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# How do we go on?

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Agreements on cooperation,  
innovation, and exploitation

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Project Group Meeting  
Zwolle 28 September 2012

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## Career Learning as a Success Factor for Lifelong Learning





This document '*How do we go on*' is made for the benefit of the Leonardo project

## Career Learning as a Success Factor for Lifelong Learning

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28 September 2012



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## How do we go on?

1. In the annexes of this document, the eight partners sketch their own, situationally determined local implementation and exploitation plan. Overall, we made collective decisions and plans for evaluation of effects and outcome of the project and agreement on further cooperation, innovation, and exploitation. The document at hand is the deliverable according to work package 10 from the application form.
2. All partners will compose a digital kit of the developed materials and distribute this set with an accompanying letter to the management and educational staff of all the vocational institutions in the partner countries.
3. All partners will write a brief three-monthly newsletter on progress and exploitation of the products, but also as a call for feedback.
4. The project group will meet mid-2013 to discuss the progress made on our (formally ended) project. On the agenda will be the evaluation of implementations, dissemination activities, and next steps. Furthermore, three 'Transfer of innovation projects' will be developed: in Belgium (TOI on Career Learning), Germany (Mental Top), and Scotland (Resilience) in which Landstede aims to participate.
5. The website [www.careerlearning.eu](http://www.careerlearning.eu) will be sustained for at least another two years for promotional and dissemination activities, and it will function as a communication platform for the project partners. The personal contact information from the partners will remain on the site as well. Partners need to contact Landstede to keep data up-to-date. Landstede will coordinate information on relevant issues on the site as well as the ADAM database.
6. The PG members will bring the international coordinators from the institutions in contact with each other to work on international activities. Poland will organise 'an international week' in 2013. The possibilities for partners to attend this week will be explored.
7. The PG has a positive attitude to potential partners who wish to cooperate on the subject 'career learning' (e.g. the E.N.T.E.R. network)

Zwolle 22 October 2012

Theo van Geffen



## Annex 1

### **How do we go on at Landstede (NL)?**

1. Internal communication: Within Landstede all six products (teacher materials) are part of the overall long-term career learning implementation policy. The goals of the project, as well as its results, are part of the policy as formulated in the Landstede document on career learning (28 June 2011). The projects 'Work exploration and guided reflection' and has already been implemented in 2012. Furthermore, for 2013, four more projects ('Coaching: Four Roles for Teachers', 'Network Skills', 'Resilience', and 'Facilitating Peer Groups') are part of an implementation trajectory throughout the whole institution (implementation document '*Landstede doet weer mee*'). Finally, an internal workgroup will start to work with the materials of 'Mental Top' in 2013, in order to develop a strategy how to implement 'Mental Top' in all start programs. Moreover, at the next Landstede Innovation Day (2 April, 2013), the six teacher materials will be promoted during workshops for teachers (approximately 600 teachers involved).
2. External communication: Landstede made a connection to the agenda of the national educational project on career guidance within vocational education and training (VET). Through this nationwide network, our product will be promoted and maintained. Furthermore, we cooperate with two Dutch institutions (Alfa College and Friese Poort College) in regard to internationalisation. Within this network there will be special attention given to the developed materials in relation to the professional competency of teachers and guides. Finally, Landstede will make a digital kit of the six sets teacher materials in Dutch together with a letter of recommendation and send this to all VET institutions in the Netherlands (management as well as educational staff). Eventual feedback will be used to improve the teacher materials.

Zwolle 28 October 2012



## Annex 2

### **'How do we go on' at Departement Onderwijs en Vorming Dienst Beroepsopleiding (BEL)**

#### **Use of the subprojects in the Flemish context.**

##### WP1: Positive pictures:

The materials that were developed in this subproject could be integrated in the part-time vocational education system. A lot of pupils have experienced the waterfall system and are demotivated by the time they enter this educational pathway. These materials could be used at the introduction week/programs of these schools to try to raise the awareness with pupils, guidance counselors and teaching staff that these youngsters need a positive attitude in order to succeed and feel better with themselves. It is only when we succeed in this matter that they will have an added value for society. In some schools the topic of 'being happy' is already woven into the general subjects. This results in better grades and more motivated pupils.

