SUMMARY REPORT: *In-service Needs Analysis Report*

CURSOR: Crafting Career Roadmaps

Report prepared by P3: University of Piteşti (UPIT)

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Introduction

The present research report called "In-service Needs Analysis Report (Summary Report)" has been achieved within CURSOR project.

"CURSOR: Crafting Career Roadmaps" is a project for Cooperation for Innovation and Exchange of Good Practices / Strategic Partnerships for Youth, with reference number 2017-3-CY02-KA205-001117 and it is financed by the European Commission through the Erasmus+ Programme.

This report establishes the state-of-the-art based on a summary of the findings in the individual country research reports. It outlines best practice elements to be included in the in-service training design and also identifies best practice in terms of training delivery. The report provides youth professionals and other stakeholders with data and analysis on a field which has not been studied yet given the low priority that has been given to career planning within youth work.

The report was elaborated with the purpose to serve the next phases of the CURSOR project development, namely to support project consortium to create a completely new career planning framework consisting in an In-service Training Programme Handbook, a set of Career Planning Resources and an e-learning portal.

The CURSOR partnership includes:
1. SEAL CYPRUS - CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING (coordinator)
2. FIP- FUTURE IN PERSPECTIVE (IRELAND)
3. TOMORROW (POLAND)
4. The UNIVERSITY OF PITESTI (ROMANIA)

The report summarizes the findings from national research performed in project partner countries – Cyprus, Ireland, Poland and Romania.

The national research consisted of a primary research (field-based research through survey questionnaire) and secondary research (desk-based research). The research objectives and methodology are presented in the next section of this report.

1. Research: objectives and methodology

The project consortium has performed the research according to the agreed guidelines and research tools, between middle of May and end of July 2018. The research was implemented in all partner countries, namely: Cyprus, Ireland, Poland and Romania. A total of 34 stakeholders (from various professional categories working with young people) have participated in our *qualitative research*.

The *research objectives* were to identify best practice where the design, development and provision of In-service Training Programmes for youth professionals is concerned; to highlight the issues to be addressed in the proposed Handbook; to identify possible prototype tools that support Career Planning; to identify 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.

The *research assumptions* were:
- *the current professional training for professionals working with youth is not sufficient;*
- *a shortage of appropriate professional development training for youth workers working with disadvantaged youth as it regards to career planning was noted.*

As mentioned in Introduction, we applied a *methodology* that consisted of primary research (field research through survey questionnaire) and secondary research (through desk research).

For the *field-based research*, each partner applied the survey questionnaire to 6-12 stakeholders (in a face-to-face, phone, email or online approach, depending on the local context).

The *desk-based research* envisaged to:
- *identify one best practice per partner country where the design, development and provision of In-service Training Programmes for youth professionals is concerned;*
- *highlight one issue per partner country to be addressed in the proposed Handbook;*
- *identify one possible prototype tool per partner country that support Career Planning;*
- *identify one best practice per partner country 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.*

Research Guidelines and templates for survey questionnaire and desk research were provided by UPIT prior to implementation of national research.

During the research phase, the partners have involved the local stakeholders' forum and have organised a series of stakeholder meetings to discuss and debate the needs to be addressed in the proposed Handbook. Each partner has drafted then a research country report outlining the identified training needs. The template for research country report has been provided by UPIT. After they finished the national research, all partners delivered their country reports (in English) to University of Piteşti (UPIT), by email.

Based on these national reports[1] UPIT elaborated the current In-service Training Needs Analysis Report (Summary Report) and the Learning Outcomes Matrix (LOM) addressing the learning outcomes to be achieved by the In-service Training (both documents in English).

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[1] The national reports containing the results of research performed by project partners in Cyprus, Ireland, Poland and Romania as well as the Learning Outcomes Matrix (LOM), may be accessed on CURSOR website at www.CursorCareer.eu

2. Findings from the field research

To fulfil the requirements of the in-service training needs analysis process in the partner countries, researchers conducted telephone interviews and/or applied the survey questionnaire by phone, email or face-to-face to discuss the research topics with various categories of professionals who work in the fields of youth work. The findings of this research are presented in the following lines.

