RESEARCH REPORT, *Ireland*

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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Findings from the field research in Ireland

To fulfill the requirements of the in-service training needs analysis process in Ireland, researchers from FIPL conducted telephone interviews to discuss the research topics with 6 professionals who work in the fields of youth work, second-chance education for disadvantaged young people and youth counseling. The following section presents the findings from these research activities.

Respondents' profile:

Category	Number
Youth Worker	**2**
Youth Trainer	**0**
Social Worker working with young people	**0**
Teacher	**3**
Mentor	**0**
Career Adviser	**1**
Total	**6**

Men	Women
2	**4**

Age group of the young people that respondents work with	Number of answers
13-18 years	**3**
19-24 years	**3**
24-29 years	**0**
30-35 years	**0**

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

Yes	No
6	**0**

Please elaborate upon the obstacles emphasized by your respondents as being faced by the young people they work with:

Of the 6 youth professionals who participated in this research process, 3 were teachers in local Youth Reach schools; Youth Reach is the national programme providing second-chance education pathways to young people aged 15-20 who have left formal education before completely their leaving certificate examples. Of the remaining 3 professionals, 2 were youth workers who deliver the Bounce Back programme for disadvantaged young people and 1 was a career advisor who works with both young people and adult learners who are early school leavers and those who are classed as 'NEETs'. As such, all 6 individuals who participated in the TNA exercise stated that they work with disadvantaged young people. When asked to highlight, from the prescribed list, the main obstacles that face the young people they work with, the following table provides the frequency of which each youth professional works with young people who are impacted by each obstacle:

Disability	1
Educational difficulties	6
Economic obstacles	6
Cultural differences	5
Health problems	3
Social obstacles	6
Geographical obstacles	5

As we can see from the results presented in this table, the most common obstacles faced by young people among the professionals surveyed are 'educational difficulties', 'economic obstacles' and 'social 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:

Of the 6 youth professionals who participated in the CURSOR TNA exercise in Ireland, the competences associated with Theme 1 – Self and Theme 2 – Strengths, were viewed as being most important by our research participants; as these themes were seen as critical in enhancing the personal and professional development of disadvantaged young people that these youth professionals work with. The competences associated with these two themes were viewed by professionals as a 'critical first step' in ensuring that young people have the core skills and self-awareness to be able to progress and further develop their career management skills. There was a consensus among youth professionals who participated in the research activities that without the competences in these first two themes, it would not

be possible for young people to progress and to build the competences listed under Theme 3 – Horizons and Theme 4 – Networks. While youth professionals agreed that these latter themes are of importance and significance to ensuring career success for young people going forward, they were mostly seen as being 'of secondary importance' to the competences listed under Self and Strengths for immediate growth of young people seeking to develop career management skills. When asked to assess the importance of other skills and competences for career management, those, which were, rated as 'highly important' by over half of all youth professionals (4 out of 6), included: 'communication skills', 'decision-making skills', 'motivational skills' and 'taking action skills'. It was expressed by youth professionals that all young people they work with have well-developed digital skills; however, some disadvantaged young learners who they work with can often struggle with self-confidence, self-awareness, effective communication, motivation and an ability to take action and to pursue education, training and employment opportunities available to them. For these reasons, it was recommended that the CURSOR In-Service Training Programme should also provide guidance to youth professionals and career counselors on how to address these competence gaps and skill deficits among young people.

Please elaborate upon the specific methods, techniques and resources of your respondents to support career guidance and planning of their target group:

The 3 Youth Reach teachers each stated that they use digital tools, device and software in their teaching. When asked to list the digital tools they used for the purpose, they mentioned using OneNote, Edmodo and Google Classroom for preparing lessons and sharing course materials with their learners. The career advisor who works with young people stated that she uses short career interest tests, career advice articles and one-on-one interventions in her work with young people. Her one-on-one interventions typically comprise hosting mock interviews with young people and meeting in after-school clubs with learners to provide CV preparation support, which is also delivered on a one-to-one basis. For the two youth workers from the Bounce Back programme, they stated that they use some resources such as personality tests to introduce young people to career planning by first getting young people to uncover their interests and what jobs suit their personalities; they also stated that they use positive case studies to inspire young people to create career idea boards and to start researching different careers in different sectors.