##### WP2: Networking:

It would be of great use for all pupils in secondary education to raise their awareness about the network they possess and the network they can still develop. This could be integrated in different subjects and could make the statement that it is the right person with the right motivation in the right place. This could be integrated in a new ESF project called WERK PRO-OPER to make technical and vocational schools more aware about their own network and this in relation to finding Work places for their students.

##### WP3: Resilience:

Taking into account the specific developments with the possible reorganization of secondary education in Flanders it would be an opportunity to use these developed materials in the transfer from primary education to secondary education.

It would empower our youngsters more in the big landscape of educational choices and opportunities.

##### WP4 Coaching:

This work package could easily be used within our existing coaching trajectories we use within the system of part time vocational education. I will try to get in contact with the responsible stakeholders in this matter and present the developed materials to them in order to try to get them embedded in the mainstream.



#### WP5: Peer platforms

This work package could easily be used within our existing coaching trajectories we use within the system of general and vocational education. I will try to get in contact with the responsible stakeholders in this matter and present the developed materials to them in order to try to get them embedded in the mainstream.

#### WP6: Work exploration.

The materials developed on work exploration are an inspiration for an ESF project about work based learning. The second phase of this project, coordinated by our service, started on the 1<sup>st</sup> of September 2012. We are planning to integrate the developed material, where possible. Thus trying to broaden the knowledge of our project in Flanders.

#### Important to keep in mind for the future.

It is important that youngsters can build out their talents into competencies that are necessary in society and the working field. And that they can find work that matches their possibilities, motivation and ambitions. What came out of the contacts with the teachers and pupils is that there is a lack of structured information and that it should be on the level of our pupils.

The first theme, the transition to higher education, we should focus on discovering and strengthening learning competencies. Since we know by research which learning competencies are related to study success, we should set up more actions to strengthen these skills and attitudes.

It should be necessary to give to our students short explanations, tips and links to tools they can use to improve their skills. The study counsellors of the schools should focus more on group reports on the learning and motivation characteristics of their students. And, they can make use of the manuals, tools and scripts we developed with the project partners.

A second theme would have to contain several innovative actions to stimulate student learning. We especially believe in the possibilities of peer assisted learning/coaching. Linked to this we also should promote a learning path for students, in which they can develop their coaching competencies and get a credit for this.

Enthusiasm for learning and for working go side by side. The new employee is a knowledge worker who develops himself continuously. We want to contribute to a better cooperation between education and the labour market, a third theme. The main idea is a transfer of knowledge and competencies between education and the labour market. Workplace learning, for example, is a specific action.



## Annex 3

### **'How do we go on' (AUT)**

How to embed the products within Schul- und Ausbildung Beratung

#### **Sub-WP 1: Positive Pictures - Successful Goals**

As an Institute for Educational and Vocational Counselling we have to do with young people of different ages (12 - 20 years). Many young people who use our counselling services have no clear idea of which career goals they want to aspire. This target group needs support in setting goals and developing strategies on how to achieve these goals. Some of the young people who use our counselling services already have clear career- and education-related goals, but they do not know how to achieve them. We see it as our task to teach students skills (career management skills) on how to define goals (realistic goals), how to achieve goals, how to stay motivated and how to work on successful achievement of goals. The developed materials based on MentalTop Program offer easy to learn techniques which aim to increase mental power, emotional stability, self-confidence, endurance, motivation, and success-oriented action. Thus, these techniques (e.g. Technique of Visualization) and are valuable tools to be used in special counselling situations in our organization.

#### **Sub-WP 2: Networking Skills for Career Learning**

In today's world networks are becoming increasingly important in all areas of life. Knowing to use the benefits of networking is one of effective skills for career success. Our target groups - especially the age group of 16 - 20 year olds - mostly have experience with social networks and already have private networks (friends, family, school, etc.). Many young people don't know how to benefit from their networks and they don't have at their disposal appropriate skills, how to make networks available for their educational and professional career. In our educational guidance work, we can make young people more conscious of the benefits of effective networking to build a lifelong career. In special workshops in our Counselling Institute and in schools can support young people in developing networking skills. The materials developed in the project are helpful in this context.

