



Lifelong
Learning
Programme

INNO-CAREER: Develop Prototype
Training System of Career Guidance
Counsellors



LIFELONG LEARNING PROGRAMME
Leonardo da Vinci Transfer of Innovation

Training course

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1 Introduction of INNO CAREER Further Training Course for Guidance Practitioners

Title of the course: GUIDANCE 2020: Modern elements of Lifelong Guidance & Employability - New emerging skills for guidance practitioners

Aims and objectives of the course

The aim of the course is to enhance career guidance counsellors' skills in different areas. These areas correspond with main findings of analyse of training needs done in partner countries. First module is aimed at working with immigrants which number is increasing in Italy, Cyprus and Greece. Second module supports career guidance counsellors in working with reintegration of clients to labour market. Third module is responding to the skill gap of the career guidance counsellor in referring their clients to recognition of non formal and informal learning. Forth module supports career guidance counsellors in providing guidance for mobility. Fifth module deals with career guidance skills to develop career management skills (CMS) of their clients. Last module deals with quality assurance issues in career guidance.

Table No 1: Content and length of training course

	Module title	Responsible partner	Hours	Pages
	Introduction session – Study guide		1	10
1)	Welcome services for migrants	USRV	6	20
2)	Career guidance in connection with labour market	NTF+INEK	6	20
3)	Recognition of non formal and informal learning	USRV	6	20
4)	Career guidance for mobility	EOPPEP	6	20
5)	Development of career management skills (CMS) of individuals	EOPPEP	6	24
6)	Quality assurance issues in career guidance	EOPPEP	6	30
	Closing session including acquired knowledge and skills assessment		3	3
	Total		40	133

Course target groups

Training for all six modules of the prototype system of career guidance counsellor training should focus on trainees currently working or aim to work in the future as career guidance counsellors at: (1) ministries and national agencies responsible for designing, providing or organizing specialized training for career guidance practitioners, (2) schools of secondary education (including schools for vocational education and training), (3) career centers and offices (including liaison offices) of universities or colleges, (4) counsellors working at employment agencies (PES structures), (5) private training organisations, (6) research centres focused on educational, career and employment issues, (7) adult learning centres.

Finally, the whole training programme could also target at career specialists engaging in several roles and tasks connected with career management and development within companies, that is, professionals working as mentors, career coaches, external partners supporting the implementation of career guidance and counselling programmes, trainers for career development issues, personnel recruitment and selection specialists, outsourcing services specialists.

Entry requirements

The basic entry requirement is to be a Career Guidance Counsellor (either to hold an active position as career guidance counsellor or to have a certificate of successful attendance in career guidance).

They should also possess organizational, communication, analytical, problem-solving skills. Finally they should provide clear explanation about the ways they think this programme could advance their skills and satisfy their professional needs and help them provide more effective career guidance services to users.

Training methodology

In general training is based on blended learning methodology (total 40 hours; 30 hours distance learning, 10 hours face to face training). As regards with specific techniques being used, participants could benefit from role playing with simulation of a counselling interview or other interventions in which they should apply a technique or approach relevant to the modules being taught e.g. a pilot implementation of a quality assurance framework. In the simulation procedure counsellors should be set in couples and practice the roles of counsellor and user and focus on the skills presented in each module. Furthermore, trainees would benefit from self-reflection activities and case studies.

However, each partner may choose the best option according to the target groups, or adjust the above methods to the national context.

Assessment

Participants should prepare an essay on the module of their option or draw ideas from the handbooks and try to make a theoretical review in the form of a report or alternatively design and present a simple exercise corresponding to one of the approaches included in the handbooks.

Finally, by the end of the training participants could be involved in a self-evaluation process using a self-evaluation questionnaire referring to the learning outcomes.

However, each partner may choose the best option according to its national context.

Training materials

For each of the module will be prepared a study textbook with approximately 20-30 pages that will be available in text file from webpage www.inno-career.eu.

2 Description of modules

2.1 Module No 1: Welcome services for migrants

2.1.1 Aims and objectives of the module

This module is designed to:

- make career guidance counsellors think and reflect about the importance of welcome and career guidance services and tools in facilitating the migrant participation in a training course and encouraging him/her to develop skills and competences through programs of lifelong learning
- promote counsellors and educators' awareness and responsibility in implementing appropriate procedures and using welcome and career guidance tools
- encourage counsellors and educators to identify possible relations between the different process phases: welcome and career guidance services; definition of the personalised training path and sharing of it with the user.

2.1.2 Module's target group of clients (i.e. which group of clients the counsellor is prepared by the module to work with)

Counsellors' target group of clients will be adult people and migrants.

