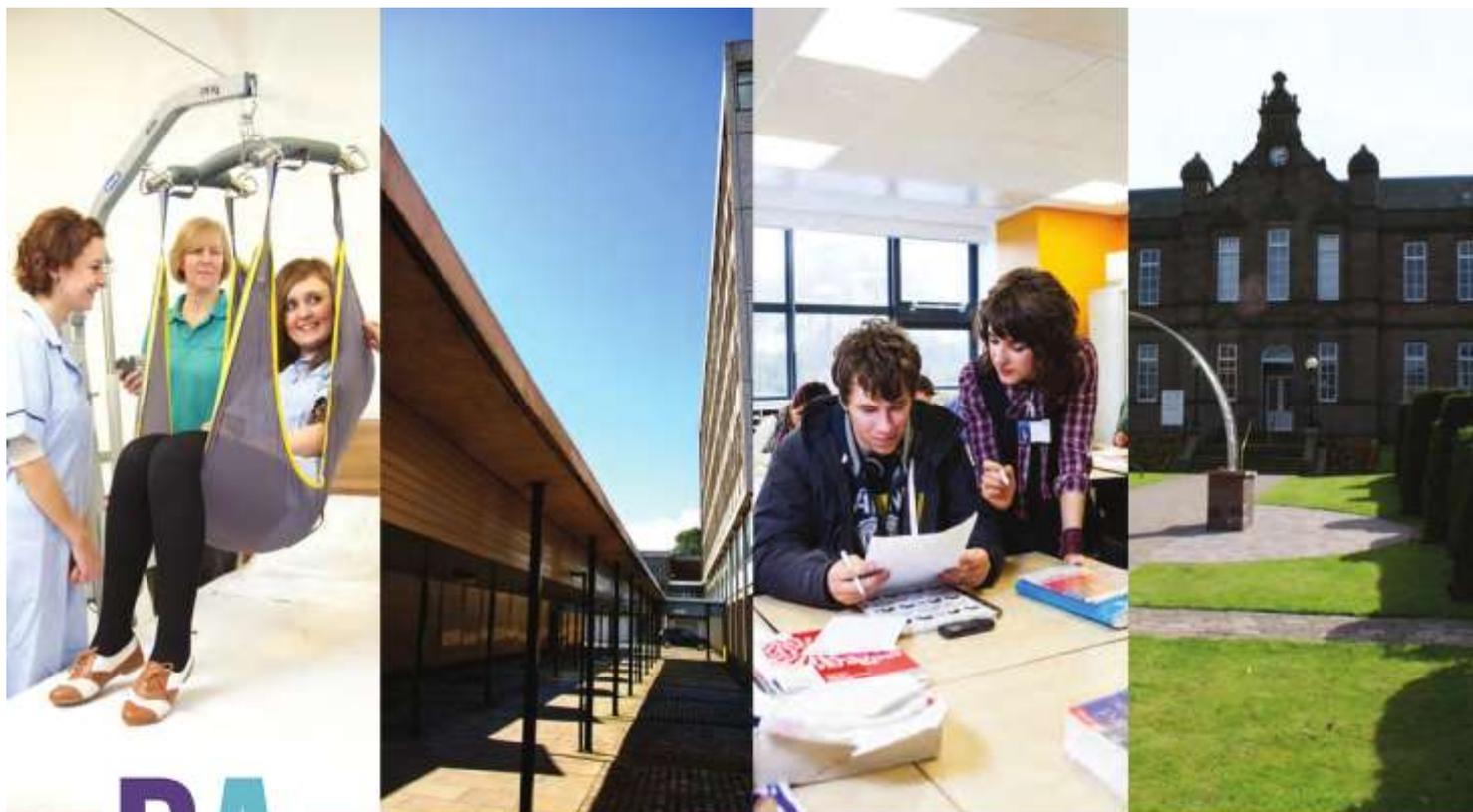
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Counselling and Education in Vocational and Education and Training in

Dundee and Angus College, Scotland,UK

<http://www.dundeeandangus.ac.uk>



to support you to succeed

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Angus College, Scotland, UK

- ✚ The College is a registered charity (Scottish Charity Number SC021175) established within the provisions of the Charities and Trustees Investment (Scotland) Act 2005.
- ✚ Angus College is a leading community college in Scotland with its main campus in Arbroath and satellite learning and vocational learning centres in the burgh towns of Brechin, Forfar, Kirriemuir and Montrose.
- ✚ It serves the diverse area of Angus and South Mearns, recruiting c' 9,000 students in 2011/12 from a population of 110,000.
- ✚ The College employed 363 staff in total in 2011/12 or 232 FTE, making it one of the largest employers in the Angus area and a significant contributor to the area's economic development.
- ✚ The College Vision and Strategic Objectives
- ✚ A new ten year Vision has been established for 2020 and that is to build on and maintain our status as Scotland's Best Community College and to be key strategic objectives of Excellence in Learning, Excellence in Facilities and Excellence in Leadership. recognised for Achieving Excellence.
- ✚ Associated with this long term Vision are 3 key strategic objectives of Excellence in Learning, Excellence in Facilities and Excellence in Leadership.



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Figure 1 Romanian delegates at Dundee and angus College Scotland
Rodica Cristescu, Cecilia Iuga, Maria Eugenia, Minodora Gavrilă, Vasilica Stan



Figure 2 Romanian Delegates : Aurelai Stanculescu, Robert Florea, Vasilica Stan, Anghel Ramona

