

RESEARCH REPORT, *CYPRUS*

CURSOR: Crafting Career Roadmaps

In-service Training Needs Analysis Report to identify the needs of front-line youth workers to be used in the In-service Training Programme Handbook



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1. Findings from the field research in Cyprus

Respondents' profile:

Category	Number
Youth Worker	2
Youth Trainer	3
Social Worker working with young people	0
Teacher	0
Mentor	0
Career Adviser	5
Other. Please specify	
Total	

Men	Women

Age group of the young people that respondents work with	Number of answers
13-18 years	0
19-24 years	5
24-29 years	5
30-35 years	0

Do the respondents work with young people with disadvantaged backgrounds and/ or fewer opportunities?

Yes	No
YES	

Please elaborate (summarize) upon the obstacles emphasized by your respondents as being faced by the young people they work with (*interpretation of answers for question no. 4 in the field research questionnaire*):

9 out of 10 respondents are working with young people with disadvantaged backgrounds and/ or fewer opportunities. We have asked the professionals about the obstacles faced by their target group(s). The most common are the social obstacles (8 replies). The second type of obstacles is the economic obstacles and educational difficulties (6 replies) and cultural differences (3 replies). The less common obstacles are disability (2 replies), and health problems (2 replies). No one is working with people facing geographical obstacles

Please present an overview of the answers provided by your respondents regarding the skills and competencies for career planning that the young people they are working with consider most and less important (*interpretation of answers for question no. 5 in the field research questionnaire*):

All the respondents found all the skills under the themes Self and Strengths to be highly important. In the theme Horizons, they found all the skills to be of high importance except creativity and identification of the individual's interaction with his/ her community which they found to be of medium importance. In the theme Networks, all competences scored high. Of the category "other skills", all the respondents found communication skills, decision-making skills and social and civic competences to be of high importance. Taking action skills scored high to medium. Learning to learn, motivational skills, digital skills and sense of initiative and entrepreneurship ranked as of medium importance.

Please elaborate (summarize) upon the specific methods, techniques and resources of your respondents to support career guidance and planning of their target group (*interpretation of answers for question no. 6 in the field research questionnaire*):

Half the respondents stated that they use career interest tests and personality tests to support career guidance.

3 out of 10 use E-learning environments and digital tools, devices or software. Two people use blended learning curricula. No one uses skills cards sort or career values card sort.

Please provide in the table below the distribution of answers related to the participation of your respondents in train-the-trainer program(s) for acquiring/improving the skills necessary when working in the field of youth guidance and support in career planning (*number of answers for question no. 7 in the field research questionnaire*):

Answer 'Yes'	Answer 'NO, I am self-educated'
6	4

Please provide in the table below the distribution of answers related to the need of your respondents for attending a train-the-trainer program to acquire/improve the skills necessary when working in the field of youth guidance and support in career planning (*number of answers for question no. 8 in the questionnaire*):

Answer 'Yes'	Answer 'No'
8	2

Please elaborate (summarize) upon the justification that your respondents provided for their answer regarding the need to attend a train-the-trainer program (*interpretation of answers for the second part of question no. 8 in the field research questionnaire*):

8 out of 10 people responded that they need to attend train-the-trainer program to acquire/improve the skills necessary when working in the field of youth guidance and support in career planning. Of these, three provided justification for this need. In their own words:

"Innovative career advisory methods will help me deliver of career education programs and services better". "I want to learn how to support young people set personal and professional development goals". "Young people often come to me for advise on their studies or their career; I want to be prepared to discuss their options with them".

Please present an overview of the answers provided by your respondents regarding their own (current) skills

The respondents feel more confident about their awareness of career planning needs of the young people (7 out of 10 rated their skills as strong) and about their reporting skills (8 out of 10 rated their skills as strong). They are confident to a medium degree about their effectiveness in supporting the young people plan their career and about implementing educational and other interventions in career planning for young people and evaluating educational and other interventions in career planning. They rated their skills to use blended learning curricula and e-learning environments in career guidance of the young people as weak.

Based on the findings above, obtained from your field and desk research, please formulate a list of Learning Outcomes (minimum 3) that you consider as necessary to be included in CURSOR Learning Outcomes Matrix (LOM):

<i>Learning Outcome</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes</i>
LO1: Learning how to support the young people develop their sense of self within society	K1.1 Development of self-image in young people	S1.1 How to use popular models to help young people develop and maintain a positive Self-image. S1.2 How to use tools to support young people in work-personal life reconciliation	C1.1 Increased sense of supporting the youth C1.2 Amplified sensitivity in work-personal life reconciliation issues
LO2: Learning how to enable the young people build on their strengths	K2.1 Learn about models that help understand which types of professions are matching to each personality	S2.1 How to use inventories that reveal the professional personality of the young people (i.e the Holland test)	C2.1 Increased understanding of the relationship between personality and career.
LO3: Learning how to enable the young people to develop relationships and network of support	K3.1 Learn how to build professional networks	S3.1 How to use LinkedIn to build a professional network online	C3.1 Increased awareness of the importance of social networking in career planning

6 respondents have declared they are interested in becoming part of the national working group of CURSOR project.