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:

Answer 'Yes'	Answer 'NO, I am self-educated'
4	2

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:

Answer 'Yes'	Answer 'No'
3	3

Please elaborate upon the justification that your respondents provided for their answer regarding the need to attend a train-the-trainer programme:

Of the 3 youth professionals who stated they would like to attend the train the trainer programme to improve their skills in this area, 2 professionals stated that they would like to acquire these new skills as they have never previously attended formal training in this area, and the third stated that they would be motivated to attend for their own professional development, especially as it is in a very pertinent topic to her role in teaching early school leavers. Of the 3 professionals who would not be interested in completing this training, 1 stated that they did not think that further training in this area is of relevance to their teaching role; 1 stated that they thought they already knew enough on this topic given its limited scope within their current career and the final youth professional stated that she was already trained sufficiently in this area and that she regularly completes re-fresher accredited courses with the national centre for guidance and education so she would not see the value in completing this course which may be duplication of the training she already receives.

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

As we can see from the answers provided in this table, the areas where youth professionals showed lowest levels of competence, and therefore the most significant training need, are as follows: 'reporting on your educational and other interventions in career planning for young people'; 'Designing educational and other interventions of career planning for young people'; 'Selecting, adapting or creating appropriate methods and tools to address the needs of young people regarding their career planning' and 'Implementing educational and other interventions in career planning for young people'. As such, CURSOR project partners, when planning the content of the in-service training programme for youth professionals should consider these skill areas.

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

Learning Outcome	Knowledge	Skills	Competencies
LO1: Learning how to support young people to access and use effectively a full range of career management products and services at a time and place that suit their needs	K1.1 Intermediate knowledge of the topics of the CURSOR Career Management Resources K1.2 Advanced knowledge of how to use the CURSOR Resources in a range of settings K1.3 Advanced knowledge of the key learning outcomes to be achieved on completion of the CURSOR Career Management Resources	S1.1 Using the CURSOR Career Management Resources in an educational setting with young people S1.2 Teaching in a blended learning environment S1.3 Developing an assessment framework for the CURSOR Resources to be used with young people	C1.1 Demonstrate how to use the CURSOR Career Management Resources with young people C1.2 Develop a lesson plan for integrating CURSOR Career Management Resources into teaching/coaching sessions C1.3 Assess if the learning outcomes for each of the CURSOR Resources have been achieved
LO2: Learning how to enable the young people to identify opportunities to develop their learning goals and employability skills	K2.1 Intermediate knowledge of the range of education and training programmes available to young people locally, nationally and also online. K2.2 Intermediate knowledge of digital tools and resources that can be used to K.2.3 Intermediate knowledge of how to set realistic learning goals for disadvantaged learners	S2.1 Research skills to identify learning opportunities for young people S2.2 Using digital resources to encourage young people to re-engage in education and training S2.3 Setting learning goals for disadvantaged learners that are SMART.	C2.1 Demonstrate how to identify learning opportunities C2.2 Demonstrate how to use digital tools to find learning opportunities online C2.3 Advising young people on how to set SMART learning goals for themselves

LO3: Learning how to support young people to research possible career pathways, how to plan a career for themselves and understand how the labour market works	K3.1 Intermediate knowledge in how to research different careers K3.2 Intermediate knowledge of how to plan a career pathway for different careers, using the information that is available online K3.3. Advanced knowledge of the processes involved in applying for a job	S3.1 Research skills S3.2 Critical thinking skills S3.3 Coaching skills	C3.1 Demonstrate to young people how to research potential careers C3.2 Demonstrate to young people how to plot a career pathway for their chosen careers C3.2 Explaining the job application and acquisition process to young people

Of the research group who completed the training needs analysis exercise in Ireland, 4 respondents stated that they would be interested in forming the national working group of CURSOR project in Ireland. Lastly, of the 6 professionals who contributed to this training needs analysis, 3 respondents stated that they would be interested in participating 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.

