



Teaching and learning material for the further training module

“vocational orientation in the craft sector”

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Introduction

The following document on teaching and learning material for the further training module “occupations in the craft sector” is primarily designed for teachers or trainers who wish to apply this further training module. The main focus is on the further definition of all contents and teaching / studying materials, which can be conveyed / used during the further training module. Aside from this document, there are teaching / learning documents (fact sheets, reflection sheets etc.) as well as presentations provided which can be used during the module and serve an exemplary function. There will be references to the teaching and learning materials at certain points of this document (see also chapter 5). When implementing the qualification module it is highly recommended to take into account group as well as country specifics and to therefore adapt the learning materials as well as the teaching methods.

The document is structured following the didactic and content-related conception of the further training module:

- Introductory methods
- Gaining practical and practice-relevant insights into occupations in the craft sector
- Specific theory and teaching methodology: tools, approaches and measures in vocational orientation
- The craft sector between tradition and innovation
- Current and future challenges and opportunities of occupations in the craft sector

0 Introductory methods

At the beginning of the workshop it is advised to familiarise the participants with the time schedule and content of the workshop. For this, every participant receives an agenda or summary of the temporal schedule and the contents of each workshop day (see work material “agenda module craft”). Furthermore, it is advised to do a short round of introductions in the beginning of the workshop and to address unanswered questions the participants might have. This approach focuses on communication and making contact within the group from the beginning and ensures that unanswered questions and uncertainties are addressed immediately. (see also: Konrad Adenauer Stiftung 2017)

In the workshop’s introductory phase, the following questions can be addressed and answered:

- Which issues / content will be addressed in the workshop?
- What is the time schedule?
- Who are the course participants?
- Which (professional) background do the other participants have?
- Who are the lecturers?
- What are my objectives and requests for the workshop?
- ...

1 A.0 Practical insights into occupations in the craft sector

1.1 A.1 Practical and practically relevant insights into occupations in the craft sector

To ensure that the participants gain concrete insights into occupations in the craft sector, on the one hand videos and a PowerPoint presentation are used to show vocational training and further training possibilities in the craft sector as well as specific occupations in the craft sector. On the other hand, company visits and explorations contribute to familiarising participants with occupations, operations, working environments etc. of different occupations in the craft sector.

There is a wide range of different occupations in the craft sector. Therefore, it is important to ensure that the participants gain an insight into each of the following occupational groups:

- Construction and building;
- Wood, glass and clay working;
- Arts and craft;
- Foodstuffs and luxury items;
- Papermaking;
- Textile, fashion, leather.

For trainers of the workshop a handout is provided which contains a list of exemplary videos. These videos are suitable for **familiarizing** the workshop **participants with occupations in the craft sector** and **gaining further insights into selected occupations**. To allow for a cross-national use of videos, the list contains videos in German as well as in English (see work material “A1 vocational information videos”). Moreover, it is possible to present country-specific **vocational training and further training possibilities** and (alternative) **career paths** in the craft sector in the course of this workshop session¹.

For the methodical implementation and preparation, a PowerPoint presentation (presentation A1) is provided for this workshop unit. This presentation grants insights into different occupational groups in the craft sector in the form of short videos. The presentation also contains references to possible individual as well as group works (i. e. individual research by using laptops/tablets etc.) Furthermore, vocational training and further training possibilities as well as (alternative) career paths are subject of the presentation and the lecture, which are made tangible with the help of concrete examples.

¹ Example Austria: In Austria, apprenticeships are the best-known possibility for an initial vocational education in the craft sector. Apart from that, there also exist alternative career paths (e. g. a course of lectures, technical college etc., which is p. ex. possible for carpentry). With respect to further training possibilities in Austria, possibilities are training as a master craftsman or the progressive scale of further trainings in the construction sector (specialist worker, foreman, site manager, master builder).

