IYOT CURRICULUM

Erasmus+

Where information, guidance and counselling services blend together.

For you. For me. For free.
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1. Introduction to the iYOT curriculum

iYOT curriculum is a document that was created in the framework of the Erasmus + project iYOT ("In your own time"), which is funded by the European Union (2015-2017) and seeks to enhance the administrative and counselling capacity of Adult Education and Lifelong learning organizations across Europe. Our purpose is to enable them to better act as counterparts to the formal educational system, promoting the personal development and transversal skills of adults as a mean of increasing skills capacity, competences and reducing unemployment.

The main purpose of this project is to jointly develop a user friendly distance counselling service to meet adult’s interests, skills, personal and occupational developments according to their available time (In Your Own Time), which is done through a web-based software system with an innovative mobile application (iYOT Software). This service is intended for counsellors working in the field of educational or career counselling as well as for adults seeking counselling.

The iYOT project involves partners from five different countries (Sweden, Spain, Slovenia, Portugal and Austria) with proven experience in the adult education and labour market field. Such representation of entities and countries ensures a truly European output that addresses a real European need in the educational and career counselling field.

The present iYOT curriculum is designed for those who would like to renew, deepen knowledge in the field of counseling and learn about new mobile app, which provides distance counselling. Carefully prepared modules offer users to gain general knowledge about counseling at a distance, in-depth understanding of the main features and issues of efficient distance counselling services and knowledge of the structure and objectives of the iYOT Software. Further, the user will find useful information about tools within the educational counselling with focus on individually adapted approach depending on the student’s needs and study situation as well as knowledge on how to get the overview of the student’s complex study situation as a whole. Those who are interesting in the career counselling will gain knowledge on the elements consisting career counselling practice, methods and tools specifically suited for career counselling, knowledge on career development (strategies, transitions, occupational profiles). Moreover, this curriculum supplies counsellors with practical examples for counselling job seekers, demonstrating for example how to facilitate CV writing, approach disoriented or defensive clients and detect blind spots in their own professional attitudes. It also offers general knowledge on human communication and counselling process, the transversal skills needed to cover human communication through counselling process. Last but not least the general knowledge about recognition/validation of non-formal and informal learning, four phases of the process, the competences one needs to be able to proceed the process and the methods and tools used in recognition/validation in non-formal and informal knowledge.
1.1 Target group

- Adult educators/teachers/mentors/peers/counsellors/advisers that want to become iYOT mobile app counsellors.

1.2 Aims and objectives

- to increase the capacity of adult educators and staff of adult education organizations offering different courses, trainings, lifelong learning activities and counselling service to adult participants with fast and effective access to counselling and information.
- to increase involvement of adults in guidance counselling through innovative mobile application iYot for counselling over distance and in users own time and increasing their capacity to undertake new learning, mobility or working opportunities.
- to train a team of Guidance counsellors to implement the iYOT mobile guidance counselling in practice.

1.3 Instructions how to use the iYOT curriculum

iYot curriculum is composed out of five different modules:

1. Distance counselling and iYOT project
2. Educational counselling
3. Career counselling
4. Counselling and communicational methods
5. Recognition/validation of non-formal and informal knowledge

Duration: max. 40 hours
Each module takes approximately 6-8 hours.
It is recommended to complete all five modules in order to receive an iYOT certificate stating that you are qualified for iYOT counsellor.
In order to fully understand the complexity of the mobile application iYOT and its use it is highly recommended that you start the training with Module 1 – Distance counselling and iYOT project and then continue with the rest of the modules in whatever order you wish.
To obtain the iYOT certificate, you should take all five modules and do all the exercises you can find in the annex.

iYOT Curricula will be available as open resource also online in e-learning platform iYOT for exploitation purposes and administered by trained Mobile Guidance Counsellors.
2. Curricula modules

iYOT curriculum is composed of five modules:

- Distance counselling and iYOT project
- Educational counselling
- Career counselling
- Counselling and communicational methods
- Recognition/validation of non-formal and informal knowledge
2.1 MODULE 1 – DISTANCE COUNSELLING AND THE IYOT PROJECT

2.1.1 Introduction to the module

Under the distance-counselling concept, and due to the fast development and implementation of the Internet and the Information Technologies (IT) in our daily lives, a wide variety of guidance or counselling services can be provided. That includes those ones that this project tries to address under an EU perspective: educational counselling, career counselling, counselling and communication methods and recognition of non-formal and informal knowledge.

Thus, the counselling services to be provided at a distance by electronic means for the purposes of iYOT project will be mainly related to those framed within the career counselling, this is, counselling that helps to foster career, education, training and employment decision making.

In addition to the guidance services included in career counselling, the project also addresses other issues that are essential nowadays in the counselling field and that in a certain way could also be included within the career counselling concept, such as educational guidance counselling and the recognition of non-formal and informal knowledge, as well as the best and more suitable communication methods for counselling in order to provide a proper service and achieve fruitful results.

2.1.2 Duration

Module 1 – Distance counselling and the iYOT project will be covered in one day training course in duration of approximately 6-8 hours – flexibly adapted according to participants needs and engagement.

2.1.3 General part

In this part you will get an overview of this module, key concepts, overall objectives and operational goals of this part of iYOT curriculum.

2.1.3.1 General module overview

The overall aim of this module is to help future counsellors and users of iYOT mobile app to get a clear knowledge of the benefits and possibilities of distance counselling related to career and educational counselling. To understand the main features and issues to consider when dealing with web-based platforms and tools for distance counselling, as well as enabling
them to become experts in handling the iYOT web platform and mobile app in an useful and efficient way in their respective countries.

This module is divided into 5 main topics /learning outcomes:

1. GENERAL KNOWLEDGE ABOUT THE POSSIBILITIES AND BENEFITS OF DISTANCE COUNSELLING
2. MAIN FEATURES AND ISSUES IN DISTANCE COUNSELLING
3. PRESENTATION OF THE IYOT APPLICATION
4. SPECIFICATIONS ON HOW TO USE THE IYOT APPLICATION
5. OTHER ASPECTS TO CONSIDER RELATED TO TECHNOLOGY AND INSTITUTIONAL REQUIREMENTS

- **Head topic 1** represents a brief introduction of the main aspects covered in career counselling and its adaptation towards distance counselling due to nowadays-technological possibilities, highlighting the main options and benefits that this kind of “online” counselling offers to both users and counsellors.

- **Head topic 2** provides a description of the most important characteristics that a distance counselling system must have in order to be effective and useful. On the other hand, it emphasises the challenges that distance counselling has to face and that if they are not properly addressed can represent a threat in terms of confidence from the users.

- **Head topic 3** focuses firstly on iYOT project main objectives and activities and how such aims can be addressed through iYOT outputs (guidelines, curricula and web-based portal and application). Then, the main structure and features of the iYOT web platform and app are described, highlighting the different sections and characteristics.

- **Head topic 4** describes the best way to handle the iYOT software so that users and counsellors can get the most of it, providing practical examples / guidelines with useful information.

- **Head topic 5** explains other aspects that must be addressed, such as the possible technological affairs that must be taken into consideration in terms of connectivity, how to install the application in mobile devices, which software is required, and so on, as well as some guidelines on how to protect users’ privacy...

2.1.3.2 Key concept/key words

Distance counselling, iYOT beneficiaries (iYOT users, iYOT counsellors), iYOT software tools (iYOT app, iYOT Web portal, iYOT e-learning platform), mobile devices, communication,
interaction User-counsellor, feedback, clarity and user-friendliness, confidentiality, privacy, assessment.

2.1.3.3. Overall objectives

➢ The participants of the training will gain general knowledge on distance counselling (benefits and possibilities and iyot project)
➢ The participants will have deeper understanding of the main features and issues in effective distance counselling service,
➢ Will gain knowledge on the main structure and objectives of the iyot software tools,
➢ The participants will engage with iyot software tools, characteristics and possibilities, facilitating the effective use of the iyot software tools.
➢ Will gain comprehension of other aspects to be considered when dealing with distance counselling systems.

2.1.3.4 Operational goals

After completion of this module the participants:
➢ Will have learned a general knowledge on the concept behind distance counselling and its different options, characteristics and aspects to consider.
➢ Will have acquired detailed comprehension of the structure and aims of each software tool of the iYOT project.
➢ Will have engaged with iyot software tools and the best way to use them.
➢ Will be aware of some important aspects to be considered when dealing with iyot software tools.

2.1.4 Possibilities and benefits of distance counselling

2.1.4.1 Benefits of distance counselling

Some of the benefits that distance counselling has:

- Accessibility: Distance counselling is easily accessible to all those who wish to use it. Provides access from many places, 24/7 and can serve very large and dispersed audience.

- Anonymity: Internet clearly offers a level of anonymity that is perceived by many users as non-threatening through allowing an ‘invisibility’ that can make people feel less inhibited than in person.

- Affordability: Distance counselling avoids many of the expenses related to the physical facilities where the service can be provided.
• Different communication options: Possibility to establish written and oral communication, taking advantage of the benefits each modality has.

➢ Written communication is a more suitable way of communication for those users who experience difficulty in expressing themselves orally and can encourage users to express themselves in more thoughtful, self-reflective and insightful ways,
➢ While oral communication allows the communication to flow in a more “real” and personal way).

• Convenience: Possibility to access the information, send and receive messages at any time 24/7, as well as agreed on a convenient time for counsellor and user to have a face-to-face meeting.

• Access to a wide variety of information: Internet-based software permits a complete, user friendly and updated access to information.

2.1.4.2 Possibilities of distance counselling under iYOT project

In general, these are the possibilities that the iYOT project can offer through its distance counselling software tools:

• Career related challenges: career exploration, career change, personal career development and other career related issues.

• Educational counselling: counselling adult students about their studies while studying, counselling about their future studies, the student economic counselling and other more personal issues.

• Options to acquire or improve new knowledge, skills or competences through different possibilities in the non-formal and/or informal education and how to validate or get recognition of such non-formal and informal knowledge.

• Other issues related to improve communication skills and conduct a “humanised” counselling as much as possible.
2.1.5 Main features and issues in distance counselling

For a proper functioning of the distance counselling software system as the one that the iYOT project aims to establish, it is important to comply with the following requirements regarding characteristics of the system, counsellor’s competence, confidentiality of data, among others.

2.1.5.1 Characteristics of the system

✓ Clearness and user friendliness: The sections of the system must be clear for the users (visual and easy to navigate through) and comprehensive (including as many aspects of counselling as possible), but at the same time do not saturate the user with loads of information that can make them feel bored when looking for information.

✓ Assessment / self-assessment: Existence of an assessment or self-assessment section so that users can get a first general feedback / counselling referred to the most suitable options that match with their interests / abilities, saving them time when looking for information.

✓ Visual contents and access to extra information: The inclusion of multimedia contents, info graphics and others such as links to extra videos, social networks or specialised websites can complete the users’ experience.

✓ Possibility to establish communication: The inclusion of forums for peer-to-peer communication, messaging with counsellors through chats or e-mail, or the possibility to arrange face to face sessions through videoconferencing software are other possibilities that give added value to the system and make it more interactive and personal, as well as more effective.

2.1.5.2 Counsellor’s competence

Counsellors providing their expertise in the iYOT project must have:

✓ General domain of the system (being familiar with all its aspects by completing the e-learning training (Curricula).

✓ Specific domain of the area they are specialised in.

✓ Competence to diagnose the users’ needs and capability to profit from use of technology.

✓ Competence to motivate users to invest time.

✓ Competence to assist users to turn data into information.

