

Professional Orientation: Proposals for a University of the Brazilian Western Amazon

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Abstract— This article deals with proposals on professional orientation for a Brazilian Western Amazon university based on a doctoral thesis entitled "Needs of vocational guidance of students at the Federal University of Rondônia." The objectives: (1) to know some characteristics of professional guidance received before your entry into the university and during your stay at the university; (2) identify the professional orientation received by the students of the Federal University of Rondônia; (3) identify the professional orientation needs of the students of the same university and (4) suggest proposals for the attention to the needs detected and adapted the characteristics of the university. In accordance with the investigated problem and the light, particularly, of the conducting objectives of the study, a line of descriptive inquiry was adopted. In addition to being one of the most used in educational research, it presents itself as the most suitable for the objectives that are proposed especially to describe the nature of the existing conditions. The conclusions are structured around three objectives: (1) characterization of the

orientation received and required in secondary education, (2) professional orientation received and needed in university education, and (3) discrepancies between orientation received and needs to receive. This study shows that the need for guidance in university education is considered very important by most students. Moreover, it provided a greater theoretical and practical knowledge on the subject of guidance and led to innovative reflections on instigating issues, opens new possibilities for research and interest to continue studying this theme, not only about the objectives proposed in this work, but also the inferences extracted with more general character, which we formulate as proposals to improve the situation analyzed. These are suggestions considered fundamental, that can serve as reference for effective implementation of a program of action with the High School (PROEM); the introduction of new content on the UFRO – Federal University of Rondonia website; a manual for the student and a tutorial plan at the university.

Keywords— Professional Orientation. High school. University orientation proposals. Plan of Action Tutorial.

I. INTRODUCTION

One of the objectives of the research was the characterization of the professional orientation received in High School. According to the data obtained, the orientation received presents the traits or characteristics that are described in the continuation. Vocational guidance was little present in high school. In all the areas and in all the contents that are integrated in them, the received orientation is little valued with the category, which means the lower level of presence. In addition, in many of the themes of the different areas, the majority of the student stated that they had not received guidance. Within the low presence of professional orientation, the differences found radiate an essentially informative professional orientation, focused on the area of academic and professional information. The greater attention given to academic information also allows us to conclude that the orientation towards academic insertion has priority over the orientation towards labor insertion. In addition to the differences indicated between the areas studied, it should be noted, on the one hand, that the awareness about the influence of gender in academic and professional choices, one of the contents that we call orientation for transformation, is where the student appears to have received more guidance. The two main agents of orientation were the teaching staff and the family. Orientation professionals (educational counselor and psychologist) have played a more limited role, especially the educational counselor who is the one who has contributed least to the orientation of the student. This data abounds in the characterization and situation of the institutionalization of vocational guidance in secondary education. Vocational guidance is a one-off activity that takes place primarily at the end of high school. It lacks, therefore, the continuous character that defends itself at the conceptual level. Of the activities of professional orientation in which the student has participated more widely, was the consultation of sources of academic and professional information. The differences in ownership by schools that have studied high school indicate that the pupil who studied in private schools has generally been given more guidance, in addition to being more continuous and to be carried out to a greater extent by the psychologist. The student arrives at the university with little knowledge of the studies he will carry out, his demands and his domains of professional performance. Failure to provide guidance that integrates the different areas of intervention may lead to abandonment, locking or failure.

The passing of the university is a formative period with important consequences for social, personal and professional development. In the university course, the student faces changes of stage and new situations of integration of university life and of academic, professional and work decisions. Vocational guidance will provide them with knowledge, skills and attitudes that will help them to respond appropriately to new situations. Thus, vocational guidance in Higher Education acquires a significant importance in the formation of students, enabling assistance for integration in university life, for academic decision making and for insertion in the job market. In the same way, it was detected that the study done on the institutionalization of the orientation, shows that its institutional development is still incipient; the analysis of the data presented below will allow us to know the characteristics of the professional orientation received and the needs of its most direct beneficiaries: the student of the six Federal University of Rondônia - UFRO campuses. In the continuation, the characterization of both high school and university education is presented at the Federal University of Rondônia.

II. CHARACTERIZATION OF MIDDLE SCHOOL

Vocational guidance in High School is especially important here. At the end of this educational stage the student has to make a decision about his academic and professional future. During high school, the student must receive the professional guidance that facilitates this moment and avoid future dissatisfaction with the academic choice and also some abandonment or even an exchange of university studies. Despite the importance and educational need of vocational guidance, its institutional development is rather precarious. In this item we present some of the data analyzed throughout this, which are presented below and allowed to know indirectly the situation of their institutionalization, in the opinion of their most direct beneficiaries: the former secondary school student who is currently a university student, besides of having made possible to know the orientation received and the necessary orientation in the following dimensions: Self-knowledge; Academic and professional information; Guidance for transition to the labor market; Orientation for transformation and professional project and individual counseling.

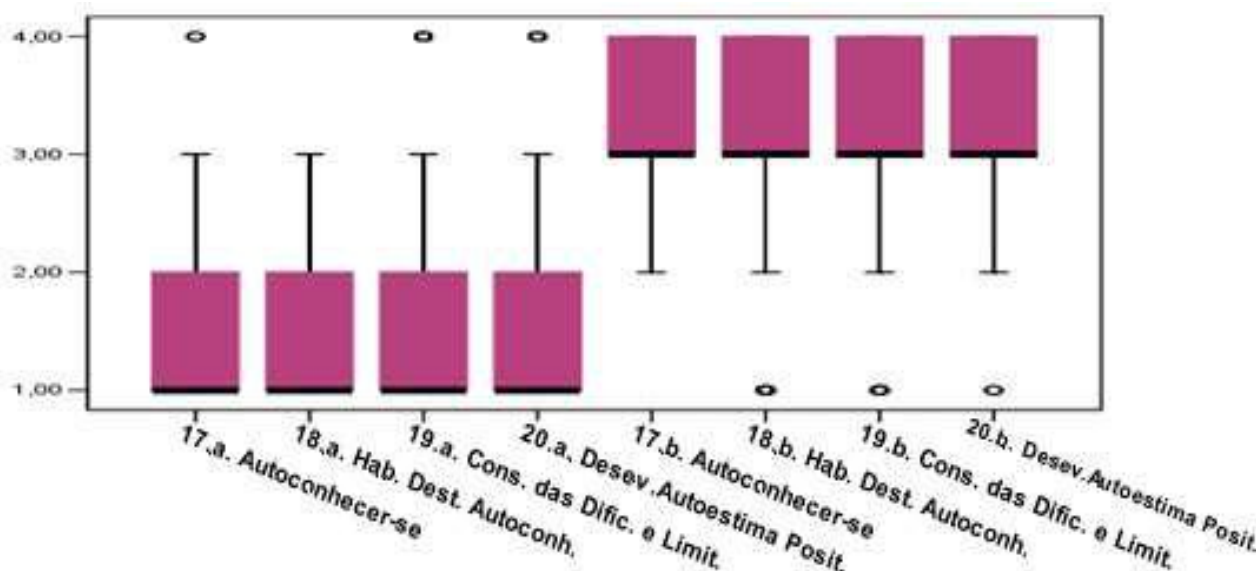
2.1 Self-knowledge

Self-knowledge refers to the possibility of the individual knowing himself in those aspects related to academic and professional decision-making. Self-knowledge seeks a dual purpose. On the one hand, to make available to the student a series of elements of reflection that give them a better knowledge of themselves. On the other hand, stimulate and improve those aspects that are required

through some planned intervention strategies (Álvarez and Isús, 1998). Self-knowledge needs to be worked on in order to identify the subject's personal history, in which the necessary reflections on his personality traits are made, which must be analyzed with the purpose of helping him to define his professional project, awareness

of their training and their occupational skills (Romero Rodríguez, 1996). In graph 1 will be presented the variables that approached contents, necessary for university students, in the Self-knowledge dimension. Comparison between the orientation received and the orientation you need.

Graph.1: Self-knowledge. Orientation received and what you need.