The distribution of the respondents (34 persons in total) on professional categories, gender and age groups is shown in the tables 2.1, 2.2. and 2.3 below:

Table 2.1.: *Respondents' distribution on professional categories*

Professional category	Cyprus	Ireland	Poland	Romania	Per category
Youth Worker	2	2	0	0	4
Youth Trainer	3	0	2	1	6
Social Worker working with young people	0	0	0	2	2
Teacher	0	3	7	2	12
Mentor	0	0	0	1	1
Career Adviser	5	1	3	0	9
TOTAL	10	6	12	6	34

Table 2.2.: *Gender distribution of the respondents*

	Cyprus	Ireland	Poland	Romania	Total per gender
Men	5	2	3	0	10
Women	5	4	9	6	24
TOTAL	34				

Table 2.3.: *Respondents' distribution on the age groups of their youth trainees*

Age group of the young people that respondents work with	Cyprus	Ireland	Poland	Romania	Total per age group
13-18 years	0	3	7	4	14
19-24 years	5	3	5	4	17
24-29 years	5	0	4	-	9
30-35 years	0	0	1	-	1

Because the research covered a variety of ***professional categories of youth workers*** as shown in Table 2.1., we may appreciate that their answers (and thus our findings) are highly relevant for the pursued research objectives. Also, due to the fact that we applied the survey questionnaire on both ***man and women professionals*** (as in Table 2.2.), we believe we succeeded to gather pertinent opinions and points of view that encompass current gender-based practices and approaches.

Table 2.3. emphasizes that our respondents work with youth falling under **all age categories**, which represents another benefit for our research, in terms of variety of age-related skills and training needs of young persons, regarding their career planning.

73.5% of all respondents **work with young people with disadvantaged backgrounds** and/ or fewer opportunities (Table 2.4.) who are outside formal education provision and need career planning skills to guide them on their career pathway. This was also a crucial aspect for us in the identification of necessary career planning skills of this target group.

Table 2.4.: *Distribution of respondents working with young people with disadvantaged backgrounds*

	Cyprus	*Ireland*	*Poland*	*Romania*	TOTAL
Yes	9	6	4	6	25
No	0	0	8	0	8

The answers of our respondents regarding **the obstacles faced by the young people** they work with (Table 2.5.) **during their career planning**, have revealed as being the most frequent, the *social* obstacles (25%) and *economic* obstacles (21.5%), followed by *cultural* differences (14.1%) and *educational* difficulties (13%). The less common obstacles are *geographical* (5.4%) and *new technologies* (2.1%). While these are the transnational trends, at national level one can also identify disparities (see Table 2.5., in which most often met obstacles are marked in red and the less common obstacles in green).

Disability is the less frequent obstacle for 3 out of 4 surveyed countries (Cyprus, Ireland and Poland). Also the *health* problems (Cyprus, Romania), *cultural* differences (Poland) and *new technologies* (Poland) have the lowest rates of occurrence. *Social* obstacles are the most common in all surveyed countries, both at a transnational and national level!

Table 2.5.: *Obstacles faced by youth in career planning*

OBSTACLE	*Cyprus*	*Ireland*	*Poland*	*Romania*	TOTAL
Disability	2	1	1	5	**9**
Educational difficulties	0	6	2	4	**12**
Economic obstacles	6	6	3	5	**20**
Cultural differences	3	5	1	4	**13**
Health problems	2	3	0	3	**8**
Social obstacles	8	6	3	6	**23**
Geographical obstacles	0	5	0	0	**5**
New technologies	0	0	2	0	**2**
TOTAL	21	32	12	27	**92**

In order to identify how important is and which are the necessary **specific key-skills and competencies for young people to develop when they plan their career** (Table 2.6.), we asked the opinion of youth professionals on this issue.

Table 2.6.: *Youth's skills and competencies for career planning*

Theme 1: SELF (competencies that enable individuals to develop their sense of self within society)	Theme 2: STRENGTHS (competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities)
The individual to develop and maintain a positive self-image	The individual to be aware of his/her skills, strengths and achievements
The individual to maintain a balance that is right for him/her in his/her life, learning and work roles	The individual to build on his/her skills, strengths and achievements
The individual to adapt his/her behaviour appropriately to fit a variety of contexts	The individual to be confident, resilient and able to learn when things do not go well or as expected
The individual to be aware of how him/her changes and growths throughout life	The individual to draw on his/her experiences and on formal and informal learning opportunities to inform and support his/her career choices
The individual to make positive career decisions	
Theme 3: HORIZONS (competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life)	**Theme 4:** NETWORKS (competencies that enable individuals to develop relationships and network of support)
The individual to understand that there is a wide variety of learning and work opportunities that he/she can explore and are open to him/her	The individual to interact confidently and effectively with others to build relationships
The individual to know how to find and evaluate information and support to help his/her career development	The individual to use information and relationships to secure, create and maintain work
The individual to be confident in responding to and managing change within his/her life and work roles	The individual to develop and maintain a range of relationships that are important for his/her career journey
The individual to be creative and enterprise in the way that he/she approaches his/her career development	
The individual to identify how his/her life, his/her work, his/her community and his/her society interact	
OTHER SKILLS AND COMPETENCIES FOR CAREER MANAGEMENT	
Communication skills	
Making decision skills	
Taking action skills	
Learning to learn skills	
Social and civic competences[1]	
Motivational skills	
Digital competence	
Sense of initiative and entrepreneurship	

