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TRAINERS HANDBOOK

**CAPE – Careers Advice and Pathways to Employment.
2015-1-PL01-KA202-016802**

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INTERCOLLEGE





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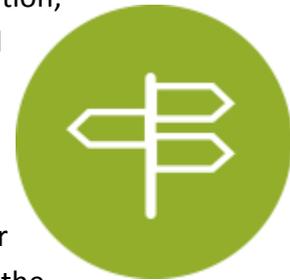
INTRODUCTION

The main conclusion drawn from the research “Needs Analysis Report”¹ show the interest by all the target groups involved, namely teachers/tutors, young people at risk of dropout and employers, in the development of more structured Career Advice and Guidance services in educational institutions.

In almost all the educational institutions involved in the research, those services have some limits and can be improved. They usually do not support students in the development of Career Management skills and are poorly focused on practical experience.

Having into consideration these conclusions, the partnership has developed a Training Programme for Teachers and Counsellors, to provide information, advice and guidance how best to implement careers advice and embed it into the learning programme.

The handbook advises how to use the eLearning platform, what is the blended learning methodology, how to implement the training programme, “tips and tricks” and other aspects used for the “Training the Trainer Programme”, developed as a product of the Erasmus+ project, Careers Advice and Pathways to Employment



It was demanding to develop a training programme because teachers, counsellors (CAPE target group) need to develop strategies to responds to the need of young people. Teachers need to acquire knowledge and competences to embed careers guidance into the learning process.

Teachers will be able to lead a Career Management Skill, so not only learners will benefit but also the economy, because learners will take jobs connected with their skills, as they have been previously oriented by teachers to organise their own job plan and career selections. This situation produces more satisfaction to employee and better results at job.

We cannot forget that business organisations need employees with the appropriate skills.

¹ CAPE Project Conclusion; page 43.



LEARNING METHODOLOGY

In order for trainers to implement the “Train the Trainer” program, a **blended learning** methodology, combining both traditional classroom and online methods, is required.

- Concerning classroom, **lectures** should take place so that learners are offered a deep understanding of the fundamental concepts and ideas, ask and be given explanations to their possible questions.
- **Group discussions** will give learners opportunities to exchange views and ideas, inquiring into other people’s views, enrich their knowledge and strengthen their skills through interaction.
- **Workshops** are expected to give learners opportunities to utilize and strengthen their knowledge and skills through interactive, participatory group exercises.
- **Case studies** will allow learners apply their skills and knowledge to indicate and analyse problems, generate critical thinking and create solutions in real-world situations.
- Contrary to case studies for which learners are observers, **simulation** allows learners active participation; they are expected to make decisions and take action in a working world defined by the teacher. Simulation usually includes role playing and games.

Regarding **multimedia** methods, transcribed lectures by notable academics at international universities, videos from international conferences as well as film movies will be used as food for creative thought and concern for learners.

- Moreover, through **company visits** learners will be provided with a first-hand insight into companies of various sectors, their modus operandi, functions, processes and culture.
- **Lab shadowing** will offer opportunities to learners to observe professionals of various sectors in their job during working days, gain a good understanding of different occupations and professions, the roles and responsibilities linked with each profession. This method offers learners an in-depth understanding of the workplace, help them build a network of contacts and realize whether a job is appropriate for them by observing someone in their day-to-day role.

Finally, it would be useful for learners to get involved in work-based learning that could encourage them to apply their knowledge and technical skills as well as develop their employability; for this purpose, they could participate in the implementation of a real project under the supervision of an experienced employee. Work-based learning can significantly help learners to understand how knowledge and skills acquired in the

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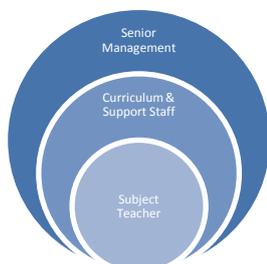
classroom, are connected to the real world. On-the-job learning is becoming growingly important for vocational education.



IMPLEMENTATION OF EMBEDDED CAREERS ADVICE AND GUIDANCE

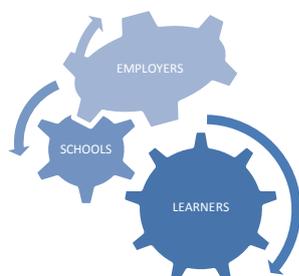
Introduction

It is important to note that the purpose of the training programme is to not only impact on the practice of the individual teacher but also on the whole organisation. Therefore, the approach must not be one where the teacher works in isolation but one where teachers work in groups, staff members collaborate across departments and senior management support the process of embedded and contextualised careers advice and guidance.