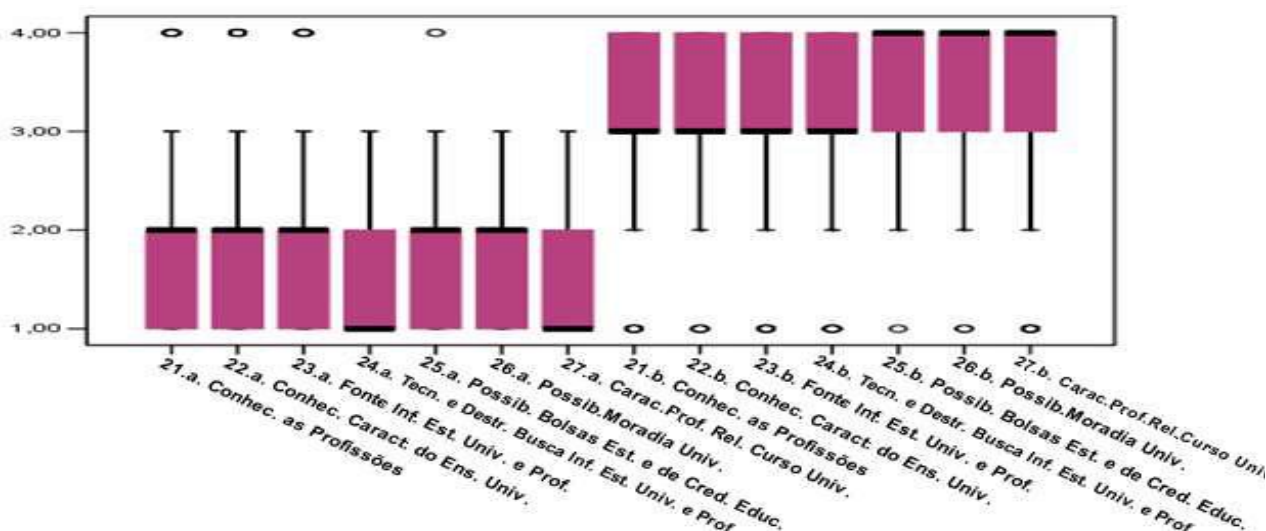
Legends: 17.self-knowledge; 18.Skills for self-knowledge; 19.Consciousness of the difficulties and limits; 20.Development of positive self-esteem;

2.2 Academic and professional information

Information is one of the essential components of career guidance. Its main contribution is to increase the knowledge of the academic options, the professions and the knowledge of the labor market. That is, diversify the knowledge of the educational, professional and labor world so that they can make a very informed decision

making. From the perspective of the orienting as an active person it is very important that they know the sources where to obtain this information and that they acquire the necessary skills to know how to seek and use this information. Graph 2 will present the variables that addressed contents, necessary for university students, in the dimension of academic and professional information.

Graph.2: Academic and professional information. Orientation received and guidance you need.



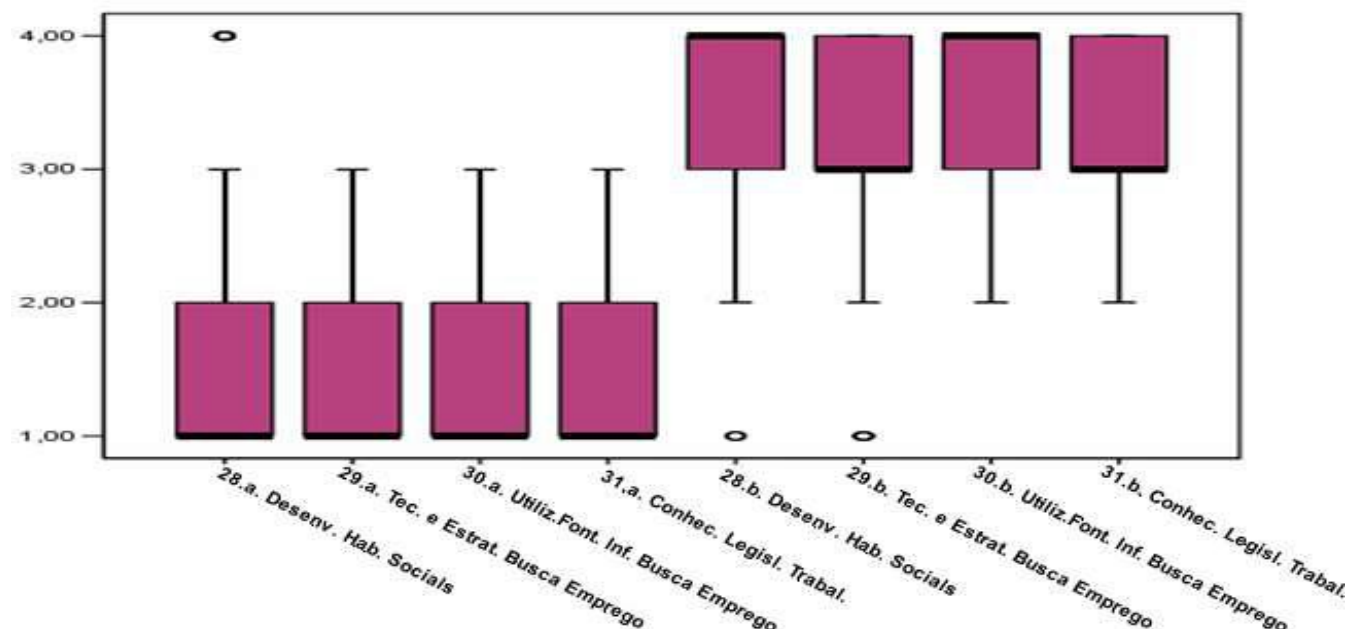
Legends: 21. Knowing the professions; 22. Knowing the characteristics of university education; 23. Source of information on university studies and professions; 24. Techniques and skills. Research Information University Studies and Professions; 25. Possibility of scholarship and educational credit; 26. Possibility of university housing; 27. Professional characteristics related to the university course

2.3 Orientation for transition to the labor market

The High School is an educational stage of transition to the labor market for a good part of the student. Not every student goes to college. Faced with this reality, the professional orientation takes on a special importance,

those contents or thematic ones that are of help to integrate itself in the labor market. Graph 3 will present the variables that addressed contents, necessary for university students, in the orientation dimension for transition to the labor market.

Graph.3: Orientation for transition to the labor market. Guidance received and guidance you needed.



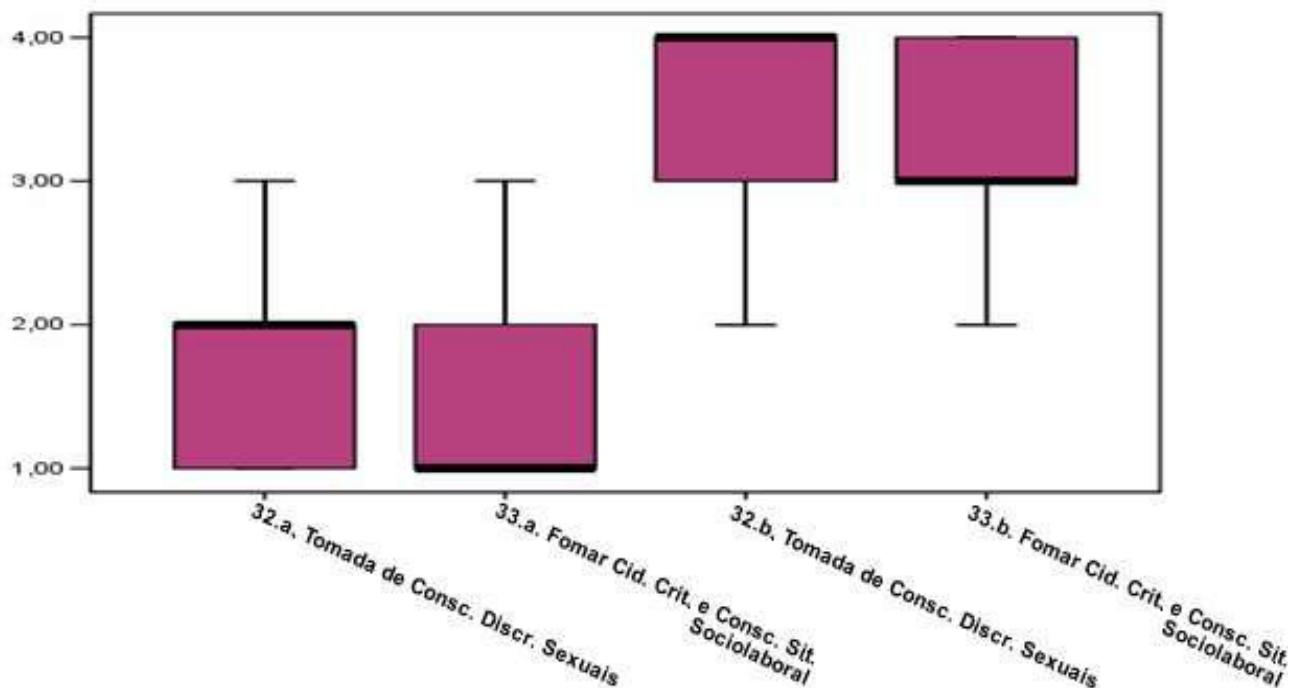
Legends: 28. Development of Social Skills; 29. Techniques and strategies for job search;
30. Use of sources of information in the search for employment; 31. Knowledge of labor legislation

2.4 Orientation for transformation

Vocational guidance should contribute to the formation of critical citizens aware of the socio-labor situation and its social meanings. It also has to promote decision making that is not influenced by gender. From this vision of professional orientation two questions are incorporated into the Guidance for transformation dimension. One is

about identifying and raising awareness about the gender factors that condition access to education and the world of work. The other is related to the formation of knowledgeable and critical citizens of the socio-labor situation. In graph 4 will be presented those variables that approached contents, necessary for the university student, in the dimension Orientation for transformation.