2.1.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	Framework for the welcome and career guidance activities	30 min.	2
2	Information desk	45 min.	1
3	Documents necessary to start a collaborative relationship with the migrant. For example, the template to collect information about the migrant; the template to draw up a sort of agreement with the migrant.	30 min.	4

4	Guidance Interview	45 min	2
5	Research and reflection tools on the previous experience with the migrant	30 min.	2
6	Folder “Welcome service for migrants” - website www.edaveneto.it	1 hour	/
7	Dossier with elements/material for assessment	45 min.	3
8	Learning agreement between the career guidance centre and the migrant	30 min.	3
9	Sharing the pathway with the user. Example of template to draw up the learning agreement.	45 min.	3
Total		6	20

2.1.4 Expected learning outcomes

At the end of this module you will be able to:

- recognize the main characteristics of welcome and guidance tools/procedures designed to motivate the migrant to attend the training course
- assess the adequacy of welcome and guidance tools designed to encourage the participation of the migrant to the training path and justify your own choices
- design welcome and guidance tools/procedures by identifying indicators and methods to confirm their effectiveness in ensuring the continuation of the training program by the side of the migrant.

2.1.5 Assessment of knowledge and skills acquired

At the end of the module each participant will write a brief report on how he/she intends to apply the learning acquired in his/her working environment.

2.1.6 Qualifications of the trainers

Module trainer has to be a skilled senior expert and highly experienced in the module thematic fields.

2.2 Module No 2: Career guidance in connection with labour market

2.2.1 Aims and objectives of the module

The aim of the module is updating the skills of career guidance counsellors to structure the career guidance process when working with clients who are looking for vacancy, new employment opportunities, and the skills to effectively support clients in solving difficulties with career choice and change of profession. The module introduces the solution base career guidance approach, which can be effectively used when working with many clients, improve and speed up preparation of their individual career plan.

The module is divided into chapters. The first chapter puts the module into the context of career guidance and the labour market. The next six chapters (2 to 7) describe the process of career guidance connected with labour market issues and its stages. Solutions based career guidance approach was selected, which is based on the ideas, opportunities and constraints of the client on the labour market. Its advantage is that it uses a sequence of steps without much identifying information about the clients' current situation and focuses on the needs specification to find the optimal path saturation of these needs. The role of the advisor is to guide the client to a realistic objective and a realistic action plan in a form of "help to self-help." The eighth chapter summarizes the main factors that are affecting the process of career guidance and its quality.

2.2.2 Module's target group of clients

The student (counsellor) after the successful completion will be able to provide career guidance to adults including immigrants.

2.2.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	Introduction – career guidance in connection with labour market	0,5	1
2	Career guidance process	1	5
3	Client's current situation and career guidance needs	1	1
4	Identification of client's desired future career	1	4
5	Client's career guidance needs and their saturation	1	4
6	Career action planning and its implementation	0,5	2

7	Subsequent monitoring of career action plan implementation	0,5	2
9	Assessment procedure	0,5	1
	Total	6	20

2.2.4 Expected learning outcomes

The counsellors will know how to:

- Structure the career guidance process into individual stages and steps
- Practical use the solution based career guidance approach
- Effectively support clients in finding solutions to career situations
- Work with the client to build a career plan and to support him/her in its implementation
- Critically assess factors that affect the quality of career guidance process.

2.2.5 Assessment of knowledge and skills acquired

Successful completion of the module requires participation in the face-to-face lessons (6 hours) and delivering essays in the range of 3-5 pages on some of the following topics:

- Career guidance in connection with the labour market
- The process of career guidance
- Solution based career guidance

2.2.6 Qualifications of trainers

Module trainer has to be a skilled career guidance counsellor with master degree in career guidance counselling or other related field. He/she has to be trained in solution based career guidance approach.

2.3 Module No 3: Recognition of non formal and informal learning

2.3.1 Aims and objectives of the module

This module intends to analyze problems, methods and benefits related to the recognition of non-formal and informal learning whose importance has been recognised for years at European and local level, not only in promoting adult lifelong learning but also in facilitating the access and permanence in the labour market and preventing social exclusion. Lifelong learning is the determining factor and is essential to the enjoyment of full rights of citizenship in an increasingly inter-cultural and multi-ethnic employability. Moreover it ensures the possibility of redevelopment in the context of globalization and constant transformation.

This module has been designed to:

- analyse what is non-formal and informal learning
- analyse how and which authorities can recognise non-formal and informal learning
- present the benefits for the user
- provide guidance services in order to support the user in the recognition process
- promote the implementation of recognition procedures in European countries.