✓ Competence to move users beyond information to an action plan.
2.1.5.3 Confidentiality and security

Most of the problems related to confidentiality related to the interaction user-counsellor:

✓ Messages not being received
✓ Breach of confidentiality that can occur for example when emails fail to be received because they are sent to the wrong address or if they are not noticed or are deleted by the counsellor involuntarily.
✓ Confidentiality can be breached by hackers or internet service providers or at either end by others with access to the email accounts on the computers.

2.1.5.4 Others

✓ Potential misunderstandings motivated by the fact that distance counselling does not imply physical presence between users and counsellors. The use of e-mail or chats can help mitigate misunderstandings and to clarify the questions that remain doubtful.

✓ Fails of the internet connection and lack of IT competence by users or counsellors, which can reduce the effectiveness of the system.

2.1.6 IYOT application: objectives and structure

2.1.6.1 Objective

The aim of the iYOT project is to increase the capacity of adult educators and staff of adult education organizations offering different courses, trainings, lifelong learning activities and counselling services to adult participants with fast and effective access to counselling and information.

It also pursues an increased involvement of adults in guidance counselling. Thus, on the one hand, by providing counsellors or persons with interest in performing counselling activities with updated and European-based information and an innovative software on which they will be trained, and that will allow them to deliver distance counselling.

On the other hand, by providing those users willing to receive counselling, with an individualised feedback that will increase their capacity to undertake new learning, mobility or working opportunities, motivating them for active involvement in lifelong learning activities.

For such reasons, the project puts at the disposal of both sides or project beneficiaries - (potential) counsellors and users that want to receive counselling - an user friendly distant guidance counselling service to follow adults interest, skills, personal and occupational
developments according to available time of interested user (In Your Own Time), realized in a web-based mobile support system with innovative mobile software - iYOT.

2.1.6.2 Structure

Therefore, the project encompasses three main software tools, interconnected to each other, providing necessary and updated information on education possibilities, labour market opportunities and trends and importance of non-formal education.

a) WEB PORTAL

Information site, with the following characteristics:

✓ Information about the project and its partners.
✓ Dissemination of the project (news, links to the project partners’ websites, publications in blogs, meetings, events, etc.)
✓ Materials developed during the project. The different documents generated during the project are uploaded and accessible to the target public (Guidelines, Curricula and other useful documents providing added value in the counselling area).
✓ Guidelines / explanation on how to download the app in mobile devices and its instructions of use and possibilities.
✓ Guidelines / explanation on how to access and use the e-learning platform in order to make the best use of it.
✓ Login / Access. Access to the e-learning platform for the registered users. There is also a private access for project managers for document sharing.
✓ Assessment of the iYOT Mobile App: Users of the iYOT App can evaluate the experience in the mobile app by answering some questions about the service provided.

b) E-LEARNING PLATFORM:

Access to the e-learning platform:

Users interested in acting as counsellors can access the e-learning platform by clicking on the iYOT Web Portal and through the iYOT App. Once registered in the Web Portal, access is provided to the e-learning platform.

Moodle-based (modular object-oriented dynamic learning environment):

The e-learning platform is based on Moodle, a free and open-source software learning management system written in PHP and distributed under the GNU General Public License.
Moodle runs on every operating system: Unix, Linux, FreeBSD, Windows, OS X, NetWare and any other systems that support PHP and a database, including webhost providers and can be also used on mobile devices.

**Possibilities:**

Moodle format gives learners the possibility to study at any time at any place, according to their time available.

Learners can surf the e-learning platform module after module. They can proceed to the contents both by navigating the module in the platform by following the SCORM standard and they can have the possibility to download the different Modules in PDF format.

Learners can see the progress in each of the Modules (progress bar) and at the end of each Module, there is a test on which learners can check the knowledge acquired. After completing all modules, learners will get a Certificate of Accomplishment, with which they can act as IYOT counsellors.

**Languages:**

The contents of the Modules and the navigation buttons of the e-learning platform will be available in both English and the respective national languages of the partners (Slovenian, German, Swedish, Portuguese and Spanish).

c) **IYOT APP:**

**Access to the IYOT App:**

Those individuals interested in participating as counsellors and/or counselling seekers can access the iYOT App by downloading it in the AppStore or GooglePlay and clicking for registration in the login button as “counsellor” or as “user”.

Note: Users login is done through the App itself just by registering with a user name and a password, while Counsellors must firstly receive an e-mail with their username and password before login in the app so that they can operate as counsellors.

The Web Portal contains specific information on how to download the IYOT App and get the most out of it.

In the own iYOT app there is also an information button describing how the user’s experience would be.

**Sections / Possibilities:**

The app contains four main sections on which users have the possibility to receive feedback (with an EU-based approach) and interact with both counsellors and other users:
✓ **Self-assessment**: Here, users can receive automatic feedback / recommendations regarding opportunities in the labour/training field after answering a series of questions related to their background and interests, representing therefore a first approach to the counselling provided by iYOT App.

✓ **Professional Profile**: Here, users can upload their professional profiles. They can insert their data in some fixed areas so that counsellors when providing individualised feedback can use their profile.

✓ **Counsellors / Contact with counsellors**: Here, users have the possibility to see the different counsellors available and their different characteristics in terms of language, counselling areas they are specialised and time availability to provide feedback, among others. Users have the ability to send their doubts to these counsellors by e-mail and through, upon notice by e-mail with the counsellor in question, videoconferencing, employing software available for Smartphone (Google Hangouts / Skype).

✓ **Forum / Contact between users**: Here, users can interact with other peers (users), always under the moderation of counsellors, and express their ideas and opinions on a variety of thematic areas, having the possibility to insert post (entries) and provide answers. (Written text and links to other articles, websites, etc).

**Languages**:

The contents of the iYOT App and its navigation buttons will be available in both English and the respective national languages of the partners (Slovenian, German, Swedish, Portuguese and Spanish). The user can select his/her language in the app settings.

**Assessment of the experience**:

Users of the iYOT App can evaluate their experience in the mobile app by entering the IYOT web portal and access the section referred to the Evaluation of IYOT App and answering some questions about the service provided.

Counsellors must also register the counselling service provided to the user in the iYOT Web Portal by accessing the section Counsellors service with their username and password.
Thus, the experience of both users and counsellors will be monitored and the software and service provided can be assessed and improved.

### 2.1.7 How to use iYOT application

Here is a step-by-step recommendation for iYOT beneficiaries on how to proceed in order to get the most out of the iYOT software tools.

There is a distinction whether project beneficiaries access iYOT software tools as **Users**, (persons demanding counselling services) or as **Counsellors** (persons working in the different areas of counselling), so these are the paths to follow for each group of beneficiaries:

#### 2.1.7.1 For iYOT users

1. Enter the **iYOT Web Portal** and get familiarised with the project and its objectives, outputs and tools:
   
   a. Enter the Web Portal iyot.eu
   b. Have a look at the project definition, objectives, results and documents generated.
   c. Check section referred to the explanations on how to download the iYOT app in mobile devices and its instructions of use and possibilities.

2. **Registration in the IYOT App**
a. Access (one downloaded) the iYOT App in your mobile device.

b. Click on the Sign Up button* and enter your data (username, name, e-mail and password).

*NOTE: The registration in the app is different from the registration in the web portal.

c. Once registered, click the login button, which leads the user to the main menu of the iYOT App.
3. Complete your Professional Profile.
4. Complete the Self-Assessment

- Click on the Professional Profile button.
- Complete the different sections related to your background (education, working experience, areas of interest, etc).
- Save the data entered, after accepting the conditions referred to the Data Protection.

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iYOT: In Your Own Time!
5. Contact with Counsellors.

a. Click on the Counsellors button.

b. Check the counsellors available by counselling area and availability. Get the e-mail of the Counsellor more suitable according to your interests.

c. Arrange by e-mail a videoconference meeting with the Counsellor you choose, providing your Skype / Google hangouts account.
6. **Registration** in the iYOT Web Portal of the counselling service provided

a. Access iYOT Web Portal

b. Click on the section referred to Evaluation of iYOT App and access through username and password.

c. Register the counselling service received.
7. Contact other peers in the Forum

a. Click on the Forums button.

b. Choose the topic you are interested in.

c. Have your say by inserting new posts (entries) and/or providing answers to the existing ones.
2.1.7.2 For iYOT counsellors

1. Enter the iYOT Web Portal and get familiarised with the project and its objectives, outputs and tools:

   a. Enter the Web Portal iyot.eu
   b. Have a look at the project definition, objectives, results and documents generated.
   c. Check section referred to the explanations on how to download the iYOT app in mobile devices and its instructions of use and possibilities.
   d. Visit the section referred to the explanations on how to access and use the e-learning platform in order to make the best use of it.

2. Access the E-learning platform and Curricula completion.

   a. Click on the e-learning platform access in the iYOT Web Portal.
   b. Register and login for access the e-learning platform.
   c. Complete the E-learning course (iYOT Curricula) by completing all the modules of the Curricula and passing the tests.
   d. Get the Certificate of Accomplishment as iYOT Counsellor.
3. Registration in iYOT App and counselling service.

a. Receipt of username and password by project partners (receive by e-mail)

b. Inform about time availability, area of speciality in counselling, e-mail address and/or Skype/Google hangouts account for contact.

c. Receive notifications when a user wants to receive counselling...

d. Check the professional profile of the user requesting counselling in order to have a better understanding of the situation of such individual, as well as the question(s) asked by him/her
e. Give a response to the user’s request through e-mail and/or arrange a face to face meeting through videoconference (Skype/Google hangouts).

4. **Registration in the iYOT Web Portal of the counselling service** provided

   a. Access iYOT Web Portal
   b. Click on the section referred to Counsellors service and access through username and password.
   c. Register the counselling service provided to the user.
2.1.8 Other aspects to be addressed

2.1.8.1 Software required and connectivity

Users and Counsellors only need a mobile device (Smartphone, tablet) with the operation systems iOS or Android and a proper internet connection (though WIFI or mobile data connection) in order to be able to download the iYOT application and operate with it in a proper way.

To download the iYOT App, search iYOT in the Appstore (for iOS devices) or PlayStore (Android).

The App is free of cost.

2.1.8.2 Download videoconference programmes

To download videoconference software such as Skype or Google Hangouts in your mobile device you must go to the Appstore (for iOS) or to the PlayStore (in case you have Android Operating System).

Remember that both counsellors and users must provide their Skype or Google hangouts accounts in order to set a face-to-face meeting.

2.1.8.3 Data protection

All the data provided by the users and counsellors will be treated and protected according to EU legislation through a Codex of Data Protection.

2.1.8.4 Some guidelines to help protect confidentiality

Some guidelines for the users so that third parties cannot easily intercept their messages could be:

✓ Use a personal computer, as less people have access to it.
✓ Avoid sending/receiving emails at wireless (Wi-Fi) points if you are not sure your connection is secure.
✓ Double check the ‘To’ address field before sending the message.
✓ Request a ‘return receipt’ so that the counsellor acknowledges your email upon receiving it.
✓ Use a password for access to your computer and email account, and log out when you are finished.
✓ Ensure all security software (such as anti-virus and firewall applications) and system software updates are installed.
✓ Encrypt your email.
2.2 MODULE 2 – EDUCATIONAL COUNSELLING

2.2.1 Introduction to the module

We live in a world that is changing faster and faster, in which youth has to make more and faster decisions about its being and choice of careers. It is the world with the new conditions and opportunities, where even guidance counsellor’s role is changing and requires adaptations. The guidance counselling process that depends on a greater number of variables and may need to provide a broader basis for counselling at an earlier stage of choosing study careers compared to earlier days. Approaches, tools and methods that have worked well in many years may need to be adjusted after today’s needs of the society as well as to be completed by new ideas and tools. Educational counselling may even need to provide a more complex view of the student as a whole, than just provide facts and static information. In this module, we provide an overview of that, as well as deeper understanding of educational counselling with a broad approach and an individual as a whole in the focus.