Graph.4: Orientation for transformation. Orientation received and what you need.



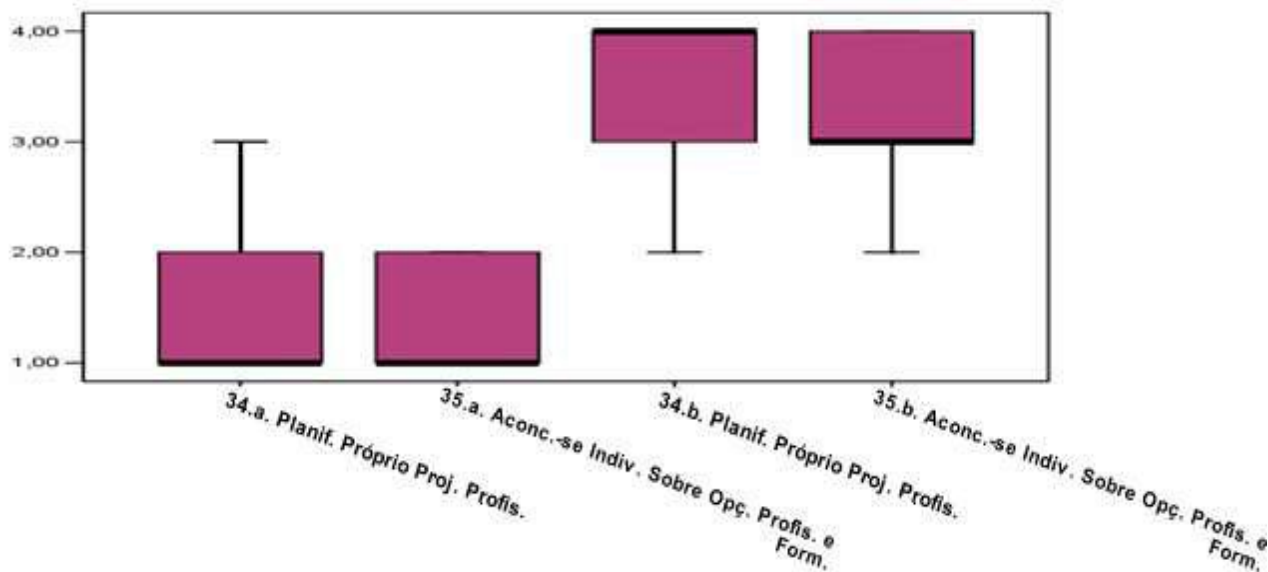
Legends: 32. Awareness-raising about social discrimination;
33. To train critical and conscientious citizens of the socio-labor situation

2.5 Professional project and individual counseling

At this point we analyze the professional project and the individual advice. The professional project is one of the key contents, in which the changes operated in the design and guiding procedures converge, in which the person assumes the fundamental protagonism of the guiding process. The elaboration of the professional project itself allows us to anticipate situations and provide them with intentionality in future actions. Its planning for the student is fundamental and should be developed gradually, in

phases or stages sequenced and with the help of motivating or encouraging strategies that serve as a lesson for this development. (RODRÍGUEZ MORENO, 2003). Individual counseling is the help provided by the specialist and which characterizes the counseling intervention model. In Graph 5 we also present these variables that addressed contents, necessary for university students, in the dimension Professional project and individual counseling.

Graph.5: Professional project and individual counseling. Orientation received and guidance you need



Legends: 34. Planning your own professional project
35. Individual counseling on professional options and training

III. CHARACTERIZATION OF PROFESSIONAL ORIENTATION RECEIVED AT UNIVERSITY

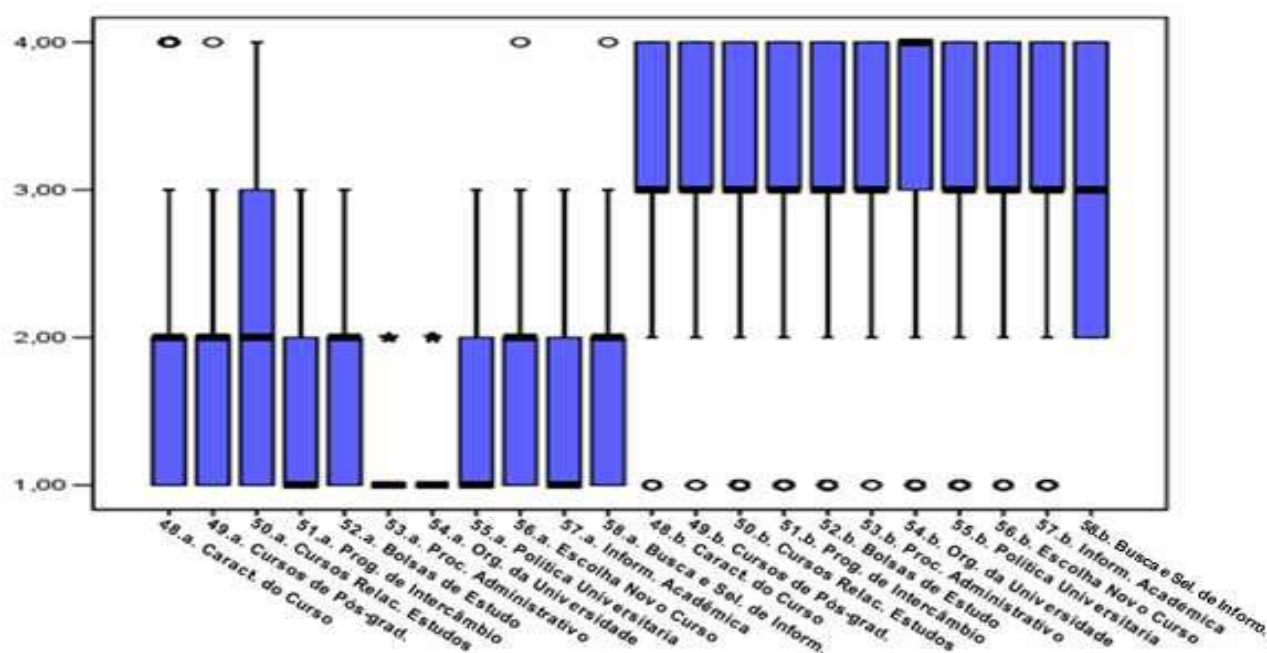
In this point the conclusions regarding one of the research objectives are indicated: characterize the orientation received during university teaching. As in high school, the orientation received is characterized by its scarce presence. In this trend, it should be remembered that in almost all subjects, the majority of the students stated that they received no guidance and that the received orientation was evaluated as the category indicating their lowest level of achievement. Another of the characteristics refers to the origin of the orientation received. The orientation comes mainly from outside the university institution. The family is the main guiding agent, followed by friendships and the media (internet, newspapers, TV). The professorship is the one that gave less guidance. The unequal presence of the areas and their contents is another characteristic that is identified in the orientation received. In this line, it is worth pointing out the following traits: The orientation received is fundamentally informative. The informative contents on academic issues (characteristic of the course that studies complementary training and postgraduate training) were the most attended. The passing of the university is a formative period with important consequences for social, personal and professional development. In the university course, the student faces changes of stage and new situations of integration of university life and of

academic, professional and work decisions. Vocational guidance will provide them with knowledge, skills and attitudes that will help them to respond appropriately to new situations. Thus, vocational guidance in Higher Education acquires a significant importance in the formation of students, enabling assistance for integration in university life, for academic decision making and for insertion in the job market. The analysis of the data presented below will allow us to know the characteristics of the professional orientation received and the needs of its most direct beneficiaries: the one of the six UFRO campuses in five dimensions: academic and professional information; self-knowledge; professional design and individual advice; techniques and strategies for job search and job information.

3.1 Academic and professional information

Information is one of the essential components of career guidance. Its main contribution is to increase the knowledge of the academic options, the professions and the knowledge of the labor market. That is, diversify the knowledge of the educational, professional and labor world so that they can make more informed decisions. Higher education also requires information that allows the knowledge of the university institution and the existing resources, facilitating the integration of students in university life. Next, in Graph 6 will be presented the variables that approached different informative contents, necessary for the university student, in the dimension academic and professional information.