Relationships

Careers guidance and curriculum learning should go hand-in-hand. Excellent careers education and guidance offers an appropriate variety of activities, which are embedded in the curriculum and delivered in collaboration with employers. Sustainable partnerships with local employers provide a solid assessment of the existing labour market, with a focus on what careers are available and which specific skill-sets employers appreciate. Greater communication between local businesses and schools is a key factor, as students can learn first-hand what the existing needs of employers are. Teachers need to keep themselves informed of what the jobs market is demanding and need to ensure that students are aware of the full spectrum of pathways – both vocational and academic – that they need to pursue in order to secure their place in the economy.

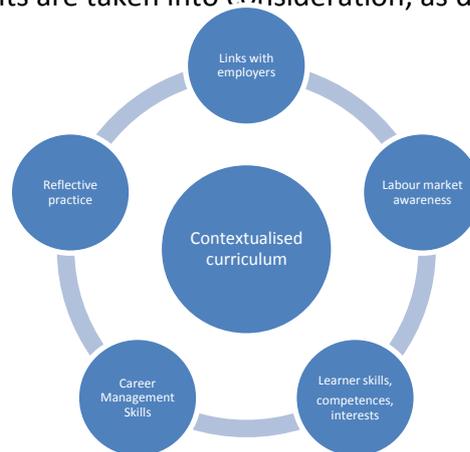


Approach

Although teachers may feel it is difficult to consistently embed careers awareness into the regular curriculum, an integrated approach, which incorporates employer input into

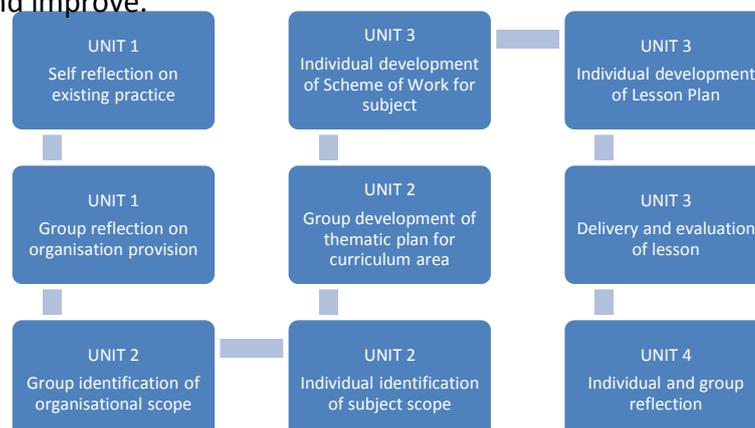
existing activities helps teachers bring traditional curriculum subjects alive and makes learning more relevant to what’s needed in today’s and tomorrow’s world.

A step-by-step approach can not only make the process efficient and logical, but the end-result is enhanced learning and more motivated students, as interests, skills and competences of the students are taken into consideration, as depicted in Figure 1.



Reflective Practice

Implementation of what has been learned is conducted in a logical and step by step way, using a self reflective and learning by doing approach. Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time. Reflective practice can be a shared activity: it doesn’t have to be done alone. Chris Argyris coined the term ‘double-loop learning’ to explain the idea that reflection allows you to step outside the ‘single loop’ of ‘Experience, Reflect, Conceptualise, Apply’ into a second loop to recognise a new paradigm and re-frame your ideas in order to change what you do. Figure 2 illustrates the step by step approach of implementing what has been learned and using reflective practice to inform and improve.





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TIPS AND TRICKS

This section contains tips and tricks (activities) that teachers and trainers can use with learners in classroom in order to apply the contents of the Training the Trainer's modules into the curriculum.

These modules are:

- A. Career Management Skills
- B. Labour Market Awareness
- C. Personal and Social Skills
- D. Organizational Skills

A. Career Management Skills

1. TIP: Have learners identify their personal drivers

TRICK: The more they know about themselves, the easier it is to identify the right career opportunity. It's important, therefore, to be knowledgeable about their field of interest and to research other areas to explore any potential opportunities.

Ask learners to identify areas and professions/jobs that would interest them and the reasons behind it.

2. TIP: Help your learners to widen their knowledge

TRICK: Have learners identify professions that heavily rely on the knowledge of the given field and provide tips to peers on where to look for information regarding the job/profession.

Identify resources (service providers and internet resources) that your learners can use regarding the identification of abilities and preferences, characteristics of different jobs and professions, and different types of training and further education opportunities. They should know what skills and experience they need and know enough about the industry or sector.

Learners should identify possible career-paths in their field of interest, and collect and organize information that support their aptitude and suitability for the professions/jobs.

