

CURRICULUM

“Empowering youth workers for quality
youth work for career management
with different abilities’ youngsters”



TITLE:

Curriculum “Empowering youth workers for quality youth work for career management with different abilities’ youngsters”.

PROJECT:

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Project partners are:

- Outreach Hannover e.V., Germany
- DOMAS – training, consultation and business services, Croatia
- Out of the Box International, Belgium
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- LINK DMT SRL, Italy
- Association for improvement of modern living skills “Realization”, Croatia

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SUMMARY OF THE PROJECT “Youth work for career management with different abilities’ youngsters”

The financial crisis, such as the one in 2008, and the recent crisis with Covid-19 pandemic, have caused an increase of unemployment rate. The consequences of such crisis are mainly noticed among young people who are in the phases of planning to develop their professional career. On the other hand, career orientation and management are being recognised more and more as an essential aspect of one’s life. While businesses and institutions are constantly experiencing changes and adaptation to new trends in their operation, the need for new skills development from employees are unavoidable. Thus, there is a need for young people to be proactive when it comes to new skills development. While young people experience and choose different programmes to attend due to their curiosity in learning, there is a point in their life when they usually consider themselves as non-decided to which field or role, they see themselves working in the near future. In many cases this results in short-time employment for different institutions or job positions and not being competent enough in a specific field or role. When young people are not aware of the need for a strategy to connect these dots/experiences for developing their career, they might end up feeling incompetent and unable where to continue further. This is mostly present in communities where economic difficulties are more recognised, so young people are obliged to find a job that will provide them with income, regardless of their professional development.


Another important aspect which is considered as a challenge when it comes to career planning is knowing oneself. Very often young people are triggered to follow their friends and choose the same field of study/work and later they see that they are not being adapted or motivated about their chosen field of study/work. This is a consequence of lack of self-reflection and things that motivate them, as well as lack of practical and quality education that highlights their talents and skills ownership. It can be said with certainty that there is a high number of people that are talented and skilled in some other job while they work elsewhere because of their certified education on that field and non-recognition of their talents earlier.

Across the EU, people with disabilities are far less likely to be employed than people without disabilities. The barriers to quality employment add to the problem of poverty and social exclusion faced by people with disabilities. Barriers preventing access to the employment market are most of the times based on misconceptions and judgments on person’s abilities.¹

In our communities and among our beneficiaries, there are many young people with disabilities who lack the employment and regular salary/income. With the current situation of the Covid-19 pandemic and the fact that due to different lockdown and/or social distancing measures, lots of employers have fired their employees, or are not having enough revenues to keep the employees sufficiently paid. We find ourselves still with higher unemployment rates and with lower economic level now (especially of our target groups) than before the pandemic measures started.

Developing educational approaches on career management is the core of this project. Using their past experiences with career planning and entrepreneurship education, the project partners are planning to develop new methods to address the needs and constrains of their target group – youth and young adults with different abilities.

¹ Employment Policy. (2022, September 16). European Disability Forum. <https://www.edf-feph.org/employment-policy/>



Our project “Youth work for career management with different abilities’ youngsters” focuses on the inclusion of young people with disabilities within the career/employment development, by promoting their sense of initiative and entrepreneurship, as well as increasing their employability and career planning and management skills, as well as digital capacity.

Even though career management seems very important for young people, there is still a lack of awareness on this regard for a significant number of young people, especially those considered with fewer opportunities and young people with disabilities. Mainstream youth and those who live in big cities are way more informed about certain existing opportunities and attending different programmes that provide education for needed skills and capacities and validate their competences.

However, there is not always active promotion and opportunity offers to young people with fewer opportunities and young people with disabilities. These target groups are not approached enough by educational institutions and organisations working with career orientation topics. That results in still having quite a high percentage of youth with fewer opportunities unemployed and with lack of competences’ development in their jobs or job applications. In addition, persons with disabilities often face societal barriers and disability evokes negative perceptions and discrimination in many societies.


With this project, we want our beneficiaries, youth with disabilities, to improve their skills of career management, and we also aim to empower more youth workers for organising adequate career orientation, planning and development programmes, in line with the newest updates and cross-sectoral approach.

Project objectives:

- Empower young people with disabilities for quality career management through development of inspiring, innovative, and up-to-date handbook, as well as the online course.
- Empower our youth workers and improve knowledge management of our organisations for building competences of educators in career management for youth with disabilities, through LTTA, innovative curriculum and useful toolkit with workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities regarding career management possibilities and realities.

Project activities are:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Handbook “Exploring Youth work for career management with different abilities’ youngsters”
- M2 – Second meeting
- O2 – Curriculum “Empowering youth workers for quality youth work for career management with different abilities ‘youngsters”
- M3 – Third meeting
- O3 – Toolkit “Mentoring and supporting youngsters with different abilities for career planning and management”
- M4 – Fourth meeting
- O4 – E-learning course “Career planning and management course for youngsters with different abilities”
- C1 – LTTA Training of trainers

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- E1, E2, E3, E4, E5 – Open conferences in RS, IT, HR, DE, BE
 - M5 – Final Evaluation meeting

Project partners are:

- Outreach Hannover, e.V., Germany
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INTRODUCTION


The Curriculum “Empowering youth workers for quality youth work for career management with different abilities’ youngsters” is envisioned as a practical resource enabling trainers to implement a one-week-long, comprehensive training course designed to guide youth workers through the career planning education process for different abilities youngsters. The overall aim of the Curriculum, which was designed to address the learning content developed in the previously developed handbook *Exploring Youth work for career management with different abilities’ youngsters*, is to empower youth workers to develop (online and offline) the organisational culture, mentoring and coaching for youngsters in communities with different backgrounds on the topic of career management.

This Curriculum is very much needed in the youth work field as there are no similar resources that reflect the latest global developments as there are none that go beyond the typical motivational activities focusing on developing job applications and similar. This Curriculum was developed by conjoined efforts of experts with experience in youth work and backgrounds in various professional fields such as digital entrepreneurship, social entrepreneurship, social work and career planning.

When engaging in youth education with learners who belong to the vulnerable group of youngsters with disabilities, youth educators should explore the motivation and capacities for learning and design the materials and methods according to them. This is precisely why the opening sessions of this Curriculum primarily revise the role of youth workers and analyses different principles and methodologies of youth education to prepare educators for working with learners with disabilities, encouraging them to express freely their career-orientation ideas and plans. The following sessions of the curriculum focus on explaining the topic of career planning and management, but also on starting a career in times of crises, such as the pandemic, and answering the question of what this means for educators of youngsters with disabilities. This is continued by content which focuses on the importance of career orientation of young people with disabilities, and the career planning context we live in today as a society. Providing support to learners also means being creative and knowing how to give feedback. The sessions that follow are related to digital skills and personal branding as a tool for career management of young people with disabilities, as well as setting career goals, developing and initialising their career plans and developing problem-solving skills. Learning how to balance work and rest in successful career management and incorporating the concept of Ikigai in developing and managing a career will create the core of the sessions to follow. Finally, the Curriculum is rounded off with a session on the adaptation of different methods and practices for career planning of young people with disabilities to different realities/countries, which will contain sessions on how to develop career plans for youngsters with disabilities in local communities.

The objectives of this curriculum are:

- To introduce participants to the training course and the programme as well as to set the grounds for a good teamwork and working atmosphere;
- To give space to participants in researching and sharing/exchanging realities on career development during pandemic times and crisis as well as reflect on their role as educators in this matter;
- To gain a better understanding of the existing education opportunities in career orientation of youngsters with disabilities;
- To discuss about needed competences for starting a career and give participants the chance to create concrete activities for the target group that promote competence development;

- 
- To raise participants' awareness of different factors when defining career paths with young people with disabilities as well as explore four types of career paths;
 - To understand the concept of personal branding for educators who are working with youngsters with disabilities and discover the canvas model for practical learning;
 - To discuss about needed digital skills for career development and management for youngsters with disabilities and to strengthen participants' capacities in acquiring these skills;
 - To discuss about needed digital skills for career development and management for youngsters with disabilities and to further explore different tools used for developing these digital skills;
 - To research and analyse updated information related to employability of young people with disabilities and to discuss how youth workers can support this target group in this aspect;
 - To emphasise the importance of setting career goals properly for further career planning and development and explore SMART(ER) model for setting goals;
 - To give participants the chance to develop career plans (short and long term) in order to understand the importance of systematic career planning when working with youngsters with disabilities;
 - To understand the importance of interviews and pitching as well as the needed skills for succeeding in these processes;
 - To learn about the importance of problem solving skills for career development and work on problem solving cycle for practical learning;
 - To understand the importance of work and rest balance in successful career management and explore strategies to achieve this balance;
 - To introduce the concept of Ikigai and learn about incorporating it into career development of youngsters with disabilities;
 - To develop concrete career plans for youngsters with disabilities in local communities and create space for feedback;
 - To create space for participants in evaluating the training course through different evaluation methods.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction to the training course and Group Building
PM	Starting a career in times of crisis and pandemic - what does this mean for educators of youngsters with disabilities
PM	What are the realities of career development of youngsters with disabilities and the support/education they receive
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Competences of youngsters and young adults with disabilities for starting a career
PM	Defining career paths of youngsters and seeking their (dis)advantages
PM	Reflection and Evaluation of the day
Day 4	
AM	Personal branding for educators who are working with youngsters with disabilities
PM	Digital skills for career development and management for youngsters with disabilities
PM	Up-to-date employability rate for youngsters with disabilities
PM	Reflection and Evaluation of the day
Day 5	
AM	Setting career goals: S.M.A.R.T.(E.R.)
PM	Development of career plans (short and long term)
PM	Reflection and Evaluation of the day
Day 6	
AM	Interview processes and pitching
AM	Problem solving skills in career development
PM	FREE AFTERNOON!
Day 7	
AM	Balance of work and rest in successful career management
PM	Incorporating the Ikigai concept into career development
PM	Reflection and Evaluation of the day
Day 8	
AM	Developing career plans for youngsters with disabilities in local community
AM	Evaluation and Closure of the training course
PM	"See you again" party
Day 9	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

O2 Curriculum is envisioned as a practical resource enabling trainers to implement a one-week-long, comprehensive training course designed to guide youth workers through the career planning education process for different abilities youngsters. This curriculum is developed as an innovative tool that serves youth workers and educators the most updated information and innovative practices in career development and management. This curriculum can also be easily multiplied by all interested parties, educators, youth workers on the European level, as well as local ones. It is an inspirational tool especially for educators that work with different abilities' youngsters in the topic of career management. This comes due to the fact that the curriculum is developed by experienced trainers and experts in the relevant fields such as project management, career orientation and guidance, business management, digital revolution, marketing, and institutions and centres working with the target groups of different abilities' youngsters.