#### **Sub-WP 3: Resilience for Career Learning**

In our Counselling Institute we often have to do with students who have experienced in their school career failures and with young people who have dropped their education or professional career. Very often, these young people are frustrated and demotivated. In counselling we analyse precisely the individual situation and the reasons for the failure in a dialogic way. We help young people to overcome their negative experiences, to learn from the negative experiences and to develop self-confidence and positive attitude. By this way we try to strengthen young people's resilience and to make use of it



in the future educational and professional career. The teaching and learning materials developed in the project can be used very effectively in our organization, for example, in workshops.

#### **Sub-WP 4: Coaching: Four Roles for Teachers**

In counselling, our goal is to support young people to make a self-determined education- and career-related decision that corresponds with individual interests, talents and perspectives. Applying appropriate counselling methods and responding to the individual situation of the students, we support the decision making process. No solutions are given; rather, we help the students to find independently solutions, to define realistic goals (internal goals) and to develop on their own responsibility action strategies (internal solutions) for their career. In our conception of counselling the counsellor takes the role of a coach, and supports the student by the means of solution-oriented counselling methods. Therefore the developed materials based on the coaching concept of “Four Solution-Focused Competences Model” can be integrated in our counselling activities to increase the quality standards in educational and vocational counselling.

#### **Sub-WP 5: Facilitating Peer-Groups on Career-Learning**

In Austrian schools peers and peer mediation are used and experienced in different areas (e.g. violence prevention, conflict resolution, drug prevention). There is little experience with Career Peers. We have found in our counselling activities especially in schools that young people like to discuss with peers about professions, training possibilities, educational paths or professional goals. The materials developed for an efficient organization of peer groups on Career-learning can be used within our organization only partly because the materials are designed primarily for school context. Our focus is on the individual counselling and less on the continuous work with groups of students.

#### **Sub-WP 6: Work Exploration and Guided Reflection**

We integrate into our counselling process the individual experiences that young people have made in their previous education and previous professional career (e.g. work placement). We support students to benefit from the reflection of the experiences gained more clarity about themselves, their interests, skills and future perspectives. The developed materials especially the interview guide are useful to realize a structured counselling-process.



## **'How do we go on'**

### **1. NETWORKING SKILLS**

#### **Putting into practice**

For each of the four workshops included in the Teaching Pack, there is a section entitled Teacher's Notes. This gives a lesson plan and guidance on how to deliver the materials.

#### **Embedding in practice**

How this topic is embedded in learning and teaching practice will depend on a number of factors such as students' age, stage and subject area.

Where the students are studying subjects likely to lead to self-employment/freelance work – e.g. Sound Production, Photography, Web Design - it should be possible to incorporate the materials in the core curriculum, as the topic of networking is one which is already touched upon by tutors. To date, however, they have not had any resources to support this learning.

All students at Adam Smith College have a weekly slot for Personal Development Planning. Other partners have similar provision. So, where it is not possible to incorporate the materials in the core curriculum, these slots could be used.

Students who have missed out on face-to-face sessions will still be able to access the materials via iLearn, Adam Smith College's learning portal.

One outcome of the piloting exercises underway during session 2012/13 will be feedback from participating tutors regarding how best to embed the material and this will be used to inform future practice.



## 2. RESILIENCE SKILLS

### **Putting into practice**

Included in the Teaching Pack is a section entitled Teacher's Notes. This gives a lesson plan and guidance on how to deliver the materials.

### **Embedding in practice**

Ideally, the teaching of resilience skills should be a whole-school/college approach in which all staff strive to promote positive mental health and well-being in their students and enable them to act resiliently when faced with challenges and setbacks. The materials, therefore, should not be regarded as an 'add-one', but embedded in the general life of the school/college and classroom and reinforced whenever and wherever opportunities arise. It also follows that resilience skills should be developed in all students, not just those identified as 'at risk', and that the process should be as early as possible and continue throughout the student's learning journey.

However, in a large organisation, such a whole-school approach may be difficult to achieve at first and it may have to start with one team/department. Embedding the approach means the skills, concepts and understandings in it are linked across curriculum areas and applied in a variety of contexts, inside and outside the classroom. The values, skills and concepts should be supported by teaching practices, interactions and other school/college activities and experiences, and teachers should act in accordance with what they are teaching. This will require the commitment and co-operation of all staff teaching on a course and of support staff too.