Graph.6: Academic and professional information. Received and needed



Legends:48. Course Characteristics; 49. Postgraduate Courses; 50. Curricula related to the studies

51. Exchange programs; 52. Scholarships; 53. Administrative procedure; 54. Organization of the University;
 55. University policy; 56. Choose the new course; 57. Academic information; 58. Search and selection of information

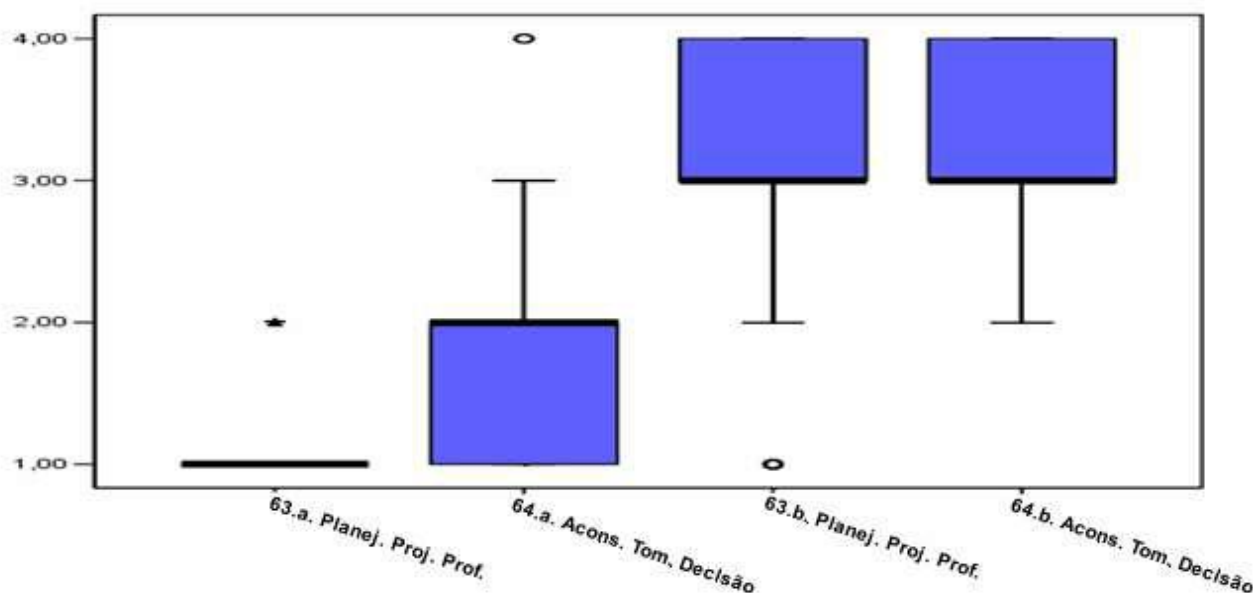
3.2 Self-knowledge. Received and needed

Self-knowledge refers to the possibility of the individual knowing himself, in those aspects related to professional choice and professional insertion. It is about knowing if it has information about its potentialities and limitations and how to overcome them. Besides, it provides the person to acquire the skills that favor this self-knowledge. The individual's options have to be very close to their personal preferences and professional life project. The characteristics of this knowledge within the university context must be dynamic and interrelated with the different sources of information, helping the individual to evaluate information not known in their process of self-knowledge, as well as those stereotypes that may interfere in some way training itinerary.

3.3 Professional project and individual counseling. Received and needed

This item analyzes the elaboration of the professional project and the advice in the decision making. The planning of the professional project can be considered the goal synthesis synthesis: to achieve that at the end of the guiding process the person defines his short and long term goals of the future and the plan of action for his achievement. Counseling is one of the functions of counseling, understood as an individualized help relationship. In Graph 7 will be presented the variables that approached different content, necessary for the university student, in the dimension Professional project and individual counseling.

Graph.7: Professional project and individual advice received and needed



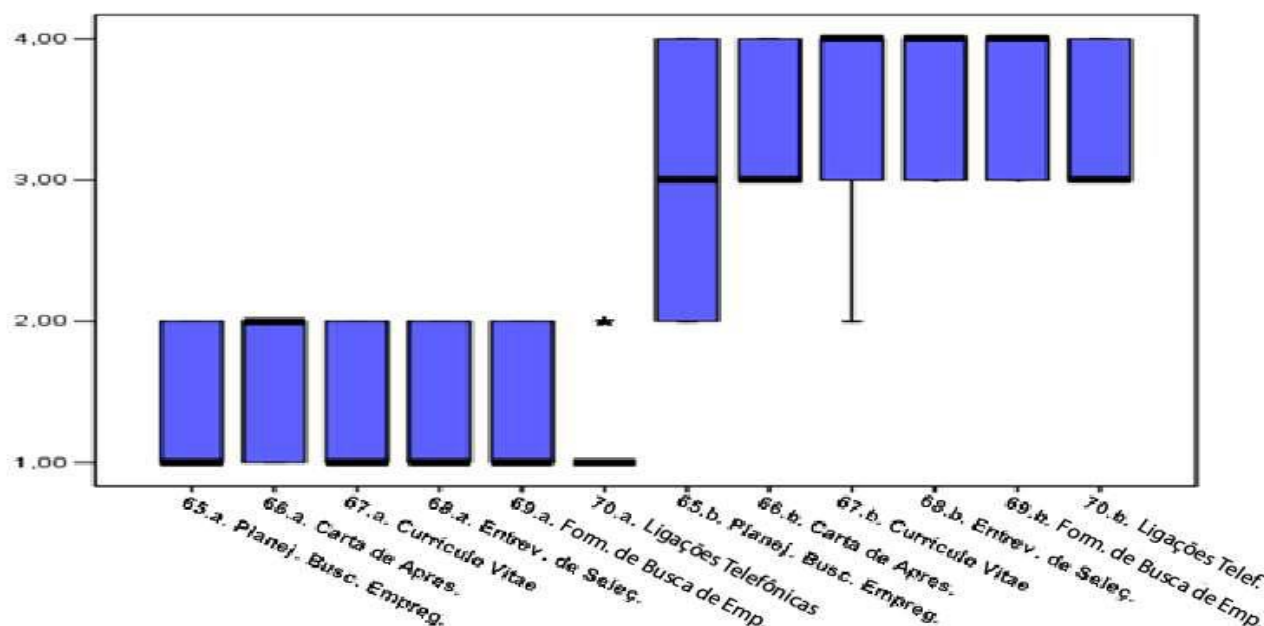
Legends: 63. Professional Project Planning; 64. Counseling for decision making

3.4 Techniques and strategies for finding employment. Orientation received and needs

The university studies constitute a stage of professional qualification, that in principle, allows the access to the labor market. In a complementary way, the professional orientation provides knowledge, attitudes and skills that

can facilitate the process of professional insertion. Traditionally called job search strategies and techniques are part of the vocational guidance oriented to the transition to the labor market. Figure 8 will present the variables that addressed contents, necessary for university students, in the Techniques and strategies of job search.

Graph.8: Techniques and strategies for seeking employment received and needed



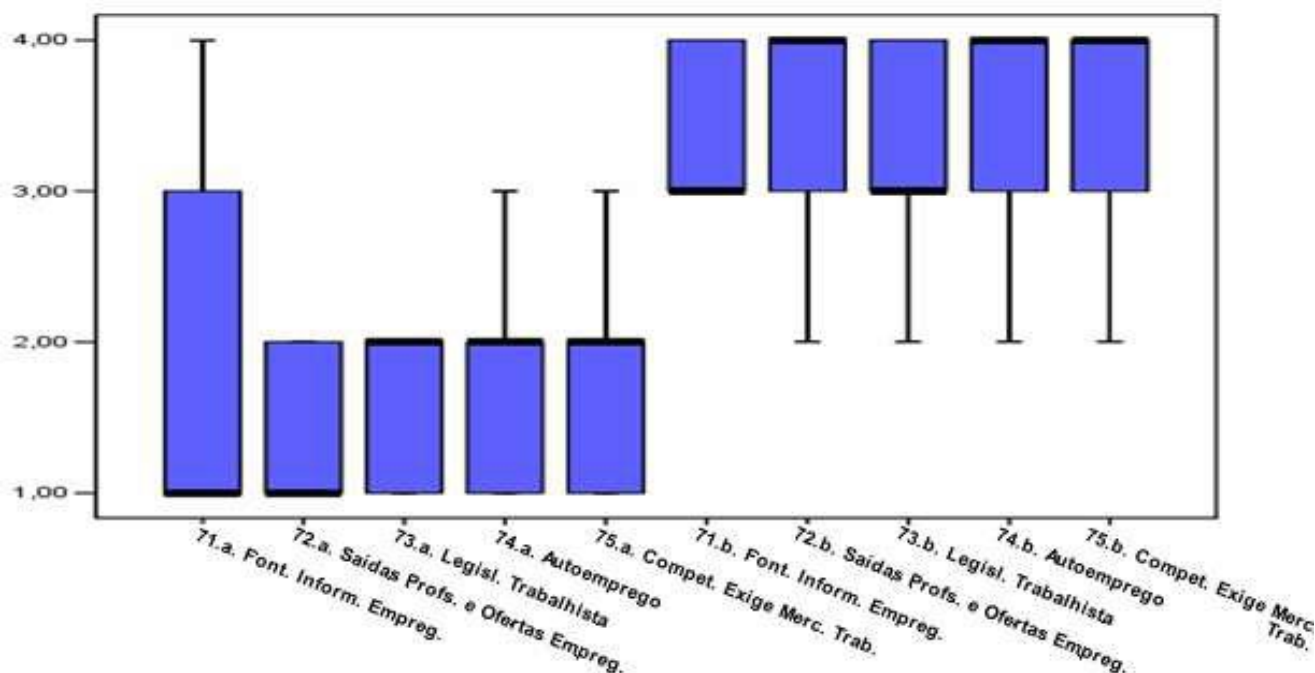
Legends: 65. Planning for job search; 66. Cover letter; 67. Curriculum vitae;
68. Selection interview; 69. Job search training; 70. Telephone calls

3.5 Labor information. Orientation received and needs

At this point, the results were analyzed the following contents of the specific information for the labor insertion: Sources of information on employment, Career opportunities and job offers related to the course you are doing; Labor legislation; Possibilities of self employment

in the professional scope and elaboration of an auto employment project; Professional skills required by the labor market. In Graph 9 will be presented the variables that approached contents, necessary for the university student, in the dimension Labor information.