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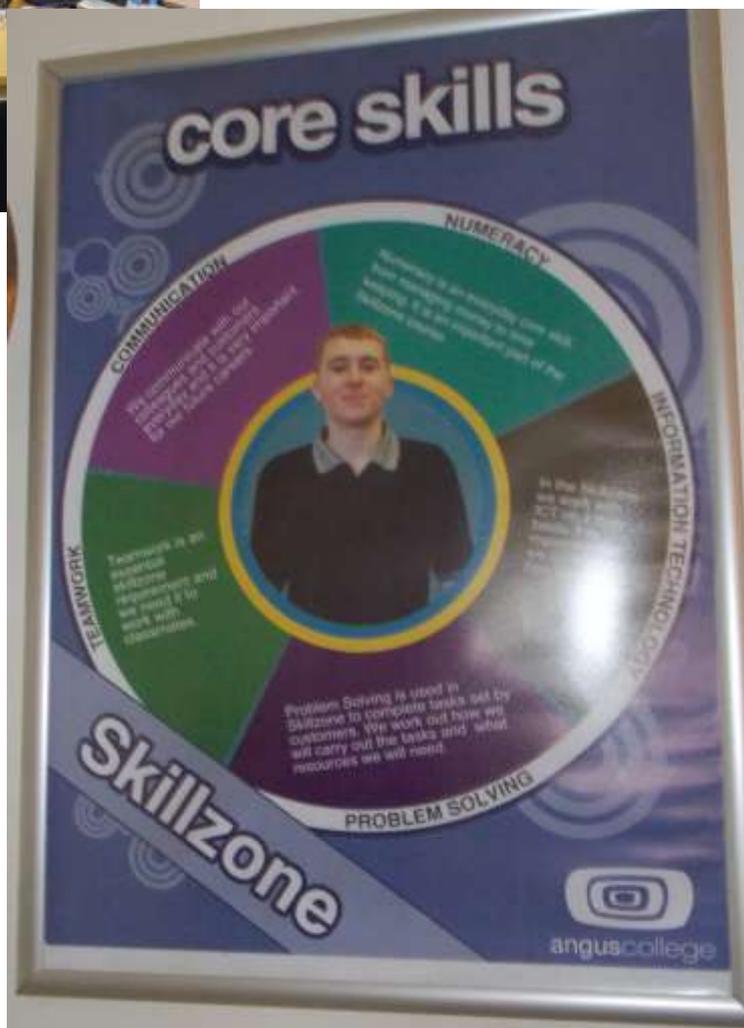


Figure 3 Romanian teachers at Angus College Scotland: Simona Luca, Ioana Cosma, Minodora Gavrilă, Olimpia Mateescu



Figure 4 Romanian Teachers at Angus College Scotland : Eduard Iordachescu, Gabriela Barbulescu, Cecilia Iuga, Ioana Cosma

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SkilZone

Leaving or left school?
Thinking of coming to College but still not sure what you want to do as a career?

Let Angus College's SkilZone course help you.

What entry requirements will I need?
There are no formal entry requirements for this course.

How and where will I study?
This course is held in a specially designated area where you can study on an individual timetable at a pace to suit your own abilities and with support and guidance from staff to help you meet your potential.

What will I study on this course?
1) The SkilZone will help you to focus on or improve knowledge about the world of work and an employer's expectations through a City & Guilds qualification which helps you to:

Find out about different career or learning opportunities available to you.
Learn about and focus on soft skills and employer expectations.
In addition, you will choose up to three units to study from the following range:

Develop the skills to apply for jobs and succeed at interviews
Find out about your rights and responsibilities at work
Improve on your ICT skills to help you process & present information
Develop an understanding of how to manage your money
Learn how to support others
Participate in an enterprise activity (producing goods or services)
Participate in a work placement
Work on a community project
Develop skills in team working
Understand and respect people's differences
Undertake a project of your own design
This qualification is achieved through building a portfolio of samples of the work you produce.

2) Core skills of numeracy and communications will be studied to as high a level as you able to achieve

3) ECDL Essentials is a qualification that demonstrates you have the knowledge to use computers at work.

In addition to the main qualifications outlined above you may have the opportunity to have tasters within different vocational areas of the College and also to undertake a Vocational Qualification in a relevant discipline which will help you to develop the technical skills required to succeed in your chosen career.

Job and progression routes?
Further vocational qualifications at a higher level may be possible or progression to NQ Administration & Information Technology or other related NQ programmes. Should you have undertaken a work experience placement during the course, employment by the placement provider may be a possibility.

Available flexi attendance, duration & start dates. Available in Arbroath only.

SCQF level for this course is	Level 3-5
Attendance	flexi
Duration	flexi
Start Date	flexi

|| The tutors have helped me achieve things I didn't know I could achieve.

||
Louise Lawson



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Support services at Dundee and Angus College

Course/Programme Guidance

Help is available to explore the range of opportunities at College and beyond, including progressing from college programmes to university or employment. Staff can help throughout the application process including programme choice, online application, preparing for college, ongoing support and progression.

Financial Support

Support is available to help identify individual entitlements to bursaries, benefits, loans and discretionary funds.

Childcare Support

The College has a designated a Childcare Advisor, who is responsible for supporting students at Dundee campuses who require childcare assistance whilst they attend College. At Arbroath we have an on-campus nursery.

Full-time and part-time students, if eligible, may receive some financial support from the College to meet the cost of childcare expenses, while studying at Dundee and Angus College. The amount is means-tested and based on the type of childcare received.

Supported Learning

We offer a wide range of services to students who require additional support at College. We can assist students who have, for example:

- Physical disabilities
- Sensory impairments
- Mental health difficulties
- Medical conditions
- Specific learning difficulties e.g. dyslexia
- Autistic Spectrum Disorder

In addition, we provide study skills and assistance with basic numeracy, reading, writing, grammar and IT.

Students may require additional support and contact Learner Services to arrange an appointment before starting College.

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Counselling methods used in Romania versus the approach and the programs used in Skillzone

The counselling methods are similar in their approach of the young people and their cognitive, emotional or behavioural difficulties.

In both countries the methods are focused on the students' needs and involve group as well as individual interventions.

The guidance counsellor establishes a rapport with the students and identifies the efficient way of supporting them in solving their problems and reaching their objectives. The psychological approach is positive. The major counselling themes are similar as well: developing self, healthy living, self management, improving own confidence, family relationships, managing social relationships, etc.

The differences between the counselling services offered in Romania and Scotland are linked to the different professional qualification of the officers involved as well as to the financial and technical resources. While in Romania there is a counsellor for 800 to 1000 pupils and sometimes even more, in Skillzone there is a mentoring system that allows a counsellor to better manage a number of just 12 students while also giving support to others with temporary counselling needs.

In Skillzone the major part of the curriculum consists in counselling activities and these are assessed accordingly. In Romania the counselling is often viewed as auxiliary and sometimes optional. In Skillzone the staff uses diverse and appropriate art-therapy materials, books, psychometric tests, cards and other instruments while in Romania the acquisition of such necessary materials is rather challenging in most schools.