Youth workers and educators that will be using this curriculum for multiplication purposes should ensure to have a satisfactory level of needed knowledge, information, have necessary skills and attitudes in the topic of career management as well as the specificities of the target group of different abilities' youngsters. They should have the following knowledge, skills and attitudes for the organisation of this training course:

- Knowledge and up-to-date information on the employability situation of the target group of different abilities' youngsters;
- Knowledge on the challenges and opportunities for career development of the different abilities' youngsters;
- Competences in career orientation and management;
- Competences in digital skills for career development;
- Up-to-date information on the realities of education for career development of different abilities' youngsters;
- Knowledge on marketing and branding for career development;
- Knowledge and attitudes on problem-solving techniques;
- Knowledge on Ikigai concept related to career development;
- Competences on interview processes and elevator pitch;
- In depth knowledge on the ways how to apply the training and workshops with youngsters with disabilities in the local level.

The sessions presented in this curriculum have a list of specific competencies that should be acquired when implementing the activities. Besides this, each session has recommendations and background documents and readings that are relevant to the activities. It is recommended that future youth workers and educators consider the recommendations and refer to the list of materials provided in order to achieve a quality learning environment and address the aims and objectives set in each session. In order to achieve this, several stages and general recommendations should be considered:



Stage 1: Before the training course


- Participants should receive relevant information to their participation and contribution through the info pack. This includes logistics, travel, preparations, information related to local context where the training course takes place.
- Sending organisations should inform and prepare participants for the pre-tasks and for the importance of tolerance when working with people from different countries and cultures.
- Participants should conduct research on the realities of their countries on the employability of youngsters with disabilities, the existing programmes, opportunities and challenges, as well as relevant statistics. They should keep organisers informed about this as it can affect the designing of the programme for certain sessions. The research task will also help participants to easily follow the programme and understand the topics in a practical way.
- The programme should consist of an intercultural evening where each country group prepares a presentation related to their cultures, interesting facts, bringing local food and drinks, playing local music or perform dances, and so on. Participants should be informed about this on time.

Stage 2: During the training course

- Some activities within the sessions can require more or less time, depending on the group's needs, knowledge, productivity and energy. It is important to be flexible and adapt with time as it is a crucial element in NFE and interactive exercises. Adaptability will also help in achieving desired goals of the sessions.
- After each working day there should be some space left for reflection/evaluation of activities, working methods, contributions, group energy, ice breakers and so on. This will help organisers to adapt the programme in the next days according to the needs of the group.
- Final evaluation session is of high importance as well and should be designed with different evaluation and reflection activities that can answer the needs of all participants.
- Trainers should ensure to have an inclusive approach with all participants and be attentive in case any aspect of social exclusion is brought to attention by anyone in the group.

Stage 3: After the training course

- When the training course ends, specifically few weeks after the departure of participants, the organisers should contact them related to the follow-up activities and plans developed for the local community. They should provide support and help in this process and ask for a feedback and a short report of the activities from participants.



DEVELOPED SESSIONS OF THE TRAINING COURSE: “EMPOWERING YOUTH WORKERS FOR QUALITY YOUTH WORK FOR CAREER MANAGEMENT WITH DIFFERENT ABILITIES’ YOUNGSTERS”

Introduction and group building

Session Title: Introduction and group building

Duration: 180 minutes

Background:

The opening activities of the training courses are designed to make everyone feel welcome, comfortable and accepted. This session is designed to develop motivation for future participation in the activities of the training and to foster basic trust among group members by enabling the group to connect on a personal level. The activities are designed to develop motivation for engagement in the main activities of the training, and to foster solid communication among group members by enabling the group to simulate different social and collaborative processes. Moreover, this session serves for introduction to the programme, project, and detailed agenda of the training course, following practical information and logistics.


Aim of the session: To introduce participants to the training course and the programme as well as set the grounds for a good teamwork and working atmosphere.

Objectives:

- To introduce participants to the project, training course and its main objectives;
- To present the detailed agenda of the training course;
- To define participants expectations and contributions;
- To create space for different group building activities.

Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Multilingual competence;
- Teamwork;
- Communication;
- Time management;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Cultural awareness and expression competence.



Methodology and methods:

- Input on the programme and training course information;
- Name games and interactive exercises;
- Exercise about needs, expectations and concerns;
- Group challenge.

Session flow:

I. Welcoming speech and introducing the team and trainers (10 minutes)

The project coordinator opens the training course officially with welcoming words and presents himself/herself as well as the working team and trainers. Each person involved explains their role in the programme and for what issues participants can approach them.

II. Names in the plenary (10 minutes)

Next, the project coordinator invites all participants to present themselves, and mention the country they are from, as well as something interesting about them or their travel to the training course, or their profession, hobbies and so on.

III. Introductory presentation of the overall aim of the training, working plan and methodology (20 minutes)

The coordinator of the project gives a presentation about the project and activities it contains. After the short overall project presentation, the trainer presents the training course and the detailed programme with all morning and afternoon sessions so that participants are informed about the starting/ending time of the sessions.

IV. Needs, expectations and concerns of the group (20 minutes)

Through the introductory presentation of the methodology and working plan, the participants are provided with the possibility to resolve possible doubts about the goals and purpose of the training, as well as the expected outcomes and their roles as participants. In this stage, the work starts with the mapping of the needs, expectations, and potential dilemmas/concerns of the group, which is the basic starting point for the preparation and motivation of the individual participants for their active engagement in the training.

While sitting in a circle, participants are given three pieces of differently coloured post-it notes. The trainer explains that they should take 15 minutes to reflect on the introductory presentation and use a post-it of one particular colour to note down their needs, another one for their expectations and the third one for their concerns. Participants should not write their names on the post-its. Once the notes are gathered, the trainer reads them and sticks them on a flipchart, grouping the expectations' post-its in a form of a body of a vehicle (bus or a car), the needs-related post-its in the form of its wheels and the concerns' post-its in the form of the excess baggage that is being left behind the car. The trainer explains that this vehicle is going to take them on a learning journey towards the goal of boosting their skills, knowledge and attitudes for working with differently-abled youth on the topic of career management and planning. After 15 minutes, the trainer goes through each contribution/input of participants by reading them and grouping accordingly. Then, puts the flipchart on the wall. This flipchart will remain visible in the working space and will be revisited during the final group evaluation of the training.

V. Walk and stop (30 minutes)

The trainer invites the group to stand around the working room. He/she instructs them to walk around and pay attention to the instructions “walk” and “stop”. Initially, he/she gives out a series of these two commands, in any order, for 30 seconds to help the group practice responding. When ready, the trainer announces that the meaning of these commands will be swapped, so that “walk” now means stop walking and “stop” means start walking. Participants are encouraged to continue to be as accurate and as fast as possible in responding to each command. After a couple of minutes, the trainer introduces two new commands: “name” invites the participants to shout out their names and “clap” invites the group to perform one synchronised clap. They practice these two new commands together with the previous ones (“walk” and “stop”) for a couple of minutes. Finally, the trainer announces that the meaning of the last two commands will be swapped. So, when he/she says “name” everyone claps and vice versa. They continue playing for several minutes, and/or try a variation of new commands such as “dance” and “jump”. In the end, the trainer debriefs participants on the activity by asking the following questions:

- When the first switch of the commands occurred, what did you experience?
- How did you react when you made an error?
- How did others react, and what did you make of this?
- What strategies did you use to respond as quickly and accurately as possible?
- In what other areas of life do you need to respond quickly and/or accurately?

VI. Lunch challenge (90 minutes)


This is a group activity that explores team-building, group dynamics and creative problem-solving. A team of any size has the challenge to prepare lunch for themselves and their peers, with limited resources, limited time, and limited capabilities.

The trainer explains to the group that they will have a team challenge. They are divided into three groups and instructed that they will have 70 minutes to prepare a joint meal, with the following rules:

- Team “Chefs” make lunch blindfolded. They can remove the blindfolds once they are done with the food preparation.
- Each member of the team “Shadows” chooses one member of the team “Chefs” and follows them closely, ensuring their safety. They are not allowed to talk, or act on their own, just to follow their pairs and touch their pairs, to signal them.
- Team “Instructors” can talk but they cannot move. Their task is to instruct the “Chefs” in finding the ingredients and their way across the kitchen or space where the meal is being prepared.
- The meal must meet the dietary requirements of all participants.
- There must be music and the whole process must be documented in some way.

If the trainer cannot realise this activity in a kitchen, he/she should make sure to adapt the meal choice to something that can be made in the plenary. The trainers should be the guests, so it is important to make sure bringing some drinks to lunch. During the meal, the trainer gives a short toast, congratulating the group on their accomplishment. Then a short debriefing takes place for the whole group by using the following questions:

- What happened during the task?
- How did you work as a group?
- How did the experience make you feel?
- How did you react and respond?
- Did you learn anything about yourself?
- Did you learn anything about the group?
- How can you apply the insights from this activity?



Materials needed: Post-it notes (three different colours) and a pencil for each participant, flip chart paper, blindfolds (for 1/3 of the group), ingredients, cookware and kitchen utensils for a joint meal, music in the background.

Background documents and further reading:

- [Embracing Diversity](#) – A guide to diversity management for organisations active in intercultural youth work.
- [Engage in Inclusion](#) – A guide on disability-inclusive European youth projects.

Recommendations for future trainers multiplying this session:

- For the introductory session, it is necessary for trainers to feel the needs of the group and respond to them through a selection of exercises. Thus, more experienced trainers can change these exercises more freely, for retaining the same effect within the group.
- In case social distancing is recommended, the Lunch challenge could be modified so that it does not require that “Shadows” monitor closely the “Chefs”. An alternative would be allowing only two “Chefs” to prepare the food, and substituting the blindfolds, with headphones with music on.



Starting a career in times of crisis and pandemic – what does this mean for educators of youngsters with disabilities?

Session Title: Starting a career in times of crisis and pandemic – what does this mean for educators of youngsters with disabilities?

Duration: 90 minutes

Background:

Once the group has gotten to know each other to a certain extent and has the most relevant information about the project, the programme focuses on introducing participants to the topic of career management. The sessions of the first day give an overview of the participants' opinions, knowledge and attitudes about the topics of career guidance and planning in different contexts and with different target groups. This session is specifically developed to share existing data on how easy/challenging was for young people to start their career during the times of pandemic and crisis and how educators can contribute and should understand this reality in order to support them.

Aim of the session: To give space to participants for researching and sharing/exchanging realities on career development during times of pandemic and crisis as well as reflect on their role as educators in this matter.

Objectives:

- To research on the existing data on career creation during the times of crisis;
- To enhance youth workers' skills, knowledge and attitudes on career management;
- To encourage research and analytical skills;
- To stimulate teamwork and communication among participants.

Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Multilingual competence;
- Teamwork;
- Communication;
- Time management;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Energiser;
- Small group work;
- Presentations;
- Discussion.



Session flow:

I. Count us up! (10 minutes)

The session opens with an exercise which serves to synchronise group energy after the lunch break, and after reflecting on the Lunch challenge activity. This activity is a test for group cohesion that also provides an insight into the willingness of participants as individuals to adapt to the majority and follow the group to reach a joint goal. Moreover, the exercise helps the trainers to assess the level of energy of the entire group and the individual participants after the previous challenging task.