Graph.9: Labor information received and needed



Legends: 71. Sources of information on employment; 72. Career opportunities and job offer;
73. Labor legislation; 74. Self-employment; 75. Skills required by the labor market

IV. DISCREPANCIES BETWEEN THE GUIDANCE RECEIVED AND GUIDANCE THAT YOU WOULD LIKE TO RECEIVE

In this section, we present the conclusions related to the objectives of the research, which aimed to identify the needs of vocational guidance, felt by students in high school and university education. The information is organized into two sub-items, one for high school and another for higher education. One of the evidences obtained with our study is the mismatch between the orientation received and the orientation they would like to have received. In this sense, starting from the concept of necessity, such as the discrepancy between a starting situation and that which is considered desirable or convenient, the distance between the orientation received and that which it would like to have received is taken as an indicator of the needs perceived by the group of students. Both in high school and university education, there were discrepancies between the orientation received and the orientation they would like to have received. Thus, a first general conclusion is the existence of orientation needs in all areas of vocational guidance studied. The orientation provided did not respond to the needs felt by the student, neither in high school nor in university education.

4.1 Vocational guidance needs in high school

In High School did not meet the needs of professional guidance of the student. The student expressed a general dissatisfaction with the orientation received in this previous stage of joining the University. In the continuation, the main conclusions are summarized in relation to the needs felt by the pupil in high school.

- a) Needs affect all dimensions or areas studied (academic and professional information, self-knowledge, professional design and advice for decision-making, labor information and techniques and job search strategies).
- b) The most felt needs are not linked to a single area. The following contents are relevant: sources of employment information, information on scholarships and educational credit, development of social skills and knowledge of the influence of gender, academic and professional decision making, and knowledge of the professional spheres of work. course.
- c) The "less valued" needs cover some topics in the areas of academic information (characteristics of university education and skills to search for information), labor information (labor legislation) and self-knowledge.

4.2. Vocational guidance needs in university education

As in high school, there is also general dissatisfaction with the orientation received and the demand for more guidance in all areas of vocational guidance. The need for

vocational guidance in university education affects all dimensions investigated (academic and professional information, self-knowledge, professional design and advice for decision-making, techniques and strategies for job search and job information). There is general dissatisfaction with the guidance received. The totality or almost the totality of the pupil manifested needs of orientation in all the areas. Particularly necessary are areas and content related to the transition to the labor market. Thus, among the most felt needs are the majority of the labor information topics (knowledge of job skills required by the labor market, professional exits and jobs related to the course), most of the techniques and strategies of job search (interview, curriculum vitae). In self-knowledge the most valued aspect is the one that most relates to the professional insertion, the identification of the own professional competences and the contrast with those that demand the labor market; Among the most important needs are also advice for decision-making and, within the area of academic information, knowledge of the organization and functioning of the university and knowledge of administrative procedures (registration, locking, transfer, etc.); The less felt needs correspond to different areas. The majority of the topics in the area of academic and professional information are the least valued: the abilities for the search and selection of information, information about further training, postgraduate training, university politics, scholarships and sources academic and professional information); The planning of job search and phone calls in the area of job search strategies and strategies and the integration of the gender perspective in self-knowledge are other topics that lie between the less felt period needs and the sex do not associate with larger needs. Significant differences in groupings with these variables affect the few orientation themes. In this line they manifest the following characteristics: The student from the beginning has more need in the area of self-knowledge and information, specifically in the information for choosing a new course, on administrative procedures and on exchange programs; At the end of the course, the information on complementary training and those related to the future professional insertion are prioritized, namely, the identification of professional skills and the knowledge of the professional skills required by the labor market; Advice on academic and professional decision-making, information on postgraduate training and on labor legislation are the most felt needs of the student in the middle period; the students prioritize the knowledge of the characteristics of the course, the planning of the professional project and the selection interview; The student adds value to information for self employment and scholarships.

V. METHODOLOGY

This proposal of professional orientation arises from our research on the needs of professional orientation of the students of the Federal University of Rondônia that culminated in doctoral thesis. In view of the problem investigated, and in light of, particularly, the main objectives of our study, we adopted a line of descriptive inquiry type survey. This, besides being one of the most used in educational research, presents itself as the most adequate to the objectives that we propose in this investigation. Particularly to describe the nature of the existing conditions (Cohen and Manion, 1980). The methodological option of our study is justified by several reasons: It makes possible a wide population range; It allows a broad descriptive study, based on information collected and treated, of a significant number of the population universe. It is the first study of this nature in the State of Rondônia. So far, there are no basic information that could support this research. This requires an extensive collection of quantitative information that, while guiding and sustaining the ultimate goal of research, can serve as a starting point for future educational research in this geographical area. The instrument used to obtain the data related to the vocational guidance needs of UFRO students was a questionnaire, applied in those courses where there were university students in the beginning, middle and end periods, as previously mentioned. Data analysis once the questionnaires were in place, they were coded and prepared for further analysis. These were performed using the statistical software SPSS (Software Statistical Package for the Social Sciences) version 12.0 for Windows. Given the descriptive purpose of this investigation, the analyzes carried out were of four types: frequencies and percentages, graphic analysis through Box-Plot, Anova de Friedman; and proof of Wilcoxon's significance. The graphical analysis through Box-Plot was carried out for each one of the variables that should be answered based on the double appreciation of the orientation received and the orientation that it would like to receive. Its use enabled us to compare the two perspectives. Considering that the valuations performed on each of the items are of an ordinal type, the type of chart called the box or Box-plot seems to us the most adequate to inform about the distribution of such variables. It is a graph based on measures of position, which gives a summary of the most relevant information of the distribution: the median, the 25th percentile (1st quartile) and 75 (3rd quartile). Since this type of representation is little used, its characteristics were briefly described. The data revealing the professional orientation needs felt by the students served as a basis for designing a set of actions designed to meet the needs diagnosed and directed to the high school student and the UFRO.

VI. OBJECTIVES

Develop a tutorial action plan; To bring together a first-rate information tool such as the web; Create A program of action with High School; Provide elaboration of manual edited in paper format and in its electronic version.

VII. PROPOSALS

The results of the research concerning the characteristics of the professional orientation received and the lack of orientation perceived by the student require the UFRO to assume the progressive implementation of professional orientation. Thus, it is necessary to articulate realistic actions, adapted to the institution and that meet the demands of orientation of the student. In the continuation, using as reference the data of the investigation, four measures are suggested to integrate the professional orientation in the offer that the UFRO offers to its pupil as well as the one that studies high school:

1. A program of action with High School, for which we describe the objectives and activities;
2. The incorporation of new contents in the web of UFRO in order to make accessible to the information that the student needs;
3. A tutorial action plan in which different activities and guiding agents are integrated and
4. A UFRO manual addressed to the new student;

7.1 Some initial considerations

Before the presentation of the four proposals, we describe the characteristics of the professional orientation that underlies our proposals and guide the guiding action. It also details some necessary conditions for its realization and operation.