Theme 1 **SELF** (competencies that enable individuals to develop their sense of self within society) and Theme 2 **STRENGTHS** (competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities) were considered by almost the majority of the respondents as *highly important* (with the exception of few respondents in Romania and Poland, who believed they are of *medium importance*). The respondents justified that the lack of these competencies does not allow proper development and implementation of competencies under the themes 3, 4 and 5 (Perspectives, Relationships and Other competencies to manage a career).

Regarding Theme 3 **HORIZONS** (competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life), the overall image is that they are also very important and necessary to have, but the discrete situation shows the opinions are split and varies for each separate competency: (a) understanding the variety of learning and work opportunities, (b) knowing how to find and evaluate information and support, (c) being confident in responding to and managing changes are *highly important* for Cyprus, Poland and Romania and of *medium importance* for Ireland; (d) being creative in approaching career development is *highly important* for Poland and Romania and of *medium importance* for Cyprus and Ireland; (e) identifying how to interact with the society is *highly important* only for Romania and of medium importance for Cyprus, Ireland and Poland.

With only one or two respondents in Cyprus who appreciated the competencies given under Theme 4 **NETWORKS** (competencies that enable individuals to develop relationships and network of support), all the other participants from Cyprus, Poland and Romania believed these competencies are *highly important*. The point of view in Ireland was slowly different, meaning that these

respondents opined these competencies are of *medium importance* and justified their answers by pointing out that 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.

To be noted that no answer *"Not important"* was registered for any of the competencies listed under the four envisaged themes! This, again, shows that the respondents found crucial to include these competencies in the CURSOR In-Service Programme and Handbook!

Under the theme **OTHER SKILLS AND COMPETENCIES FOR CAREER MANAGEMENT**, all the respondents in Cyprus, Poland and Romania found communication skills, decision-making skills and social and civic competencies to be of *high importance*. Regarding taking action skills and learning to learn skills the respondents chosen preponderantly the option '*high importance'* in Cyprus, Poland and Romania (with few *'medium importance'* in Cyprus and Romania), while all respondents in Ireland opted for *'medium importance*'. Approximately half of the respondents in Cyprus and Romania appreciated motivational skills, digital competence and sense of initiative and entrepreneurship to be of *high importance*. Also for all surveyed persons in Poland motivational skills and digital competence were *highly important*. In the case of Irish young people planning career, digital competence is already developed, motivational skills are of *medium importance* for all respondents and sense of initiative and entrepreneurship was not evaluated. However, motivational skills, digital competence and sense of initiative and entrepreneurship seemed a bit controversial across countries, as additionally to those who ranked them as *highly important*, they have been ranked as of *medium importance* (Cyprus, Ireland, Romania) and even as not important (Cyprus), by respondents of whose percentages varies between 10% and 60% in Cyprus and between 33.5% and 50% in Romania.

The answers regarding the ***specific methods, techniques and resources*** that respondents use to support career guidance and planning of their target group are shown in Table 2.7. (in descending order of percentages).

Table 2.7.: *Methods, techniques and resources to support youth career guidance*

		Cyprus (%)	Ireland (%)	Poland (%)	Romania (%)
1	Digital tools, devices or software	30	50	100	100
2	Personality tests	50	33.3		100
3	Career advice articles		16.6	100	16.6.
4	Career interest tests	50	16.6		50
5	Case studies		33.3		83.3
6	Problem solving games				100
7	Debates				83.3
8	One-on-one interventions		16.6		50
9	Career values card sort				50
10	Occupational interest card sort				50
11	Skills cards sort				33.3
12	E-learning environments	30			
13	Blended learning curricula	20			

14	Leisure and retirement card sort				

The Polish respondents also mentioned competency courses, individual meetings, group meetings (most often in schools) and ready-made cases of early pupils (which only need to be modified or even given a good example) as tools they currently use. However, they complained about the lack of one, specific tool that would give them a certain pattern, algorithm of conduct; a formula that they could complement with practical content, the stage of individual cases taken from their own area of activity.