In conclusion, less students and more financial resources should be assigned to one counsellor in order to improve the counselling services in the Romanian schools.

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Assistance at the activities in Skillzone - group assistance/observation based on forms

Romanian forms

Romanian Instruments used in Guidance and Counselling

Clases and Activities

EVALUATION SHEET OF LESSON

SPECIAL INSPECTION TO CLASS FOR TEACHERS

FROM CENTRES AND OFFICES FOR PSYCHOPEDAGOGICAL ASSISTANCE

Name of candidate: _____

Date: _____

Analysis	Assessed aspects: criteria	Score	
		Maximum	Done
Lesson	Formal aspects (design, documentation)	1	
	Adapting content to the specific particularities of age and needs of the target group (level of the language appropriateness at the classroom, linking themes with the pedagogical needs of the target group, relevance of the subject to life)	1,5	
	Scientific and applied Content (structured, systematic, coherence, consistency)	1	
	Teaching and didactic methods, teaching and education materials, forms of organization of work at class (variety, opportunity, originality, efficiency)	1,5	
	Psycho-pedagogical climate (organization of space and materials, psychosocial climate, atmosphere during of activities, modalities established and ways of motivating and encouraging offered to students)	1,5	

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The students-dominants evaluated	Cognitive acquisitions verbalized /nonverbalizate (quality, quantity, relationship, networking, operationalization, taxonomy)	0,5	
	Cognitive, social and emotional skills/ abilities (stimulation and development mechanisms of analysis, synthesis and self-reflection, personal resources of students and their experiences of life valorisation)	0,5	
	Students' attitude in the framework of activities (facilitating the involvement of students, encouraging their positive attitude)	0,5	
The teacher-dominants evaluated	Professional and methodical/didactical/teaching competencies (of knowledge- level of control for class management, organization and information processing, of development- speed, accuracy and distributive attention, of communication- fluidity, clarity, exactity and accuracy of discourse, capture and maintain student interest and motivation, ability to individualise and differentiate the messages, capacity to offer and requeste feedback)	1	
	Social competencies and features of personality (sociability, different registers of languages, emotional balance, stress resistance, mecanisme to cope with conflictual situations, creativity, empathy, flexibility, determination, responsibility, objectivity, unconditional acceptance, sense of humour)	1	
TOTAL		10	

ASSESSOR/ EVALUATOR/ EXAMINER _____

SIGNATURE _____

I am aware,

Candidate: _____

Signature _____

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**OBSERVATION FORM
OF SCHOOL COUNSELLOR ACTIVITY
In Scotland**

Counselor's Name		School
Grade/Topic		

Observer's Name	Date and Time Observed
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1. IDENTIFICATION OF PROFESSIONAL NEEDS SPECIFIC OF THE SCHOOL COUNSELLING ACTIVITIES

The school offer a guidance service that covers a large array of support needs: emotional, social, behavioral and learning difficulties. The needs of students are identified as a result of both individual discussions with the counselor, and the application of questionnaires, so their activity to satisfy the students. Teachers are open and flexible in communicating with young people, leading to the free expression of personal needs.

2. EVALUATED DOCUMENTS

The school counselor maintains strict confidentiality to records and student information. He develops appropriate long and short-range plans and adapts when needed. Also, each student implies a portfolio that spans their work developed throughout the school year: papers, posters, collages. Debutante counselor's work is supervised by a mentor who provides personal support and development. Supervision involvement is seen as support for improving the activity and not as inspection which penalizes mistakes.

3. DEVELOPMENT SCHOOL COUNSELLING ACTIVITIES

a. SCIENTIFIC AND SPECIALIZED TRAINING, EDUCATION, PREPARATION

Most of the guidance staff are teachers and have guidance as an additional role. They work with specialist staff and offer support for learning, the absence for a significant period of time, school refusal or other difficulties. The main purpose is to keep the young person engaged in school and focused on achieving their academic goals and targets. At the beginning of the school year, the counselor develops a schedule of activities that will take place with students, and also he makes lesson plans that can adapt to the needs and characteristics of students. Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. He implements instructional opportunities in which students are interacting with peers, ideas, materials, technology. Demonstrates sufficient knowledge of the student information system to use it effectively and accurately.

b. Interpersonal competencies (with students)

The counselor establishes a safe, supportive environment for children in the classroom and he is available to students. There are clear procedures and priorities to respond to students needs in a timely manner. He establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. Actively listens and pays attention to students' needs and responses. The counselor communicates the belief that all students can learn and be contributors, and helps students establish goals and develop and use

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planning skills. He respects individual, cultural, religious and racial differences of individuals and groups; promotes equity and access for all students.

c. Didactical strategies, methods, techniques used in work with students

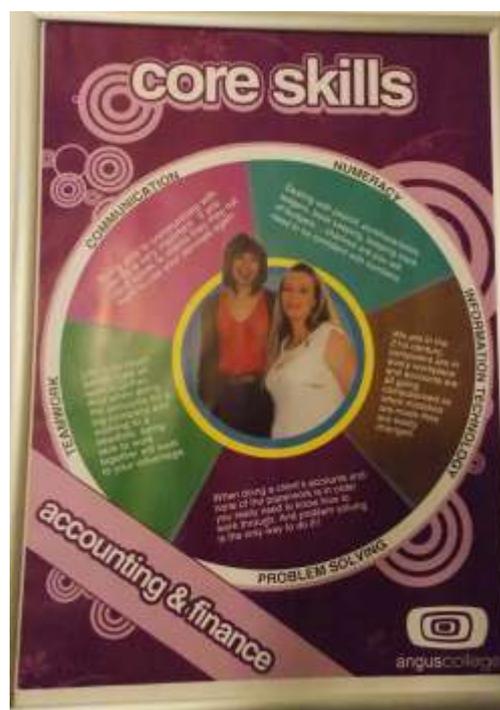
The school counselor uses a variety of effective instructional strategies and resources: group work, classroom support, portfolios. He uses instructional technology to enhance student learning and positive psychology interventions, for example: „Three good things”, „Signature strenghts”, „Best possible self”. He demonstrates good judgment in dealing with challenging situations and engages students in problem-solving and critical thinking. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. Communicates clearly and checks for understanding. Also, establishes timelines and prioritizes to effectively provide needed information to students. Maximizes instructional time and minimizes disruptions.

d. Evaluation methods/ monitoring school counselling activities

Expectations are established early, reflect student input, enforced consistently and fairly and communicated to students. Assessment involves performing activities carried three reports: a report addressing the issue involving changes, another report of improved some aspects and a final report that provides examples of good practice. The students complete questionnaires at the end of a unit, and at the end of the school year, so that improvements can be achieved both short and long term.

