

## Project products

**In six sub-projects we developed frameworks and teaching, training and learning materials in these six themes:**

### 1. Positive pictures – successful goals

During their education, many students experience that it is difficult to stay focused on their education and their career path. The Mental Top technique of visualising known from top sport has been adapted for students to help them stay focused and motivated. We developed a framework for a train-the-trainer programme, in which trainers learn how to train other teachers/trainers to guide students in learning this technique.

### 2. Networking skills for career success

Up to 70% of jobs are never advertised. This means that young people need to learn how to network effectively in order to:

- Find a new job
- Be successful in a job
- Build a career as a freelancer or self-employed worker
- Improve their long-term career options

In this sub-project, we developed teaching and learning materials that will help students to acquire the skills they will need to be effective networkers and build a lifelong career.

### 3. Resilience for career learning

Coping with setbacks in finding a job and in the workplace is necessary for the development of a successful career yet research shows that young people do not often have the ability to deal with difficulties and disappointments.

In this sub-project we developed teaching and learning materials that will help students to increase their resilience and so become more effective in obtaining and maintaining jobs and careers.

### 4. Coaching: four roles for teachers

Teachers are not fully aware of the role they play in modern competence based education. The concept of coaching can be used to train teachers to develop a coherent view on their job. Coaching can also enable them to acquire skills to effectively support learners in building their career.



In this sub-project we use the 4SFC (Four Solution-Focused Competencies) model. This model describes four different types of situations requiring different solution-focused roles, which match very well with teacher roles.

### 5. Facilitating peer groups on career learning

Facilitating peer groups aims at inciting and stimulating the conversation, discussion and reflection of students about career learning and working identity, so enhancing their career competences.

We developed a framework for teachers and coaches on how to facilitate the organisation of peer groups. The groups could be built in the curriculum, regular coaching programmes or form a separate assignment.

### 6. Work exploration and guided reflection

In many countries work exploration is a compulsory stage in vocational training and its value is widely acknowledged. But recent research shows that reflection on their experiences helps students to understand how these are related to their learning processes. Guided reflection is then a key factor for the students in order to succeed in making their work placements a really productive learning experience.

This sub-project developed materials for teachers to supervise students' reflection on their periods of work exploration.



## Target-groups

In this project students and teachers are not only target groups, but from day one co-creators of innovation. To this end, every partner organises a student panel and a teacher panel, these panels being local stakeholders within the (affiliated) school of the partners. Both local panels will have a central role in the local dissemination sessions. So, developing will go hand in hand with disseminating.

Teachers, students, parents, staff, and managers of (affiliated) partner schools and sister schools, (local, regional and/or national) policy-makers, local business communities. The intended innovation targets the connection of the learning of students (the ultimate goal), the learning and working of teacher (as a means to support the learning of students), the policy of the (affiliated) partner schools, and the perceptions of managers. For local business communities it is of interest to know that pupils/students from the partner schools will be very well equipped for a constantly changing situation on the labour market; students learned to connect their values and personal development to the developments in the world of work.