2.3.2 Module's target group of clients (i.e. which group of clients the counsellor is prepared by the module to work with)

Counsellors' target group of clients will be adult people and migrants

2.3.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	Descriptions of the European systems for the validation of non-formal and informal learning; the documents summarise Cedefop country reports - "Inventory on validation of informal and non formal learning 2010"	90 min	10

2	Description of the European, Italian and regional legislation on the validation of informal and non-formal learning	90 min	5
3	Analysis of a synthetic description of the publication <i>“The validation of non-formal and informal learning in Italy and other European countries”</i> (69/1/1/4124/2008) – Focus on teachers’ experiences carried out in France and Romania	45 min.	1
4	Analysis of a synthetic description of the publication <i>“Accreditare le Risorse umane a Garanzia dell’Occupabilità”</i> - (ARGO – LdV Programme – Pilot project - I/02/B/F/PP-120221). – Focus on the methodology applied to validate the learning	45 min.	1
5	Analysis of a synthetic description of the deliverable <i>“Accreditation model and technical specifics”</i> - MATCH (<i>Informal and non-formal competences matching devise for migrants’ employability and active citizenship- 510739-LLP-1-2010-1-IT-GRUNDTVIG-GMP22</i>). Focus on the detailed description of a shared methodology for the process of recognizing and validating prior learning	30 min.	1
6	Analysis of a synthetic description of the deliverable <i>“Conceptual development of the desk-based research”</i> – Focus on the desk-based research describes the most important case studies analyzed.	30 min.	1
7	Analysis of a synthetic description of the deliverable <i>“Final comparative report”</i> - MATCH European project	30 min.	1
Total		6	20

2.3.4 Module expected learning outcomes

At the end of this module you will be able to:

- know the European and national/regional legislation
- know European and national tools available for the recognition of non-formal and informal

learning

- know the best practices of other European countries
- manage information on the competent authorities responsible for the validation of non-formal and informal learning
- use appropriate tools to survey users' needs
- know the local network of bodies/agencies in order to cooperate with them and offer a complete and high-quality service
- use appropriate strategies to welcome the user and let him/her be comfortable
- know formal learning opportunities in order to highlight users' competencies and eventually suggest him/her the most appropriate learning pathway
- support the user in describing non-formal and informal competencies acquired
- describe the competencies in terms of learning outcomes and according to a specific template
- apply the official validation procedures (if existing) or in case the available best practices
- share the best practices/procedures with other career guidance counsellors in order to create a tool box.

2.3.5 Assessment of knowledge and skills acquired

At the end of the module each participant will write a brief report on how he/she intends to apply the learning acquired in his/her working environment.

2.3.6 Qualifications of trainers

Module trainer has to be a skilled senior expert and highly experience in the module thematic fields.

2.4 Module No 4: Career guidance for mobility

2.4.1 Aims and objectives of the module

The general purpose of this module is to provide participants with knowledge and skills as regards with the concept of mobility and its dimensions focusing both on educational and work mobility. Particularly, the module aims at presenting special elements such as the existing theoretical background on mobility, European prospects and policies concerning mobility, positive and negative effects of mobility on the individual, issues that pertain to counselling and career guidance targeting at mobility issues. There is also included a description of basic mobility counselling processes, interview, and techniques. Finally, another aim of the module is to provide trainees with examples of innovative tools and exercises being used to support people engaged in mobility.

2.4.2 Module's target group of clients (i.e. which group of clients the counsellor is prepared by the module to work with)

Specifically, participants are expected to be able to work with students (high school students, university students etc.) who think about going abroad or in another city inside their countries in the future for studies or work. Another target group of clients are adults searching for work abroad who strive to deal with problems connected to living and working in a foreign country, searching for educational and vocational information and career opportunities as well as dealing with transition.

2.4.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	Introduction	0,5	2
2	Concept of mobility – Theoretical background	1,5	3
3	Mobility experience and its effects to individuals	0,5	2
4	European policy and prospects about mobility	0,5	3
5	Career Guidance and Counselling on mobility issues	1	3
6	Counselling Interview, Exercises and Tools for mobility	2	7

Total	6	20
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2.4.4 Expected learning outcomes

By the end of this module participants will be able to:

- identify the role and importance of mobility in the context of education and career in general
- be aware of the theoretical background related to the concept of mobility
- learn about mobility policies and prospects in Europe
- learn about the effects of mobility on individuals and how they could deal with them as counsellors
- acquire basic knowledge regarding career guidance for mobility
- be aware of mobility tools and exercises

2.4.5 Assessment of knowledge and skills acquired

An essay and/or simulation in the class including implementation of an exercise relevant to career guidance for mobility. Moreover, theoretical knowledge acquired by counsellors may be examined with a self-evaluation test with multiple choice queries and 1 or 2 open questions.