4. CONCLUSIONS

The school counselor incorporates learning from professional growth opportunities into instructional and counseling practice. He also organizes or supports activities within and outside the school intended to enhance the school and the school experience for students. Uses available performance outcome data to continually document and communicate student academic progress and develop intermediate learning targets. Uses data from the counseling program to assist the school improvement team in making decisions regarding program revisions.



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Ministerul Educației Naționale

Inspectoratul Școlar al Municipiului București

CENTRUL MUNICIPIULUI BUCUREȘTI DE RESURSE ȘI ASISTENȚĂ
EDUCAȚIONALĂ

CENTRUL MUNICIPIULUI BUCUREȘTI DE ASISTENȚĂ PSIHOPEDAGOGICĂ

CENTRUL LOGOPEDIC INTERȘCOLAR - BUCUREȘTI



MONITORING/SUPERVISING SHEET OF SCHOOL COUNSELLOR ACTIVITY

Completată la data _____ 2013, cu ocazia *Activității de monitorizare* efectuată la
unitatea școlară: _____,
sectorul _____

Controlul a fost efectuat de: prof. metodist _____, nr
delegatie _____,
ISMB _____

Din partea școlii a participat _____

PROF. _____ CONSILIER
ȘCOLAR.....
SPECIALITATE (cf. diplomei de licență)
.....
ÎNCADRARE (unitatile _____ postului)
.....

1. IDENTIFICATION OF PROFESSIONAL NEEDS SPECIFIC OF THE SCHOOL COUNSELLING ACTIVITIES

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2. EVALUATED DOCUMENTS: (Please check the portfolio of school counsellor, time
schedule displayed on the door of the cabinet/office, the teachers room, at the entrance of

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students, the evidence register with daily activities, psychopedagogical sheets for students who participated at school counselling sessions, handouts)

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FINDINGS ON THE ESTABLISHMENT OF DOCUMENTS:

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3. THE DEVELOPMENT SCHOOL COUNSELLING ACTIVITIES:

d. SCIENTIFIC AND SPECIALIZED TRAINING, EDUCATION, PREPARATION

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e. Interpersonal competencies (with students, parents, teachers, educational managers/principals and local community):

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f. Didactical strategies, methods, techniques used in work with students:

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g. Specific school counselling activities developed with students/ teachers and parents:

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h. Evaluation methods/ monitoring school counselling activities:
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4. CONCLUSIONS:
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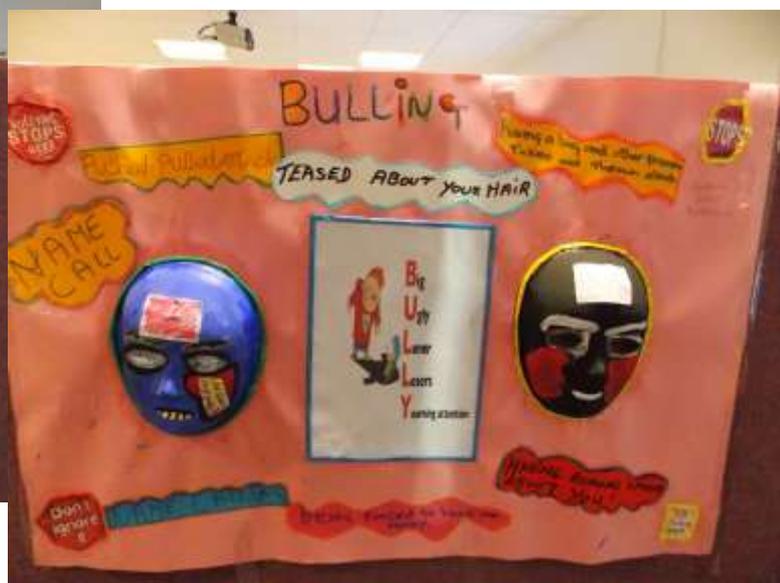
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5. RECOMMENDATIONS:
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DIDACTICAL TEACHER,

DIRECTOR,

SUPERVISED TEACHER,

SkillZone Activity observed Bulling- Debate



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Good practices and transferable elements to the Romanian educational system

The Dundee and Angus College is our host institution, where we also met the group from the municipality of Bollnas, Sweden and another group from the municipality of Sandvikan, also from Sweden.

From the visiting and presentation of the hosting institute, we noticed a very well structured pupil development program, which is achieved by dividing the whole educational body into several units:

- The Community Learning and Development Key worker is a part of the educational service, providing informal learning opportunities for people in their own community. The methods used in education encourage cooperation, challenge and also joy for the students.
- The Student Service Unit was that interest us the most, as provided us with information about how guidance is provided for a vast range of support needs: from social, emotional, behavioural and learning difficulties.

Most guidance staff are mainstream teachers and have guidance as an additional role. Support for learning is done by a specialist staff.

This unit has specialists that play important role in dealing with the students in need:

- The student service manager, a student development team leader,
- 4 Special Education Behavioural Development support workers, that deal with pupils that show behavioural problems, at home or outside.
- 1 disability officer/ school liason, that makes the link between school and the family and the community institutions, they have recommendations about children who leave school;
- 3 academic support workers, that help adjust the learning difficulties of pupils;
- 3 funding officers. The financil support is provided by the government and the counselor decides how long the child will be under surveillance depending on the problem.

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We found out that the most interesting good practice is the existence of the skill zone unit, where pupils that can not adapt in school, because lacking some abilities like: communication, motivation for learning, team-working, problem-solving, etc. go, for part or full time tuition and under the professional guidance that identify their needs, develop different activities that adjust to their needs and help them become autonomous and socially adapted. The students feel save in this protected area where they are understood and valued.