7.2 Assumptions for guiding action

The proposed actions we present are guided by the following assumptions that we consider to be basic and guide the guiding actions:

- a) Professional orientation is understood as a preventive, educational, procedural activity and for all students. In this sense, he must accompany the student from his entrance until his leaving the university. Their task is to acquire the knowledge, attitudes and skills that allow them to fully integrate university, build their training itinerary, configure their professional project and face the future professional insertion.
- b) Structuring the orientation along a continuum, with moments differentiated mainly by the themes that prioritize. Within this continuum we identified four moments: before entering university, beginning of university studies, during and the end of the course. The information has a cumulative character, that is, that can provide at different times different levels of deepening. Prior to joining the university, information on the access and registration systems (procedure and characteristics of

the tests, registration procedures), scholarships and educational credit, housing and on the courses: entrance profile (interests, attitudes, disciplinary knowledge), curricular matrix (specializations, internships, menus) and professional field. This orientation is necessary since high school, but UFRO should make this information available. At the beginning of university studies, integration and adaptation to university life, it is a priority to deepen the knowledge of the course and the knowledge of the university and the resources that it can have. During and at the end of the studies, priority is given to: the configuration of the training itinerary during the course (choice of optional subjects and specializations, complementary training) and completion of the course (postgraduate studies), mobility possibilities to other Brazilian universities and labor information and the acquisition of job search strategies and strategies.

c) One of the objectives to be assumed by UFRO is the creation of a global integrated guiding system organized at different levels of competence and responsibility. Tutoring and specialized guidance services would configure the two basic intervention levels of the system. The implementation of guidance services on campuses should be established as a medium-term goal. This service would extend its activities to other areas of orientation, that is, it would not focus exclusively on professional guidance, even if it is its priority field of action. Among its functions, the following should be highlighted: Recompiling, selecting, creating and disseminating academic, professional and computerized information, favoring a quick and effective consultation, and at the same time facilitating the processes of self-affirmation, self-exploration and realistic vocational decision-making; Provide individual or group counseling in decision making and professional project planning; Outline and develop the actions to train the student in the skills for the preparation of the professional project and for the job search; Inform and advise for self employment; Evaluate the orientation needs of the student and analyze their evolution; To strengthen the university's links with the world of work (companies and public bodies related to labor insertion); Collaborate and support the guiding function performed by the tutor teaching staff and the activities that take place in the nuclei and departments.

d) The diversity of agents involved: teachers, guidance professionals and students. Some of the themes of professional orientation take place in the disciplines and specialized functions of the teaching profession, such as tutoring. In the way that the disciplines are developed, the professional stage must be valued and used as a significant means to increase the professional information of the student, incorporating objectives in this direction.

e) The actions must cover all areas of professional guidance, you can not limit the information area.

7.3 Institutional support

The implementation of some of the proposed actions shares the characteristics of an innovation process and requires changes at different levels that require the commitment and implication of the agents in charge of the guiding function and of the institution itself, which, above all, has to take the direction of the proposals and the provision of resources and support to ensure the minimum conditions necessary for its implementation. The conditions it refers to are the following: Awareness of the need and importance of professional guidance in the promotion of quality education and in the improvement of the educational offer of UFRO; Providing the necessary human and economic resources; Recognition of orientation in the General Regiment of the University; Provide them with means to facilitate their achievement by promoting the broader participation of a range of functions and fields of intervention in close collaboration and cooperation with other teachers and especially with tutors; Ensure the agents involved in the perception of the direction of change through training, facilitation of resources, facilitate the exercise of the functions that are called to assume and through the sequence and evaluation of experience. The proposal of actions must be applicable and realistic based on the needs of the student and the resources and possibilities. He is also a finalist in that he marks the way forward. It does not imply that all actions take place at the same time and from the beginning. It is a proposal in which one must work, in the face of a long road to be traveled. It should also be an element of reflection on the possible ways to meet the demands of guidance of the student, in order to assist in the decision-making of those responsible for university policy.

- University orientation program for high school (PROEM)

The program that is proposed for the high school student is composed of several actions. Its main purpose is to provide academic and professional information. It also aims to strengthen the collaboration between the university and the secondary schools. It is a program that by its characteristics and, in principle, would be under the responsibility of the Departments of Education and Psychology and the guardianship of some of its professors. The actions included in the program are as follows:

a) UFRO manual for high school students.

Its purpose is to provide information on the following topics:

- About UFRO (a little of its history, the campuses and its offer of courses) - Structure and organization of university education. The objective is for the student to know the levels that are organized (graduation, post-graduation *stricto sensu*, post-graduation *lato sensu*,

improvement and/or update) and its characteristics (duration, degree obtained), Glossary that collects the specific terminology of the university studies and the organization of the university.

- University access system: administrative procedures, characteristics of the tests and advice to tackle them successfully; Courses offered with information on admission profile (interests, attitudes, disciplinary knowledge) the curricular matrix, type of subjects, internships, monograph, egress profile (skills and competences that need to be acquired) and fields or fields of professional activity. University housing. Scholarships and educational credit. With information about the type of scholarships, the recipients, the prerequisites, selection criteria, duration, the period of application, the benefit and the commitment of the scholarship holder. Enrollment: place, period and documents that have to accompany and Frequently asked questions.

The guide can not be a simple informational manual. A proposal for activating actions, which promote the search, selection and use of information for decision making, would complete the guide. It will also support the work of teachers, educational counselors and psychologists in secondary schools. The information has to be presented in a clear and synthetic way. The guide has an add-on on the web.

b) Days of Open Doors.

This activity offers the possibility of visiting the different faculties of the university and receive first-hand information about the characteristics of the studies and their professional exits. The responsibility of its organization would be of the Departments, with the support of the nuclei.

c) Information sessions in the secondary schools.

This activity consists of teachers and UFRO students participating in visits and informative meetings in the centers about access and the courses offered at UFRO.

- New content on the web of UFRO

The web is an informative tool of first magnitude. It is different from other traditional information media, it has the advantage of speed and ease in updating the information. The main problem stems from the limitations of Internet access and its quality. Since the survey data was collected, the UFRO website (<http://www.unir.br>) improved its structure and content and introduced themes related to some of the student's needs. The analysis of UFRO's website (October 2012), from the perspective of the needs of the student's professional orientation, reveals important shortcomings and a waste of their informative potential. The information of interest for the student of high school and university are in three items of the academic portal: Graduation, Post-graduation and Orientation. In the item of Graduation, it is informed of the offer of courses by *campus*. Only, for five courses,

more complete information is provided, through the connection to their Departments, specifically those of Physics, Electrical Engineering, Biological Sciences and Environmental Engineering. The information is not homogeneous, neither in the presentation, nor in the accessibility, nor in the issues that it treats. Only two courses have more complete information: course objectives, professional profile, curriculum matrix (distribution of subjects by periods, credits, contents and bibliography for each subject), academic calendar and schedule, simplified extract of the Political Pedagogical Project. This document collects information on multiple topics: course profile (justification, objectives), faculty, curricular structure (distribution of subjects by periods, credits, contents and bibliography), course activities, training profile (percentage of different subjects and activities in the training - practical activity, internships, completion work, basic nuclei and vocational and specific nuclei), egress profile (skills and competences), form of course access, course and process design evaluation system teaching and learning. In no case is there any information about the field of professional activity. At the University, in the item teaching, information is also added from the courses offered at UFRO's seven campuses. It offers information on fifteen courses, eleven more than on the graduation item. The information provided is different depending on the course and, in general, is much lower and of less quality than in the case of the courses commented in advance. In most cases, it is limited to the timetable, the academic calendar, the academic year and the curricular matrix (distribution of the subjects by periods and contents and credits of the subjects). Only one course includes information about the professional profile and the fields of professional activity. In the Postgraduate item, present a list of masters and doctorates. In most cases, it refers to the master's and doctoral web. The type of information provided is not homogeneous for all masters. The information they can collect focuses on the program (objectives, disciplines, areas and lines of expertise and research), the selection and registration process, evaluation, calendar and research groups. Some master's degrees include information on teacher and student exchange agreements. In Guidance, a guide is presented to the Student. Its items summarize information on different issues: Presentation of the UFRO (what it does, headquarters and location), government bodies, academic bodies, functions of other bodies and services, student representations, glossary of terms, frequently asked questions and attention calls on administrative procedures (enrollment, consequences of absences, doubts about academic control standards, reasons for loss of ties with UFRO) library and restaurant service. The information on the access system to UFRO is contained in the portal of selective processes

(competitions and vestibular). It offers information on the administrative procedures of enrollment and registration, the necessary forms and the vacancies offered by courses. A clear description of the access system and the characteristics of the evidence is lacking. Part of this information is scattered in the edicts. The information focuses on administrative procedures, the facilitation of forms and the novelties in relation to the process. From the UFRO web analysis, it is concluded that, despite the improvements introduced in recent years, there are important shortcomings related to the lack of information and the quality of the information offered. The shortcomings make reference to different areas and contents of the professional orientation on which the demanded orientation. In the first place, the areas most demanded by the student are absent: the labor information and the techniques and strategies of the job search. In addition to the issues identified in the analysis of the web (characteristics of the university access system, structure and characteristics of university education), information on scholarships and educational credit and mobility is not also provided to other universities. Our proposal describes below and focuses on improving some information that already exists on the web and incorporating new content. It is a question of adapting the information to the needs of both university and high school students, as shown below:

- 1) Homogenize the information of the courses and incorporate questions about the professional fields and the entry and exit profiles. As previously mentioned, in addition to providing very restricted information, few courses offered information and only one course provided information on the field of professional practice.