Wherever possible, the knowledge, skills and concepts in the materials should be integrated with the student's core curriculum. For example, the study of language - native or foreign - provides rich opportunities for discussion of stories, poems, etc, that contain key messages/role models. All subjects carry the potential for discussion of values, and other aspects of the approach can also be picked up in specific subjects such as History, Law, Politics, and Journalism, and also in cross-cutting themes incorporated in all courses such as Citizenship, Employability and Sustainability. Staff with responsibility for Personal Development Planning and/or Pastoral Care can also deliver elements of the approach.

One outcome of the piloting exercises underway during session 2012/13 will be feedback from participating tutors regarding how best to embed the material and this will be used to inform future practice.

### **How Do We Go On?**

This was a very strong and productive partnership and one that Adam Smith College would want to work with again in the future.



Adam Smith College will continue to develop and disseminate the materials produced for all six sub projects. However, we see a particular need to develop the Resilience materials further and to continue to develop a 16-19 years version of the *Bounce Back* programme. To this end, we are considering submitting a TOI proposal in January 2013 and, if successful, would want at least one of the CLLL partners to be involved.

Adam Smith College will participate, along with other CLLL partners, in the preparatory visit related to the proposed Entrepreneurial Learning TOI which is happening in December 2012.



## Annex 5

### 'How do we go on' in the KOKKOLA BUSINESS INSTITUTE

#### **1. Mental top**

In our institute we have plans to use and allocate this method and materials to our adult students in the first place. We gather experience and then we decide if this is proper and useful for 16-20 years old youth students.

#### **2. Networking**

Materials have already been used for youth vocational students. It is integrated in certain courses as parts of curriculum. In the future networking will be a permanent course or a part of a course. Also for adult students represented materials and ideas.

#### **3. Resilience**

Work based learning is very important and essential part of vocational studies in Finland, studies are in other words very practical even in business studies. Resilience materials are very suitable for all of our vocational students both youth and adults. The materials will be used in training before and after work based learning periods.

#### **4. Coaching**

At the moment this sub project materials is the most unfamiliar materials for Kokkola Business Institute teachers and students. To be used in the future it would probably need some training for the teachers.

#### **5. Peer groups**

Already in use for the youth students before work based learning/practicing periods. Will also be part of permanent practices in the future.

#### **6. Work exploration and guided reflection**

Interesting materials from the point of view that work based learning is essential in vocational studies but still the point of view that guided reflection gives to this was in a way not really new but the importance maybe grew during this sub project. Very useful to familiarize oneself to something known and familiar topic also.



## Annex 6

### **'How do we go on' at ITG TAJAMAR (SPA)**

#### **HOW TO USE THE MATERIALS OF CLLL PROJECT**

##### **Positive pictures**

As some of the goals of the mental TOP techniques is to support young people to focus on goals, to stay motivated and to activate the power of subconscious mind, these materials can be used during the initial stages of the first year to help students to develop those attitudes. I think we can use them as a part of an introductory course to be delivered to the new students in the first weeks of their studies.

##### **Networking**

Nearly a hundred per cent of our students are engaged in social networks. And all of them have to study a subject related to entrepreneurship and active job search. Therefore, it is easy to link both subjects, and to make use of the networking materials to help them to develop skills discover how to take the most of their already existing networks and to create a profile for a professional job search.

##### **Resilience**

It is quite related to the first subject, positive pictures. Many students feel they are in vocational training because they have failed to do something more interesting or important, and they see failures always as drawbacks and never as opportunities to learn, grow and improve. So the resilience materials could be part also of that introductory course I mentioned before, to develop in our students the skill to bounce back after every little failure.

##### **Coaching**

These materials are thought for teachers and counsellors. In Spain there is not a tradition of using coaching in the education. So this sub-project could be a good opportunity to introduce our teachers in the subject. Every year we have some training sessions with teachers, and I think we will use these materials in one or two of them.

##### **Peer groups**

As it is stated in the materials, peer groups could be introduce as a part of the curricula, leaded by an expert, or leaded by the students. Due to the characteristics of our students, I find quite difficult to let them organise by themselves. So the best way to try to facilitate peer groups is to set up round tables or debates on subjects that could be of interest for the students. It would be wise first to ask them about those subjects, and afterwards organise the groups according to their interests.