2.4.6 Qualifications of trainers

The trainer of this module should have specialized training in Career Guidance, preferably a Bachelor's or Master's degree in Career Guidance or alternatively continuous or in house specialized training in Career Guidance.

The trainer should have experience in distance learning or other face to face programmes for career guidance / counselling training at university or organizations providing career guidance / counselling or training on career guidance / counselling.

They should also have knowledge in the field of career mobility and to have applied in practice this knowledge (e.g. teaching in workshops, seminars, counselling interviews targeted in e.g. educational or/and career mobility, job-search strategies etc. with adolescents, university students, adults facing career transitions etc.)

2.5 Module No 5: Development of career management skills (CMS) of individuals

2.5.1 Aims and objectives of the module

During the current critical period we are going through, citizens of various age groups encounter a hard situation characterized by socio-economic variability, uncertainty, rapid and unforeseen changes in both national and global level. Changes occurring not only affect individual's career with unpredictable ways but also affect their personal and family life (Sidiropoulou-Dimakakou, Argyropoulou, & Drosos, 2013). In fact, in the postmodern era citizens face complex situations such as the increase of unemployment and underemployment rates, a tendency for frequent changes of workplaces as well as changes in the concepts of career, life style and career planning (Kaliris & Kriwas, 2013). In the 21st century, career is viewed as a life-design issue which clearly includes additional life roles (Savickas, 2013). So, workers have a greater need, as compared to the past, to take personal responsibility as regards with career management.

As a consequence, citizens need to acquire specific career management skills (CMS) in a lifelong perspective and at the same time learn how to design their career in order to sustain employability and draw meaning and satisfaction from life and career. Thus, a crucial question arises: "How career counselors would be able to manage these new conditions and meet the differentiated needs of career services users (Sidiropoulou-Dimakakou et al., 2013)?" By writing this handbook we generally attempt to respond to this important question. In particular, training module No 5 aims at supporting career counsellors from various sectors to help individuals develop their career management skills by presenting new trends, approaches, methods and exercises that counsellors can use in order to help their clients develop or upgrade such skills.

2.5.2 Module's target group of clients (i.e. which group of clients the counsellor is prepared by the module to work with)

We expect that by completing this module career counsellors working in education or employment services will have acquired basic and specialized knowledge and competencies so as to provide career guidance services to various groups of users such as high school pupils (secondary education), adolescents, university students, students at vocational training, adults in general, workers facing transitions and unemployed individuals as well.

2.5.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	Introduction	0,5	2
2	Lifelong career management skills	1	8
3	Development of lifelong career management skills in various population groups	1	2
4	Methods and techniques for developing lifelong career management skills: The role of career counsellor	1,5	4
5	Exercises for the development of lifelong career management skills	1,5	7
6	Conclusion	0,5	
	Total	6	24

2.5.4 Expected learning outcomes

By this module participants will be able to:

- Learn main theories and approaches in career management skills development with emphasis placed on postmodern and contemporary approaches such as Narrative Career Counselling, Happenstance Learning Theory, Career Self-efficacy theory
- Use specific exercises and methods for the development of career management skills (CMS)
- Learn about elements that facilitate or hinder the implementation of CMS
- Enhance their career counselling skills and self-efficacy related to implementing interventions focused on career skills development
- Learn about essential career counselling competencies needed by counsellors to deal with various problems clients present on the basis of complexity in career development
- Learn about assessment methods of CMS learning

2.5.5 Assessment of knowledge and skills acquired

An essay and/or simulation in the class including implementation of an exercise relevant to career management skills development. Moreover, theoretical knowledge acquired by counsellors may be

examined with a self-evaluation test with multiple choice queries and 1 or 2 open questions.

2.5.6 Qualifications of trainers

The trainer of this module should have specialized training in Career Guidance, preferably a bachelor's or Master's degree in Career Guidance or alternatively continuous or in house specialized training in Career Guidance.

The trainer should have experience in distance learning or other face to face programmes for career guidance / counselling training at university or organizations providing career guidance / counselling or training on career guidance / counselling.

He should also have knowledge in the field of career management skills development and to have applied in practice this knowledge (e.g. teaching in workshops, seminars, counselling interviews targeted in e.g. career decision making skills, job-search strategies etc. with adolescents, adults, unemployed, university students and vocational education students).