The group stands in a close huddled circle with their eyes closed. In case social distancing measures apply, a variation is to have the group dispersed around the room, taking up different positions (standing, sitting, lying down). The trainer instructs participants that the goal is to count to the total number of group members while obeying the rule that only one person may say one number at a time. If two people speak at the same time, even for the slightest moment, the group must start over at number 1. The group succeeds when they count up to the set number.

II. Career creation in times of crisis – group research (40 minutes)

The trainer divides participants into 4 small groups. Their task is to do a small research on the main challenges to youth employment in Covid and post-Covid times by answering the following questions:

- What is the reality of youth employment in Covid and post-Covid times?
- What are the challenges of starting a career in pandemic times and crisis?
- What is the role of educators of youngsters with disabilities in addressing these issues?

Participants are instructed that they can use the information that they find online, but they have to be careful about the choice of reliable and relevant sources. They have approximately 40 minutes to do the research and get prepared for a presentation.

III. Presentations and Discussion (40 minutes)

Each group has 5 minutes to present their work. After the presentations, there is a short discussion and time for questions for all groups regarding their work and information provided.

Materials needed: flipchart paper, A4 papers, pencils and pens, post-its, laptop, projector, speaker.

Recommendations for future trainers multiplying this session:

- The trainer should first ask if participants have conducted some research before their arrival to the training course in order to know how much time to dedicate to the research work.



What are the realities of career development of youngsters with disabilities and the support/education they receive?

Session Title: What are the realities of career development of youngsters with disabilities and the support/education they receive?

Duration: 90 minutes

Background

In this phase of the training, participants get to understand how the data they have assessed in the previous session can be connected to opportunities that youth work offers for career management in working with different abilities' youngsters. After exploring the realities on how challenging it is to start a career in times of pandemic and crisis, participants will focus more on the specific target group of youngsters with disabilities and the realities on their career development, as well as the educational programmes and support they receive. This phase serves to simulate the career exploration phase and announces upcoming sessions related to the importance of networking in career management and competences for starting a career.

Aim of the session: To gain a better understanding of the existing education opportunities in career orientation of youngsters with disabilities.

Objectives:

- To check about the possibilities of youth work in the field of career guidance of youngsters with disabilities;
- To enhance the level of knowledge and attitudes regarding the role of youth workers in working with youngsters with disabilities in the field of career development;
- To further promote discussion and teamwork for exchange of essential information on career development.

Competences addressed:

- Citizenship competence;
- Teamwork;
- Communication;
- Time management;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- World café;
- Presentations.



Session flow:

I. World café (60 minutes)

The trainer creates a “special” environment with small round tables covered with a tablecloth, flipchart block paper and coloured pens, some snacks and drinks. He/she splits participants into 4 groups and instructs them to join one of the four tables. The trainer begins with a warm welcome and an introduction to the world café process. Each table has a flipchart on it with a specific topic.

- Table 1: Career development support/education in youth work for youngsters with disabilities – (think about career opportunities and career challenges; the relation between youth work and formal education; working with vulnerable groups, etc.).
- Table 2: Challenges for youth with disabilities in the career orientation process (think about the different factors that negatively impact their career management prospects).
- Table 3: Possible career exploration approaches and list the possible tools and technologies that can be used to explore career options² and discuss how these can be applied in/adapted to the context of working with youngsters with disabilities.
- Table 4: To define a Charter for youth workers working on career management with youth with different abilities (think about your goal, your tasks and your responsibilities).

The groups take 15-minute rounds to discuss the topics and note down the main points on the flipchart papers. At the end of each round, each member of the group moves to a different new table (clockwise). Before this happens, the trainer invites groups to select one member as the moderator of the table who welcomes each group and (for rounds 2, 3 and 4) briefly fills them in on what happened in the previous round. After the four rounds are concluded, the group reunites as a whole. The trainer invites participants to summarise the content of their original task and prepare for a presentation.

II. Presentations (30 minutes)


Each group has 5 minutes to present their work. After the presentations, there is a short discussion and time for questions for all groups regarding their work and information provided.

Materials needed: Flipchart paper and coloured pens, four tables preferably with tablecloths, drinks and snacks.

Recommendations for future trainers multiplying this session:

- The process of the World café needs to be well explained so that participants are aware on the time limitations during the rounds and respond accordingly.

² Handbook *Exploring Youth work for career management with different abilities' youngsters*, page 37



Competences of youngsters and young adults with disabilities for starting a career

Session Title: Competences of youngsters and young adults with disabilities for starting a career

Duration: 180 minutes

Background:

At this point of the training, it is time to focus on testing in practice the knowledge and skills of the participants regarding applying non-formal education in supporting youngsters and young adults with disabilities to enhance their skills, knowledge and attitudes to start a successful career. The following selected activities of this session are directly focused in highlighting how youngsters and young adults can develop their competences for starting a career. The chosen activities are interactive, encourage debate and fruitful discussions, and inspire designing activities for the target group of different abilities' youngsters.

Aim of the session: To discuss about needed competences for starting a career and give participants the chance to create concrete activities for the target group that promote competence development.

Objectives:

- To apply the newly gained knowledge in creating new learning activities for youngsters with disabilities;
- To highlight the importance of promoting skills, knowledge, and attitudes development for successful career creation;
- To provide feedback on participant's efforts to adapt non-formal activities so that they respond to the needs and realities of the target group.

Competences addressed:

- Research skills;
- Analytical skills;
- Teamwork;
- Communication;
- Citizenship competence;
- Digital competence.

Methodology and methods:

- Energiser;
- Barometer exercise;
- Group work;
- Presentations and discussion;



Session flow:

I. The Screamers (15 minutes)

To boost participants' energy for the following session, the trainer suggests a group energiser that is played in a circle with the group standing shoulder to shoulder. All the participants must be able to see each other's eyes. The trainer explains that he/she will be giving two sets of instructions repeatedly. When he/she says, "heads down", everyone should look at their feet. When he/she says, "heads up", everyone has to look up and *straight into the eyes of one person in the circle*. When a person looks up at someone who is looking at someone else, nothing happens, but when a person looks up at someone who is looking right back at them, they must both exaggeratedly point at each other and let out a loud yell. These two participants are then eliminated and have to step outside the circle. The circle closes in, and the process is repeated until there are only two people left. The final two have to repeat the process one more time, even though the outcome is their final elimination but ending with a victory.

II. Pick your side (30 minutes)

All participants should stand on one side of the room. The trainer instructs participants that in the next minutes he/she is going to read some statements and if they agree with the statement, they go to the other side of the room, but if not, they stay put. Once the participants have "picked their side", both sides share why they chose yes or no. After this short discussion, participants can change their minds and join the group on the other side if they agree more with reasoned arguments. Then, groups join together so that all participants are once again on one side of the room. After this, the next statement is read, and the process is repeated. The trainer reads the statements and, if necessary, moderates the discussion between groups. The following statements should be covered:


- Youth with disabilities cannot develop the skills for starting their careers in the same way as all the other youth.
- We have to design special programs for young people with different abilities.
- Formal education seems to provide the necessary skills for starting a career and then later for further developing it.
- The youth work field is the field which can solely respond to the needs of youth with disabilities who lack competencies for starting their career through non-formal learning activities.
- The word "skill" means the same as the word "competence".
- A skill includes knowledge and abilities to do a certain task.
- A competence includes knowledge, skills and behaviours necessary to be successful in something.
- There is a lack of qualified staff and resources that would provide support and guidance for students while they are in school.

After finishing with the statements, the trainer asks participants the following questions:

- Was it easy to pick sides?
- Were there any particular statements that made you want to stand in between?
- Was it difficult not to be able to stand in between the "yes" and "no"?

III. Designing activities for our target group (75 minutes)

The trainer splits participants into 4 groups and gives them 10 minutes to decide on what could be the four most important competences that a young person with disabilities should work on to start their career. Once they have finished with this mini-task, all groups share their choices and explain shortly on the reasons why they chose those particular competences. The trainer notes all the identified competences and invites the participants to work in their groups on the chosen competences. The specific task is to think of a NFE tool that they could use to work with the target group to enhance the



identified competences. They should come up with an activity and describe how they would use it in their youth work practice. The trainer gives the following questions and guidance for them to work:

- Define the **target group** through the following set of questions: Who is your target? Are you working with a group or individual young people? How many? What kind of disability they are facing?
- Describe the process of involving your target group: How are you going to involve your target group in your activity? What kind of activities would you implement before the activity, if any? Are you going to involve any other stakeholders in your activity?
- Describe **when, where, why and how**: When and where are you going to organise your activity? Describe the activity in detail. What competency are you going to address and which methods are you going to use? How would you evaluate the success of your activity? Are you going to carry out any activities afterwards?

Participants have 75 minutes to make a draft of their activities and answer the questions, as well as prepare for a presentation.

IV. Presentations, feedback and discussion (60 minutes)

Each group has up to 10 minutes to present their work. After each presentation, the trainer gives feedback to groups. Then, there is a short discussion and time to ask questions regarding their work. To conclude, the trainer can ask the following questions:

- Was it challenging to devise your activities and why?
- Was it helpful to have an activity outline? Would you suggest some changes to the outline itself?

Materials needed: Flipcharts, pens for the participants, A4 papers, activity outlines with questions to be answered, statements for the barometer exercise.

Recommendations for future trainers multiplying this session:

- If participants are not well-equipped with knowledge on competences, the trainer should prepare handouts on the topic in order to support their learning further and help them in the group work.



Defining career paths of youngsters and seeking their (dis)advantages

Session Title: Defining career paths of youngsters and seeking their (dis)advantages

Duration: 180 minutes

Background:

Sometimes the most difficult thing is knowing where to start. The first step in defining one's career path is to know the career field or cluster one feels passionate about. This session is designed to bring to the table the question of how understanding own preferences and values can help to decide if a specific career or a job in a specific environment is for a person. In addition to broadening the participants' knowledge of the concept of career paths and clusters, the selection of activities will give them an insight into what to pay particular attention to when designing career guidance programmes for young people with different abilities. Furthermore, during this session participants will have the chance to explore four types of career paths: knowledge-based, skill-based, entrepreneur-based, and freelance.

Aim of the session: To raise participants' awareness of different factors when defining career paths with young people with disabilities as well as explore four types of career paths.

Objectives:

- To understand the meaning of career paths through interactive exercises;
- To introduce participants to four types of career paths;
- To further define and explore different career paths and create concrete plans to develop a career through them;
- To discuss on the (dis)advantages of youngsters when defining a career path.

Competences addressed:

- Research skills;
- Analytical skills;
- Teamwork;
- Communication;
- Citizenship competence;
- Digital competence.

Methodology and methods:

- Quiz;
- Exploring career guidance tools;
- Small group work;
- Presentations and discussion.