Exemplified digital tools, devices and software were OneNote, Edmodo and Google Classroom (by the Irish respondents) and E-zamek, youth questionnaire for professional interests in Młokozz (by the Polish respondents).

20 respondents (58.8%) have answered they **have participated 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, while 14 persons (41.1%) opined that so far they got the necessary such skills through self-education. But a high majority of the respondents (85.2%, 29 persons) agreed **they have a need for attending a train-the-trainer program** to acquire/improve the skills they currently have in the field. Besides the only three Irish respondents who declared they would not be interested in completing such training (because of the irrelevance of further training to their teaching role, because they have enough knowledge on this topic within their current career, or because they attend regularly re-fresher accredited courses with the national centre for guidance and education), all the other participants Cyprus, Ireland, Poland and Romania have justified the need to attend such train-the-trainer programme. Few of their explanations were:

- *"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".*

Other reasons envisaged skills improvement in the area, acquisition of new skills, own professional development, responsibility for their work.

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;
- use of blended learning curricula and e-learning environments in career guidance of the young people;
- designing educational and other interventions of career planning for young people; AND, at the same level, selecting, adapting or creating appropriate methods and tools to address the needs of young people regarding their career planning.

The following areas were also appreciated as being important as training needs (although they got lower scores):

- implementing educational and other interventions in career planning for young people;
- evaluating educational and other interventions in career planning for young people.

In Poland, the respondents also emphasized they lack specific tools, instructions or procedural templates in the nominated areas, thus CURSOR Programme and Handbook should envisage preparation of a competent tool, instruction manual, and a guide harmonizing the professional development program for experts working with young people.

The Romanian respondents who answered this survey consider that their current skills are quite strong, neither of them admitting to have any weaknesses in their professional activity (however, 4 out of 6 respondents have declared they are 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).

70.5% of the respondents declared they are *interested in becoming part of the national working group of CURSOR project.*

73.5% of the participants in this survey 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.

3. Findings from the desk research

3.1. Best practice (BP) in the design, development and provision of In-service Training Programmes for youth professionals

	CYPRUS	IRELAND	POLAND	ROMANIA
Name of the BP:	ARTSQUAD train-the-trainer Programme	Digital Latin Quarter project - Train the Trainer Programme	E-lock-Internet Pupils and Teachers Programme	PROJECT PEH 018 "STRATEGIES FOR THE FUTURE, STRATEGIES FOR YOUTH"
Link to the BP:	www.artsquad.eu	www.digital-latin-quarter.eu	www.e-zamek.pl/	http://strategiipentruviitorsitineri.com/descriere-proiect/
Brief description of the BP:	ARTSQUAD 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". 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 comprise on modules on four disciplines; digital media, storytelling, drama and music. The ARTSQUAD train-the-trainer program aims to equip the youth work professionals with practical tools to use in their everyday work with disadvantaged youth. It also supports them to work in non-conventional environments and will enhance their employability, their reputation, professionalism and standing even if they now work in completely different educational settings.	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	e-zamek.pl- practice involving the examination of career predispositions, needs and goals of students and job seekers. On this basis, an indication of the proposed career path along with her suggestions as to the further direction of development. The diagnosis is carried out using a remote teaching and diagnosing platform, where the student / job seeker can independently recognize their own starting point and direction of professional development. Diagnosis and creation of a development path can therefore take place individually, but also with the help of a career counselor. The practice is easily available without restrictions related to the space and distance and the predispositions of free time by the interested.	Main objective: development of sports-based specific methodologies and strategies aimed at increasing the level of social inclusion and at controlling the exclusion of young individuals at risk due to disabilities or economic status. Main activities and results: Review of Target Group requirements Study on the efficiency of motive programmes designed to control the social exclusion Campaigns of information concerning the Target Group requirements and the implementation of social inclusion strategy, including in the virtual environment – exclusion risks, opportunities Professional counselling, directing and training for the primary and secondary Target Group Establishing and testing an assessment programme for persons with disabilities Establishing and testing a strategy of social integration by sports Establishing and testing a specific work methodology dedicated to persons at risk of social exclusion Establishing and testing an action plan for the implementation of strategies created