Because of the increasing social problems in the community, there was recently adopted a service of mental health procedures in the institute, for cases of learning difficulties, drug and alcohol addition, ADHD, autism, Asperger syndrome etc.

The support is also provided by the various range of practical activities that the problem students are involved in: animal care, carpentry, home designing, food and cookery, etc.

The good practice identified is that of an attention care for the pupils in need, with governmental support and professional specialists help provided, yet the rate of unemployment of the area is at the top in Scotland so things should be also improved here, too and the practice of learning from the others' experience may be a path to success.

Drafting of a counseling activity in the frame of Skillzone approach

Frame: Development of socio-emotional skills of adolescents

Activity: How express what we feel?

Target group: Students in Skillzone

Duration: 50 min

Point of reference: Optimal development of emotionally

Operational Objectives: At the end of the activity, students will be able to:

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- To identify the emotions that they experience
- Use appropriate ways of expressing emotions
- Recognise the role of emotions in carrying out different activities

Teaching Strategies:

Methods and procedures: conversation, questioning, observation systemic learning through discovery, self, group activity

Tools and materials: handouts groups, markers

Description of activity:

Communicate teacher student lesson topic and objectives and proposes that an energizer.

Students listen to teacher instructions and participate in the exercise.

Teacher require students to say what emotions they felt during the course of the game. The exercise game shows: broken heart. Provides training for energizer and communicate the time you have available.

Students sit on working groups tasked thing on the worksheet should list:

- 15 claims positive pleasure that they have heard or have expressed some against others, when frightened, lonely, angry, rejected, insecure, etc.. These are listed without reference to a particular person. While students read statements insulting, students are guided to bend to make a fold heart they have before. Hearts look somewhat different but they are all scarred.
- Shows that it takes at least 7 pleasant things to delete a remark negative.
- if unbend all folds remnants. The teacher suggests students to consider what changes occur in their body during different emotions:
 - Anger, state of silence, fear, joy, boredom, excitement, sadness, courage, shame.

Teacher proposes students identify ways to control negative thoughts emotions. Students propose ways to control emotions / negative thoughts and solve puzzles.

Evaluation

Teacher proposing the students to solve a puzzle about emotions.

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Students solve the puzzle.

Presentation of the work strategy regarding the social partners and the way of working with them.

Dundee and Angus College has several ways of getting in contact and working with the social partners.

- There are firstly the liaison officers, that make the link between the enterprises, companies, SME's and other business affairs with the college. They bring to school their work demands and the school take them into consideration when designing the curriculum and the work plans.
- The industry liaison books, distributed to the local companies and they just fill in what their needs are regarding work and employment.
- The Enterprise Centre in the College, a very welcoming space, where the college authorities meet with the employers every day talking about issues regarding work, employment and business and where the employers can have various events for attracting the future employees.
- There are the prentiship units in the school, where pupils are practicing what they will do in the different industrial companies: construction, woodcarving, hair-dressing, cookery, animal care, etc.

Analysis of a counselling project in order to identify examples of good practice

The Dundee and Angus College provides a complex guidance service which covers a vast array of support needs. This counselling service is delivered by trained professionals and by lecturers who followed Mental Health First Aid training. They all work in teams evaluating and designing the best intervention courses, relying also on

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external specialists. The counselling is tailored in order to meet the specific needs of the students and to improve their learning, their work and interpersonal skills.

The counselling projects are designed to meet specific objectives after the students' needs are assessed. One such project consists in introducing students in a gradual way to the requirements of the curricula by involving them in many group activities focused on knowing each other, developing their confidence and their self esteem, their acceptance and helping one another. This project was introduced as an important part of the students' programme, next to the other vocational subjects. After the completion of the project the students felt acknowledged, understood, their adapted to the new academic or vocational requests, to their colleagues and developed their commitment to their work.

During the round table every delegate commented on the advantages and disadvantages of this type of counselling project and the possibility of adapting it for their own educational and counselling activity. The project was viewed as an example of good practice which required a lot of financial, time and human resources. The implementation of such a counselling project might not be possible in the Romanian educational system because of the curriculum flexibility necessary. Still, the idea of introducing more counselling activities in the transitional or introductory years is very relevant for improving the way students adapt and succeed in their learning activities.

The counselling methods used in this project focused on the individual as well as on the group dynamic. Students were assigned learning tasks that helped them to discover themselves, their own passions, preferences and talents and how to use them in order to achieve their academic and professional goals. An important aspect of the approach involved addressing intercultural differences and differences in general. Each student was dealt with according with his cognitive, emotional and social resources in order to ensure that he had an equal access to the benefits of the educational and counselling service. Throughout this counselling project the students

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could find out if the vocational route they were following was suited to their skills or they could be guided to undertake another type of vocational training.

The counselling methods were mainly active, creative and very well tailored to meet the personal characteristics of the students. The counsellors paid special attentions to the students with cognitive, emotional or behavioural problems in order to help them to better express themselves. By developing skills like communication, flexibility, critical and creative thinking, initiative or conflict management they can have the tools to succeed in any profession. The counsellors have a profound confidence in the potential of each student and they strive to find the best way for them to achieve this potential.

Debate on the methods through which Angus- Dundee Educational Centre adjusts the curriculum to the professional training practical needs of students/ employees/unemployed people/ companies from the area

The debate took place in the newest building of Angus College, a beautiful modern building with the most professional technical equipment and facilities.

The debate was moderated by Marie Stewart and Sara Mackay. After a series of interesting answers and questions, the following conclusions came through:

The link between school and the local and regional companies is working both ways: the companies come to school and express what their needs are in terms of specializations and also needs regarding what is lacking on the labour market. The College will then put in the school curriculum courses that will provide employment and jobs for those pupils that graduate. The courses that are proposed by the school meet the national criteria of qualifications and quality. The practice is made either in

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the labs and work-shops within the college (engineering, home design, hair-dressing, mechanical and electrical, animal care, cookery, etc.) and also in companies.

At the same time, the teachers are interested to meet the success criteria established at the national level for each year of study. The results of Dundee and Angus College in their work with pupils prove that they have overpassed these standards and have become, due to their continuous paying attention to quality, a top educational centre in Scotland.