Session flow:

I. Defining career paths (30 minutes)

Participants are split into small groups (3-5) and are informed that they are going to do a quiz. The aim is to complete all the answers in the shortest possible time. Questions designed for this quiz are:

1. What is a career path? Come up with the definition to include the word: progress.
2. A career path includes:
 - a) a group of careers that share common features.
 - b) a smaller group of jobs within a career cluster that use similar skills.
 - c) several career clusters.
3. Put the following words into the appropriate fields:

Fire Inspector, Receptionist, Patient Care, Business, Home Health Aide, Security Guard, Administrative Support, Office Clerk, Health, Public Safety, Fire Fighter, Nursing Assistant, Office Manager, Licensed Practical Nurse, Safety

Career cluster:	Career path:	Jobs along the chosen path:
		→ →
Career cluster:	Career path:	Jobs along the chosen path:
		→ →
Career cluster:	Career path:	Jobs along the chosen path:
		→ →

This process takes approximately 15-20 minutes. Then, the trainer reviews their answers and shows them the correct answers of the questions.

Answers:

1. The way that you progress in your work, either in one job or in a series of jobs.)³
2. B
- 3.

Career cluster: (Safety)	Career path: (Public Safety)	Jobs along the chosen path:
		Security Guard → Fire Fighter → Fire Inspector
Career cluster: (Business)	Career path: (Administrative Support)	Jobs along the chosen path:
		Receptionist → Office Clerk → Office Manager
Career cluster: (Health)	Career path: (Patient Care)	Jobs along the chosen path:
		Home Health Aide → Nursing Assistant → Licensed Practical Nurse

Once the trainer reviews the answers, he/she asks participants the following question: What are the benefits of defining one's career path? Participants share their answers.

II. Know your element (30 minutes)

In this stage participants are introduced to the Tool: "The Element" introduced in the Handbook *Exploring Youth work for career management with different abilities' youngsters*. The participants can test the tool themselves to find their "Element" which can indicate the career cluster they could develop their career paths within. The trainer gives them 15 minutes to write answers to the following questions revolving around four main concepts:

- I get it: What are you good at? What are the tasks you are good at? What are the skills that you are good at? (e.g. math, languages, listening and understanding others, etc.)

³ <https://dictionary.cambridge.org/dictionary/english/career-path>

- I love it: What do you like to do in life? What do you go into “flow” with and forget about the time? What is your passion? (e.g. drawing, playing the guitar, I love to do workshops for young people on career development, etc.)
- I want it: If you could choose a perfect job or career, what would it be? What do you want to do in life? (e.g. I want to become an educator or trainer in the field of youth.)
- Where is it: Who are the people that can help me with achieving my passion? What are the materials that can support me in finding my passion? (e.g. training, e-courses, books, etc.).

When they are done with writing their answers, the trainer asks participants to move around and check each-other’s answers to see if there are similarities. In case they have similarities in the answers, this implies they have found their “Element”. If some answers overlap, the trainer asks them to identify their “Element” i.e. their passion and to attempt to relate it to a likely career cluster (e.g. education and training, art, health, finance etc.). Invite the participants to share whether or not they have identified their “Elements”, and if it revealed a possible career cluster for them.

III. Defining career paths (70 minutes)

Now that they have identified the career clusters of their interests, participants can go on to define a possible career path for them. They are divided into 4 groups and each group has to work on one of the following career paths:

- Knowledge-based
- Skill-based
- Entrepreneur-based
- Freelance

The trainer instructs groups to use the next hour to define the given career path and create a plan on how to pursue a career through this particular path. They could use the online search engines that are popular in their countries or European/global ones if they want to set up a career abroad.

III. Presentations and discussion (50 minutes)

Each group has 5 minutes to present their work. After the presentations, there is a short discussion and time for questions regarding their work and information provided. Then, the trainer continues the discussion by asking participants about their opinion on (dis)advantages of youngsters when defining a career path.

Materials needed: Flipchart paper, pens and paper for the participants, a copy of the quiz for the groups, participants’ phones or laptops for the research work.

Background documents and further reading:

- Handbook *Exploring Youth work for career management with different abilities’ youngsters*
- Career Path: How to Find Yours and Why It Matters. (n.d.).
<https://www.betterup.com/blog/career-path>

Recommendations for future trainers multiplying this session:

- It is important that each group has a laptop for a faster research of information. In case no one in a certain group has a laptop, the trainer should provide them with one.



Personal branding for educators who are working with youngsters with disabilities

Session Title: Personal branding for educators who are working with youngsters with disabilities.

Duration: 90 minutes

Background:

After dealing with career paths of youngsters and seeking their (dis)advantages, the programme sessions are focused on another aspect of career guidance and development. This session is developed to highlight the importance of personal branding and to discuss personal branding for educators who are working with youngsters with disabilities. Being unique is what can lead one's career or a business to a whole new level. Jessica Hernandez (2017) emphasises that personal branding is an ongoing process through which a person establishes own professional image which leaves an impression on others about who they are, what they can do, and why someone would like to work with them. In this session, personal branding will be taken as a tool for career management of young people with disabilities and educators who work with this target group.

Aim of the session: To understand the concept of personal branding for educators who are working with youngsters with disabilities and discover the canvas model for practical learning.

Objectives:

- To support participants in understanding the concept of personal branding and its process;
- To stimulate self-reflection and critical thinking as crucial for career management and orientation;
- To equip participants with adequate tools to assess their personal branding;
- To promote teamwork and communication in youth work for career development.

Competences addressed:

- Critical thinking;
- Analytical skills;
- Personal, social and learning to learn competence;
- Digital competence;
- Communication;
- Teamwork.

Methodology and methods:

- Brainstorming;
- Theoretical input;
- Individual work;
- Work in pairs;
- Sharing in plenary and discussion.



Session flow:

I. Opening and brief presentation (5 minutes)

The session starts with a brief presentation of the session's content, its key topics and expected results from the session together with the purpose of the session in the context of the whole training course.

II. Brainstorming (15 minutes)

After the official introduction on the focus of the day, the session continues with a short brainstorming session on how participants define branding and especially "personal branding". The trainer asks the following questions for this part:

- What do you consider as branding?
- Is the branding same as identity? If not, what are the differences?
- How would you define personal branding?
- Why is the personal branding of an educator that works with young people with fewer opportunities important?

III. Theoretical input (15 minutes)

The trainer continues the session with a theoretical input on the Personal Branding Canvas tool. Personal Branding Canvas is a tool which helps individuals to think about their personal brand and further develop it. It was created by Luigi Centenaro, and it consists of nine blocks. It is a holistic and visual map of all the elements one needs to take into consideration when developing or improving own personal brand. The nine blocks include:

- Who you are (Core identity)
- What you offer (Key capabilities)
- Why you are credible (Reasons to believe)
- What benefits you provide (Value proposition)
- Why you (Positioning)
- How they know you (Communication)
- Who needs to know (Target audience)
- What you need (Key investments), and
- What you get (Results)⁴.

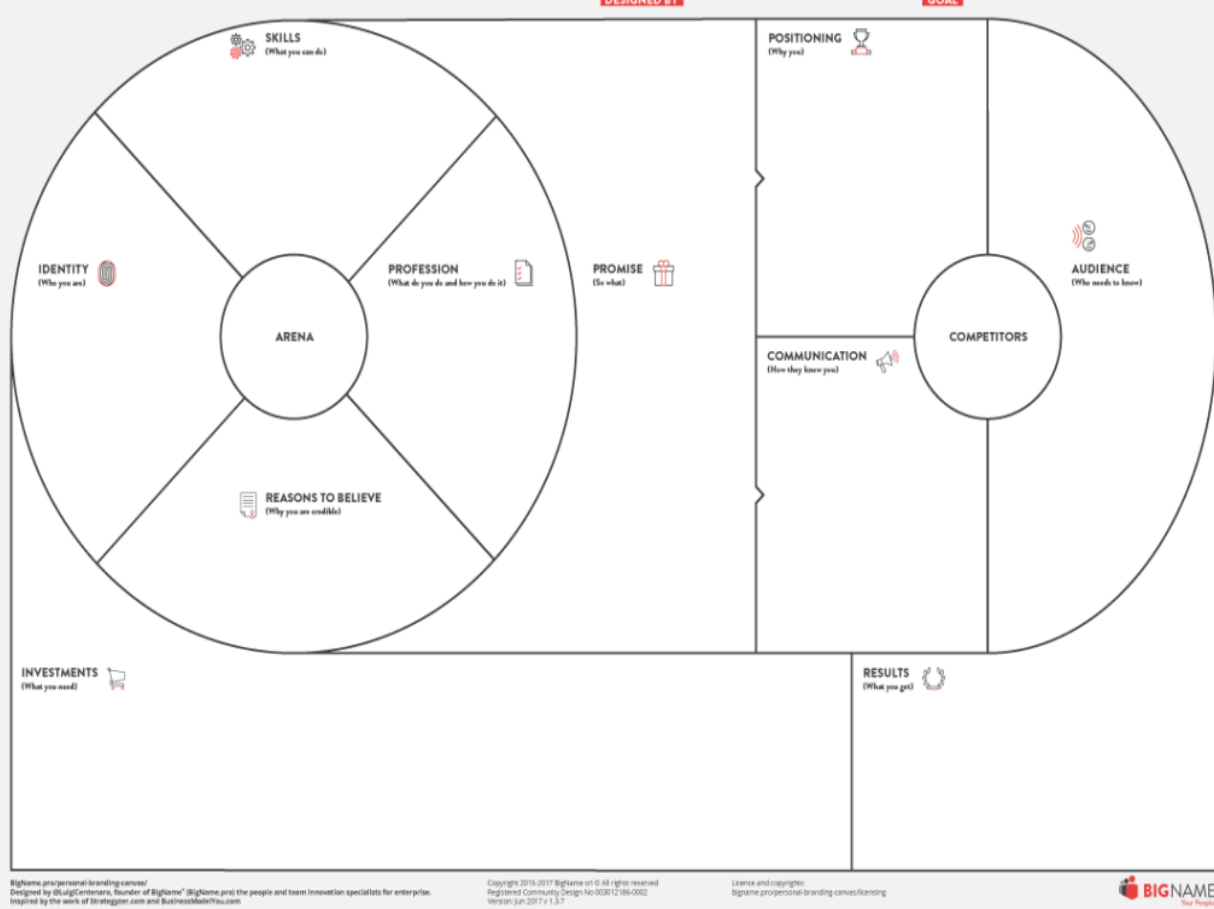
This should be prepared as handout but in plenary it's needed to go through all of these blocks and give a brief overview of the blocks' content and aim.

IV. Individual work (20 minutes)

Participants have a task to assess their personal branding as educators working with youth people with disabilities. The trainer has prepared in advance the diagram on the flip chart of the Personal Branding Canvas as shown in the picture below.