3. TIP: See the assessment as an opportunity to promote learners' self-knowledge

TRICK: Successful career orientation is based on learners' complex, positive self-esteem with realistic appraisal of strengths and areas to be developed and sound knowledge of own preferences. Thus, one of the prime tasks of educators in this respect is to provide

detailed feed-back that is informative and builds realistic self-concept, emphasizing strengths.

4. TIP: Promote your learners to formulate sub-goals

TRICK: Learners should investigate short- and long-term skill requirements, understand the education, skills, technology, and experience requirements, and develop interim career plans for achieving their long-term career goal.

5. TIP: Help your learners to create a ‘career progression toolkit’

TRICK: A good, well-presented CV is a key to getting an interview and is their first opportunity to make a good impression. Emphasise to tailor their CV to the role they’re applying for. Employers are looking for a match between the applicants’ abilities and their requirements. Suggest to maintain a record of their achievements, skills and other competencies they develop throughout their career, and note all relevant development activities and events, responsibilities and achievements so they can update their CV accordingly.

B. Labour Market Information

1. TIP: Help learners know themselves

TRICK: Give them practical exercises about situations they can encounter in a working context, asking them how they would deal with it.

Discussions and exchange of ideas in classroom regarding real life situations can open their minds about themselves

2. TIP: Learners need to know where to look for information about companies in the areas they intend to work in

TRICK: Ask learners to go to the internet and explore sites for job searching. If they tend to explore only the ones they already know, invite them to search for government departments sites, agencies, employer organization sites, academic and research establishment sites...

There are sites that have more information regarding companies and what they require from candidates than others, and they need to know what the more complete sites are.

3. TIP: Stimulate learners’ entrepreneurial ability, encouraging them to take initiative to carry out their projects

TRICK: Ask for homework assignments or make exercises in classroom in which learners can strategize, take risks and learn from their mistakes, such as a blog, or manage a fictitious company



4. TIP: Promote encounters between learners and working people

TRICK: You can have thematic classes where you ask a person who work in the area of interest for learners to come to your class to talk about what he/she does and what is required for working in that area.

Learners give importance to direct testimonies and it is an opportunity to ask questions and to debate interests and expectations

5. TIP: Make classes of preparation for job interviews

TRICK: Roleplays where teachers /trainers can act as an employer and learners as candidates. Test their ability to be innovative, their verbal communication, body language and assertiveness. Give them hints on what they can improve using positive comments and constructive criticism

C. Personal and Social Skills

1. TIP: Stimulate critical thinking

TRICK: Encourage your learners to think for themselves, to question current issues, and to relate them to other facts.

This is a fundamental skill as it helps learners strategize in their future careers, but also to make more in-depth analyses of the facts reported. To help them in this process, use reports related to your subject to discuss in the classroom

2. TIP: Talk about tailoring communication styles for different audiences or help learners practise taking on different roles in different situations

TRICK: Roleplays where learners have to meet clients, talk to an administrator of a company, talk in public...

3. TIP: Stimulate cooperation among learners

TRICK: In the future, when your learners are already working in the job market, they will have to learn how to develop teamwork, such as living with different professional profiles and opinions.

To do this, encourage them to carry out school tasks in groups. Another tip is to encourage your learners to collaborate with each other to understand the contents of a given subject

4. TIP: Discuss the importance of social-emotional intelligence in the real world

TRICK: Show learners videos of people in situations where they are happy, sad, confused, worried... and ask learners if they can identify the mood of the person in the video and what they do when they find someone with that emotion in real life

5. TIP: Work with learners the ability to adapt to different situations

TRICK: It is important to help your learners deal with the frustration of making mistakes and to learn how to adapt to conditions contrary to scenarios they idealize.

One way to do this is to show the class that errors can actually become opportunities if you know how to use them to your advantage.

D. Organizational Skills

1. TIP: Practise the assessment of time-needs of activities

TRICK: Take a typical day in the 21st century of getting up, having a shower, getting dressed and making breakfast. If the same would have been done in the middle ages – how much time would have these activities needed and why?

2. TIP: Involve learners in planning processes

TRICK: When planning a class outing, learners can be asked to follow the different steps of planning, gathering the necessary information and scheduling event.

3. TIP: Help learners prioritise

TRICK: Encourage them to work out what needs to be done and turn it into a to-do list. Crossing out or ticking off items on the list will be both rewarding and motivating.

4. TIP: Give the learners prompts to assist with their organisation and completion of tasks

TRICKS: These can be checklists or picture cues that set out the steps of a task and can be ticked off as the steps are completed

5. TIP: Break down big projects or assignments into small, manageable parts

TRICK: Clearly set out a step-by-step written plan that can be followed to finish a task. Establish a 'template' step-by-step plan for common tasks such as writing a story. Once this has been achieved, encourage the learners to plan out when and how they will complete each part.