2.2.2 Duration

6-8 hours (each of the 4 sessions is conceived to last for 90 minutes) – flexibly adapted according to participant needs and engagement.

2.2.3 General part

2.2.3.1 General module overview

The overall aim of this module is to help future counsellors and users of iYOT mobile app to get knowledge and tools within educational counselling with a focus on personalized treatment of various study needs and situations of the students. The module helps counsellors to get a holistic view of the student’s complex study situation.

This module consists of 4 main topics /learning outcomes:

1. KNOWLEDGE ABOUT DIFFERENT STAGES IN EDUCATIONAL COUNSELLING PROCESS
2. UNDERSTANDING NEEDS OF DIFFERENT TYPES OF STUDENTS AND ACQUIRING SKILLS ON HOW TO ADDRESS THOSE
3. UNDERSTANDING EDUCATION COUNSELLOR’S CHANGING ROLE IN THE FUTURE
4. KNOWLEDGE ABOUT GROUP EDUCATIONAL COUNSELLING AT THE INITIAL STAGE OF CHOOSING ONE’S STUDY CAREER
• **Head topic 1.** Understanding how to plan an educational counselling conversation from the beginning to the end. It provides a supportive structure and content to ensure that educational counselling takes into account student's study situation as a whole.

• **Head topic 2.** Considering various types of cases and real life examples of several students in different learning situations and with different needs. It also provides information and approach to the personalized guidance of the students.

• **Head topic 3.** Reflecting on how the world around us is changing and how educational counsellors can and should regard it in order to succeed in their profession.

• **Head topic 4.** Providing information and tools to hold initial conversational exercises with the students at the beginning of their study career when making choices and in need of general educational counselling and guidance in more specific factual issues.

**2.2.3.2 Key concept/key words**

Personal qualities and attitudes, general qualities and competences, special knowledge, introduction conversation, information sessions, group guidance-counselling/ group conversations, applicant’s own activities, individual guidance – counselling conversations.

**2.2.3.3 Overall objectives**

The overall aim of this module is to help counsellors and users of iYOT mobile app to get knowledge and tools within educational guidance counselling with the focus on individually adapted approach depending on the student’s needs and study situations. The module helps the guidance counsellor to get the view of the students’ complex study situation as a whole.

**2.2.3.4 Operational goals**

After the completed course the guidance counsellor has acquired knowledge about:

a) different phases of the guidance counselling process;
b) different cases with the variation of participants and approaches;
c) changing role of the guidance counsellor in the future;
d) group exercises in the beginning of student’s study career.
2.2.4 Specific part

2.2.4.1 SESSION 1 –DIFFERENT PHASES OF THE GUIDANCE COUNSELLING PROCESS

2.2.4.1.1 Aims and content of the session

This session offers reflection on how to plan and implement guidance counselling conversation from introduction to the end. It offers supporting structure and content for guidance counselling process that takes into account the student’s study situation as a whole.

2.2.4.1.2 Methods of the implementation

Reflection exercises and role games in groups with the other counsellors. Recommended groups of 3 counsellors in each group.

Exercise (See Annex – Module 2 – exercise 1)
There are different phases in educational guidance counselling process that can help the counsellor to structure his/her work with the students.

Input: The facilitator hold the short presentation on the topic in the first part of the session (15 min.);

Group exercises: work in groups of 3 participants.
The participants begin by enumerating the squares on their own. They place the stages of the counselling process in the order they find most suitable (enumerating from 1 to 5). (10 min.)

Discussion: Discuss in a group of 3 how have you placed the steps of the educational counselling process and discuss advantages and disadvantages in placing steps in one way or the other. Discuss together with the facilitator the conclusions that you would like to share with the other groups. (15 min.)

2.2.4.1.3 Expected outputs, results

Participants understand how to plan an educational counselling conversation from beginning to the end.

2.2.4.1.4 Didactic recommendation

It is suggested that each group is formed out of participants coming from different country so that experiences can be shared and discussed. Since it is a group activity, there should be 3 participants in each group.
2.2.4.1.5 Equipment

- Computer, LCD beamer
- Flipchart, pens
- Exercise sheets
- Pencils

2.2.4.1.6 Tips and tricks

Make sure the technical equipment needed for giving the presentation is working before you start the session. Everybody should have a paper and a pencil. The paper should have the five stages written on it so that the participants can put the number of their choosing next to the stage.

2.2.4.2. SESSION 2 – DIFFERENT CASES WITH VARIATION OF PARTICIPANTS AND APPROACHES

2.2.4.2.1 Aims and content of the session

In this session, the participants will be provided individually adapted understanding for different types of cases and real life examples of various types of students in different study situations. It also provides information on and structure for guiding students in individual adapted ways.

2.2.4.2.2 Methods of the implementation

A facilitator hold short presentation of the topic. (10 min.)

Group exercises and discussion:
Exercise: Reflection: Attractors for making choices (According to the theory of chaos our behaviour is controlled by the so-called attractors, which means that we act routinely. According to the theory, there are four such attractors. Each individual’s thoughts about her or his career are said to be more or less determined by one or several of those attractors. Apparently, awareness about that is not always obvious.) (35 min.) (See Annex – Module 2 – exercise 3)

Exercise 2: Definition: Knowledge, qualities and competences (An individual possesses qualities and competences that are both required to form an entirety for the studying- and working life. The knowledge about the different kind of skills and the balance between them are important when one provides a student with educational counselling). (45 min) (See Annex – Module 2 – exercise 4)

Exercise: Role play: Meeting different participants. (Case studies). (60 min) (See Annex – Module 2 – exercise 5)
2.2.4.2.3 Expected outputs, results

Participants understand how to guide different types of participants from different study/vocational backgrounds. Through discussions and reflections the participants will receive knowledge about their own attitudes and views.

2.2.4.2.4 Didactic recommendation

The groups should have 3 participants. In exercise 3 the participants should take turns so that each participant get to act as a student/counsellor/observer.

2.2.4.2.5 Equipment

- Exercise sheet
- Pencils
- Chairs and a table for exercise 3.

2.2.4.2.6 Tips and tricks

Make sure everyone has an exercise sheet with the correct exercise. Everybody should have a sharpened pencil. It is better to use a pencil than a pen if the participant writes something incorrect. In exercise 3, the role play, three chairs and a table are necessary.

2.2.4.3 SESSION 3– EDUCATION COUNSELOR’S CHANGING ROLE IN THE FUTURE

2.2.4.3.1 Aims and content of the session

This session offers reflection on how the world around is changing and how a guidance counsellor should act in order to be successful in their careers.

2.2.4.3.2 Methods of the implementation

Reflection exercises in groups with other guidance counsellors. Recommended groups of 3 guidance counsellors in each group.

Exercise: Reflection: New conditions – new role of the guidance counsellor (We live in an ever changing world when things change faster and faster. The youth have today lots of choices and access to information.) (60 min) [See Annex – Module 2- exercise 6]
2.2.4.3.3 Expected outputs, results
The guidance counsellor will have a deeper understanding of their changing role and possible adjustments to the needs of today’s and future society.

2.2.4.3.4 Didactic recommendations
The participants work in groups of 3. They reflect on the questions A-D in their groups and when they come to D they reflect together with a supervisor.

2.2.4.3.5 Equipment
Paper, pencil and rubber

2.2.4.3.6 Tips and tricks
Paper needs to be blank so that the participants can write down their reflections and what they have agreed on in their discussions. Pencils sharpened and, in case of errors, every group should have a rubber so that they can correct their mistakes.

2.2.4.4. SESSION 4 – GROUP EXERCISES IN THE BEGINNING OF STUDENT’S CHOICE OF STUDY CAREER

2.2.4.4.1 Aims and content of the session
As the society changes faster, educational counselling has to deal with new demands. One way to address this might be to initiate conversation in a group with the others at an early stage of the guidance counselling process about general values in studies and work. In such a way one can be sure in and aware of one’s own starting point, in order to be able to decide when it comes to specific choices and issues that arise at a later stage.

In this session the participants will be provided information and tools for running introduction conversations with the students. Students who are in the beginning of their study carrier and are in need of general educational counselling.
2.2.4.4.2 Methods of the implementation

Reflection exercises in groups with other guidance counsellors. Recommended groups of 3 guidance counsellors in each group.

Exercise: Discussion exercise for the students in a group: Identity (Describe the role or identity you have in different sectors: work, learning, close relations, values, view of the world, creativity, recreation, health, wellbeing). (55 min) (See Annex – Module 2 – exercise 10)

Exercise: Discussion exercise for students in a group: To reflect on your own and other’s values regarding work (rank the values below for a future work in the order you think they are of more or less importance to you). (40 min) (See Annex – Module 2 – exercise 12)

2.2.4.4.3 Expected outputs, results

Guidance counsellors get concrete tools to independently lead guidance counselling with the students individually and in a group.

2.2.4.4.4 Didactic recommendations

The participants work in groups of 3. They reflect on the questions A-D in their groups and when they come to D they reflect together with a supervisor.

2.2.4.4.5 Equipment

Paper and pencil

Every participant should have at least 3 sheets of paper.

2.2.4.4.6 Tips and tricks

Every participants should have a blank paper and a sharpened. Every group should have a rubber so that they can correct any written mistakes. Pencils are to prefer.
2.3 MODULE 3 – CAREER COUNSELLING

2.3.1 Introduction to the module

Career counselling is conducted in multiple professional contexts, in Public Employment Services, in human resource departments of organizations, by life coaches or at career services in institutions of adult and higher education. Individuals in various stages of their life course are in need of guidance: during times of unemployment, when they wish to further develop or change the course of their careers and after finishing education or training and when entering the labour market. Thus, career counsellors are confronted with a diverse clientele and the growing complexity of globalising labour markets.

Career counselling circumscribes a very complex field of professional practice, which includes a multitude of different activities that range from giving information, actual counselling, or lending emotional support to performing administrative tasks. Some counsellors need to synchronize these divergent tasks in their daily routines; some are able to focus more on particular tasks. Building on this diversity, this module on career counselling aims at affording (future) counsellors with important basics of career counselling, while at the same time stressing the importance of flexibly approaching clients and tailoring counselling services to their individual needs.

2.3.2 Duration

6-8 hours (each of the 4 sessions is conceived to last for 90 minutes) – flexibly adapted according to participant needs and engagement.

2.3.3 General part

2.3.3.1 General module overview

The overall aim of this module is to provoke (future) counsellors with knowledge on career counselling;

- On the elements constituting career counselling practice;
- On methods and tools specifically suited for career counselling;
- On career development (stages, transitions, occupational profiles).

Moreover, the module affords counsellors with practical examples for counselling job seekers, demonstrating how to facilitate CV-writting, preparation for job interviews and job search strategies. Throughout the module, an emphasis is put upon counselling competences, dealing with vast amounts of information and communicating with job seekers.
This module is divided into 4 main topics /learning outcomes:

1. INFORMATION ON ELEMENTS OF CAREER COUNSELLING
2. GENERAL KNOWLEDGE ON TOOLS AND METHODS WITHIN CAREER COUNSELLING
3. DEEPER UNDERSTANDING OF HOW TO DESIGN CAREER DEVELOPMENT
4. ENGAGEMENT WITH PRACTICAL MATERIALS

- **Head topic 1** describes and gives information on the different elements of career counselling as professional practice:
  - Providing job seekers with information
  - Managing administrative processes of job search and insertion into labour market
  - Activating job seekers
  - Analysing, diagnosing and developing occupational profiles
  - Emotional support
  - Reflecting on professional practice

- **Head topic 2** discusses different methods and tools in the realm of career counselling – related to the six different elements sketched out under head topic 1. It informs on professional competence development – in the realm of communication with job seekers, handling search engines and information relevant for quality career counselling, dealing with conflicts and frustrated clients etc.