Every school year's end the teachers provide a report for each course. They highlight either the negative parts, what should be improved or what didn't work at all and also the positive parts, referring mainly at the participation and implication of the pupils, at their feed-back regarding the course. The annual reports are on the basis of the curriculum redesigning, permanently having in mind to obey the requirements of the national curriculum but also the community needs.

In order to start a new course in the school curriculum, the teachers have to justify, in front of the school managers and teachers the need for this new course, with arguments referring to its utility in the context of the labour market demands and of the pupils' particularities.

When a new course gets into the curriculum, another one has to go. This may affect the situation of some teachers, that might lose their job but, on the other hand, it can be a step to new qualifications or domains of expertise for the teachers. For the pupils, it is always a gain. In order to redesign the curriculum the approval for the superior educational authorities is not needed, this is a decision of only the College's management.

This possibility that a college could design its own curriculum and have the flexibility of permanently change it whenever it is needed, insures the effectiveness of the educational process and the pupils insertion on the market place, as active and autonomous citizens, that also come together with the European regulations regarding education and work.

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Case study- Project about fighting against unemployment

Speaking with the teachers in the College, we came to the conclusion that all activities during the worktime

and leisure time are activities that have as a final task the employment of those involved in these activities. The College's whole organization and study and work program came as a necessity. Many young and not so young people couldn't get a job as they were un-educated and they lacked any educational background, either academic or of practice.

We were able to see this ourselves during the first night dinner, when we were taken to a small restaurant in Arbroath, The Darlings, where students from the college cook and serve.

The young people there had each different histories of life that put them in difficult situations: coming from dis-functional families, developing various kinds of anxieties, lacking skills of interrelationship and communication that made them feel excluded. The fact that the activities in the College made them discover their resources helped them develop their self-esteem and encouraged them value their skills in activities that suit them. This led to an increased motivation to involve themselves in activities that make them responsible and independent.

There was a fine meal and the owner of the restaurant described us, in the end of the dinner, the way the students got to work there, on an agreed contract, and how the initiative was so valued as they are already competing in a specified contest in the national context, and by this week Friday they were expecting the result to the contest, in a TV show. The conditions to be part of the competition was to fulfil some criteria of good serving and excellent behaviour to the clients, a thing that we could experience ourselves. Hopefully we we be able to watch the program on TV and keep our fists tight for their success.

We think that the experience of these young people is an example of how people can be drawn back into the society's life, as citizens autonomous, owners of their own life.

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Presentation of the methods through which the students' counseling in SkillZone is adjusted to the socio- cultural model, as well as to administrative and political changes within the regional community

-Students' counseling in Skillzone (on technical area,animal care and others) is used/done only for the students that need intervention on behaviour as well as on social,emotional or economic integration.

-Personal development , numeracy,communication, practical IT skills,employability ,business , administration are subjects in the Skillzone course content that help students and youngers with difficulties in learning and behavioural deficiencies better integrate in school and social life.

-Half of the students want to come , half of them are recommended to come.

-Students in Skillzone are involved in every day activities, class activities. They also have one representative , a volunteer, who becomes a mediator between the students and the teacher .

-Political and administrative changes caused resentment, worry , anxiety and fear for the students taking into account that they don't know the students, teachers, organisation culture in Dundee College, as well as the distance between the 2 colleges(one rural, the other from a city).

1. Analysis of the way in which the organisational culture is adjusted during administrative changes with impact on the educational process (merger of Angus and Dundee College)

-Round table discussion with Marie Stewart on merger communication process – portal (online question/answer and information session), direct emails from principal and other executives, consultation documents issued to all and meetings held in both colleges.

Evidence :



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-The merger between the 2 colleges also involved a knowledge transfer, new curriculum needs as well as co-investment opportunities.

-Dundee College- there are 3 campuses and the students don't know each other

-Angus College – 1 campus and the teachers and students know each other

Taking into consideration those mentioned above, we can consider them threats for the merging process.

Some of the teachers, that were needed, had an increase in salary, but more responsibilities

Most of the teachers felt worry about what was happening, fear and anxiety even if the staff had been preparing the merger for 2 years

It was a stressful time for the staff

3. Assisting of Skillzone teachers in projecting and preparing their counselling sessions.

-Teachers work individually or in groups with the students in Skillzone. There are 2 areas with better prepared students and less prepared students. The first ones can sometimes guide the other ones in different activities within the Skillzone.

-Teachers have a lesson plan and tutor notes according to the skillzone course content and students' needs. There is also a Lesson Plan Template that can be supervised or monitored by superiors or inspectors.

-Teaching skills mentor – share good practice

-They use wiki for different materials that can be seen and used by others

-They also have governmental procedures standards

4. How to fight against the negative effects produced by the institutional reorganisation

Students were involved at all stages via our Student Engagement Officer and the Dundee Student's Association. Reassurance that students always remain at heart of business. "business as usual" approach.

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Measures : - additional courses for those (teachers) that want or are interested in

- In case , some of the teachers want to leave , they receive their salary in advance(for 2 years)

Case study – Plan of Combating Side Effects of Organizational Change – merging Angus College and Dundee College 201-2013

As a political decision of Scottish Government of reducing costs in education, some scholar institutions needs to merge. The same situation is in the merging Angus and Dundee College. The process of merging is organizational organized for a period of 2 years. It started in 2011 and will be completed by 1- st of November 2013. The whole process is structural organized in details, by a deep approach , taking in account a wide range of aspects.

The two colleges are very different, as so very different are the two towns.

Arbroath is a small town, in rural area, gathering students from a wide space. Angus College is rather small, cosy, small buildings, close community.

Dundee is a town bigger, industrialized, university center, and had a wider campus, huge college building in a former university campus.

As a plan for reducing side effects, there are some policies:

A consultation process that lasted one year involved all school community. The consultation document, setting out the proposal for the merger that created D&A College and published in March, last year won silver medal in the promotional literature category.

- ✚ Some staff and teachers, curriculum managers lost their jobs as some work positions merged also. The board of the school conceived a plan of early retiring with a monetary compensation. For the not retiring staff, the school applied for other positions in the public system of Scotland.
- ✚ Some teachers need to travel and teach in both locations: Arbroath and Dundee (with a distance of 60 Km) – The solution adopted was to teach one day in one place and to support gas –fuel consume for teachers cars.

