



Leonardo da Vinci

Dynamic Online Tool for Guidance A/05/B/F/PP-15822

USER MANUAL



http://www.dynot.net/

This project is carried out with the support of the European Community. The content of this project does not necessarily reflect the opinion of the European Community or the National Agency, nor does it involve any responsibility on their part.

DYNOT

Dynamic Online Tool for Guidance

How to Start, Navigate and Take Advantage of the DYNOT Site and Tool

1. Starting Dynot

Connect to the Internet and start your browser. In your browser enter <u>http://www.dynot.net/</u>. The Dynot website appears.



[Figure 1: The Dynot Website]

If the content of the website is not displayed in the language you prefer, you can change it by using the pop-up "language button" on the top right of the screen



2. Navigating Dynot

The Navigation to the Dynot Website is performed via the Menu on the left side of the screen. The Menu comprises seven options, which are described as follows:

HOME ABOUT THE PROJECT TEAM DYNAMIC ONLINE TOOL SYNTHESIS REPORT EDUCATION SYSTEM INFO PUBLICATIONS LINKS WEBBOARD (for partners	BOUT THE PROJECT AM YNAMIC ONLINE TOOL YNTHESIS REPORT DUCATION SYSTEM INFO UBLICATIONS
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DYNAMIC ONLINE TOOL SYNTHESIS REPORT EDUCATION SYSTEM INFO PUBLICATIONS LINKS WEBBOARD (for partners	YNAMIC ONLINE TOOL YNTHESIS REPORT DUCATION SYSTEM INFO UBLICATIONS
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[Figure 2: Website Structure and Content]

HOME: Provides general information about e project also links to the main page of the website BOUT THE PROJECT: Information about e project EAM: Provides information about the ganisations participating to the project am (contact person, organisation profile, k to the partner's web site) YNAMIC ONLINE TOOL: Provides formation how to use it and direct access the tool. YNTHESIS REPORT: Report of the oject. DUCATION SYTEM INFO: Provides formation about the national Education stems in the participating countries tructure, primary, secondary and tertiary lucation level, adult learning, selected atistical data) JBLIKATIONS: Provides concerning the oject and other useful documents relative to project's scope and content LINKS: Provides links to national organisations, networks and authorities of

the participating countries relative to education or career guidance and counselling WEBBORD: Restricted area for partners

(username and password required)

3. Taking Advantage of Dynot Tool

From the website Menu (left side of the screen) you choose "Dynamic Online Tool" and then "Start Dynamic Tool" on the right side of the screen.



A new browser window opens and you have entered the Dynamic Online Tool!

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[Figure 3: The Dynamic Online Tool]

From the pop up "selection button" you choose the country you are interested in and you enter the main screen which comprises three options.

<u>Home</u>

Links to the Main page of the Dynot Tool (figure 3), in order to change the reference country

Occupations from A - Z

Links to the list of the ICT Professions of the specific country.

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Occupational List A - Z Computer Games Developer Computer Service and Repair Engineer IT Trainer Network Manager Office Equipment Service Technician Software Developer Systems Analyst Wither Developer	
Website Designer	
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[Figure 4: Dynamic Online Tool - Main Screen]



[Figure 5: Information about an ICT Profession]

By choosing a profession, you can be informed about the "type of training", the "Job description", "competences" and the "International Comparison" with the professions in the other countries.

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Required Competencies		
 Specific knowledge and skills 		
 General competences 		
	very important(1)	
Knowledge and skills Computer-aided layouting and designing of artwork, texts and pictures (e.g. logos, folders, booklets, posters and multimedia products)		
	very important(1)	
Organising skills and knowledge		
Analysing requirements Planning and conception of media design projects and productions		
Planning and carrying out the use of event and entertainment technology		
	very important(1)	
Language skills and knowledge		
Written language skills Spoken language skills		
Formulation of texts		
	very important(1)	
Wider competences		
Able to work in a team		
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[Figure 6: Competences]

<u>Links</u>

Provides links to national organisations, networks and authorities of the participating countries relative to education or career guidance and counselling