⁴ Karakas, F. (2021, December 16). How to Create Your Personal Branding Canvas - DataDrivenInvestor. Medium. <https://medium.datadriveninvestor.com/how-to-create-your-personal-branding-canvas-b1ffa5252e59>

THE PERSONAL BRANDING CANVAS




V. Group sharing (15 minutes)

Participants in small groups share their findings after the carried-out task in order to identify common points in each of the section from the canvas model. The trainer should remind participants that it's up to them to what extent they will share their findings with their peers. It would be completely fine not to share any part that one considers personal.

VI. Plenary sharing and discussion (20 minutes)

Once participants test the "Personal branding canvas" tool, a discussion session starts facilitated by the trainer with the following questions:

- How did you see the usefulness of the tested tool?
- What do you see as its highlights and cons?
- How could this tool be beneficial to youngsters with disabilities?
- Why is it important to assess and develop the personal branding of educators that work with young people with fewer opportunities?
- What are potential tips and tricks for supporting young people with disabilities in assessing their personal branding?



Materials needed: Flipchart paper, markers, pens, blank papers, printed handouts with the “The Personal Branding Canvas”.

Background documents and further reading:

- Personal Branding Canvas - BigName. (2021, October 20). The Professional Innovation Specialists for Enterprise. <https://bigname.pro/personal-branding-canvas/>
- Karakas, F. (2021, December 16). How to Create Your Personal Branding Canvas - DataDrivenInvestor. Medium. <https://medium.datadriveninvestor.com/how-to-create-your-personal-branding-canvas-b1ffa5252e59>

Recommendations for future trainers multiplying this session:

- During the individual work on the “Personal Branding Canvas”, some nice music could be played for a relaxing atmosphere.



Digital skills for career development and management for youngsters with disabilities

Session Title: Digital skills for career development and management for youngsters with disabilities

Duration: 90 minutes

Background:

When personal branding was covered in the programme it is important to also identify ways of how branding and different aspects of career can be developed nowadays. One of the ways is the development or possession of digital skills. Digital skills are crucial in almost every profession nowadays and started to be considered a priority especially after the pandemic when many employees switched to the online way of working. In order to explore their career options, young people can use various tools and technologies available to them. It is important to “equip” youngsters with disabilities with a set of skills needed to work on personal development in fields of career management and creating (self)employment opportunities proactively in today’s reality of employment uncertainty.

Aim of the session: To discuss about needed digital skills for career development and management for youngsters with disabilities and to further explore different tools used for developing these digital skills.

Objectives:

- To identify digital tools that can support young people with disabilities for career development;
- To explore different digital tools for teamwork, communication, public appearance and learning purposes;
- To promote digital tools for research and learning purposes.

Competences addressed:


- Critical thinking;
- Analytical skills;
- Personal, social and learning to learn competence;
- Digital competence;
- Communication;
- Teamwork.

Methodology and methods:

- Brainstorming;
- Small group work;
- Presentations;
- Discussion.

Session flow:

I. Brainstorming (10 minutes)



The trainer starts this session with a short brainstorming by asking participants to share their opinions on the following question: What are the most important digital skills to raise one's employability? This process lasts about 10 minutes before the task for participants takes place.

II. Group work (50 minutes)

Participants are divided into 4 small groups. The trainer instructs each group to explore different digital tools that are necessary for improving one's digital skills. The division of tasks is as follows:

- Group 1: Digital skills and tools that can improve online collaboration and teamwork.
- Group 2: Digital skills and tools that can improve career planning.
- Group 3: Digital skills and tools that can improve one's public appearance and presentation.
- Group 4: Digital skills and tools that can improve learning opportunities and personal development.

They are given 50 minutes to do online research about the tools used for developing these digital skills and prepare for a short presentation of their work. They need to focus on the following criteria (but not limited only on that): effectiveness of selected tools for better employability/career development, accessibility of the tools particularly for young people with disabilities, level of complexity.

III. Presentations and discussion (30 minutes)

All groups join the plenary for a short presentation of their work. The trainer gives each group 5-7 minutes to present their work on explored digital tools. After the presentations, a short discussion takes place in relation to their work. The trainer asks the following questions to all groups:

- How could these tool be beneficial to young people with disabilities?
- What are the missing parts that you think should be improved particularly when it comes to young people with disabilities?
- To what extent could these tools be used without professional support having in mind potential obstacles young people with disabilities have?

Materials needed: Flipchart papers, A4 paper, markers, pens and pencils, projector, laptop, speakers.

Recommendations for future trainers multiplying this session:

- Some background music can be played during the group work process.
- Some collaborative online platforms could be used for the brainstorming part and summing up key conclusions such as Padlet, MentiMeter, EasyRetro boards, Miro, Mural, etc.



Up-to-date employability rate for youngsters with disabilities

Session Title: Up-to-date employability rate for youngsters with disabilities

Duration: 90 minutes

Background:

Although efforts have been taken to help improve employment opportunities for people with disabilities, many existing researches continue to suggest that youth with disabilities are less likely than their peers (mainstream youngsters) to graduate from high school, attend and complete four-year colleges/ universities, be employed somewhere or start their own business. However, as the training course is developed to support youth workers and educators for quality youth work for career management with different abilities' youngsters, it is crucial to dedicate some space within the programme to analyse the most recent employability rate of youngsters with disabilities. This is designed in this session where participants have the chance to explore and exchange information about up-to-date employability rates for young people with disabilities and learn more about this through the trainers' input.

Aim of the session: To research and analyse updated information related to employability of young people with disabilities and to discuss how youth workers can support this target group in this aspect.

Objectives:

- To research and discuss current trends related to employability of young people with disabilities;
- To strengthen participants' knowledge and information about employability of youngsters with disabilities through most recent Eurostat published data;
- To use digital tools for obtaining recent data and strengthen participants skills on online research.

Competences addressed:

- Analytical skills;
- Personal, social and learning to learn competence;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Discussion;
- Group work;
- Presentations;
- Input.



Session flow:

I. Small group work (30 minutes)

In small (national) groups participants have a task to search for sources and facts related to employability of young people with disabilities. Each group has the task to prepare a brief report on the conducted research. The trainer gives instructions to each group in order to collect data in different dimensions of employability (e.g., relation of employability and education, skill development, labour market demands, accessibility, discrimination, etc.). They have 30 minutes for this and then present their data next.

II. Plenary sharing (30 minutes)

All groups join the plenary to present their findings. After each presentation, a brief round of comments should be allowed. Also cross-checking of group findings should be done in order to identify common fields in different aspects of employability.

III. Input (15 minutes)

The trainer continues this session by providing participants with input on statistics related to the topic in order to further enhance their knowledge. The content is taken from the World Health Organisation, Eurostat, and Council of Europe. The presentation consists of the following information and data:

- Introduction on the context of disabilities (with focus on youth) around Europe and the world;
- Barriers to quality employment;
- International context of disability policies;
- Policies relevant to youth with disabilities;
- Participation and representation of youth with disabilities.

IV. Plenary discussion (15 minutes)

Once up-to-date employability rates for young people with disabilities are shared, the trainer starts a short discussion session by asking the following questions:

- How would you comment these facts? Anything that surprised you? Why?
- What is for you the most important piece of information? Why?
- How can these information be useful to support youngster with disabilities in employability?
- What is the role of youth workers in this regard?
- What are the missing parts that you think should be explored when it comes to employability of young people with disabilities?

Materials needed: Flipchart, markers, pens and pencils, A4 papers, presentation with key employability rates and conclusions, laptop, projector, speakers.

Background documents and further reading:

- Eurostat: Statistics on young people neither in employment nor in education or training, <https://ec.europa.eu/eurostat>
- Employment Policy from Employment Disability Forum: <https://www.edf-feph.org/employment-policy/>
- Youth and disabilities. (n.d.). Youth Partnership. <https://pjp-eu.coe.int/en/web/youth-partnership/youth-and-disabilities>
- World Health Organisation: <https://www.who.int/>



Recommendations for future trainers multiplying this session:

- Some collaborative online platforms could be used for the plenary discussion part and summing up key conclusions such as Padlet, MentiMeter, EasyRetro boards, Miro, Mural, etc.



Setting career goals: S.M.A.R.T.(E.R.)

Session Title: Setting career goals: S.M.A.R.T.(E.R.)

Duration: 180 minutes

Background:

In order to ensure that a young person will achieve success in their desired career field, setting goals is the following step after going through career exploration and awareness stages. Well-developed goals are a prerequisite for a successful career plan. Once participants have understood the importance of setting goals in their career development, it's time to use setting goals models to practice and prepare them for further activities during this training day. This session will serve to set the common ground for defining career goals which will serve in further career planning processes. The session will give participants the chance to learn about the S.M.A.R.T. model (Specific, Measurable, Achievable, Relevant, Timebound) and practice it through individual, work in pair and small groups. S.M.A.R.T. tool was introduced in the eighties by George T. Doran to create criteria that would help in accomplishing desired goals. Later, two more categories were added, which resulted in S.M.A.R.T(E.R.) tool for defining goals. The session is designed to have discussions and sharing/exchanging information on this topic.

Aim of the session: To emphasise the importance of setting career goals properly for further career planning and development and explore the S.M.A.R.T.(E.R.) model for setting goals.

Objectives:

- To present and practice the S.M.A.R.T.(E.R.) model for setting goals in topics participants find important;
- To support participants in setting their career goals;
- To stimulate critical thinking and analytical skills for goal setting in career development.

Competences addressed:

- Critical thinking;
- Analytical skills;
- Personal, social and learning to learn competence;
- Digital competence;
- Competence in science and technology;
- Literacy competence;
- Communication;
- Teamwork.

Methodology and methods:

- Opening discussion;
- Individual work on setting goals;
- Work in pairs on setting goals;
- Theoretical input;
- Discussion.

Session flow:

I. Opening discussion (30 minutes)

The trainer starts the session with a short discussion to introduce participants to the topic of the day. The following questions about setting the goals and participants' experience in this field are asked:

- In which aspects of life do you usually set goals (e.g. education, employment, personal relations)?
- How do you set personal goals?
- What is the most difficult aspect in setting goals?

Key insights are written on the flipchart paper.

II. Individual work: my personal journey (15 minutes)

After the discussion, the trainer invites participants to use the following 15 minutes to reflect on "My personal journey" related to some topic in which they would like to set goals (e.g. education, career, some particular knowledge or skill they would like to develop, hobby, etc.). Participants' task is to individually make their journey pathway related to the selected topic. The journey will serve as a timeline in order to specify past, present and future regarding the selected topic. All important milestones should be recorded along the journey line (e.g. important events, achievements, biggest successes and failures, formal and informal elements and recognitions, etc.).

III. Work in pairs: sharing the journeys and feedback (15 minutes)

When the first phase is completed by everyone on the developed "journey pathways", the trainer invites participants to form pairs and use the next 15 minutes to share with each other the journeys they wrote. Participants should give each other feedback on created personal journey with the focus of stated goals.

IV. Discussion in plenary – key impressions from the journeys (20 minutes)

Everyone joins the plenary, and the trainer invites participants to share their impressions about the feedback they received from the pair and their personal goals. The following questions are asked:

- To what extent are you satisfied with the defined future goals in the topic/area chosen?
- What is the feedback you got from your pair?
- Is the future specific enough? If not, what is missing?
- Why we need better defined goals?
- How should a properly defined objective look like?