- **Head topic 3** is about the process of career development. It explains typical stages of career development, transitional phases and how career development can be actively designed by the job seeker and through counsellor’s input. Knowledge is gained on how to handle critical career phases and how to reflect on career paths and job seekers’ options.

- **Head topic 4** gives practical examples of methods used in career counselling, illustrating for example how to counsel job seekers on writing a CV, mock-interviewing / preparing for job interviews, self-presentation or strategies for job search.

### 2.3.3.2 Key concepts / key words

Career; career development; job seekers; skill discovery / skill profiling; activation / empowerment of clients; supervision / reflecting on professional practice

### 2.3.3.3 Overall objectives / competences

The overall aim of this module is to provide (future) counsellors with practical knowledge on career counselling:

- Elements and activities constituting career counselling practice;
- Career development (stages, transition phases, skills profiles);
- Different types of clients in the career counselling setting and their diverse needs;

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Methods and tools specifically suited for career counselling and reflecting professional practice.

Moreover, the module supplies counsellors with practical examples for counselling job seekers, demonstrating for example how to facilitate CV writing, approach disoriented or defensive clients and detect blind spots in their own professional attitudes.

2.3.3.4 Operational goals

After completion of the module the participants

- will have gained knowledge on career counselling as professional practice;
- will have engaged with hard facts (skills profiles, CVs and motivational letters);
- will have learned methods how to deal with different types of clients and how to help disoriented clients find a new perspective;
- will have reflected on their own blind spots when counselling clients.

2.3.4 Specific part

2.3.4.1 SESSION 1 - CAREERS, COUNSELLING AND CLIENT TYPES

2.3.4.1.1 Aim and content of the session

In this session participants are introduced to careers, career development and counselling activities in different stages of one’s career. They will gain knowledge on:

- what careers “are” or which functions they have;
- how they develop (main stages and typical challenges associated with them);
- what activities career counselling entails;
- professional attitude;
- the very different types of people career counselling needs to cater to.

In a role-playing, exercise participants will enact career-counselling sessions with different types of job seekers, guiding them to interactively develop counselling strategies fitted to diverse clients. The experience gained in the role-playing exercise will be gathered and organized in a group discussion.

2.3.4.1.2 Methods of implementation

**Input:** During the first part of the session, the facilitator holds a presentation on the topic of career counselling (30-45 min.).

**Role-play:** Participants are split into two groups. Half of them will be playing career counsellors, while the other half will slip into the role of clients. Each “counsellor” will be talking to one “client” for 15 minutes, recreating a first interview with a new client, asking
questions, trying to find out what the client needs and advising them with further steps. Afterwards, the clients will rotate to a different counsellor and repeat the exercise.

The participants playing clients will each receive an individual profile, spelling out the character they have to portray in the exercise, i.e. 43-year-old plumber, who is being laid off against his will and who dreams of opening a bar. These participants are asked to play the role described in the profile and really stay in their main character as a person during the two counselling sessions. Thus, they are asked to think about how this person, who is characterized in the profile, would approach a counselling session and how they would act towards the counsellor.

The aim of the exercise is for the counsellors to identify what type of client they are confronted with and then to test different strategies of working with these clients. They should try and incorporate ideas presented to them in the first part of the session

- on how to conduct the first interview with a new client
- and on different types of clients.

**Discussion:** At the end of the session, all participants together discuss and reflect on the role-playing exercise (15-20 min.) *See Annex – Module 3 – exercise 1*, on which the discussion can be based. The facilitator who asks questions and notes important aspects on a flipchart structures the discussion. Main themes to be covered by the discussion:

- Which different types of clients did the counsellors identify? (Main types: visitors/observers, active clients, clients who were sent by someone else)...
- Are there other types that were not covered by this exercise?
- Which strategies of counselling the different types of clients were advanced in the exercise? What worked, what did not?
- Which alternative counselling approaches can the participants think of that might be of use when clients are defensive, undecided etc.?
- What type of attitudes on the side of the counsellors are advised when dealing with “visitors”, “holdouts”, “clients looking for a jobs”?
- Explanation that clients types are of course only typologies, which can help in detecting relevant behaviour, and also clients can take over different roles or be different types when counsellors work with them over a longer period of time.

**2.3.4.1.3 Expected outputs, results**

- Knowledge on careers, career development, counselling activities and different types of clients
- Practical learning through engaging in an activity relevant to professional practice
- Association of practical learning with factual knowledge in final discussion
- Reflection on central elements of career counselling practice: approaching different types of clients, devising counselling strategies
2.3.4.1.4 Didactic recommendations

When holding the presentation, it is important to talk in a clearly structured way, if possible using visuals, and to make sure the important aspects come across. As facilitator try to engage the audience, be sensitive how they react to information (i.e. elaborate, if you feel, they do not understand or give a catchy example for illustrating a point). Responding to questions the participants raise is important. The facilitator may decide whether he/she wishes to hold the presentation before answering questions or whether he/she welcomes questions throughout the presentation.

It is advised to make a 10 minute break after the first part of the session.

In the final discussion, the facilitator serves as moderator. He/she is to evoke responses and engagement by posing questions to the participants. In the best case, when participants openly discuss and share, the facilitator should mainly try to structure the discussion and summarize important points and conclusions. If he/she sees fit, the facilitator can add input not covered by the discussion – i.e. on how to deal with specific types of clients or further characteristics of specific types of clients. Yet after contributing, the facilitator should entice discussion among the participants.

In case participants are shy to contribute to the debate, the facilitator can play a more active role discussing and reflecting the role-playing exercise.

2.3.4.1.5 Equipment

- Power point presentation, computer, beamer
- Cards denoting the profiles of the clients (See Annex – Module 3 – exercise 1)
- Flipchart, pens
- Information on profiles of different clients (See Annex – Module 3 – exercise 2)

2.3.4.1.6 Tips and tricks

Make sure the technical equipment needed for giving the presentation is working before you start the session.

For the role-play, exercise chairs for the pairing of one counsellor and one client should be spread throughout the room, so that the pairs can talk in a relaxed atmosphere.
2.3.4.2 SESSION 2 – HARD FACTS

2.3.4.2.1 Aim and content of the session

Participants are introduced to three fundamentals of career counselling: skills profiles, curriculum vitae (CV) and motivational letter, since these materials will be focal points of every career counselling interaction.

- Participants will get to know different tools for uncovering competences, they will analyse the different formats and discuss how to use skills profiles when advising clients. Further, participants will be familiarized with the European Reference Framework on Key Competences for Lifelong Learning (2007).
- Participants will analyse strengths and weaknesses of CVs in order to develop recommendations for advising clients on how to write a CV. In line with a European perspective, they will be introduced to the “Europass CV”-tool, a standardized format for drawing up CVs.
- Participants will obtain factual as well as practical knowledge on how to write motivational letters in order to be able to counsel clients on that matter.

2.3.4.2.2 Methods of implementation

Group work: The participants are asked to join one of three working groups handling the hard facts (often times: paper work) in career counselling a) skills profiling b) curriculum vitae and c) motivational letter.

The groups will sit down in different areas of the room or in different rooms, if possible, to work on their different tasks.

a) Individual exercise/Small group exercise: Each participant will be handed a different tool for uncovering and profiling skills. They will use the tool to ascertain their own skills for training purposes, but have in mind to use the tool with clients. Next, they will discuss in their small group, how the tools work for themselves and for future use with others. Each participant will describe what he/she did and his/her experience with the skills profiling tool. The participants will come up with recommendations for career counsellors working with skills profiles, how to detect and cluster competences.

b) Individual exercise/Small group exercise: Participants, on their own, will read and analyse a number of CVs distributed by the facilitator. Afterwards they will discuss strengths and weaknesses of the CVs in their group. They will note flaws, favourable aspects, imprecise wording and come up with recommendations on how to write a CV.
c) Individual exercise/Small group exercise: Participants will compose a motivational letter corresponding to a job ad looking for a career counsellor. Subsequently, they will analyse their peers’ letters and reflect on what makes a good motivational letter.

Each group exercise starts with about 10 minutes of individual work, which is followed by group or bilateral discussion (20-25 minutes).

**Plenary discussion:** In the plenary discussion, each working group will present recommendations on one of the following aspects:

a) how to detect and cluster competences;

b) how to write a CV;

c) how to write motivational letters.

Since group c) will not have a flip chart paper with recommendations, it is the facilitator’s job to protocol main aspects while the group members elaborate their thoughts. After one group presented their findings, all other participants are asked to add further aspects that have not been mentioned yet. After each talking point (a, b, c), the facilitator will summarize and hand out material on these topics, which will be further discussed – like a CV check list or a prototypical structure of a motivational letter.

**Expected outputs, results**

- Knowledge on hard facts of career counselling: skills profiles, curriculum vitae and motivational letter;
- Participants develop recommendations interactively which can be incorporated into professional practice;
- Sources and material on these matters that can be taken home.

**2.3.4.2.4 Didactic recommendations**

In this session, it is important to prepare necessary paper work well in advance, to bring enough copies and to create a good working environment, so that participants can focus on the group exercises. The facilitator can move around and check, if all groups understood the instructions, if they take down important conclusions in order to share them with the entire plenum etc.

Additionally, it is the facilitator’s job to add further information to the final discussion. After each group has finished their presentation, the facilitator should introduce the respective take-home material and discuss with the participants.

**2.3.4.2.5 Equipment**
Instructions for each group: skills profile (see Annex – Module 3 – exercise 3), writing a CV (See Annex – Module 3 – exercise 4), motivational letter (See Annex – Module 3 – exercise 5) as well as skills and CVs (See Annex – Module 3 – exercise 6) to work on – bring enough copies and extra copies (before the activity ensure that all participants speak English well enough)

- Paper, pens for all participants
- Flip chart, pens
- Take-home material printed for each participant (See Annex – Module 3 – page 43)

European Reference Framework on Key Competences for Lifelong Learning, CV checklist, Link to Europass template and instructions, prototypical structure of a motivational letter (See Annex – Module 3 – exercise 8)

2.3.4.2.6 Tips and tricks

The room in which the session is held should offer enough space for the three groups to be able to focus and work on their different tasks. Ideally, the groups work in different rooms. Pay attention to the size of the three different groups. They should be made up of at least 3 participants and should also not be too big in order not to inhibit group discussion. While participants should be encouraged to choose a group according to their interests, the facilitator might ask some to change groups in case the participants are distributed very unevenly to the groups.

Since each group exercise is comprised of a part where participants work on their own (10 min.) and a part of group / bilateral discussion, the facilitator should make sure that each working group starts with group / bilateral discussion after about 10 minutes. At the end of the group discussion (10-15 min.), before gathering all participants for the plenary discussion, the facilitator should check, whether the individual groups are almost done, remind them to come to an end and extend the group discussion time for 5 more minutes if necessary.

2.3.4.3 SESSION 3 - HELPING DISORIENTED CLIENTS FIND A NEW PERSPECTIVE

2.3.4.3.1 Aim and content of the session

Very often clients seek career counselling who feel disoriented, overwhelmed, and directionless, frustrated and simply have no perspective on what to do next. Thus, one main task of career counsellors is, together with the client, to dig into the client’s past and reveal the many skills and competences clients have, yet do not explicitly know about. In this session, participants are being introduced to a method of uncovering clients’ competences and helping them figure out which steps to take next, even if there is no clear path ahead of them. After learning about this method, the participants will practice it in small groups.