Findings from the desk research in Ireland

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

Name or title of the best practice	Digital Latin Quarter project - Train the Trainer Programme
Link *(where the practice can be accessed or practice's identification data)*	www.digital-latin-quarter.eu
Brief description of the best practice	Digital Latin Quarter (DLQ) was a European project that was funded under the Grundtvig sub-measure of the Lifelong Learning Programme and developed and delivered by an EU-wide consortium between 2011 to 2013. The project piloted an approach to use digital media production as a means of building key competencies of young people, with a special focus on youth-at-risk of school dropout and early school leavers. Using the medium of filmmaking, the objective of the project was to re-engage disadvantaged young learners back into education by providing an informal, creative space for them to learn. One of the core deliverables of this project was the Train-the-Trainer programme that was specifically designed to up-skill experienced youth workers so that they could deliver a filmmaking curriculum to disadvantaged young learners. As part of this programme, as well as being taught how to use filmmaking equipment and software packages, youth workers were also taught how to use enquire-based, embedded learning techniques to develop literacy, numeracy, social and civic competences among disadvantaged young people. The curriculum was delivered as three sequential modules devoted to the filmmaking processes of: pre-production, production and post-production and distribution. The curriculum also instructed youth workers on how to work in less formal environments with young learners; delivering the filmmaker curriculum to young people by assembling 'film crews' rather than teaching in a conventional setting.

List of partners involved in this best practice	• Meath Partnership - Ireland - Coordinator • Timesnap - Ireland • Kolping-Bildungswerk - Germany • Ideju Centras - Lithuania • Centre for the Advancement of Research and Development in Educational Technology - Cyprus • Innoventum - Finland
Why do you think this is a best practice? Please justify your choice.	The DLQ Train the Trainer Programme has been chosen as an example of best practice, and particularly relevant to the CURSOR project because: • It was effective in providing professional development training to youth workers who specifically worked with disadvantaged young people; • It was successful in teaching youth workers theory and practical skills to deliver a curriculum in a new subject area for them - as such we can learn a lot about the approach of the DLQ project and how it can be applied to up-skill youth professionals to deliver career guidance support to young people; • It was successful in supporting youth professionals to work in fully online and also in blended environments, as this is how the Train the Trainer and Film-Maker Curricula were presented and delivered to and by youth professionals; • It showed that a new approach could be adopted and implemented to encourage disaffected and disengaged young people back into formal education.

Issue to be addressed in CURSOR Handbook

Name of the issue/topic	How to use the CURSOR e-learning platform and digital Career Management Resources to support young people to develop competence in managing and planning their careers.
Brief description of the issue/topic	Through our discussion with youth workers who participated in the TNA exercise in Ireland, we learned that while they are willing to engage with the CURSOR resources and supportive of our project, as it provides additional resources to a very pertinent topic for many young people in Ireland, the youth workers and teachers lack experience of using these types of media rich resources specifically for delivering career guidance support to young people. They are also largely unfamiliar with the Scottish Career Management Framework, which the resources are being benchmarked against. Therefore, it is important that the CURSOR Handbook provides youth professionals with a concise overview of the Scottish CMS Framework and that this is written in clear and accessible language. Building on from this, the Handbook then needs to provide youth professionals with support in how to engage with the Career Management Resources developed by the CURSOR team and how to use the content of these resources in an educational setting. This content should focus firstly on introducing youth professionals to the CURSOR e-learning platform, teaching them how to navigate through the platform and how to access the resources in all available formats. Next, this section of the Handbook should provide youth professionals with advice and guidance on how to use the CURSOR resources in a variety of educational sessions, including in a classroom setting, in one-to-one coaching sessions and also to encourage young people to use the resources autonomously - this may include discussing a resource with young people in class and setting a home-work assignment for the learners to complete using the digital Career Management Resources. To ensure that youth professionals are confident in using the CURSOR resources in this range of different contexts, it is important that the Handbook provides youth professionals with specific guidelines and tips on how to use each resource, and also how to assess that the learners have achieved the learning outcomes for each resource.