V. Theoretical input: S.M.A.R.T. and S.M.A.R.T.(E.R.) (20 minutes)

This part of the session is dedicated to theoretical input on the topic. The trainer presents the model of S.M.A.R.T. goals and the advanced S.M.A.R.T.(E.R.) model. The S.M.A.R.T.(E.R.) acronym stands for the following:

- S = Specific. When setting a goal think about the Who, What, When, Where, Which and Why to be as specific as possible about what you want to accomplish.
- M = Measurable. Think about how you are going to measure the progress, how will you know if you have achieved the goal?
- A = Achievable. Think if it is possible to achieve a goal in order to be inspired rather than discouraged. Consider if you have the necessary resources and tools.
- R = Relevant. Think if the goal makes sense in the broader sense of the market or industry.
- T = Time-bound. Consider a realistic time frame for achieving a goal and set a deadline for what can be accomplished in a given period.

- E = Evaluate. Think about ways of evaluating goals and how often will they be evaluated.
- R = Readjust. If something is not working, readjust it. Change the approach, methods or tools used.

VI. Individual work – setting S.M.A.R.T. (E.R.) goals (20 minutes)

The trainer asks participants to go through their personal journey’s goals once again. Based on the model presented, they are asked to work again individually on setting S.M.A.R.T.(E.R.) goals related to the area they analysed through the “my journey” exercise. The trainer gives a handout on making S.M.A.R.T.E.R. objectives to each participant. They have 20 minutes to work on this.

VII. Work in pairs: opportunities and obstacles to achieve goals (30 minutes)

When everyone is back in the plenary, the trainer invites participants to join once again their small groups/pairs from the previous activity. At this point, they have to further analyse their set goals by focusing on what they need to reach the goal, their current position and potential obstacles in achieving the goals as well as solutions for bridging the gaps. They have 30 minutes to support each other in discussing these things and fill in the given template with well-defined goals and answers. A template consisting of the following table is given to each participant.

Goal statement (S.M.A.R.T.E.R.):	
What do I need to do to reach this goal?	
Where am I now?	
Obstacles:	Solutions:

VIII. Discussion (30 minutes)

The session is concluded with a debriefing on the activities and on setting S.M.A.R.T.E.R. goals, obstacles and solutions for their achievements. The trainer uses the following debriefing questions for this part:

- What was easy in doing the given task? What was hard?
- How did you define the current moment/position when it comes to your goal statement?
- To what extent your goal has been S.M.A.R.T.E.R.?
- How did your pair support you in fine tuning your goals?
- How do you see the applicability of this goal setting model in your private/professional life?

Materials needed: Flipchart paper and stand, markers, papers, pens, colour pens, handout on defining S.M.A.R.T.E.R. objectives, template with the table for the last activity, laptop, projector, speakers.

Background documents and further reading:

- Handbook “Exploring Youth work for career management with different abilities’ youngsters”
- Harris, D., PhD. (n.d.). How to make your SMART goals even SMARTER. <https://www.quantumworkplace.com/podcast/how-to-make-your-smart-goals-even-smarter>
- Setting S.M.A.R.T.E.R. Goals: 7 Steps to Achieving Any Goal. (n.d.). <https://www.wanderlustworker.com/setting-s-m-a-r-t-e-r-goals-7-steps-to-achieving-any-goal/>



Development of career plans (short and long term)

Session Title: Development of career plans (short and long term)

Duration: 180 minutes

Background:

Once the career goals have been set it's important to think about further planning when it comes to one's career. In this session the focus is more on exploring different methods and practices when working with young people with disabilities. Participants will have the opportunity to develop their own career plan but also to discuss the prerequisites for supporting young people with disabilities to do the same.

Aim of the session: To give participants the chance to develop career plans (short and long term) in order to understand the importance of systematic career planning when working with youngsters with disabilities.

Objectives:

- To support participants in assessing needs, values and competences in regard to further career planning;
- To discuss potential obstacles in supporting young people with disabilities related to their career planning;
- To practice useful models for further career planning and discuss their applicability in working with young people with disabilities.

Competences addressed:

- Analytical skills;
- Creative thinking;
- Critical thinking;
- Personal, social and learning to learn competence;
- Digital competence;
- Literacy competence;
- Communication;
- Teamwork.

Methodology and methods:

- Discussion;
- Individual work;
- Work in pairs;
- Input;
- Debriefing.



Session flow:

I. Introduction to the session and topic (5 minutes)

The trainer opens the session by presenting the agenda, its key topics and expected results from the session together with the purpose of the session in the context of the whole training course.

II. Opening discussion (25 minutes)

A short discussion to introduce participants to the topic takes place. The trainer raises a couple of questions in order to stress attention on the importance of systematic career planning especially in the focus of youngsters with disabilities such as:

- Does anyone have experience in developing career plans?
- Why do we need a systematic approach in career planning?
- Are any differences in making short-term or long-term career plans?
- How should a career plan template look like? (key elements)
- What should be the special focus in the career plan templates when they aim to address the needs of young people with fewer opportunities?

III. Presenting career plan template (10 minutes)

The trainer continues with presenting the career plan template. The trainer will give an overview of all steps in completing the template but specifies that each section will be completed step by step with specific instructions in the next phase. The template is taken from the following source: <https://postgradenvironments.com/wp-content/uploads/2017/09/career-plan-template.pdf>

IV. STEP 1: Knowing Yourself (40 minutes)

The trainer emphasises: the first step in planning your career involves evaluating and understanding your aspirations; strengths; interests; values and personal influences. Participants are instructed to work 20 minutes individually on the following elements:

- My strengths
- My skills and competences
- My interests
- My values


Once they are done with completing these elements, they are invited to discuss their work with their peers in buzz group. This will give them the opportunity to fine tune these elements of the future career planning. The process lasts 20 minutes.

V. STEP 2: Gather information about the career options in your field of specialization (30 minutes)

The trainer now gives the following instructions: look at job advertisements in your field and record the minimum and ideal job requirements and compare these requirements with your qualifications, skill set, and attributes. Participants explore individually about current career options in their field of interest and specialisation during the next 30 minutes.

VI. STEP 3: Plan your future skills development (20 minutes)

The next step is to reflect on the rate of skills and knowledge that are needed for the jobs explored. The trainer gives the following instructions to participants: write down which skills or areas of knowledge you need to develop to comply with the job requirements of your chosen career or with different options in your field of study. Participants work individually on this for 20 minutes, by using the following sections:

- 
- Training and development opportunities
 - Prerequisites and requirements to qualify for this position

VII. STEP 4: Making choices (30 minutes)

In the final 30 minutes of career plan work, the trainer gives the following tasks/sections of the template to work individually:

- Consider the suitability of each option and decide (you can use the assistance of a trainer) which one is the best match to your aspirations and career goals.
- Based on the choices you have made, and the development opportunities you have identified now write your short and long term goal(s). Aim to make each goal as specific as you can.
- Goal 1 – define your first goal.
- Goal 1 – Write down what you need to do to achieve this career goal.
- Goal 2 – define your second goal.
- Goal 2 – Write down what you need to do to achieve this career goal

VIII. Debriefing and discussion (20 minutes)

After the completion of career plans, the trainer concludes the session with a short debriefing and discussion by using the following questions:

- How did you like the career planning by using this concrete template?
- What was hard and what was easy?
- How did the feedback you received from your peers help you?
- How did you see the template? Any suggestions for its improvement?
- How do you see its effectiveness in career planning with young people with disabilities?

Materials needed: Flip chart, markers, papers, pens, printed hand out with career plan template.

Background documents and further reading:

- Career Plan template <https://postgradenvironments.com/wp-content/uploads/2017/09/career-plan-template.pdf>

Recommendations for future trainers multiplying this session:

- The career plan template could be presented either on the screen or on flipchart. Also it would be practical to have printed version of the plans as handouts.
- The trainer should be flexible with time when it comes to all individual work activities due to the importance of the tasks and not pressure participants in case it seems that they clearly need more time to think and work.



Interview processes and pitching

Session Title: Interview processes and pitching

Duration: 90 minutes

Background:

In the previous session participants have worked on the development of career plans. After this, the programme continues with the preparation for a job interview and pitching of one's competences or ideas. The focus will be on how to prepare better and further develop communication skills for the interview processes and pitching, particularly having in mind many obstacles that young people with disabilities face in their efforts to join the labour market. Participants will have the opportunity to prepare for interviews and pitching and practice this process, as well as getting to know which competences potential employers are looking for.

Aim of the session: To understand the importance of interviews and pitching as well as the needed skills for succeeding in these processes.

Objectives:

- To support participants in strengthening their communication and presentation skills for interviews and pitching;
- To use role play activity for practicing interviews and pitching;
- To highlight the importance of skills for interviews and pitching in employability and recruitment processes.

Competences addressed:

- Analytical skills;
- Critical thinking;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Creative thinking;
- Citizenship competence.

Methodology and methods:

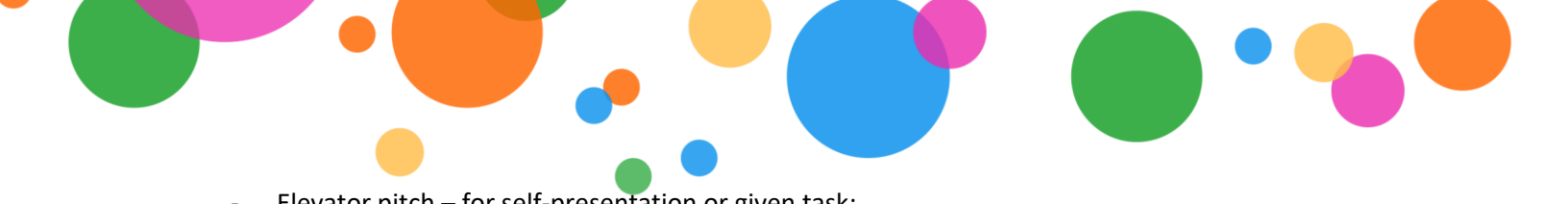
- Theoretical input;
- Role play.

Session flow:

I. Theoretical input (15 minutes)

This session starts with an input by the trainer on the interviews and pitching for the recruitment processes. The trainer has prepared a detailed presentation that consists of the following content:

- Interview process and its importance on recruitment;
- Needed skills for interviews;

- 
- Elevator pitch – for self-presentation or given task;
 - Tricks and tips: knowing the audience, mentioning the goals, time management.

The trainer mentions that recently companies integrate the pitching as part of the interview, either in the beginning of the interview for presenting oneself, or through a given task related to the job one applies to. He/she announces that during this session participants will have the chance to go through these two processes (interview and pitching) through some practical activity.