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Additionally, this session will revolve around narrative interviewing and the benefit of engaging with clients’ biographies for uncovering potential for learning, support mechanisms and competences.

2.3.4.3.2 Methods of implementation

Introduction: The facilitator is introducing the method. To demonstrate the need of digging deep into a person’s background or past, the facilitator illustrates the case of Maria, who attends career counselling. She is forty years old, without a job and very desperate, because aside from her training as a preschool teacher after graduating from high school, she has no professional experience after being a stay-at-home mum for her three children. She has no idea what to do now, considering herself a lost case, since she feels she has little to offer to potential employers.

The facilitator uncovers what Maria has done in her life, that she is a mother of three, who has vast caring and social competences, but also organizing skills. Moreover, she has volunteered in a facility for the care of elderly, where she acquired not only further communicative and social skills but knowledge about the health care sector. Furthermore, her education and training affords her with skills and knowledge that Maria devalues, because she has not put them to use in many years, but which are still relevant considering her future options. Thus, Maria, summarizing all her competences and past experiences, can develop different visions of what to do next: i.e. applying for a job as substitute / ancillary preschool teacher, for an administrative post at a care facility or choosing advanced training in the realm of educational or social services to further qualify for a specific job profile ....

Each facilitator is free to choose an example illustrating “hidden competences” as they see fit, as long as it illustrates the potential of engaging with the individual biography of the client seeking counselling.

Subsequently, the facilitator explains the specific method of “time travelling” with the client. The career counsellor asks the client to get up from her chair and to engage in a more free way of counselling with the aim of revealing new pathways using a method that requires movement. The facilitator then asks her what she is doing at the moment and writes the answer on a card, which he/she places on the floor in front of the client, and asks her to step on it (demonstrating that this is present time). The counsellor then asks the client what she did before and again writes it on a card, which is placed a little behind the client, depending on how long ago it happened. The facilitator goes on and on asking about past professional and life experience and puts these cards behind the client, thus forming a “time line” of experience behind Maria. Then, and only then, the client is asked to turn around and to look back upon the vast amount of experience behind her. The client can stay in this position for some time, describing her feelings and acknowledging her experiences as something valuable. Questions can be asked like: What are you most proud of? What was the most difficult thing you did and what made you do it? When you look back into your “garden of experience”,

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which were the bitter fruits, the juicy ones, the sweet ones, etc. and what did you learn from them?

The facilitator can then ask the client to step back onto one card denoting a positive previous professional stage – something Maria liked and talks positively about. The counsellor then asks a couple of questions unveiling how the client came to fill this position, what she liked about it, what she did not like about it, who might have helped her to get to that point etc. The aim of the task is to use the space of the room to relive the client’s occupational biography and to find competences related to the position, preferences of the client, but also other relevant factors (family support, entry qualifications, skills etc.) (See Annex – Module 3 – exercise 9) If the client cannot look back on many years of professional experience or talks rather negatively about her experiences, the counsellor can also ask about other stages in life or focus more on one single stage which was positive – i.e. a world cruise or care obligations that deterred the client from working.

After covering the past, the counsellor will ask the client to move back to her current position (in the present time) (being unemployed, being in the process of being discharged, unhappy working at a company etc.). From there on, the client, together with the counsellor, will develop options for her future and look to the front/future of the time line, which at this point is still empty. The counsellor will ask the client which possible options she sees and give input in case the client is still without prospects. This means that the facilitator asks: After looking back to your previous experiences, where you see yourself in 6 months? Then the client puts cards with possible options down in front of them, depending on their emotional closeness to these options (close card=probable option, far away card= not as probable option).

The counsellor will then inquire what the client needs in order to arrive at the chosen option. How content would he/she be with pursuing that option? What would you still need to do in order for this option to work? Which skills from previous experience can you use there? What are the benefits of this option? ... If the client is not sure about one option, then the same is asked for all or some other possible options, so that the client ends up with a good understanding of their options.

Then, the time line exercise is finished and both client and facilitator can sit down again. The facilitator then makes a list of things (next steps) the client could do to arrive at the preferred option, always stressing that many skills are already available from their biography.

The facilitator asks one participant in the group for help, who is willing to play the role of the client, but does not explain the method beforehand (as the experimental character of the method is then lost). The facilitator then demonstrates how this exercise is being done, writing cards for the participant on the time line, asking him/her questions and trying to uncover hidden competences and arrive at a satisfying outlook on future career steps. This demonstration will probably take about 20-30 minutes.
**Input:** The facilitator will give input on narrative interviewing, delineating why career-counselling benefits from considering an individual’s biography and explaining narrative interviewing techniques (10-15 minutes).

**Exercise in small groups:** The participants will try the method introduced in this session in groups of 3. One participant will be the counsellor, one will be the client and one will be the observer. The counsellor will try to lead the client through this exercise, building on the instruction given by the facilitator and the showcase, the list of potential questions and the information on narrative interviewing all participants received in this session. The client will follow the counsellor’s lead, answering questions about his/her occupational biography, trying to uncover competences and arrive at a satisfactory outlook on future career steps. It is very important that the client does not make up his/her answers, but answers truthfully according to his/her experiences. The observer carefully watches and reflects on the interaction between counsellor and client, at the end of the exercise giving feedback on the counselling process, the dynamics between counsellor and client, further questions that could have been asked, biographical steps or competences that were neglected etc. Then, in a plenary round participants can reflect on the experiences they have made.

**2.3.4.3 Expected outputs, results**

- Familiarizing with a method of counselling clients in need of orientation
- Using time lines with clients
- Learning through active participation and simulation
- Gaining knowledge on narrative interviewing and biography as resource for career counselling
- Reflecting on counsellor-client-dynamics

**2.3.4.3.4 Didactic recommendations**

It is advised to make a 10 minute break after the input on narrative interviewing before the exercise in small groups commences.

**2.3.4.3.5 Equipment**

- Colourful cards (at least A4), pens
- Time line exercise (see Annex – Module 3 – exercise 9)
- Input on narrative interviewing (Power point presentation)

**2.3.4.3.6 Tips and tricks**

There should be enough space for all small groups to conduct the exercise. This exercise needs a setting of trust, as clients give insight into their biographies, which are very personal.
and maybe emotional. It needs to be clear that no information is given outside the room about what is being said and that information is handled with care.

2.3.4.4 SESSION 4 - REFLECTING ON PROFESSIONAL PRACTICE, SUPERVISION AND WRAPPING UP

2.3.4.4.1 Aim and content of the session

This session aims at reflecting professional practice and equipping participants with concepts and approaches to deal with difficult counselling sessions.

Firstly, participants are asked to interrogate the different roles they occupy as counsellors and beyond. They are guided to scrutinise the different expectations they are confronted with as well as to reflect on their own expectations of their professional role.

Alternatively, the facilitator instructs participants on a reflection exercise focusing on their own emotions during counselling. In this exercise, emotions are emphasized as core elements of all social interactions – also professional encounters. Rather than ignoring them, they should be carefully examined, since they give important hints for changes.

These reflection exercises intend to help participants detect blind spots in counselling practice.

Secondly, the session aims at familiarising participants with supervision as one approach to process difficult counselling interactions. Since career counsellors regularly deal with emotional and distraught clients, they come across a multitude of challenging events. Counselling can be described as a highly ambitious practice for the professional, both emotionally as well as technically. Moreover, people involved in counselling might not all be professional counsellors with formal education or training and feel overwhelmed when dealing with defensive or agitated job seekers. Thus, this session shall enhance participants’ proclivities for looking for professional support when needed.

2.3.4.4.2 Methods of implementation

Individual reflection exercise: “Reflecting my roles and relationships”

Each participant receives a piece of paper and a pen and is asked to reflect on their professional roles (10-15 min.).
- Which roles do I perform/fulfil? (counsellor, secretary, receptionist, student advisor, teacher …)
- Who attributed these roles to me? (voluntary roles, involuntary roles)
- How do others see me, and in which roles do they approach me most often?
- How could I change the roles I perform? Which consequences would I face, if any?
- How do I feel about my role as a counsellor? How does this role feel compared to my other roles? (in terms of time, dedication, emotions, …)
- (if time): Which private roles do I perform? (sister, mother, cousin, musician, entertainer, supporter, listener, …) How do these roles affect my professional life?
- Which strategies do I have to deal with the multitude of roles?

After this individual reflection, participants are asked to turn to others and discuss the impact of this exercise in small groups (10 min).

**Individual reflection exercise (alternative): “Emotions in counselling practice”**

Some types of emotions are usually not considered professional and are hence often times ignored. This exercise wants to focus on situations in which counsellors were angry with a client or frustrated or felt overwhelmed. Maybe a counsellor gets angry much more easily at certain types of clients, maybe a counsellor is always extremely affected by clients with health issues, because this resonates with her/his own story or maybe a counsellor feels he/she cannot act professional, when clients are crying. These things are bound to happen in career counselling. Having an emotional reaction to a client is not necessarily problematic, as long as the counsellor interrogates how this might influence the counselling session and how it affects him-/herself personally.

The facilitator asks all participants to brainstorm which emotions they experience while counselling. All emotions mentioned are written on a flipchart. The facilitator then instructs the participants to reflect on their practice as counsellors. They shall think about one situation with a client when they felt one of the emotions written on the flip chart (angry, overwhelmed, sad, cheerful etc.).

- Try to go back to the situation, what happened that made you feel this way?
- How did you react to the client?
- How did you feel after the client left?

Participants shall take about 15 minutes to answer these questions for themselves.

**Supervising counsellors:** Participants work in small groups (5-6 people) on one case of a problematic counselling experience. The aim of this exercise, which should last for about 45 minutes, is to address the case (its content, its actors, their relationships, their interpretations etc.) from a multitude of angles in order to arrive at a fuller picture, which enables a new analysis or judging the situation in a different way. Each participant is given a handout with instructions for working on a case with supervision techniques. *(See Annex – Module 3 – exercise 10)*
There are two options:

a) **Exercise in small groups:** The cases are based on personal experience and introduced by participants who experienced them. These participants narrate the case to their small group. The narrator is asked to portray the case in depth, while the other members of the small group pose questions.

b) **Exercise in small groups:** Groups work on cases distributed by the facilitator (**See Annex – Module 3 – exercise 11**)

**Input and discussion:** The facilitator gathers all participants for a round of final discussion. He/she asks participants to reflect on the exercise by noting benefits of supervision as intervention form for career counsellors. The facilitator writes the participants’ contributions down on a flipchart. In case he/she feels that important points are missing, he/she may give some further input.

**2.3.4.4.3 Expected outputs, results**

- Reflecting professional practice, detecting blind spots
- Equipping participants with support mechanisms for counselling practice
- Assessing the benefits of supervision for intervening in career counselling practice

**2.3.4.4.4 Didactic recommendations**

Since participants are asked to reflect on and share negative or problematic personal experience, the facilitator should make sure that the working environment is appreciative and participants communicate with each other in a friendly way. Each participant must feel safe to participate.

Participants do not have to sit still while individually reflecting on emotions in career counselling.

It is advised to make a 10 minute break after the reflection exercise.

**2.3.4.4.5 Equipment**

- Flip chart, pens
- Case work and supervision (**see Annex – Module 3 – exercise 10**)
- Possible cases for supervision (**see Annex – Module 3 – exercise 11**)

**2.3.4.4.6 Tips and tricks**

Since participants are asked to share personal stories, the exercise needs a setting of trust. Participants shall be instructed to take care that a trusting atmosphere is created and to treat other group members’ narratives in a supportive way. It needs to be clear that no personal information leaves the room.
2.4 MODULE 4 – COUNSELLING AND COMMUNICATION METHODS

2.4.1. Introduction to the module

For this module IV - Counselling & Communication methods - as an integral part of the all iYOT project curriculum, we want to facilitate the inter-action between counsellor and user / client via mobile application, so that the distance counselling will not be a barrier or, if it is in a certain way, could from the beginning be mitigated as much as possible from the start of contact between them.