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.	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.		Interactive sessions with the parents of young individuals included in the primary Target Group <u>Developed programmes, strategies and methodologies</u>: Evaluation programme for young people from groups vulnerable to the risk of social exclusion, Publishing House Discobolul, ISBN 978-606-8603-92-6; Social integration strategy using sports, Publishing House Discobolul, ISBN 978-606-8603-91-9; Methodology for the use of pedagogical and psychological means to develop the capacity of social integration of the young people at social exclusion risk, Publishing House Discobolul, ISBN 978-606-8603-93-3; Specific working methodology for persons at social exclusion risk – BASKET, publishing house discobolul, ISBN 978-606-8603-94-0; Specific working methodology for persons at social exclusion risk – FOOTBALL, Publishing House Discobolul, ISBN 978-606-8603-95-7; Specific working methodology for persons at social exclusion risk – GYMNASTICS, Publishing House Discobolul, ISBN 978-606-8603-96-4; Action plan for the implementation of strategies created in the strategies for the future, strategies for young people project, Publishing House Discobolul, ISBN 978-606-8603-97-1. The project increased the professionalism level of experts from the sector, broadened the methods of action integrated at the level of beneficiaries, actually integrated 245 young individuals and heightened the opportunities of long-term social and professional integration.

List of partners involved in this BP:	SEAL CYPRUS- CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING (CYPRUS) as the coordinating partner. YSBF- YOUTH IN SCIENCE AND BUSINESS FOUNDATION (ESTONIA) FIP- FUTURE IN PERSPECTIVE (IRELAND) SALVATI COPIII- FILIALA ARGES (ROMANIA)	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	Wojewódzkie Ośrodki Doskonalenia Nauczycieli Pro-szkolenia.pl Instytut Rozwoju Kompetencji Cyfrowych Nowa Era Unia Europejska EFS Stowarzyszenie I LOVE MATH National schools JST	Project Promoter: Universitatea Națională de Educație Fizică și Sport (National University of Physical Education and Sport) Project Partner: Fundația pentru Învățământ (Foundation for Education)
Why is this a BP?	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 ARTSQUAD are available to youth work professionals and organisations.	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.	The practice includes a proven model that requires moderate physical engagement and moderate substantive preparation from jobseekers. Participants, on the other hand, can use the resources and training materials at any time without time or space restrictions. The practice is flexible and comfortable to use. The "push" model allows participants to engage independently to take action to take up a job / study at any time and place they choose. This is reinforced by the diagnostic materials and training proposals, composed in terms of aesthetics and interaction. In addition, activating and mobilizing is sharing their own experiences, observations and practices with other participants of the training, borrowed from various levels of their individual professional experience using various asynchronous means of communication.	The project addressed problems of youth social inclusion caused by economic issues and disabilities, developing strategies of work and specific methodologies to solve this issue. The strategies were implemented with experts and organisations working directly with the groups at risk. Moreover, apart from the social integration, the project aimed to facilitate the professional inclusion.

3.2. Issue to be addressed in CURSOR Handbook

	CYPRUS	IRELAND	POLAND	ROMANIA
Name of the issue/topic:	Use of blended learning curricula and e-learning environments in career guidance of the young people	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.	How to use the CURSOR e-learning platform and digital career management resources to eliminate barriers and aversion to career guidance among career guidance trainers	'Self-knowledge' skills
Brief description of the issue/topic:	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. 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.	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	Young people, especially at the beginning of their career, have problems with training, acquiring new competences and finding their place on the demanding job market. It is connected with the possession of specific competence in the scope of one competence module and lack of knowledge of where and how to extend and improve qualifications. Young people joining their professional path are faced with the need to acquire additional knowledge through a variety of flexible methods, including e-learning and blended learning. Trainers in the field of career guidance often have to offer imprecise and outdated templates to diagnose the needs of young people. Developed and standardized according to requirements from around 20 years ago. There is a lack of precisely trained and prepared vocational counselors already at the level of education. Most often, this role is played by teachers of other subjects who have gained the competence of vocational counseling by completing	*Who am I? How do I distinguish myself from the others? What are my strong and weak points? What are my possibilities? How can I develop my qualities and overcome my weaknesses?* Answers to such questions relate to the knowledge of defining one's personality, skills, motivation and values, self-esteem, self-confidence, creativity development, self-control capacity, communication and relationship skills, emotional management, etc. Therefore, good career guidance cannot be achieved without self-knowledge, which involves two aspects: self-image and self-esteem. Self-awareness also involves awareness of skills. We say that a person has skills in a field if s/he has the ability to achieve superior performance in that area. The actual achievement of these performances depends on many other factors: motivation, learning, practice, parents 'and teachers' attitudes, material conditions, health, etc. Therefore, when looking at a particular career, we must take all these aspects into account. Moreover, in the case of disadvantaged