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- ✚ For students the policy was to leave as much as possible the same settings, lessons, programs, teachers. They will increase opportunities of choosing courses for a wider prospectus.
- ✚ As students are living on a spread area, after a discussion with every student and every family, school buses were increased. There is a great care for the single student to facilitate transport and meals facilities.
- ✚ A new curricular design, new promoting materials were created to increase awareness of the new institution.

Assisting of SkillZone teachers in projecting and preparing their counseling sessions.



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Workshop- designing a plan including modalities of the curriculum adaptation of the professional training and counseling programs to practical needs of students/ employees/unemployed people/ regional companies

Following the previous talks with the College's representatives about curriculum adapting to the community needs regarding the labour market, aiming at the young people getting to the work market, being employed, we tried to see what can be transferred from their experiences to our work environment. Having regard of our Romanian legal framework, we noticed that the good practice that could effectively applied to our expertise are:

- ✓ A higher concern for discovering the pupils' full potential;
- ✓ A more important role given to vocational guidance starting from earlier levels of education, that should have as a basis the pupil's potential itself;
- ✓ More activities targeted to pupils' getting aware of what their real potential is in order to choose the right path in relationship with the needs of the labour market;
- ✓ Activities through which each pupil should know what the specificities of the working paths he/she chooses are;
- ✓ Identifying and getting in contact with the companies, enterprises, SME's etc. that can become the practice workshops for pupils who want to choose specialties developed there;
- ✓ Introducing specific courses in the curriculum at school decision (CDS/CDL) that will help pupils find jobs;
- ✓ Training all teacher in coaching activities, no matter of the subject they teach in school.

Integration of content and methodology of the application of European programs and Ness MASS educational and counseling

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activities SkillZone individual and group counseling / mentoring practical activity: NESSIE

- Practical work counseling / mentoring individual and groups using subjects from NESSIE counseling program.
- NESSIE is available in the SkillZone Curriculum , in the field of social skills development.
- NESSIE is learned in a distance-learning approach, with a mentor , which is a teacher of SkillZone.

NESSIE
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Project Information

- Objectives
- Structure
- Partners

Products

Learning Materials

- Soft Skills at a Glance
- Employer's Research
- News

The NESSIE Project

The NESSIE Project Consortium is made up of training providers, employers, employer representatives and labour market actors. We are developing a range of on-line interactive training tools to assist people in the workplace and job seekers to develop their soft skills. A Train the Trainer package is being developed in parallel to support trainers, teachers, mentors or coaches to guide users through the learning tools.

The NESSIE products are truly innovative as they use a proven method of assessment. Participants, employers and trainers can effectively measure their progress made. All products are being translated from English into Dutch, German, Greek, Italian, Romanian and Swedish.

The training components have been designed following feedback from employers on which soft skills they consider to be the most important.

Please sign up to explore our site to find out more about our project, our background, our partners, and our networks. If you'd like to find out more please email any of the contacts within partners section or subscribe to our newsletters for regular updates.

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Un proiect European Leonardo da Vinci  Lifelong Learning Programme

 **NESSIE** Curs de dezvoltare a competențelor sociale și psihonoemoționale

Page principal / Introducere / A series of activities on self-awareness

Introduction

INTRODUCTION

- Welcome
- What are Soft Skills?
- A series of activities on self-awareness
- To conclude the course and obtain your certificate

SESSION

- Administrate curs
- Help
- Sală de grădărire

A series of activities on self-awareness

In order to identify which soft skills you personally need to develop you will **FIRSTLY** undertake a series of activities on self-awareness which focus on:

- Self-knowledge
- Behaviour and attitudes
- Assertiveness
- Influence
- Ability to ask for help
- Stress
- Taking responsibility/ownership of tasks
- Adaptability/flexibility
- Loyalty
- Reliability
- Are you a follower or leader?
- Personal presentation

There is a guiding tool which will you will use to rate yourself against different soft skills and competences before starting the actual topic. This will assist you (and, if you have one, your mentor) to identify training and development needs in that area.

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NESSIE - NETWORK FOR SOFT SKILLS INNOVATION FOR EMPLOYMENT

NESSIE is a two year Leonardo da Vinci Transfer of Innovation European project. NESSIE tries to seek answers to the growing question of how to improve soft skills, such as communication, time-keeping and verbal communication.

Employers look for highly skilled competencies in various fields. They appreciate that social skills or soft skills are becoming more and more important and are looking for ways to help their employees identify and improve in these areas.

The materials developed for the NESSIE Project will help employees to identify and develop their soft skills to better fulfil their roles. The materials will also help job seekers and young learners to gain these soft skills to better access the jobs market.



BACKGROUND

NESSIE grew out of a previous collaboration project, Measuring and Assessing Soft Skills (MASS), between partners in five different countries. Under the MASS Project learning materials were developed for preparing young adults for the labour market. (www.mass-project.org). The materials were first developed in Angus College, Scotland, UK, then exported to four new countries.

The MASS project focused on developing soft skills training packages and testing them on young disengaged learners. The results were very positive. The participants enjoyed training in these skills and tutors/trainers could see improvements in learners' performance. The interest in MASS was huge. Over 3500 registered users visited the MASS website and delegates from ten European countries took part in the MASS conference in Brussels, September 2011.

The participants at the final conference recognised a need to continue this work, and are now creating a network of partners all across Europe.

NESSIE PARTNERS

16 partners, from seven countries, will work together, to improve soft skills training and form closer links to European workplaces.

The partners represent employers, employer organizations, vocational education and training institutions, private businesses and local authorities.

You can find the contact details for core partners at the end of this leaflet.

RESULTS OF NESSIE

KEY PROJECT OUTCOMES INCLUDE:

- Production of training materials to benefit employees and job seekers.
- Research including a needs analysis to review the most important soft skills.
- Employer questionnaires.
- A "Train the Trainer" kit.
- A Website containing all project information.
- Networks on various levels discussing and sharing soft skills' information.
- A final conference in Brussels September 2014 to disseminate the results on a European level.