We believe that here lies the vital importance of this module which allows, on the one hand, to save the energy needed to spend in the act of counselling from the counsellor at a distance point of view, and secondly, it enables users - unemployed adults to easy access on the mobile application. Which is one of the main purpose of iYOT and thereby encourage their motivation to participate. Not only in providing answers of their needs for knowledge and contacts, or eliminates doubts, but also and above all, to contribute to better inter-action between user and counsellor in a distance friendly environment as much as possible.

2.4.2 Duration

6-8 hours (each of the 3 sessions is conceived to last for approximatly two hours and a half) – flexibly adapted according to participant needs and engagement.

2.4.3. General part

2.4.3.1. General module overview

This module is divided into 3 main topics / learning outcomes:

1. GENERAL KNOWLEDGE ABOUT HUMAN COMMUNICATION
2. GENERAL KNOWLEDGE ABOUT COUNSELING PROCESS
3. TRANSVERSAL SKILLS NEEDED TO COVER THE HUMAN COMMUNICATION THROUGH COUNSELING PROCESS

• Head topic 1: Upon the completion of this topic, the iYOT counselor will have gained:
An understanding of what is a communication process;
Knowledge upon the elements involved in the communication process;
Knowledge upon the psychological components of the communication process;
An understanding upon the Motivation as communication concept;

- **Head topic 2:** Upon the completion of this topic, the iYOT counselor will have gained:
  - Knowledge upon the elements involved in a Models and Counseling Theories;
  - Knowledge upon counselling methods and process.

- **Head topic 3:** Upon the completion of this topic, the iYOT counselor will have gained:
  - Knowledge upon relevant transversal skills to be worked out on human communication in a counselling process.

### 2.4.3.2. Key concepts / key words

Transactional Model of Communication; Intrinsic and extrinsic human motivation; Perceptual phenomenon on the communication process; Johari Window model; Models and Counselling Theories; and Methods and counselling process.

### 2.4.3.3. Overall objectives / competences

The overall objectives / competences of this module is to:

1. Facilitate the interaction between iYOT counselor and user / client for that via mobile application for the guidance distance will not be a barrier or at least, it will be mitigated as much as possible from the start of contact between them, and, on the other hand;
2. Operationalize the counseling according to a process, so it could either by the iYOT counselor or by the user / client, from the beginning of the contact, both be aware of the steps that led to the whole process of counseling with their restrictions but also with its advantages and opportunities.

The purpose of this overall objectives / competences, in a certain way, intend to cover motivations, needs, doubts, awareness, knowledge, contacts and, above all, in a global perspective, an self-improvement, i.e., which enables an opportunity for “self-growth” in stages of human development transitions.
2.4.4 Specific part

2.4.4.1. SESSION 1 - GENERAL KNOWLEDGE ABOUT HUMAN COMMUNICATION

2.4.4.1.1. Aim and content of the session

<table>
<thead>
<tr>
<th>TARGET: Head topic 1 - HUMAN COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIM</strong></td>
</tr>
<tr>
<td>Facilitate the interaction between iYOT counsellor and user/client for that the via mobile application for the guidance distance will not be a barrier or at least, it will be mitigated as much as possible from the start of contact between them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>POINT OF VIEW</strong></th>
<th><strong>SPECIFIC CONTENT OF THE SESSION</strong></th>
<th><strong>SPECIFIC LEARNING OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>iYOT Counsellor</td>
<td>1. The Transactional Model of Communication</td>
<td>✓ An understanding of what is communication as a process;</td>
</tr>
<tr>
<td>Client / User</td>
<td>2. Intrinsic and extrinsic human motivation</td>
<td>✓ Knowledge upon the elements involved in the communication process;</td>
</tr>
<tr>
<td></td>
<td>✓ Maslow’s Hierarchy of Needs;</td>
<td>✓ Knowledge upon the psychological components involved on the communication process;</td>
</tr>
<tr>
<td></td>
<td>✓ Herzberg’s Two-Factor Theory</td>
<td>✓ An understanding upon the motivation as a part of the (meta) communication concept.</td>
</tr>
<tr>
<td>iYOT Application / tool</td>
<td>3. Psychological components of the communication process:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Perceptual phenomena on the communication process;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ The Self: Johari Window model</td>
<td></td>
</tr>
</tbody>
</table>

**DURATION OF THE HEAD TOPIC 1:**
- 4 HOURS “filled” through a dynamic group exercise and 3 presentations according with the specific contents

2.4.4.1.2. Methods of implementation

**Active methods in training**

In this HEAD TOPIC 1, it will start with an introduction established by a dynamic group exercise (30-40 min.).

**Input: Group dynamic exercise for HEAD TOPIC 1 - HUMAN COMMUNICATION**
Participants are split into groups of 3 counsellors of different countries in the training room. With his back turn, the iYOT counsellors in each group is invited to speak in their own language to the other members of their group on any topic that suits them. And the others of the same group will respond about what they want considering only their own interests (also in their own languages).

The aim of this Group dynamics exercise for this HEAD TOPIC 1 - is to underline the importance of communication among individuals to reduce confusion between them and with that gain a greater understanding of the communication on the interrelation between individuals.

Discussion: At first, one participant of each group will expose on a flipchart three words that can explain what they felt / thought / and reacted if so. Later on, the open debate including all the participants should be realized.

Expositive Method

Then, on the second part of each session, the facilitator will hold the presentation of the specific content of the three presentations through three PowerPoint files (20-25 min):

- # Presentation 1 – Transactional Model of Communication;
- # Presentation 2 – Intrinsic and extrinsic human motivation;
- # Presentation 3 – Psychological components of the communication process.

Active methods in training

In the end of each presentation, one exercise should be done individually by the training counsellor’s iYOT for the evaluation process.

Head topic 1 involves exercises:

# Exercise 1 – COMMUNICATION PROCESS (See Annex – Module 4)
# Exercise 2 – HUMAN MOTIVATION (See Annex – Module 4)
# Exercise 3 – HUMAN PERCEPTUAL PHENOMENON (See Annex – Module 4)
# Exercise 4 – SELF-CONCEPT AND COMMUNICATION (JOHARI WINDOW MODEL) (See Annex – Module 4)

2.4.4.1.3. Expected outputs, results

- An understanding of communication as process;
- Knowledge upon the elements involved in the communication process;
- Knowledge upon the psychological components involved on the communication process;
- An understanding upon the motivation as a part of the (meta) communication concept.
2.4.4.1.4. *Didactic recommendations*

Because the specific content of this HEAD TOPIC 1 is divided into three presentations, it is recommended that the facilitator makes a 5 minutes break for a smooth transition after each final exercise of each presentation before he/she starts with a new presentation.

It is recommended that the facilitator act as a moderator in the final dynamic group exercise and during the open debate and helps all the participants to come to a final consensus.

On the other hand, the facilitator should pose questions, in different moments of the presentations, if the subject that’s being addressed is clearly understood, allowing, in that moment, an “open space” to put issues examples that may arise or even invite the participants to expose their own experiences.

2.4.4.1.5 *Equipment*

- Data show;
- screen for the data show;
- laptop; Paper; pencil;
- eraser and a flipchart.

2.4.4.1.6 *Tips and tricks*

- Ensure in advance that all technical issues related to equipment are operational;
- Make sure that the group dynamics provides an excellent motive or a start point for learning the contents, and it is recommended that the facilitator creates, on the one hand, an environment that provides an Active participation of all iYOT Counselors, and; on the other hand, the involvement of a greater number of participants in open discussion.
- Ensure that the exposure time of the presentations is suitable for all participants;
- Ensure that all participants understood the featured content by posing questions
- Give examples and / or request samples to participants.
- Finally, confirm that all participants performed the evaluation exercise.
2.4.4.2. SESSION 2 - GENERAL KNOWLEDGE ABOUT COUNSELLING PROCESS

2.4.4.2.1. Aim and content of the session

TARGET: Head topic 2 - MODELS OF COUNSELLING & COUNSELLING PROCESS METHODS

<table>
<thead>
<tr>
<th>AIM</th>
<th>POINT OF VIEW</th>
<th>SPECIFIC CONTENT OF THE SESSION</th>
<th>SPECIFIC LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>iYOT Counsellor</td>
<td>1. Models &amp; Counselling Process Methods</td>
<td>✓ Knowledge upon three Models of Counseling Theories;</td>
<td></td>
</tr>
<tr>
<td>Client / User</td>
<td>THREE MODELS OF COUNSELLING</td>
<td>✓ Knowledge upon CASE method (specific counselling Process Method).</td>
<td></td>
</tr>
<tr>
<td>iYOT Application / tool</td>
<td>1.1. Career Development Assessment and Counselling;</td>
<td></td>
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<td></td>
<td>1.2. Life-Design Counselling;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1.3. Constructivist model of career paths (Career Cycles - CC) and intervention method</td>
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</tr>
<tr>
<td></td>
<td>SPECIFIC COUNSELLING METHOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3.1. Communication - Analysis - Synthesis - Valuing - Execution</td>
<td></td>
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</tr>
</tbody>
</table>

DURATION OF THE HEAD TOPIC 2:
- 3 HOURS “filled” through a group debate and 2 main presentations according with the specific contents

2.4.4.2.2 Methods of implementation

Active methods in training

Input - Group Debate: This group debate is divided into two distinct moments in which the facilitator will also play the role of moderator of the debate.

The first moment, the facilitator will create three more or less distributed groups (e.g., 8 + 8 Individuals + 9 Individuals).
After the facilitator will randomly give one card to each of the groups (as expose below).

<table>
<thead>
<tr>
<th>CARD</th>
<th>CARD</th>
<th>CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATURE OF REALITY AND TRUTH</td>
<td>NATURE OF HUMAN ACTIVITY</td>
<td>NATURE OF TIME &amp; SPACE</td>
</tr>
<tr>
<td>• External reality</td>
<td>• The Doing Orientation</td>
<td>• The chronological, psychological and social time</td>
</tr>
<tr>
<td>• Social reality</td>
<td>• The Being Orientation</td>
<td>• The Past, present and future (arrow of time)</td>
</tr>
<tr>
<td>• Individual reality</td>
<td>• Being-in-Becoming Orientation</td>
<td>• Distance and Relative Placement</td>
</tr>
</tbody>
</table>

Having spent 10 minutes, each group will have 5 minutes to argue a possible meaning of what is written in the respective group card taking into account the training course.

After each group has a 10 minute period for reflection in accordance with the following final card (common for all the three groups).
Expositive Method

Then, on the second part of this head topic 2, the facilitator will hold the presentation of the specific content on two presentations (20-25 min.):

- # Presentation 1 – Career Development Assessment and Counselling & Life-Design Counselling;
- # Presentation 2 – Constructivist model of career paths & CASE method.

Active methods in training

In the end of each presentation, one exercise should be done individually by the training counsellors for the evaluation process.

- Exercises in the Head topic 2 are:
  - # Exercise 5 – LIFE-DESIGN COUNSELING - INTERVENTION MODEL *(See Annex – Module 4)*
  - # Exercise 6 – CAREERCYCLES – CC INTERVENTION MODEL *(See Annex – Module 4)*

Methods in the Head topic 2 are the same as in Head topic 1 namely:
  a) The Expositive Method and b) Active methods in training.

2.4.4.2.3 Expected outputs, results

- Knowledge upon three Models of Counseling Theories;
- Knowledge upon CASE method (Specific Counselling Process Method).