		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.	simple, fast courses. Due to the excess of duties, teachers working in schools do not have the desire or time to expand their knowledge and skills in the field of career counseling among young people. Career counselors do not have adequate experience or the ability to use IT and multimedia resources. Consequently, vocational counselors lack easily accessible and precise tools that would support their work without involving their private time and do not require additional work in the field of designing professional development programs. There is a lack of confidence in the quality of training offered through digital sources. Governmental and self-governmental organizations implement new trainings on everyday basis to improve the qualifications of young people in response to the needs of the labor market. However, there is a lack of guides, promotions and information and development paths that are ready to be proposed, easily accessible to the needs of the surveyed group. In a nutshell, there are modern implementations, but they lack a transitional stage in the form of training of career counseling staff where to look for them, how and how to use them In short, there is no reliable place where respondents could get information on what and where they should do to expand their skills, competences, qualifications correlating with the requirements of the labor market and their previous education.	young people, it is even more important to identify one's qualities and skills, so that he can take advantage of them and, why not, build a career based on these. This is why the CURSOR Handbook should help youth professionals acquire the necessary skills regarding how to support young persons in the self-knowledge process and how to efficiently integrate this crucial process within the career guidance.

3.3. Possible prototype tool that supports Career Planning

	CYPRUS	IRELAND	POLAND	ROMANIA
Name of the prototype tool:	The suitcase, the map and the voyage of a youth worker	Careers Portal Website	Career to the max	The *"Who am I?"* method
Link to the prototype tool:	http://thevoyage.eu	www.careersportal.ie	www.e-zamek.pl	Mileu Zlate, *The Self and the Personality*, 2002, ISBN: 973-8291-30-5 https://www.scribd.com/document/7911909/Mielu-Zlate-Eul-Si-Personalitatea
Brief description of the prototype tool:	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. 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. The youth work professionals can find material and bibliography for youth work focusing on career planning. Partners: Predict CSD Consulting (Romania), Schultz Development (Romania), Aurel Vlaicu University in Arad (Romania), Millennium Center Association (Romania), Dacorum Council for Voluntary Service (Great Britain), Asociacion Cultural Integra (Spain),	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	The e-zamek portal is a portal intended for people who have not yet decided on the choice of career path and would like to recognize their professional predispositions. We assume that in order to be able to use all the resources published on the portal, you must have an active account. The portal allows you to solve specialist tests of professional predispositions, which can be analyzed by teachers or advisers. The website has been divided into two substantive parts. In the first one there is a dictionary of terms used in creating the platform and dictionary of professions. A definition and animation (or comic book) presenting the main features of a given profession (employee's job on a given position, competences and qualifications required from a candidate for a given profession, as well as a description of the work environment) have been added to each profession. In the second part of	The method is based on the test known in the specialty literature as the *"TST – Twenty Statements Test"* or *"WAY - Who Are You?"*. Developed/adapted in 1988 by the Romanian psychologist Mielu Zlate is a method of investigating the self and personality. Due to the method of interpretation of the results (content analysis), it is among the qualitative biographical samples, which aim at probing the human personality. The method consists of a composition entitled *"Who am I?"* that the subjects should write about themselves. Subjects have the freedom to write this composition when they want, at school or at home, to be free to sign it or not or, moreover, they can even escape from performing this task. They are asked, at the beginning of the works, to note the first reaction to the question. The content analysis of the composition allows the identification of the self-knowledge themes and then their evaluation based on specific criteria. In a study, Mielu Zlate identified 27 such themes (and 52 sub-themes): 1) identity (name, age, gender, occupation); 2) physical appearance; 3) psychic features (temperamental, aptitudinal, characteristic, psycho-neurotic tendencies); 4) learning or work results; 5) preferences, desires (vocational, leisure, minor,