- 2) Creation of a Portal for the high school student that responds to their information needs. The categories to include, would be the following: university studies, access, courses, scholarships and educational credit and university housing. Especially important is the Courses section. Its objective is to contribute with information about the curriculum, about the entrance profile (knowledge, competences, interests and related attitudes), about the professional field of the course and about the egress profile. According to the data of our research, the student arrives at university education with little knowledge about these issues and demanded more information about them. In the current web page does not appear this item and the information on these questions does not exist or are partial.

- 3) Create another new portal of the University on the Labor Market. Its objective is to respond to the needs most felt by the student, those related to the professional insertion. We propose the following items: Techniques and strategies of job search. It would contribute information and advice on the most traditional ones (curriculum vitae, interview, cover letter, job search

planning) and the new means associated with web 2.0; Sources of employment information: job portals, National Employment Service (SINE), institutional websites offering information on public employment, etc.; Career opportunities and jobs for each course; Self-employment: business project, administrative procedures, aids and credits for the creation of the company.

- 4) Scholarships and educational credit. In this item information about the scholarships for which the requirements and the dates on which the call notice is published are collected. It would have an item of news in which they would publish the scholarships that are in term of candidacy and that would allow, through RSS, the sending or enlisted student.

- 5) Housing. This item associated with the creation of an advertising desk about accommodation, apartments and houses available in the city of Porto Velho.

- 6) Schedule of administrative procedures (enrollment, transfer of students, request for use of disciplines, request for inclusion of subjects, reintegration of special enrollment, request for locking, etc.). It is more than a simple calendar, details each of the procedures.

- 7) Seek exchange with other universities. It collects information on the possibilities of studying stays in other Brazilian and foreign universities and on the requirements, selection criteria and procedure to be followed.

- Tutorial Action Plan - TAP

In Brazil, the tutoring understood as the guiding activity of teachers' responsibility has had a scarce development. Some tutelage actions only happen very timidly in some institutions, usually through isolated initiatives of a few teachers, who spend a few moments of their meager time to meet certain students in their various types of needs. However, they are totally voluntary actions with little or no planning and without the proper support of the institution. The tutoring linked to teaching in the subjects taught by the teacher does not have the proper recognition. The teacher does not have a specific time to attend to the student. Unlike Brazil, in Spain tutoring has recently achieved a prominent role, expanding its typology and functions and implementing specific programs, tutorial action plans. The tutorial action plan is another of the proposals that we suggest to meet some of the professional orientation needs that we detect among the student. The characterization and outline of our proposal inspired the authors and the experiences that have developed in recent years in Spanish universities, especially in the experience carried out at the University of Coruña (Arza, 2007). In spite of the distances and contextual differences between the Brazilian and Spanish university systems, we consider that this experience is perfectly transferable to UFRO, as long as it favors some necessary conditions for its implantation and

consolidation. In the continuation, the characteristics that describe the tutorial action plan are presented, in which conception and modality of tutoring is supported, what aims it attends and how it is organized.

- Characteristics, design and types of tutoring on which it is based.

We characterize the TAP (Tutorial Action Plan) with the following traits: It is a program that has its scope of action in the course. Each course has to outline and develop its own tutorial action plan; It is an institutional plan, establishes objectives, organization and tutorial actions; And a formative offer, complementary to that realized in the teaching of the subjects and that integrates a different type of performances; Its purpose is to cover the needs of the student's orientation that corresponds to different moments of their stay in the university and that were detected in our research. The guiding agent is the teacher. The tutorial / guidance function becomes part of the teaching responsibility. The exercise of this function implies a more personalized interaction between the teacher and the students with the objective of reaching the highest level of academic and professional development; The tutorial action developed by the teaching staff should be complemented by the professional orientation services. The tutorial action plan would form part of an orientation system in which different levels of intervention are differentiated: the orientation service and the tutorial action plan. The faculty is not an expert in professional guidance. Its function in this area is determined by the knowledge it has of the university institution, the course in which it teaches and the professional market of the course; The TAP includes a set of activities of different types: the individual and group that the tutoring teacher is responsible for. the Jornadas, lectures and workshops. These modalities are the most pertinent to address some needs that may exceed the competencies of the tutoring teacher. We are referring to: the topics related to self employment, the techniques and strategies of job search, with job information. These themes can be approached in this format by different agents (among others, professionals in the field of courses, professional advisers); TAP should be governed by the following three principles: (a) Contextualization: the objectives are defined based on the student's needs analysis and priority. Realism and applicability. Objectives and actions must be achievable and achievable, planning what can be done,

taking into account the material and personal resources available. Flexibility in the construction process. That is, susceptible of amplifying the needs and problems that it attends and in turn submitted to a continuous revision and improvement; The implementation of tutorial action plans should begin as an experimental and voluntary project for the nuclei, for the departments and for the courses and should have the proper support and support of the institution. In this line, it is essential to recognize this function and to allocate the necessary resources for its development: assignment of specific time, materials (planning guide, activity guide, assessment tools) and advice. Conception and tutoring modalities in which the TAP is supported The modality of tutoring that is proposed is based on the figure of the teacher-tutor who has assigned a group of students and who can be supported in his work by the tutor. In this context, tutoring is defined as an aid relationship, generated in an individual or group meeting with the student, planned in advance or the demand, which is concretized in the advisory, information exchange and analysis of issues or issues relevant to development academic, professional and personal experience of the student. The idea of tutoring that defends itself is that of an integral tutoring and of course. It is an integral tutor, since it focuses on the development of university students in their intellectual, academic, professional and personal dimension. One of its fields of action is the professional orientation, although its action extends to other areas of educational guidance. It is course tutoring in that it is carried out during the duration of undergraduate studies. Their temporal coverage has to be decided according to the needs, the priorities of the course and the number of the teaching staff. In this way, and initially, it can be established that the TAP is limited to the first year of the course, later, that extends to the intermediate periods of the course and to all the periods. Our proposal includes three tutorial figures: The tutor who is in charge of a restricted group of students; The tutor specializing in the labor market or post-graduate training; The ally mentor who collaborates with the other two figures.

- Student needs and objectives

From the results of our study, we conclude that the needs of the student extended to all areas of professional orientation. The TAP is one of the means that we can serve to serve them. Table 1 summarizes these needs.

Table.1: Vocational guidance needs of the UFRO student

- Knowledge of training options at the end of the studies (post-graduation, professional specialization)
- Knowledge of academic information sources.
- Knowledge of the professional market (professional fields, jobs, self employment, etc.)
- Knowledge of sources of labor information.
- Acquisition of techniques and strategies for job search.
- Acquisition of techniques and strategies for job search.

- Individualized advice for decision-making.
- Professional project planning.
- Selfknowledge.
- Knowledge of the university as an institution (governing bodies and academic management, services and extension and research programs)
- Knowledge of university policy (rights and duties of the student, participation of the student in the choice of leaders and councils, etc.)
- Knowledge of administrative procedures.
- Knowledge of the course (curriculum, prerequisites, professional internships, optional subjects.)
- Knowledge of scholarships and educational credit.
- Knowledge of the possibilities of complementary training (courses of improvement, extension, internships, congresses, seminars, language learning).

There are two types of objectives: those related to the learning that the student must acquire and those related to the professional orientation needs detected and those not less important, which can be derived from the tutorial activities as in the continuation:

a) Objectives in relation to the student - To acquire information and resources that facilitate the transition and integration in the university and the course - To know the services, the programs, the complementary training activities and the resources that UFRO places available to the student. - Acquire the necessary information for the configuration of the academic itinerary and professional specialization. - Acquire the information and skills necessary to face labor insertion. - Acquire a better knowledge of itself - Plan the professional project - Receive personalized advice.

b) Objectives in relation to the process In addition to the objectives linked to the needs of the student, the TAP can also achieve the following objectives: Detect and support the student in situation of abandonment of studies or change of courses; To obtain information on the adaptation, integration and progress of the students and promote actions to improve academic performance; To detect other specific support needs and to collaborate in conflict prevention, school failure or dropping out of studies, and to promote coordination networks among the professors of a course that contribute to evaluate and improve the quality of the educational offer.

- Organizational and functional issues

Here we describe some organizational issues and the roles of tutors and coordinators.