2.4.4.2.4 Didactic recommendations

Because the specific content of this HEAD TOPIC 2 starts with a group debate before of their two presentations, it is recommended that the facilitator assumes a dual role: on one hand the role of the facilitator, and on the other hand the role of the moderator for the second part of the group debate or final part. In this last part, it is also recommend that the facilitator also acts as a moderator in the open debate and helps participants to come to the final consensus.

A 10-minute break is recommended in between the two presentations.

On the other hand, when exposing the contents of the two presentations, the facilitator should pose questions, in different moments of those presentations, if what is being addressed to the participants is clearly understood, allowing, in that moment, an “open
space” to put issues examples that may arise or even invite the participants to expose their own experiences.

### 2.4.4.2.5 Equipment

- Data show;
- Screen for the data show;
- Laptop; paper; pencil;
- Eraser.

### 2.4.4.2.6 Tips and tricks

- Ensure in advance that all technical issues related to equipment are operational;
- Make sure that the group dynamics provides an excellent motive or a start point for learning the contents, and it is recommended that the facilitator creates, on the one hand, an environment that provides an Active participation of all iYOT Counselors, and; on the other hand, the involvement of a greater number of participants in open discussion.
- Ensure the exposure time of the presentations is suitable for all participants and that they understand the contents of the presentations, asking them if it’s clear;
- Give examples and / or request samples to participants.
- Finally, confirm that all participants performed the evaluation exercises.

### 2.4.4.3. SESSION 3 - TRANSVERSAL SKILLS NEEDED TO COVER THE HUMAN COMMUNICATION THROUGH COUNSELING PROCESS

#### 2.4.4.3.1 Aim and content of the session

<table>
<thead>
<tr>
<th>AIM</th>
<th>PROVIDE KNOWLEDGE ABOUT THREE METACOGNITIVE SKILLS INVOLVED IN A SUCCESSFUL HUMAN COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINT OF VIEW</td>
<td>SPECIFIC CONTENT OF THE SESSION</td>
</tr>
<tr>
<td>iYOT Counsellor</td>
<td>Empathy; Genuineness; Active listening.</td>
</tr>
</tbody>
</table>

DURATION OF THE HEAD TOPIC 3: 1 HOURS “filled” through 1 Dynamic Group Exercise according with the specific content of the session

This project is funded by the European Union
2.4.4.3.2. Methods of implementation

Active methods in training

Input - Dynamic Group Exercise: “Exchange a Secret”

OBJECTIVE: To create greater empathy skills among group participants.

Specific characteristics of this group dynamic:

✓ GROUP SIZE: 25 participants.
✓ TIME REQUIRED: 25 minutes approximately.
✓ MATERIALS USED: pencils and sheets type A4.
✓ ENVIRONMENT PHYSICAL: A room with tables.

PROCESS:

- The facilitator distributes sheets of paper type A4 for each participant;
- Participants should describe on the paper, a difficulty they feel in the relationship, that they don’t like to expose orally;
- The facilitator encourages all the participants to write in the way that doesn’t reveal the author easily;
- Then the facilitator asks everyone to fold the paper, and once he/se collects all the sheets of paper, he/she mixed them up and distributes among the participant;
- Next, the facilitator recommended that each participant assumes the problem that is written on the paper, like if he/she himself is the author, struggling to understand it;
- Then each participant, in turn, will read it aloud (the problem) that is on the paper using the 1st person “I” and making the necessary adjustments, and giving the solution;
- In explaining the problem to others, each participant should seek to customize it (the problem);
- It will not be allowed to debate or make questions on the subject during the participant exhibition;

In the end, the facilitator will lead the debate on the reactions, formulating the following questions:

➤ How did you feel when describing your problem?
➤ How did you feel when explaining the problem of another?
➤ How did you feel when your problem has been reported by another?
➤ In your view, did the other understood your problem?
➤ Did he/she managed to put himself/herself in your situation?
➤ Did you feel that you understood the problem of someone else?
➤ How do you feel about the other members of the group?
➤ Did you changed your feelings toward others, as a result of this exercise?

Expositive Method
Then, on the second part of this head topic 3, the facilitator will hold the presentation of the specific content on one presentation (15 min.):

- # Presentation 1 – Transversal (Meta)communication Skills;

**Active methods in training**

After the presentation, one exercise should be done individually by the training counsellors for the evaluation process. This exercise is the last one of the of the EXERCISE NOTEBOOK:

- # Exercise 7 – EMPATHY MAP EXERCISE *(See Annex – Module 4)*

Here in Head topic 3 the methods that will be worked are according to this two methods: a) The Expositive Method; b) Active methods in training and; c) Interrogative method

### 2.4.4.3.3 Expected outputs, results

Knowledge upon relevant transversal skills to be work out on human communication in a counselling process.

### 2.4.4.3.4 Didactic recommendations

It is recommended that for the realization of group dynamics to be addressed in this topic 3, the facilitator should know very well the dynamics itself. It is highly recommended that he/she previously study and so conveys security and knowledge on the subject.

He/she should also encourage all participants to participate in this dynamic so that its effects are acquired by experience. After the presentation, the facilitator expose the final exercise. Also during the presentation, the facilitator, in different moments, should make sure that the content that is being addressed to the participants is clearly understood, allowing, also here, an “open space” to put issues examples.

### 2.4.4.3.5 Equipment

- Data show;
- screen for the data show;
- Laptop; paper; pencil;
- eraser.

### 2.4.4.3.6 Tips and tricks

- Ensure in advance that all technical issues related to equipment are operational;
- Make sure, as a facilitator, that study quite well the dynamic group;
• Ensure the exposure of the presentations are being followed by all participants and that they understand the content of the presentation, asking them if it’s clear;
• Give examples and / or request samples to participants.
• Finally, confirm that all participants performed the evaluation exercise.

2.5. MODULE 5 – RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

2.5.1. Introduction to the module
In Europe, the importance of acquired knowledge of adults in different ways has been stressed already in the eighties and nineties in the twentieth century. Alongside the knowledge gained in the formal education system raised the knowledge the adults have acquired at work, with further education and training, with learning for a better quality of personal live, learning for social functioning, in leisure time. Meaning that they gain knowledge in different working and living environments and were not even aware of it.

With the iYOT project and with our mobile application we want to stress out the importance of the recognition of non-formal and informal knowledge and increase the visibility and value of learning taking place outside formal education and training system. We want to equip future counselors of the iYOT app with knowledge, skills and competences so that they will be able to help clients with identification, documentation, assessment and certification of their non-formal and informal learning.

Learning throughout life is a key route to personal development and their potential contribution to the society. The process of recognition can influence people’s awareness of their knowledge, skills and competences, thus strengthening their self-esteem, enhancing their careers and raising their motivation for further education.

Recognition/validation of non-formal and informal knowledge is particularly important to adult education and training and as a way to support lifelong learning. The main user of recognition/validation is the age group from 25 to 45 years that also indicates that these
arrangements play an important role in aiding transitions from employment to education and back. Recognition/validation is far less common in relation to higher education qualifications than VET (Vocational Education and Training) is.

The process of validation of non-formal and informal learning helps to bridge educational inequalities, and offers further pathways for the development of the skills needed in life and the labour market.

2.5.2. Duration
Module 5 – Recognition/validation of non-formal and informal knowledge curriculum will be covered in one day training course in duration of 6-8 hours (each of the 4 sessions is conceived to last for approx. 90 minutes) – flexibly adapted according to participant needs and engagement.

2.5.3. General part
In this part, you will get an overview of this module, key concepts, overall objectives and operational goals of this part of iYOT curriculum.

2.5.3.1. General module overview
The overall aim of this module is to help future counsellors of iYOT mobile app to gain knowledge about recognition/validation processes of non-formal and informal knowledge. Counsellors would be able to better understand European guidelines in this field, get to know all four phases of validation process and gain knowledge about what are the competences they need to help candidates, what kind of validation tools are available and what are their strengths and weaknesses.

This module is divided into 4 main topics /learning outcomes:

1. GENERAL KNOWLEDGE ABOUT THE RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE
2. THE PROCESS OF RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE
3. PROFFESIONAL COMPETENCES NEEDED FOR VALIDATION/RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE
4. METHODS AND TOOLS USED FOR RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE

- **Head topic 1** is about the design and definition of non-formal and informal knowledge and about recognition, validation of skill, competences gained through non-formal and informal learning, as well as insight in practice and culture of recognition of previously acquired knowledge, skills and competences.

- **Head topic 2** covers the phases in the process of recognition/validation of non-formal and informal knowledge, informing and counselling in the process of recognition, methods of the identification and validation of non-formal and informal learning and the conditions for the design and derivation of validation and recognition of non-formal and informal learning.

- **Head topic 3** is about the professional competences of practitioners that work in the processes of recognition and validation of non-formal and informal learning, from informants, counsellors to assessors of the validation process. What are their tasks in the process of identification and recognition of non-formal and informal knowledge?

- **Head topic 4** explains different methods and tools used for recognition of non-formal and informal knowledge. It covers tools for extracting evidence: test and examinations, dialogue or conversational methods, declarative methods, observations, simulations, evidence extracted from work or other practice; tools for presenting evidence: CVs and individual statement of competences, third party reports, portfolios.

2.5.3.2 Key concepts/key words

Non-formal and informal knowledge, recognition, validation, assessment, validation/recognition process, skill and competences, tools and methods for recognition of non-formal and informal knowledge.

2.5.3.3 Overall objectives

1. The participants of the training will gain knowledge about recognition/validation of non-formal and informal knowledge.
2. The participants of the training will be familiarized with all phases of validation of non-formal and informal knowledge;
3. The participants of the training will know all the competences, skills the informer, counsellor or assessor needs for the process of recognition of non-formal or informal knowledge;
4. The participants of the training will get familiar with different methods and tools used in recognition of non-formal and informal learning.

2.5.3.4. Operational goals

Participants/learners of this particular module will:

✓ Understand the difference between knowledge gained in formal and non-formal or informal settings; get familiar with all relevant document on recognition/validation of non-formal and informal learning in Europe;

✓ Be able to describe all four phases of validation process in detail; what are their tasks in each of the phase;

✓ Be familiarized with skills, competences and knowledge informants, counsellors or assessors need for working with client in the field of validation/recogniton of non-formal and informal knowledge; and with all their significant tasks;

✓ Know how to use tools and instruments (and combined them) for identification, documentation and assessment of learning.
2.5.4. Specific part

2.5.4.1 SESSION 1 - GENERAL KNOWLEDGE ABOUT RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE

2.5.4.1.1 Aim and content of the session

In this session, participants are being introduced to general documentation covering recognition/validation of non-formal and informal knowledge, the context of recognition/validation of non-formal and informal learning. The participants/learners will:

- Know the difference between formal and non-formal, informal knowledge;
- Get to know the most important European document about recognition of non-formal and informal knowledge;
- They will learn to identify the essential features of validation, recognition of non-formal and informal knowledge;
- Get to know recommendation on validation of non-formal and informal learning;
- Know the benefits and advantages of recognition of non-formal and informal knowledge.

2.5.4.1.2 Methods of the implementation

Input: The facilitator holds the Power point presentation on the topic in the first part of the session (45 min.)

Discussion in groups: at the end of the first part of the session the participants/learners are divided into groups (5 counsellors) to discuss their previous knowledge on the topic, what
kind of experience they have working with clients regarding recognition/validation of non-formal and informal knowledge, what kind of documents they read or know regarding validation or recognition of non-formal or informal learning and they should write it down on a piece of paper to compare among participants. Each group selects the representative who will present their findings to the rest in the classroom. Facilitator writes the results from the discussion of each group on the flipchart or table and summarises the main concepts and issues. (30 - 45 min.) *(See Annex – Module 5 – exercise 1)*

### 2.5.4.1.3 Expected outputs, results

Knowledge on recognition/validation of non-formal and informal learning, recommendation for the future, exchange of individual experiences on the topic.