Possible prototype tool that supports Career Planning

Name of the prototype tool	Careers Portal Website
Link where the prototype tool can be accessed	www.careersportal.ie
Brief description of the prototype tool	The 'Careers Portal' website is an online repository which provides up-to-date and relevant career information and resources to individuals needing or providing career guidance. This website has a series of templates, tools and advice for jobseekers and adult learners; but also contains self-assessment tests and exercises which could be useful to inform the development of an assessment framework for the CURSOR Career Management Resources. The website also has sections which provide resources for guidance professionals and advice for parents and guardians of young learners, which could be useful in informing the content of the CURSOR In-service Training Handbook. All of the resources currently available through this portal could be researched and adapted for use with disadvantaged young learners who require additional career planning support. In the arena of career planning, the Careers Portal website provides advice and guidance to young learners on the following topics: • What is a Career? • How do I Choose a Career? • Starting your Career Path; • What's it like to be a…(*different career options profiled through video profiles*) • Occupation Profiles • Career Interviews with a… (*different career options profiled through interviews*) • Links to available education and training programmes for each career profiled.

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	Digital Latin Quarter - Digital Opportunities Road-Map
Link *(where the practice can be accessed or practice's identification data)*	http://digital-latin-quarter.eu/dorm.php
Brief description of the best practice	As part of the pedagogic suite of resources developed by the DLQ project team, a Digital Opportunities Road-Map was researched and produced by the project partners. This Road Map was an interactive digital career planning resource, which was targeted at the disadvantaged young learners who completed the DLQ Film-Maker Curriculum. The aim of this Road Map was to profile a series of careers in the digital media and filmmaking sectors, and to present possible career pathways for disadvantaged young learners to follow to attain that career. The Road Map was mirrored on the structure of the Film-Maker Curriculum, which was divided into the Administrative, Creative and Technical (ACT) roles involved in the filmmaking process. Therefore, once the young learner had undertaken a variety of roles through the ACT Curriculum, they were then encouraged to complete a self-evaluation form - the Re-ACT Assessment which is currently available to download in Excel format - to identify which roles were most appealing to them. The Youth Professional who delivered the course to the young learner then reviewed this self-assessment. At this stage, the Youth Professional then gave their assessment of where they thought the young learner showed the most competence and interest. Where a match was found, between the young learners' self-assessment and the youth professionals assessment, the young learner was then encouraged to review the Digital Opportunities Road-Map to research possible careers in this sector and to gain insight into the career pathway that was available to them. The Road Map provided a pathway to 18 careers in this sector, and all pathways began at a lower vocational level (EQF level 2/3) to ensure that all were accessible to disadvantaged learners who may have held no previous qualifications, least of all in this sector.

List of partners involved in this best practice	• Meath Partnership - Ireland - Coordinator • Timesnap - Ireland • Kolping-Bildungswerk - Germany • Ideju Centras - Lithuania • Centre for the Advancement of Research and Development in Educational Technology - Cyprus • Innoventum - Finland
Why do you think this is a best practice? Please justify your choice.	This best practice was chosen for inclusion in this research report because it demonstrates how digital resources can be used in a blended approach to deliver career guidance support to disadvantaged young people. The model used in the Re-ACT self-assessment and review by the youth professional has been piloted with both target groups of the CURSOR project and has been found to be effective in encouraging disadvantaged young people to plan and manage their careers. As such, this model could be adapted and used in the assessment of the CURSOR Career Management Resources for young people.