II. Interview and Pitching – I (30 minutes)

Participants are divided into two big groups. The trainer announces that the first group will have the task and the opportunity to prepare and simulate an interview that also includes a 1 minute elevator pitch in front of the other group who will be the recruiters. They can either prepare themselves as 1 person interview or as a pair. The second group gets the instructions that they have to come up with different strategies and general questions to prepare themselves as recruiters. They can organise themselves in small teams and take part in certain interviews. Both groups have 30 minutes to prepare themselves for the interview and pitching. The topic/position for the interview depends on the first group preferences, but each candidate should mention the position he/she is applying before the interviews take place so that the recruiters' teams are informed about it and can perform their questions accordingly.

III. Interview and Pitching – II (45 minutes)

The trainer gives the sign for the interviews to start. There are several desks and chairs so that recruiters' teams and interviewees can organise themselves. Interviews last about 5-7 minutes and several rounds take place. After the interviews and pitching a short discussion takes place. The trainer asks participants the following questions:

- How did you organise your 30 minutes to prepare for the interview and pitching?
- How difficult was it for the recruiters to prepare questions?
- How do you see the preparations for interviews when applying for a job? Does it take too much time/energy/effort from your side?

Materials needed: Flipchart paper, markers, pens, blank papers, setting the working space for the interview simulation.

Recommendations for future trainers multiplying this session:

- Participants should be highly encouraged to effectively use the time for the 1 minute elevator pitch. This is a very important element as it stimulates their critical thinking and effective time management, even though it might impose pressure. The trainer should emphasise this element at the end of the session.



Problem solving skills in career development

Session Title: Problem solving skills in career development

Duration: 90 minutes

Background:

The Collins English dictionary defines problem solving skills as: the act or process of finding solutions to problems, especially by using a scientific or analytical approach⁵. It is a vital everyday skill that one will need to have in the personal and professional life. Problem solving skills are of vital importance for any young person that is about to get a job or in the phase of developing his/her career. Having developed problem solving skills are considered as a valuable factor in getting promoted to higher positions as well. According to ICAEW (n.d.), employers like to see good problem solving skills because it also helps to show them that one has a range of other competencies such as logic, creativity, resilience, imagination, lateral thinking and determination⁶. In this session participants will get clear understanding on this concept and explore the whole process of problem solving that supports developing these skills for career development.

Aim of the session: To learn about the importance of problem solving skills for career development and work on problem solving cycle for practical learning.

Objectives:

- To understand the concept of problem solving and its importance for career development;
- To support participants in strengthening their problem solving skills in career development;
- To use problem solving cycle for practical learning of participants on the topic;
- To promote problem solving skills for career development when working with youngsters with disabilities.

Competences addressed:


- Personal, social and learning to learn competence;
- Citizenship competence;
- Problem solving skills;
- Analytical skills;
- Critical thinking;
- Creativity;
- Communication;
- Teamwork.

Methodology and methods:

- Brainstorming;
- Theoretical input;

⁵ HarperCollins Publishers. (n.d.). Problem-solving definition and meaning. In Collins Dictionary. <https://www.collinsdictionary.com/dictionary/english/problem-solving>

⁶ Problem solving. (n.d.). Employability Skills | ICAEW. <https://www.icaew.com/learning-and-development/job-essential-skills/employability-skills/problem-solving>

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- Work in pairs;
 - Sharing in plenary and discussion.

Session flow:

I. Brainstorming (15 minutes)

The session starts with a short brainstorming activity on how participants solve their problems including career development problems but not limited only to them. The trainer opens the floor for participants to give ideas and clusters the key categories when it comes to types of problems and lists approaches for their solution.

II. Theoretical input (20 minutes)

After the brainstorming, the trainer provides participants with a detailed theoretical input on problem solving skills. The input is focused on the following content:

- Problem solving concept.
- What are considered problems solving skills?
- The importance of problem-solving skills.
- Problem solving skills and career development.
- Problem solving cycle to develop problem solving skills:
 - Identify the problem;
 - Define the problem;
 - Form a strategy;
 - Organize information;
 - Allocate resources;
 - Monitor progress;
 - Evaluate the results.


III. Work in pairs – solving a problem using the problem-solving cycle (20 minutes)

After the input on problem solving and highlighting its importance for career development, the trainer invites participants to form pairs for an activity related to the topic. In pairs, they have to discuss on a certain work-related problem or career process problem. It can be an example of their own or a common problem their target group of youngsters with disabilities face on regular basis during their career development. Then, they have to go through all problem-solving cycle steps to solve this problem. They have 20 minutes to conduct the task.

IV. Sharing the task outcomes and discussion in plenary (35 minutes)

The trainer invites all participants to share in the plenary the outcomes of their work. Each pair uses 2-3 minutes to share their work. When they are done, the trainer opens a short discussion session by asking the following questions:

- What was difficult and what was easy during the work in problem solving cycle?
- Did you follow all guiding steps?
- How do they see the importance of these steps in strengthening problem solving skills?
- What was difficult for you when allocating resources? Have you thought about all types of resources (time, money, information, and people)?

- 
- What are potential tips and tricks for supporting youngsters with disabilities in acquiring problem solving skills?

Materials needed: Flipchart papers, different colour post-it papers, pens, markers, A4 papers laptop, projector.

Background documents and further reading:

- HarperCollins Publishers. (n.d.). Problem-solving definition and meaning. In Collins Dictionary. <https://www.collinsdictionary.com/dictionary/english/problem-solving>
- Problem solving. (n.d.). Employability Skills | ICAEW. <https://www.icaew.com/learning-and-development/job-essential-skills/employability-skills/problem-solving>
- Using Problem-Solving Strategies to Finding a Solution. (2022, April 18). Verywell Mind. <https://www.verywellmind.com/what-is-problem-solving-2795485>

Recommendations for future trainers multiplying this session:

- Participants can be given more time during the work in pairs in case they cannot cover all steps of the problem solving cycle. It is important that they go through all steps in order to better understand the usefulness since they are becoming the future practitioners among their target group.



Balance of work and rest in successful career management

Session Title: Balance of work and rest in successful career management

Duration: 180 minutes

Background:

It is very common that when focusing on career development, one does not have a good balance of work and rest. While one might think this is helping them out to reach more career goals, it can lead to burnout, health problems, as well as emotional and psychological tiredness that indicates an obligatory Off-time from work. According to Patel (2015), studies show that as we grow more tired, our emotional intelligence and decision-making abilities plummet. For this reason, truly successful people know how to balance their work and their daily life⁷. Since participants have gone through different aspects of career planning and management, in this session they will have the chance to focus on how balance of work and rest can be reached while holding a successful career management. Kehl (2012), shows 12 different strategies that help one achieve this: tracking the time, determine the priorities, setting specific goals, scheduling scrupulously, establishing boundaries, taking care of health, nurturing family/relationships, making time for oneself, leaving work at work, exercising the available options, working smarter not harder, knowing when to ask for help⁸. Participants will have the chance to reflect on their own situation when it comes to work and rest and explore different strategies to achieve a good work and rest balance.

Aim of the session: To understand the importance of work and rest balance in successful career management and explore strategies to achieve this balance.

Objectives:

- To understand the importance of having a proper balance of work and rest;
- To reflect on own situations of work and rest;
- To explore different strategies that support managing a work and rest balance in successful career management.


Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Problem solving skills;
- Analytical skills;
- Critical thinking;
- Creativity;
- Communication;
- Teamwork.

Methodology and methods:

⁷ Patel, S. (2015, September 24). 4 Ways Successful People Balance Work and the Rest of Their Lives. Entrepreneur. <https://www.entrepreneur.com/leadership/4-ways-successful-people-balance-work-and-the-rest-of-their/250820>

⁸ Kehl, T. (2012). 12 Key Strategies to Achieving a Work-Life Balance. Industry Week. <https://www.industryweek.com/leadership/article/21982458/12-key-strategies-to-achieving-a-worklife-balance>

- 
- Brainstorming;
 - Self-reflection;
 - Small group work;
 - Presentations and discussion.

Session flow:

I. Opening and brief presentation (10 minutes)

The trainer starts with a short introduction on the session's topic together with the purpose of the session in the context of the whole training course.

II. Brainstorming (20 minutes)

The first part of this session is dedicated to the brainstorming on how participants understand a work and rest balance and how this could be connected with one's career success. The trainer clusters the answers from participants in a flipchart paper. The brainstorming lasts about 20 minutes.

III. Self-reflection (15 minutes)

After the brainstorming the trainer invites participants to use the next 15 minutes to do a self-reflection on the following:

- How much time do I dedicate to work?
- How do I spend my free time?
- Who are the people I spend the most time with during the day/week/month?

These questions are written in the flipchart, and participants are instructed to take papers or post-its to write down key elements/thoughts from this reflection activity.

IV. Sharing in plenary (25 minutes)

The trainer invites participants to share in the plenary the outcomes of their reflection. Participants can volunteer to share their thoughts on this and shortly discuss with the group whether they have similarities or differences. In the end, the trainer emphasizes the importance of having a work-rest balance for long-term successful career and together they discuss the consequences of work-rest dis-balance in career management.

V. Work in small groups – balance of work and rest in successful career management (60 minutes)


With self-reflection and brainstorming participants have already understood the importance of life and work balance. For better understanding, the session is dedicated to define ways that support a good career management and a balance of work and rest. Participants are divided into 6 small groups for this part of the session. Their task is to explore different given strategies that are known as effective in maintaining a good work-rest balance and are found as the most common ones among successful people. Each group has 2 strategies to work on. They have 60 minutes for this task. The division of work is as follows:

Group 1:

- Tracking the time
- Determine the priorities

Group 2:

- Setting specific goals

- 
- Scheduling scrupulously

Group 3:

- Establishing boundaries
- Taking care of health

Group 4:

- Nurturing family/relationships
- Making time for oneself

Group 5:

- Leaving work at work
- Exercising the available options

Group 6:

- Working smarter not harder
- Knowing when to ask for help

VI. Presentations and discussion (50 minutes)

All groups join the plenary for a short presentation of their work. The trainer gives an estimated time of 5-7 minutes to each group to present their work and then closes with a short Q&A session.

Materials needed: Flipchart papers, different colour post-it papers, pens, markers, A4 papers, laptop, projector.

Background documents and further reading:

- Patel, S. (2015, September 24). 4 Ways Successful People Balance Work and the Rest of Their Lives. Entrepreneur. <https://www.entrepreneur.com/leadership/4-ways-successful-people-balance-work-and-the-rest-of-their/250820>
- Kehl, T. (2012). 12 Key Strategies to Achieving a Work-Life Balance. Industry Week. <https://www.industryweek.com/leadership/article/21982458/12-key-strategies-to-achieving-a-worklife-balance>
- Why Young Professionals Should Prioritize Rest Over Work. (2022, January 21). Harvard Business Review. <https://hbr.org/2021/11/why-young-professionals-should-prioritize-rest-over-work>

Recommendations for future trainers multiplying this session:

- It is recommended that the trainer shares some insightful materials for the group work that can guide them to properly cover the content of the given strategies for their task.