### 2.5.4.1.4 Didactic recommendation

Facilitator should speak slowly and clearly to the participants, using visuals as much as it is possible and try to interact with participant posing questions during the session to get them actively involved in the presentation of the topic. He/she should use plain English speech and prepare the handouts for all the participants with the content from the presentation (including the list of relevant references on recognition/validation of non-formal and informal knowledge).

It is advised to take 10 minutes brake after the first part of the session.

The discussion is led by the facilitator – giving the groups the instruction on cooperation (the groups should be composed out of representatives - counsellors who come from the same country so that they could compare their previous knowledge on the topic among the groups.

### 2.5.4.1.5 Equipment

- Power point presentation, computer, LCD beamer
- Flipchart, pens
- Paper, pens
- Handouts for the participants

### 2.5.4.1.6 Tips and tricks
Make sure the technical equipment needed for giving the presentation is working before you start the session. Place participants in comfortable locations, with a good position to see the screen and to interact with each other. Try to establish pleasant and relaxed atmosphere and prepare working environment (classroom) for group discussion. Prepare the tables and material (paper, pens) before the second part of the session.

2.5.4.2 SESSION 2 - THE PROCESS OF RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

The most important factor in the quality of the process and results of validation and recognition of non-formal and informal learning is a process flows or how to organize and conduct assessment procedures and the recognition of non-formal and informal learning, skills and competences of adults. Recognition/validation aims at empowering the individual and can serve as a tool for providing second chance opportunities to disadvantage individuals. Validation is normally voluntary and it is up to the individual to take the first step and decide whether she or he wants to enter the process of identification, documentation, assessment and certification of learning. However, the individual has to receive adequate information and guidance not only through the entire process, but also before decision to seek validation is taken. They need to know what to expect, which requirements to meet and evidence to provide and this is what we hope to teach future counsellors of iYOT mobile app.

2.5.4.2.1 Aim and content of the session

Future counsellors of iYOT mobile app will:
- be familiarised with all steps/phases of the validation process;
- learn which procedures and tools support identification;
- learn what criteria are used for admitting evidence into the process of documentation;
- Learn how to clearly define and communicate the different phases of the validation process to the client.

2.5.4.2.2 Methods of the implementation
**Input:** The facilitator holds the Power point presentation of the recognition/validation on non-formal and informal knowledge process. He/she presents to the participants all four phases of recognition; from identification, documentation to assessment and certification of non-formal and informal knowledge. (Duration 45 min.);

**Group work:** work in four groups – each group gets to discuss one phase of the recognition/validation and at the end of discussion appoints the representative of the group who will present their work to the rest of the classroom. He/she then writes on the flipchart-list the features of the phase they draw (identification, documentation, assessment or certification) and all their remarks, findings and potential questions (30 min.)

**Discussion:** at the end of the session the facilitator leads the discussion about how the participants felt during the group work, was it easy for them to cooperate, to find the representative of the group. The facilitator is to answer all the questions the participants potentially wrote on the flipchart. (20 min.)

2.5.4.2.3  **Expected outputs, results**

Knowledge on all four phases of the process and the difference between them.

2.5.4.2.4  **Didactic recommendation**

- When holding the presentation, it is important to talk in a clearly structured way. Use plain English speech and prepare the handouts for all the participants with the content from the presentation. It is also advised to take 10 minutes brake after the first part of the session.
- Prepare a good working environment for group work and foster interaction of the participants, raising questions to participants to check if they understand the instructions.
- In the final discussion, the facilitator serves as moderator. He/she is to evoke responses and engagement by posing questions to the participants as well as giving them answers to their questions.
2.5.4.2.5 Equipment

- Power point presentation, computer, LCD beamer
- Flipchart, pens
- Hand-outs for the participants

2.5.4.2.6 Tips and tricks

Make sure the technical equipment needed for giving the presentation is working before you start the session. Place participants in comfortable locations, with a good position to see the screen and to interact with each other. Try to establish pleasant and relaxed atmosphere and prepare working environment (classroom) for group work. Make sure that each group has enough space (ideally, the groups work in different rooms). Prepare the tables and material (paper, pens) before the second part of the session and make sure you have enough handouts for all the participants.

2.5.4.3 SESSION 3 - PROFFESIONAL COMPETENCES NEEDED FOR VALIDATION/RECOGNITION OF NON-FORMAL AND INFORMAL KNOWLEDGE

“Trust and validation largely depends on the work carried out by ‘front line’ practitioners and professionals directly involved with validation candidates at different stages of the process.”*

This means all those who offer information, advice and guidance (orientation), those that carry out assessment, the external observers of the process, the managers of assessment centres/procedures and a range of other stakeholders that have an important but less direct role in the process. All of them should have not only validation competences but also soft skills such as intellectual capacity.

2.5.4.3.1 Aim and content of the session

In this session, the participants/counsellors will:

✓ know all the common tasks of the counselling (the activities and professional profiles);
✓ know what knowledge and experience they need, what are the key and specific competences they should have;
gain knowledge how to help prepare for assessment, informing the candidate of procedures, how to present evidence of learning, respond to questions, expectations in terms of behaviour, and possible outcomes;

have the ability to offer impartial advice;

understand and learn about key knowledge and skills of counsellors;

be familiarised with key knowledge and skills of assessors;

2.5.4.3.2 Methods of the implementation

Input: The facilitator starts the session with quick overview on the topic and then begins with instructions for the brainstorming. (10 minutes)

Brainstorming: The facilitator asks the participants three basic questions—namely: “what are in their opinion the most essential competences, skills the counsellors needs to work with clients in the recognition/validation process?” “What are the main tasks the counsellors in this field has?” and “what skills, competences they already have or recognize in themselves?” Each participant writes all the answers on a piece of paper, trying to find as many as it is possible. (Duration: 20 minutes). Facilitator then writes all the answers on the board – each participant gives one answer, then gives the floor to the next candidate and this is done until all answers are exhausted and none of the participants has anything to add.

Power point presentation: The facilitator then held his/hers presentation on skills and competences people working with clients in recognition process need and compares it with the results of the brainstorming the participants did at the beginning of the session. (45 min.)

Discussion: after that the participant are encouraged to discuss the task: Was it difficult for them to count or find the answers? Do they see themselves capable enough to help the clients? What are the things they feel confused about? Do they have anything to add or would like to ask a question? (Duration: 30 minutes)

2.5.4.3.3 Expected outputs, results

The participants/future counsellors of the iYOT mobile app will gain knowledge on skills, competences they need in order to work with clients throughout the recognition/validation process and can count all tasks the informant/counsellor/assessor does in the recognition/validation process.
2.5.4.3.4 Didactic recommendation

The facilitator should establish the most pleasant working atmosphere, so that the participants feel motivated and relaxed. He/she should encourage the participants to actively participate in the brainstorming and writes down all the answer to above posed questions. All the participants are encouraged to participate and express their opinion. We recommend 5 minute break after the brainstorming. The 10 minutes brake is advised after the first part of the session.

- When holding the presentation on the topic, the facilitator must speak clearly and in plain English, using visuals if possible and he/she needs to make sure the important aspects come across. The 5 minutes brake is advised after the Power point presentation.
- In the final discussion, the facilitator serves as a moderator. He/she is to evoke responses and engagement and should try to structure the discussion and summarize the important points and conclusions.

2.5.4.3.5 Equipment

- computer, LCD beamer
- board, pens
- paper, pens

2.5.4.3.6 Tips and tricks

Make sure the technical equipment needed for giving the presentation is working before you start the session. Place participants in comfortable locations, with a good position to see the screen and to interact with each other. Try to establish pleasant and relaxed atmosphere and prepare working environment (classroom) for discussion.

2.5.4.4 SESSION 4 - METHODS AND TOOLS USED FOR RECOGNITION/VALIDATION OF NON-FORMAL AND INFORMAL KNOWLEDGE

The tools for validation of non-formal and informal learning capture different aspects of learning experiences (being able to reflect practical skills or theoretical reflections in varying
The tools used for validation are very important for validity and reliability of the validation process and its outcomes.

2.5.4.4.1 **Aim and content of the session**

In this session, the participants are introduced to methods and tools used for recognition/validation of non-formal and informal knowledge.

**The future counsellors of iYOT mobile app will:**

- distinguish between formative and summative assessment;
- follow the criteria for assessment tools;
- distinguish the methods that aim to extract evidence (tests and examinations, conversational methods, declarative methods, observations, simulations, evidence extracted from work) and the methods for documenting and presenting evidence (such as ‘live evidence’; CVs, third part declarations and portfolios);
- know how to select the most appropriate method of assessment for each case;
- Learn what tools and instruments can be used (and combined) for identification, documentation and assessment of learning.

2.5.4.5.2 **Methods of the implementation**

**Input:** a facilitator holds Power Point presentation on the topic. (Duration: 30 - 45 minutes)

**Case studies:** The participants are divided into groups of five. Each group gets the case study *(See Annex – Module 5 – exercise 8)* – the description of the client searching for the advice regarding recognition/validation of his/her non-formal or informal knowledge. The groups reflect on four stages in the process of recognition they learned in the previous session, about their task in each stage and then try to select the most appropriate tool for the case. When all have finished their task, they present the case to all participants in classroom – explaining why they have chosen this particular tool and method and how did they counsel the client. (Duration: 30 minutes)

**Discussion:** the facilitator leads the discussion by asking relevant questions to the topic and completed tasks. All participants are kindly asked to give feedback on this part of the module and express their opinions, concerns, feelings and ask questions if they want. (Duration: 20 minutes)
2.5.4.5.3 **Expected outputs, results**

The participants will gain knowledge about wide range of available tools and methods of recognition/validation of non-formal and informal learning and will know how to reflect on what is appropriate and fit for the purpose. They will gain knowledge how different tools capture different aspects of learning experiences and what criteria need to be considered for each potentially useful assessment tool.

2.5.4.4.4 **Didactic recommendation**

- Facilitator should speak slowly and clearly to the participants, using visuals as much as it is possible and try to interact with participant posing questions during the session to get them actively involved in the presentation of the topic. He/she should use plain English speech and prepare the handouts for all the participants with the content from the presentation.
- The discussion is led by facilitator who is to evoke responses and engagement by the participants by asking questions. It is recommended a short break before the discussion (10 minutes). The groups draw the case study number from 1 to 5. It is also advised that the groups are formed out of member from different counties.

2.5.4.4.5 **Equipment**

- Computer, LCD beamer, Power point
- CV forms
- Case studies
- Paper, pens, board

2.5.4.4.6 **Tips and tricks**

Make sure the technical equipment needed for giving the presentation is working before you start the session. Place participants in comfortable locations, with a good position to see the screen and to interact with each other. Try to establish pleasant and relaxed atmosphere and prepare working environment (classroom) for group work.
3. Compendium of resources

MODULE 2


Anders Johnson, *Tio teser om entreprenörskap*. Svenskt näringsliv, Lenanders Grafiska AB.

Marielle Peterson & Christer Westlund, *Så tänds eldsjälar*. Verket för näringslivsutveckling (NUTEK),

MODULE 3


**MODULE 4**


MODULE 5

Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices

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Jin Yang: Recognition, Validation and Accreditation of non-formal and informal learning in UNESCO Member States, 2015; UNESCO Institute for Lifelong Learning http://unesdoc.unesco.org/images/0023/002326/232656e.pdf


4. ANNEX

(FOR ALL THE EXERCISE SEE ANNEX TO IYOT CURRICULUM)