8 respondents have declared they interested to participate in an In-service Training course on how to use and integrate new approaches and key career planning tools into your everyday career support activities.

2. Findings from the desk research in Cyprus

Best practice in the design, development and provision of In-service Training Programmes for youth professionals

Name or title of the best practice	ARTSQAD train-the-trainer Programme
Link	www.artsquad.eu
Brief description of the best practice	<p>ARTSQAD is the abbreviation of the project “Competence development of youth workers & youth trainers who work towards the social inclusion of young people with fewer opportunities”.</p> <p>The project created practical tools for youth work professionals who wish to use creative arts as tools for competence development of young people with fewer opportunities. The tools use four disciplines; digital media, storytelling, drama and music.</p> <p>The ARTSQAD train-the-trainer program equipped youth work professionals with practical tools to use in their everyday work with disadvantaged youth. It has also supported them to work in non-conventional environments and it has enhance their employability.</p> <p>The project is co-funded by the EU Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnerships. Field: Strategic Partnerships for Youth. Main objective: Development of Innovation.</p>
List of partners involved in this best practice	<p>SEAL CYPRUS- CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING (CYPRUS) as the coordinating partner.</p> <p>YSBF- YOUTH IN SCIENCE AND BUSINESS FOUNDATION (ESTONIA)</p> <p>FIP- FUTURE IN PERSPECTIVE (IRELAND)</p> <p>SALVATI COPIII- FILIALA ARGES (ROMANIA)</p>
Why do you think this is a best practice? Please justify your choice.	<p>The youth work professionals who participated in the implementation of the train-the-trainer programme in Cyprus reported that as the result of the programme they feel more confident in their role to supporting the social inclusion of disadvantaged youth. All the intellectual outputs of the project ARTSQAD are available to youth work professionals and organisations.</p>

Issue to be addressed in CURSOR Handbook

<i>Name of the issue/topic</i>	Use of blended learning curricula and e-learning environments in career guidance of the young people
<i>Brief description of the issue/topic</i>	<p>The youth work professionals in Cyprus rated their skills in using blended learning curricula and e-learning environments in career guidance of the young people as weak.</p> <p>The CURSOR Handbook should be simple and straight-forward and should gather a wide range of models and tools to support the professionals in working with the e-learning. The professionals should be able to find a real toolbox to use with their target-groups and should be guided on how to use each tool.</p>

Possible prototype tool that support Career Planning

Name of the prototype tool	The suitcase, the map and the voyage of a youth worker
Link	http://thevoyage.eu
Brief description of the prototype tool	<p>A platform offering tools to support career planning. These tools can be used in getting ready for a career nowadays, from discovering one’s inner preferences to preparing for an interview.</p> <p>The tools include online textbooks, peer evaluation, challenges - missions, short games (such as “the career box”, “the simulation box of jobs”), short movies, supplementary bibliography, quizzes and more. All the tools described above are accessible online after free subscription.</p> <p>The youth work professionals can find material and bibliography for youth work focusing on career planning.</p> <p>Partners:</p> <p>Predict CSD Consulting (Romania), Schultz Development (Romania), Aurel Vlaicu University in Arad (Romania), Millennium Center Association (Romania), Dacorom Council for Voluntary Service (Great Britain), Asociacion Cultural Integra (Spain), Fundacja Centrum Aktywnosci Tworczej (Poland), Organization for Promotion of European Issues (Cyprus) and EURO – NET (Italy).</p>

Relevant best practice in the design of blended learning curricula and e-learning environments in career guidance of the young people, with a focus on those with fewer opportunities

Name or title of the best practice	ARTSQVAD Prototype Tools
Link	www.artsquad.eu
Brief description of the best practice	<p>Research conducted during the project ARTSQVAD in four countries (Cyprus, Estonia, Ireland, and Romania) revealed that youth work professionals are turning to self-education for their continuous professional development.</p> <p>The fact that the youth work professionals are turning to the internet educational resources and that they use the video as a medium for self-education was used as the basis for the Prototype Tools created by the project ARTSQVAD. The prototype tools comprise a suite of eight prototype tools developed using enquiry-based and embedded-learning methodologies to support the acquisition of key competences. These tools can be found in the website www.artsquad.eu</p>
List of partners involved in this best practice	<p>SEAL CYPRUS- CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING (CYPRUS) as the coordinating partner.</p> <p>YSBF- YOUTH IN SCIENCE AND BUSINESS FOUNDATION (ESTONIA)</p> <p>FIP- FUTURE IN PERSPECTIVE (IRELAND)</p> <p>SALVATI COPIII- FILIALA ARGES (ROMANIA)</p>
Why do you think this is a best practice? Please justify your choice.	<p>The practice was based on solid research findings. Moreover, the prototype tools harness three different types of media; video, slideshow presentations, and text. This way, they are relevant to people with different learning preferences. The prototype tools are available online and they give the flexibility to the youth work professionals to access them at their own time and from any place.</p>