The partnership will work in close cooperation with each other but also with employers and labour market agencies across Europe. This long lasting cooperation will be one of the most important results of the project and will continue beyond the life of the project.

WILL YOU TAKE PART?

- Follow NESSIE on www.NESSIE-project.org. On this website you can:
- Share your experiences with us.
- Subscribe to our quarterly newsletter.
- Register your interest to attend our final conference in Brussels in 2014.
- Or just contact us for further information.

Contact:
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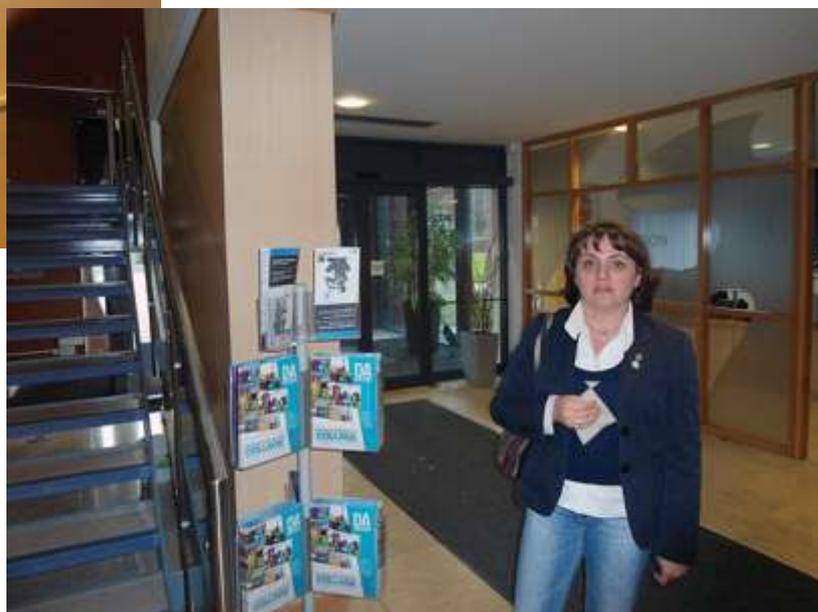
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Delegatia din Romania VETPRO 142 Proiect Leonardo da Vinci Scotia UK, November 2013, CCD Bucuresti CONSILIERE



6 Tuesday, November 12, 2013 LOCAL NEWS www.thecourier.co.uk

Property market risks 'stagnation'

By Rob McLaren

A TAY'SIDE property expert has dismissed concerns about a property bubble — saying he is more worried about market stagnation.

Lindsay Darroch, the head of property at Blackadders, said that although the number of property sales in Scotland was up, there was not an increase in the number of homes coming on to the market.

He said this imbalance was leading to "increased price volatility".

Mr Darroch said: "Despite all these recent headlines regarding house price bubbles, property market stagnation is something I have a real concern about."

"Currently we are seeing Scottish-wide trends, with the number of sales being up between 15%–20%."

"However, the number of new properties coming on to the market is at best slipping the same and in some areas actually dropping, with more properties selling than coming on."

"This is leading to increased price volatility as more people chase after fewer properties."

Mr Darroch said the market went through a similar adjustment in the early and late 1990s when people did not put their property on to the market until they found one they wanted to buy.

"The two things that broke that cycle were the banks increasing lending to first-time buyers and a massive increase in new-build developments," he continued.

"The increase of the new-build developments led to a surge of stock coming on to the market which, by early 2000, got the property market back on an even keel."

"I am in discussions with a number of developers regarding an increase in the proposed developments that are due to begin in Scotland."

"However, it will take a while for these properties to come on to the market."

Mr Darroch said there were several steps that "need to happen" in the meantime until there is an increase in new housing stock available.

These include controversial measures such as scrapping or suspending for six months the home report system, where sellers need to prepare a report at the cost of several hundred pounds before putting their property on the market.

He explained: "The home report is a barrier against speculative selling and we need to do everything we can to encourage more people to put their properties on the market."

He also called for more assistance for first-time buyers to enable them to buy second-hand stock. The Scottish version of the Help to Buy scheme only applies to new build properties. England's scheme does not have this restriction.

"This would free up a whole group of purchasers which should assist with the free-flowing property market that we require," said Mr Darroch.

mclaren@thecourier.co.uk



The students and their guests from Sweden and Romania at the college building in Arbroath. Picture: Kim Cassford.

Working with disengaged youths

A WEEK long exchange programme between Dundee and Angus College students and a delegation from Sweden and Romania kicked off yesterday.

Representatives from the two countries arrived at the college to start a project designed to promote the exchange of ideas on how

to work with disengaged young people.

The delegates come from a range of professions and are hoping to impart knowledge to the college that will allow it to encourage young people to engage in education, training or employment.

The group will work

with the college's SkillZone students and participate in two days of workshops with the establishment's local partners, including ESP Arbroath, Angus Council, CLD 16+ Opportunities for All and Montrose High School's learning base and behavioural unit.

Scheme aims to catch and prosecute poachers

A NEW police scheme aims to combat a number of people poaching in Angus.

The Poacher Watch initiative will see officers sharing information about poaching and rural crime with community members via email and phone messages.

Police hope people act as additional eyes and ears while out and about in the county by reporting suspicious activity, enabling officers to quickly take crime prevention advice and gather vital intelligence to identify offenders.

Landowners, gamekeepers and country sports enthusiasts in Angus are being invited to a meeting at Forfar Police Station at 5pm next Monday to discuss the scheme.

PC Blair Wilkie, police wildlife liaison officer, believes police should work closely with community members to stamp out rural crime.

She hopes Poacher Watch will get the backing of landowners, gamekeepers and other interested parties and will see a reduction in the number of incidents which have ranged from lurcher-type dogs lamping rabbits to poaching and stalking.

She said: "We in the rural communities, farmers, landowners in the Angus area to come along and discuss the scheme and us to take the problem."

PROIECT LEONARDO DA VINCI - LLP-LdV/VETPRO/2012/RO/142,

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Manager de proiect - Prof. Simona LUCA

Teacher Training Centre of Bucharest Romania

Municipal Center of Psycho pedagogical Assistance of Bucharest

Dimitrie Leonida Technical College Bucharest