Fundacja Centrum Aktywnosci Tworczej (Poland), Organization for Promotion of European Issues (Cyprus) and EURO – NET (Italy).	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.	the platform there is an interactive application with a test of professional predisposition, in which the user after completing a questionnaire consisting of nearly 200 questions, is the element of diagnosis, after completing (selecting statements that suit the user best) the application will ask us to answer questions regarding situation scenarios. Then, after the analysis, the portal will present us with "the best" possible ways to develop the professional path. The task of the application embedded in the portal is to make an analysis that would normally be performed by a vocational counselor, based on tests prepared by psychologists. Another element of the portal will be the possibility of placing training information by companies dealing with professional development, this option is considered later in the platform's operation.	profound); 6) relational system (parents, colleagues, friends); 7) opinions and experiences (first love, marriage); 8) self-seeking; 9) unit of the person; 10) the uniqueness of the person; 11) isolation and closing himself off; 12) adaptation and social integration (effective social involvement and participation, difficulties of adaptation and social integration); 13) attitudes towards life and its problems; 14) the value of self-knowledge, the reactions caused by it; 15) the becoming of the personality; 16) the need for self-improvement; 17) attitude towards himself; 18) personal filtering of ideas, actions, events; 19) the need for authenticity; 20) the indicative value system (convictions and beliefs); 21) big questions and worries specific to the age or person; 22) conflicts and contradictions; 23) the ideal of self; 24) image system about others (the reflected self); 25) the status of the person in the world; 26) the self (definition; place in the personality structure; functions; facets; relations between facets; the becoming; the knowledge; the significance of the knowledge); 27) types of personality (united and harmoniously developed, unstable, doubled, accented). Another variation of the method is where subjects complete the following sentences: *The people I care most about are.................................* *I feel proud of myself because......................................* *The people I admire the most are...............................* *I really like to...* *I wish to...* *One of the best things I did is......................................* *I would love to become...* *I propose to...* *I prefer to.....................than to...................................* This method can be used especially at the age of adolescence, in which the willingness to self-knowledge of the young is expressed and manifested, so the method is very suitable for youth professionals, to use it in their work with young persons (at risk, vulnerable, seeking a job, etc.).

3.4. Relevant best practice (BP) 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

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Name of BP:	ARTSQUAD Prototype Tools	Digital Latin Quarter - Digital Opportunities Road-Map	Programujemy Kieleckie- We're programming Kieleckie	Orientarea carierei – perspective europene – ghid metodologic pentru cadre didactice (Guiding career – European Perspectives – Methodological Guide for Teachers)
Link to BP:	www.artsquad.eu	http://digital-latin-quarter.eu/dorm.php	www.programujemy.edu.pl	http://www.isjiasi.ro/documente/RED/special/GHID%20CARIERA_PERSPECTIVE%20%20%20EUROPENE.pdf
Brief description of BP:	Research conducted during the project ARTSQUAD in four countries (Cyprus, Estonia, Ireland, and Romania) revealed that youth work professionals are turning to self-education for their continuous professional development. 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 ARTSQUAD. 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	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	The program is addressed to teachers and educators, on the subject of programming and animation for children and youth, as well as equalizing digital competences of project participants. The teaching process was connected with two parts, in the first part of the project they acquired theoretical knowledge from materials placed on the e-learning platform, the second meeting with experts, where participants discussed problems during self-education, listened to trainers' advice and made practical exercises in the discussed areas.	"Career Guidance - European Perspectives" is the expression of psycho-pedagogical experiences, which, supported by a wealth of specialized information, suggests possible answers, offers models or invites to reflection. The guide aims to be a useful tool first of all for senior teachers in a period of multiple transformations, being also the expression of new policies in the field of education. At the same time, the guide aims to clarify the role of counselling and guidance for all school actors. The elements that make the "Career Guidance - European Perspectives" are: comparative approach at EU level, promotion of European integration, educational mobility, promotion of good practice as well promoting equal opportunities. The guide provides teachers with information, methodologies and tools (i.e. *Passport for career*, *What do I know about crafts?*, *I'm learning to build my*