2.6 Module No 6: Quality assurance issues in career guidance

2.6.1 Aims and objectives of the module

This aim of this module is to introduce quality assurance issues in career guidance to trainees and to explain the role of career guidance counsellor in:

1. Improving efficiency of a career guidance service.
2. Justifying expenditure or investment in career guidance by demonstrating clearly the added-value returns for individuals, communities and societies (to increase institutional financial accountability).
3. Creating transparency from the perspective of the citizen.

Lifelong Career Guidance has been receiving increasing attention at both European and national levels. The work of the Expert Group on lifelong guidance as well as other European studies have paved the way for two Resolutions of the Education Council (in 2004 and 2008) which have highlighted the need for strong guidance services throughout the lifespan to equip citizens with the skills to manage their learning and careers and the transitions between and within education/training and work. The Resolutions drew attention to four priority areas. Quality assurance and evidence base for policy and systems development is one of them but also the priority that embraces and interconnects with all other priorities (career management skills, accessibility and co-ordination of services) as the work of ELGPN has shown.

Quality assurance refers to activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that guidance activities (content of programmes, design, assessment and validation of outcomes, etc.) meet the quality requirements expected by stakeholders.

The objectives of the module are to equip the trainees with knowledge and skills of the theoretical background of quality assurance, the range and types of quality assurance standards and guidelines and the practical issues of implementing a quality assurance procedure in their organization. (E.g. how to choose and develop quality criteria and indicators for their service, how to gather data of evidence, how to measure the outcomes and impacts of career guidance provision).

2.6.2 Module's target group of clients (i.e. which group of clients the counsellor is prepared by the module to work with)

- Students receiving school career guidance in secondary and tertiary education), unemployed people receiving career information and guidance services in PES context, adolescents, students, of initial and continuous vocational training, adults in general, employed

- The career guidance counsellors working in the education, employment, social sectors

2.6.3 Duration of the module

No	Thematic field (headings of chapters)	Estimated number of hours	Estimated number of pages
1	The notion and necessity of quality assurance in career guidance	0,5	2
2	European and International Quality assurance frameworks and standards in Career Guidance	1	10
3	The work of ELGPN and the European Quality Assurance Framework	0.5	2
4	Theoretical context – The cycle of quality - The components of a quality assurance system	1	3
5	Developing quality criteria, quality indicators and examples of possible data that prove the observance of quality criteria in career guidance	1	3
6	Measurement of outcomes and impacts of career guidance	0,5	4
7	A proposed framework for quality assurance	1	5
8	Conclusion	0,5	1
	Total	6	30

2.6.4 Expected learning outcomes

At the end of this module participants will have adequate knowledge on the following:

- The notion and necessity of quality assurance in career guidance (EU priorities and the needs that quality-assurance systems and mechanisms cover in modern socio-economic environment)
- European and International Quality assurance frameworks and standards in Career Guidance (Common European Reference Tools for Guidance, Canadian Blueprint for Lifework Designs, The matrix standard, Greek Model System for quality assurance in guidance services of EOPPEP, the National System for Quality Assurance of Life Long Learning P³ etc)
- The work of ELGPN and the European Quality Assurance Framework
- Theoretical context – The cycle of quality - The components of a quality assurance system (values, quality criteria and indicators, possible data and measuring tools)

- The range of quality criteria, Quality indicators and examples of possible data that prove the observance of quality criteria in career guidance. Developing quality criteria and indicators.
- Practical measurement of evidence on guidance in learning, work etc (educational outcomes, economic and employment outcomes, social outcomes)
- Methods to increase accessibility to career guidance services

2.6.5 Assessment of knowledge and skills acquired

The assessment of the module includes:

- 1) A written examination aiming to explore the knowledge of the trainee in the following subjects
 - The reasons for following quality assurance procedures in a career guidance service
 - Most important European and international career guidance standards
 - The circle of quality
 - The components of a quality assurance system (quality criteria, indicators and possible data)
- 2) Pilot Evaluation of a career guidance service regarding 3 proposed quality criteria. The trainee selects 3 criteria and conducts a self-evaluation in relation to the 4 phases of the quality circle ACT-EVALUATE-DEVELOP and PLAN

2.6.6 Qualifications of trainers

The trainer of this module should have specialized training in Career Guidance, preferably a bachelor's or Master's degree in Career Guidance or alternatively continuous or in house specialized training in Career Guidance.

The trainer should have knowledge and experience in quality assurance procedures specialized in career guidance services in public or private organizations amongst career guidance stakeholders (ministries, national career guidance forums, employers or counsellors organizations etc)

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