- Coordination and commissions: In each course a coordination of the TAP will be named. It will be chosen from the teaching staff that will take on the tutorial function. At least three times a year, the coordinators will meet with the tutors to outline, continue and evaluate the TAP. The TAP coordinator is responsible for the course's tutorial action program. Its main functions are as follows: Inform course teachers about the characteristics of the tutorial action plan; Promote the participation of teachers in the TAP; Inform the committee; Encourage and

support the teams of tutors (motivating, training and providing resources); Name the tutor; Participate in the drafting, follow-up and evaluation of the TAP; Prepare the corresponding evaluation reports; To channel to those who correspond to the needs and problems detected and, if applicable, also the possible alternatives of action; Give an account before the community and before the institutional leaders of the operation of the TAP. The work of planning, continuity, evaluation of the TAP and coordination between the TAPs of the core courses will be carried out within the framework of two committees: the TAP course committee and the core TAP committee. The first is the task of outlining, continuing and evaluating the course TAP, they are part of it, the tutor teaching staff and the course tutor student. The Core TAP Commission is responsible for coordination and exchange of experiences between core courses. This committee includes the TAP coordinators of the courses and the core director.

- The tutor teacher: designation, advisable profile, functions and activities.

a) Procedures for choosing and appointing tutors

It is suggested that all teachers who teach in the course and who voluntarily assume this task may be tutored. Priority will be given to exercising the tutorial function of those teachers who share professional and/or compulsory subjects in front of the electives, among those that have more credits and / or more students. The number of tutors will be what is necessary to attend the totality of the students. The average student/teacher will be determined according to the number of tutors. It would be desirable for this average not to exceed 10 students per tutor.

b) Recommended profile to be tutor teacher:

For the performance of the role of tutor is desirable what is presented in the continuation: Have a favorable attitude to the performance of the tutorial function; Knowledge and mastery of its purposes; Availability and dedication to attend the student, for the training itself and for the coordination tasks; Knowledge and resources to carry out the tutorial action; Profile of human qualities (empathy, maturity, respect for others), social and communication

skills, democratic leader, etc .; Knowledge of university, core and course; Knowledge of the professional scope of the degree. The characteristics described describe the advisable profile that a tutor should have and that to a great extent can be developed through specific training. However, their application does not mean that they have to be used as selection or exclusion criteria. The underlined characteristics should guide all the tutor that should be progressively enhanced.

c) Functions: Participate in the preparation, development and evaluation of the tutorial plan; To make known the academic norms, the services of the university and the sources of information that may be useful for a greater and better use of the resources of the university; To inform about the characteristics of the course and to guide it in the configuration of the academic itinerary; Encourage participation in activities related to their training; Inform the possibilities that have in the completion of the studies as much of formation as of professional exits; Follow-up of the academic achievement of the student; Identify aspects that interfere with the student's academic performance; Contribute to the teaching quality of the course, insofar as it can detect dysfunctions and deficiencies and propose possible solutions; The informative functions of the tutor should be understood not as simple transmitters of information, but as introducers of this information and its importance. In this sense, the tutor more than informant is a channel of information and sources where it can be obtained, and also a promoter of the motivation of the student to be informed. In order to carry out many of these functions, it is essential that the information is available and that it meets the needs of the student. Specialized tutors can also be incorporated. There are two fields of specialization: the professional market of the course and the complementary and postgraduate training. These new tutorial figures would be the closest institutional referent to which the student can request help. Its functions would be: To organize lectures and seminars on postgraduate training and on the professional market; Participate in the elaboration of information on the themes of his tutorial specialization; Organize and participate in workshops on techniques and strategies for job search and self employment; Inform about the themes of your tutorial specialization; Attend the consultations and advise on the themes of their responsibility.

d) Activities: The activities carried out by the tutor teacher are of two types: Activities with the group of students who tutor; Individual tutoring activities, sued by the student or planned in advance in the TAP.

- Functions of the students mentors

In the outline of the TAP, the participation of the tutor student can be agreed. The student mentor will be a student of the past periods and will act under the

supervision of the teacher or teachers who have appointed him. Its functions are as follows: Collaborate with tutors; Provide support and information (course dynamics, characteristics of the subjects, syllabus, activities that offer the nucleus and the university, organization and functioning of the university); To detect problems that interfere in academic achievement and channel it to the tutor; Encourage student participation in training, cultural and extension activities; Collaborate in the activities of the program destined for the secondary school student.

- Measures of support and support

In the development of this project it is fundamental the support and institutional support. Due to its relationship with the purposes of the TAP, the Pro-rector of culture, extension and student affairs (PROCEA) would be responsible for its execution, with the collaboration of the Departments of Education and Psychology. Support measures should include teacher training and mentoring, recognition of the tutorial role within the teaching functions, technical support and supervision, and development of resources for the outline, development and evaluation of the TAP. In the following we materialize these measures:

- a) Theoretical-practical seminar for the teacher that will assume the tutorial functions. The topics to be addressed are the following: Tutoring at the university: conceptual characteristics, typology, functions and spheres of action; The professional orientation as scope of action of the tutoring; Analysis of TAP experiments; Presentation of the UFRO Tutorial Action Plan; Guidelines for the planning and evaluation of the tutorial action plan; Strategies for tutorial action; Presentation of the dossier of activities and instruments for the draft and evaluation of TAP and the dossier of activities; TAP outline for the courses.
- b) Elaboration and diffusion of materials (proposal of activities, instruments of assessment of the TAP, specific bibliography, compilation of experiences, etc.);
- c) Creation of a web item specific to the TAP;
- d) Advice, continuation and support in the development of the TAP, through periodic meetings in the nuclei that implant this experience;
- e) Recognition of the task accomplished through the certification of their participation and the accounting in the teaching time of the activities performed as tutor.
- f) Incorporation of the TAP in the Pedagogical Project of the course.
- g) Journals for the exchange of experiences and for the evaluation of the developed projects and web publication of the TAPs developed. For the student tutor will also be offered a seminar with the following contents: The university orientation and professional orientation; The tutoring of equals: scopes of action and functions of the tutor student; Communication techniques and group

dynamics for guiding action; Student tutor program planning; Strategies and resources for university tutoring. With the implementation and optimal functioning of the courses tutorial action plans, the student will have personalized help to adapt and integrate in the university, to configure their academic-professional path, to improve their academic performance and to the labor market. All these issues are relevant elements in the achievement of a quality university education and are related to the needs that the student has to face at different times of his university career. With everything, the tutorial action must be complemented from the professional orientation services. Mentoring can not, and does not have the capacity to take on the whole, the development of career guidance. The faculty is not an expert in professional guidance. Their role in this area is determined by their knowledge of the university institution, the course in which they teach and the professional market of the course.

7.4. UFRO Guide for the student of the Federal University of Rondônia

The Manual of the UFRO for the student of the Federal University of Rondônia is the fourth action that we suggest. As already mentioned in the analysis and proposal of new contents for the web, UFRO does not provide the academic and professional information that meets the needs of the student. This information, when it is offered, is scattered and incomplete. In this scenario, we think that the elaboration of a Guide is another instrument to meet the informational needs of the student and a resource for the action of the tutoring teacher. This is mainly intended for the student of new entry. The manual is edited in paper format and in its electronic version on the UFRO website. The objectives of the manual are: Provide basic and synthetic information and a clear and direct language. The contents focus on some of the informative topics in which the student manifested lack of information (organization and functioning of the University, university policy, student participation, services and resources that UFRO puts at the disposal of the student, organization and structure of university education, supplementary training, scholarships and educational credit, student exchange programs, regulations and administrative procedures). This information would be organized around the following items: The Federal University of Rondônia, structure and organization of university education, academic regulations and administrative procedures, scholarships, exchange programs with other universities, and to know more. In this last item would indicate the questions about which he should be informed and the sources where he can obtain this information. Make known the sources of information where you can get more information on the topics presented. The web is in this sense is the basic

informational reference. Facilitate resources for the development of the Tutorial Action Plan. The tutor as an information plumber needs resources of this type.

VIII. FINAL CONSIDERATIONS

One of the reasons for this study was the need to deepen what the experience of the researcher as a teacher of the vocational guidance discipline had detected, that is, the immense difficulties faced by the students in various moments of their formative itinerary, among others: abandonment, changes and course lockouts. The results of the research confirm the dissatisfaction with the orientation received, both in the previous stage of admission to the university and during the stay in UFRO, and the existence of deficiencies that affect all areas of professional orientation and group of students of all courses. The data revealing the professional orientation needs felt by the students served as a basis for designing a set of actions designed to meet the needs diagnosed and directed to the high school student and the UFRO. Moving these actions to practice implies taking the first steps towards the institutionalization of vocational guidance in UFRO and recognizing their contribution to the achievement of higher quality education. This is one of the great challenges to face. The study has also provided us with a greater theoretical and practical knowledge of vocational guidance and has given rise to innovative reflections on instigating issues, opening up new possibilities for research and interest so that further study can be carried out. The implantation and evaluation of the proposed actions, the training of the professionals responsible for the orientation in the secondary education and the analysis of the situation of the professional orientation in university education refer these new lines of study. It is believed that the development of research in these themes can contribute to the necessary process of institutionalizing vocational guidance at different levels of education, which still lacks a long way to go.

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