	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.		*future* , etc.) to guide and advise students in rural areas and not only. The guide proposes to the reader to meditate on the role of the teacher - the teacher supports students in identifying, developing, capitalizing and promoting qualities; and of their own skills, in order to be able to integrate into a permanent society change. From this perspective, the work represents a real milestone in the development professional process, highlighting a number of priority areas requiring new skills. The guide is based on the fact that at the level of a society, investing in people is the most sustainable investment, and investing in education, the most effective, with long-term effects. Continuous professional development of teachers and access to modern, flexible, affordable tools connected to changes in society are the guarantee for the added value in education.
List of partners involved in this best practice	SEAL CYPRUS- CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING (CYPRUS) as the coordinating partner. YSBF - YOUTH IN SCIENCE AND BUSINESS FOUNDATION (ESTONIA) FIP- FUTURE IN PERSPECTIVE (IRELAND) SALVATI COPIII- FILIALA ARGES (ROMANIA)	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	Colegium Masovia Europejski Fundusz Rozwoju Wsi, Tommorow Sp. Z o.o. Pro-szkolenia	School Inspectorate of the Iaşi County County Centers for Psycho-pedagogical Assistance School staffs – teachers, educational counsellors, tutors
Why do you think this is a best	The practice was based on solid research findings. Moreover, the prototype tools harness three different types of media;	This best practice was chosen for inclusion in this research report because it demonstrates how digital resources can	The theoretical preparation of students before the meeting with the trainer / teacher is aimed at increasing the	This guide is quite comprehensive, starting from the presentation of career guiding aspects, and continuing with

practice? Please justify your choice.	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.	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.	efficiency of teaching. On the other hand, transferring some of the activist's activities into a virtual environment brings about a significant reduction in costs and the possibility of transferring a larger part of material in a convenient time for participants. "We're programming Kieleckie" is a program financed by the European Union, equipped with a flexible e-learning platform, combining the possibility of blended learning in a synchronous and asynchronous form. Program participants take part in training during special educational meetings during trainings with experts in given thematic blocks. At conferences, they are acquainted with the possibilities offered to them by the e-learning platform, its support and the project of further independent learning and own development based on the product and material obtained during the conferences. A further part of the theoretical material is made available to the participants in the form of partial substantive content, scripts on the platform. The next step is to use and verify the acquired knowledge in solving exercises, tests and tasks placed on the platform. After getting familiar with the content and performing the evaluation tasks, the participants can simultaneously use and correlate the acquired knowledge with the practical work performed by them. In this way, it enriches your own work workshop. Completed with testing tests, training blocks give the participants the status of the course and documents, certificates and certificates improving their competences.	examples of useful activities for educational planification. Moreover, it describes many good practices for career guiding, and aspects regarding European integration and approaches in career guiding at EU level. The designed activities provide the framework of a curriculum for counselling and career guiding in school.

| | | | Thanks to this, trainers / teachers themselves gain benefits in the form of learning, using the e-learning platform and acquiring new substantive knowledge and skills that they later use in their work with their pupils. They have a simple tool at their disposal that teaches them to use digital devices and at the same time use them at work. The proposed prototype tool seems to be an ideal solution dedicated, among others, to the education system's teachers and the implementation of the process of building career development paths already at the stage of education in primary schools. In addition to teachers, the tool should be extended to the possibility of using them outside the system of continuous education. Among trainers dealing with the support and development of educational paths of people who have already completed. | |

Conclusions

From the field and desk-based research activities conducted, it is clear that youth work is developed at different levels in each of the partners' countries, but in the same time one may notice that there are more similarities than differences, meaning that a common approach would be suitable and efficient in dealing with youth career planning and especially in supporting the development of career planning skills among disadvantaged youth target groups, through new, adapted and bespoke tools and resources, like the ones that CURSOR intends to provide.

Heterogeneity of the youth groups existing in various learning environments (especially in schools or educational institution) determines a quite large variety of difficulties and obstacles that young people face, and thus the trainers/ teachers/ youth workers have to be well trained to efficiently deal with different situations, types and pathways regarding career planning of young people.

Youth professionals are aware that young people need to develop specific key-skills and competencies when they plan their career and appreciate the competencies that enable individuals to develop their sense of self within society (belonging to the 'Self' topic) and those that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities (falling under the category of 'Strengths') as highly important.

When dealing with career guidance and planning for youth (including for disadvantaged young people) the professionals use specific methods, techniques and resources (the most spread being digital tools, devices or software; personality tests; career advice articles; career interest tests; case studies).

Although not that many youth experts have previously participated in train-the-trainer program(s) in the field of youth guidance and support in career planning, there is consensus regarding the need for further such training and the envisaged areas includes reporting on educational and other interventions in career planning for young people; the use of blended learning curricula and e-learning environments; designing educational and other interventions; selecting, adapting or creating appropriate methods and tools to address the needs of young people regarding their career planning.

Due to the importance of the field and attractiveness of CURSOR, there is high interest among youth professionals both in becoming part of the national working groups of the project and in attending the CURSOR training course.