### **Work exploration and guided reflection**

All the vocational training students have to go through a work placement in a company before they get their diploma. And during those internships, they have to come to school every fortnight to talk to the school tutor. So far these conversations are quite useless and rather bureaucratic, just to deliver some signed papers and not many more things. In this context, to have a conversation following the Delta method can change the perspective of how the students are facing these experiences at work. Therefore, I think we can train some teachers to start introducing this method into the usual practice of the tutoring sessions with students during the work placements.

31<sup>st</sup> October 2012



## Annex 7

### **Plan of embedment and putting it into practice of CLL products in SPOŁECZNA AKADEMIA NAUK**

After October 2012, the date of project's finishing point, CLL project results and products will be put into practice by:

- Further promotion among target groups: teachers, trainers, vocational advisors and circles related to project's thematically range (leaflets distribution promoting project)
- Promoting project web site where the products will be available to download
- Dissemination of project's results within educational networks or within our 9 branches in different parts of Poland that are located in: Zduńska Wola, Skarżysko-Kamienna, Brodnica, Garwolin, Kołobrzeg, Ostrów Wielkopolski, Radom, Słupsk.
- Społeczna Akademia Nauk will consider elaboration of a publication based on project results
- Publication of articles and information about the project in thematically related magazines, for example in Educator. <http://www.koweziu.edu.pl/edukator/>
- Keeping contact in a form of direct meetings or e-mailing with the target group and sending information about further activities thematically related to the project.
- The materials elaborated within each of 6 sub-projects will be included in the teaching curriculum of the following studies run by our Academy:
  - MA and Postgraduate studies of Vocational Policy and Counselling
  - Postgraduate studies for vocational counsellors from Public Employment Offices
  - Postgraduate studies at Business Communication (in collaboration with Clark University - USA) where aspects of career management are tackled as well.
  - As a enrichment of the knowledge and the tools of members of the Association of the Labour Psychologists that was involved in the project.
- project materials (reports, press articles, sub-project's results) will be available in our Academy's library-archives

Each time the fact of project's realization within the LLP- Leonardo da Vinci will be outlined.

The PR department in the Społeczna Akademia Nauk will spread the information about this project in each suitable event or everyday activities.



## Annex 8

### **'How do we go on' at the Volkshochschule Mainburg (GER)**

#### **Implementation of sub-products and how to put into practice**

##### **work exploration and guided reflection**

vhs Mainburg has quite a number of cooperations with local and regional (VET) schools and colleges. In most cases, vhs sends its pedagogues to the classes preparing for the labour market and a future job. As work exploration plays an important role in those classes, the above mentioned sub project is of high interest for vhs. It helps talking to pupils/students after a practical experience and showing them the boundary points between theory and practice.

##### **positive pictures – successful goals**

The concept of staying focused on goals comes from top sports and was “translated” to the sector of VET from vhs’ partner organization “Gesundheitsakademie”. So the whole variety of “MentalTop” is in permanent use at vhs and its partner organizations. It is used in VET course and classes, companies train their staff and schools have special coaches who are bringing the idea of positive pictures and successful goals to the participants, employees and students.

##### **resilience**

vhs Mainburg is leading two local projects dealing with youngsters regarded as “difficult”. Those pupils/students often face setbacks in private and/or school life. As vhs Mainburg sends its pedagogues to the regional schools as councilors, the sub project resilience and its materials can be very useful when talking to students who have just experienced a difficult situation in their life. It is also possible to talk about resilience in class as a precautionary measure. In this regard vhs Mainburg will pass on the materials to the regional VET institutions and schools/colleges.

##### **networking and peer groups**

As vhs Mainburg is cooperating with a number of schools preparing their students for the labour market, vhs is highly interested in showing pupils how to make new contacts. In this regard the materials can be used as small exercises in everyday school life and on special occasions concerning work exploration. Some schools have practical trainings for job applications. Either the materials can be used by teachers from the school or vhs’ staff can train students.



### **coaching – 4SFC**

vhs Mainburg carries out courses for the job employment agency and hires (depending on the subjects) a variety of specialized teachers. For those it is important to get to know the different roles they can have when addressing to the students/participants. In this way vhs Mainburg can directly influence the teachers' behavior towards the group. vhs also provides the 4SFC materials to other institutions and schools/colleges to make teachers aware of the different roles they have. vhs is in those cases “just” a cooperation partner, the materials are not binding.