Incorporating the Ikigai concept into career development

Session Title: Incorporating the Ikigai concept into career development

Duration: 180 minutes

Background:

The Ikigai concept is introduced by Japanese and it shows how to find the purpose of life by focusing on 4 elements: what you love, what are you good at, what you can be paid for, and what the world needs. The ikigai covers the passion, motivation, profession and mission of life. Due to its specificity and popularity, as well as functionality for many people in Japan, the Ikigai concept has started to become very much present in different areas of life, including career orientation and development. This session is designed to introduce this concept to participants and give them the opportunity to further explore this concept by practical work on finding their own Ikigai. By learning about the Ikigai concept, youth workers can actively support and enhance young people's learning processes, self-responsibility, motivation, and empower them to achieve well-being in life by finding their intrinsic motivation for work, thus enabling them to generate a direction in which they would like to steer their career, so it matches their personal drives.

Aim of the session: To introduce the concept of Ikigai and learn about incorporating it into career development of youngsters with disabilities.

Objectives:

- To introduce participants to the Ikigai concept and philosophy;
- To discuss how it can be used to actively support and enhance youngsters' career development;
- To give participants the chance to define their own Ikigai.

Competences addressed:

- Personal, social and learning to learn competence;
- Literacy competence;
- Citizenship competence;
- Analytical skills;
- Critical thinking;
- Creativity;
- Communication and collaboration.

Methodology and methods:

- Energiser;
- Theoretical input;
- Discussion;
- Individual work – finding your Ikigai;
- Presentations.



Session flow:

I. Energiser (10 minutes)

The session starts with an energiser. Participants stand in a circle. The trainer asks for a volunteer to enter the circle and start to make a certain move/action (e.g. playing the piano). He/she continues until another member of the group enters the circle and asks: "What are you doing?" The person who is doing the action responds by saying something else/other than what he/she is doing. The second person should continue doing the action that the first volunteer claimed he/she was doing. The process continues with several rounds of switching places and actions for approximately 10 minutes. The trainer encourages participants to be creative with their actions.

II. Open discussion and theoretical input on Ikigai (40 minutes)

The trainer gathers participants in the plenary for a group discussion. He/she asks the following question:

- What makes you jump up out of bed each morning?

After getting few answers and comments the trainer adds the question:

- Have you ever heard about the concept of Ikigai?

Then, he/she explains that Japanese suggest a simple solution for assessing whether a person's career path is aligned with their true calling - It is called IKIGAI. The session continues with a presentation on introducing participants to the concept of Ikigai. The presentation consists of the following content:

- Defining Ikigai;
- Five pillars of Ikigai;
- Four elements of Ikigai;
- Ikigai and career development.

III. Find your Ikigai (90 minutes)

As participants are introduced to the concept of Ikigai, the trainer hands out the Ikigai model that consists of the four elements to find one's Ikigai and invites participants to analyse it.

The model is presented below in the figure:

FINDING YOUR IKIGAI




Figure: Finding your Ikigai, Source: A. (2021, November 24). How to Figure Out What to Do With Your Life (Ikigai / Sweet Spot). Lavendaire. <https://www.lavendaire.com/ikigai-career-sweet-spot/>

When they briefly check the model, the trainer announces that in the next 90 minutes they have to work individually in finding their own Ikigai by using the model's instructions. They are allowed to work together in small groups as well, but the final result should be that each participant has his/her own Ikigai model.

IV. **Sharing in plenary and discussion (40 minutes)**

The trainer invites participants in the plenary to shortly share their model of Ikigai. Only those who volunteer are sharing, it is not obligatory and no one should be forced to it. After participants are done with sharing their Ikigai models, the trainer opens the floor for a discussion by asking the following questions:

- How did you find the process of finding your Ikigai? What do you think of the model?
- At what stage of the career development is it useful to apply this model?
- How do you plan to use this model for career development education of youngsters with disabilities in your communities?



Materials needed: pens and papers for participants, post-its, laptop, projector, speakers, a copy of the Finding your Ikigai model for each participant.

Background documents and further reading:

- A. Lavendaire. (2021, November 24). How to Figure Out What to Do With Your Life (Ikigai / Sweet Spot). <https://www.lavendaire.com/ikigai-career-sweet-spot/>
- Hughes, M. (2023, February 6). What's Your Ikigai? Finding Meaning in Work and Life. Mind Tools. <https://www.mindtools.com/blog/whats-your-ikigai/>

Recommendations for future trainers multiplying this session:

- The trainer should encourage participants to support each other/work together when designing the Ikigai model even though the work is more individual. By working together, participants will have more chance to discuss potential outcomes and find similarities.
- A relaxing music can be played during the process of work to help participants concentration and reflection.



Developing career plans for youngsters with disabilities in local communities

Session Title: Developing career plans for youngsters with disabilities in local communities

Duration: 180 + 120 minutes

Background:

After covering different aspects of career orientation and management, the next session of the training course serves for reflecting and working on future steps based on what participants have achieved by now. This session serves as an opportunity for participants to think about how career development can be integrated into training, events and activities carried out by their organisations and develop concrete career plans for youngsters with disabilities in their local communities.

Aim of the session: To develop concrete career plans for youngsters with disabilities in local communities and create space for feedback.

Objectives:

- To create space for developing career plans for youngsters with disabilities in local communities;
- To reflect on the learning acquired in the training course and its usefulness for future youth work;
- To create space for feedback of the developed career plans.

Competences addressed:

- Citizenship competence;
- Entrepreneurship competence;
- Communication;
- Social and civic competences;
- Teamwork;
- Presentation;
- Analytical skills;
- Time management;
- Problem solving competences.


Methodology and methods:

- Small group work – national teams;
- Presentations, discussion and feedback.

Session flow:

I. Introduction to the session (10 minutes)

The trainer introduces participants to the session and explains how it is designed and what is its focus. Participants are informed that in this session they have the chance to put their learning into practice and



work on developing career plans for their target group of youngsters with disabilities in the local community. They will work in national groups during this session.

II. Small group work - development of career plans (150 minutes)

Participants join their country groups to work on the career plans. The trainer gives them the following instructions:

- You are allowed and recommended to include a selection of the topics that were covered during the training. Choose certain exercises/activities/materials and think about how you could adapt them to fit the needs assessment of your group of youth and explain them in detail.
- When starting to develop the career plans, use the following guiding questions:
 - Which level of education does your youth have?
 - What will be the needs of the youth concerning career development?
 - How are you going to assess what their motivation is and what kind of experience they have?
 - What stakeholders are you going to involve and how?

There is no specific template that participants need to follow, it all depends on their wishes and creativity. The trainer informs them that they have 150 minutes to complete their work and then join a check-in session that will serve as a point to see the progress and if there is any support needed before finalising the work and prepare for presentations.

III. Check-in (20 minutes)

Participants join the plenary for a short check-in session. Groups' representatives share the progress and the trainer remains open for support/help if needed. Other groups can comment or suggest ideas when other present.

IV. Finalising group work and preparing for presentations (40 minutes)

Groups continue with their work for another 40 minutes. At this stage they should finalise their work and prepare for the presentations.

V. Presentations and feedback (80 minutes)

All groups join the working room to present their developed career plans. The trainer announces that each group has 10 minute to present. After each presentation there is a short Q&A session, and then trainers give detailed feedback on the work.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, scissors, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- Trainers should be present in the working room for check-in sessions and further support for the groups while working and also observe their work in the meantime.

Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 60 minutes

Background:

The intent of the evaluation session and its activities is to collect feedback from participants on the implementation of the training course. This session offers an opportunity for participants to articulate their thoughts and opinions on the content, trainers' performance and working methods chosen, and overall usefulness of the training programme. Through this the organisers and trainers can assess the strengths and weaknesses of the training course and do needed improvements for the future training courses. The evaluation session is designed to encourage active participation and engagement of participants, as they have a say in the value of the training they received.

Aim of the session: To create space for participants in evaluating the training course through different evaluation methods.

Objectives:

- To evaluate the programme of the training course;
- To evaluate the trainers' performance and working methods;
- To evaluate logistical aspects and relevant coordinating processes;
- To evaluate the individual learning outcomes from the training course.

Competences addressed:

- Analytical skills;
- Creative expression;
- Communication;
- Literacy competence;
- Personal, social and learning to learn competence.

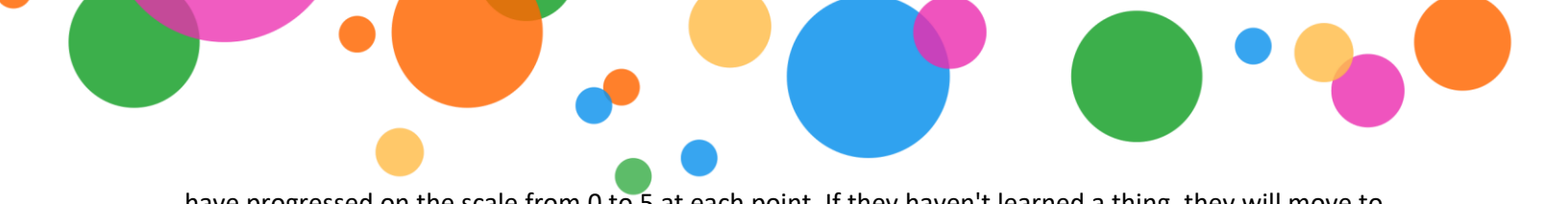
Methodology and methods:

- Barometer exercise;
- Written evaluation;
- Verbal evaluation.

Session flow:

I. Barometer – evaluation (15 minutes)

The first activity is sharing reflections through a formal evaluation exercise that is used for self-evaluation, but will be now also used to evaluate the training. The trainer has lined up 6 chairs in the plenary room. He/she explains that they represent the learning barometer with the first chair marking the zero scale and the last marking the strongest learning improvement. He/she reads the formal learning outcomes of the training one by one. The participants have the task to estimate how much they



have progressed on the scale from 0 to 5 at each point. If they haven't learned a thing, they will move to the "zero" chair. The trainer announces that they are not supposed to compete over who is going to sit on the chair. They can just stand next to the chairs.

II. Written evaluation form (25 minutes)

The trainer has prepared an evaluation form beforehand. This form is anonymous, and participants are given 25 minutes to fill it in. The evaluation form consists of the following areas to evaluate:

- Training course programme;
- Trainers and the team;
- Logistical aspects;
- Self-assessment – learning goals and personal development;
- Comments and suggestions.

III. Verbal evaluation (20 minutes)

The final evaluation activity is the verbal round. The trainer shares his/her overall impressions on the working days and participants' contributions and energy. Then, he/she invites everybody to briefly share their thoughts on the programme and overall experience in the training course. After everyone shares the trainers and organisers officially close the training course.

Materials needed: Evaluation form (printed or digital, laptops, internet access, pens).

Recommendations for future trainers multiplying this session:

- Online evaluation form is highly recommended to be used for this session. The trainer can arrange for all participants to have devices, but in case they cannot provide everyone with a device, some printed copies can be distributed.

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