In the case of **planning and implementing the company visit of the further training module**, the workshop leaders have to clarify the legal framework in advance, as explained in section B.2. Moreover, it is necessary for the organisers of the further training module to **plan and organise the company visits in detail**. The following work materials are provided for the workshop leaders to function as checklists and handouts for the organisation and implementation of company visits and explorations:

- Checklist “Planning and organising company visits” (for course sections A1/B2)
- Protocol “Company visit”, which the participants will fill with notes during a company visit and which serves as a basis for requests during a company visit as well as for debriefing (for course sections A1/A2/B2)
- Critical reflection sheet “Company visit” (for course sections A1/A2/B2)

The checklist “Planning and organising company visits / explorations” serves as a planning aid for the workshop leaders to plan the further training module “Occupations in the craft sector” in advance. During the company visit, the workshop leaders can hand out the protocol “Company visit” to the participants. Based on these notes, a debriefing session can take place in the next workshop unit. For this debriefing, there is also a critical reflection sheet “Company visit” provided, which can also be handed out to the participants.

1.2 A.2 Critical reflection of practical insights into occupations in the craft sector

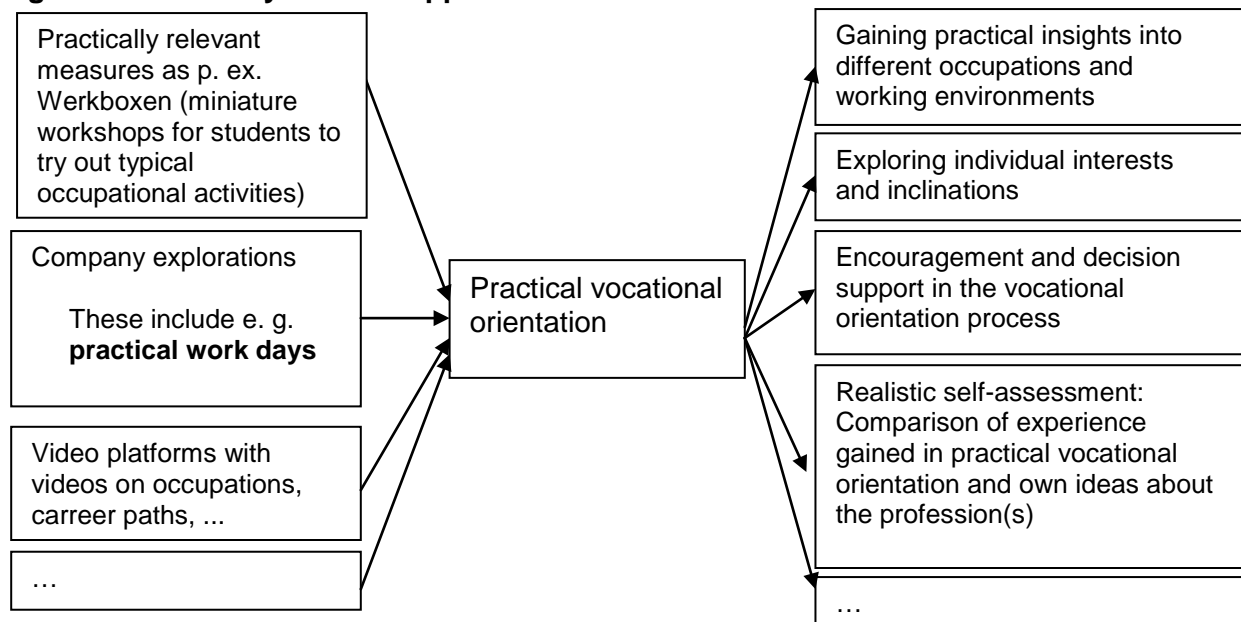
In the second half of every workshop day of the further training module “Occupations in the craft sector”, a company visit is intended to ensure that participants gain a realistic insight into different occupations. In the beginning of the workshop days 2 – 4 (as well as at the end of day 4), the preceding company visit will be discussed, critically reflected and feedback can be given. For this debriefing, a critical reflection sheet (see work material “critical reflection sheet”) is provided.

2 B.0 Specific theory and teaching methodology: Tools, approaches and measures of vocational orientation

In the course of this section, the participants get to know a selection of innovative tools, approaches, and measures of vocational orientation and learn how to apply them in their occupational routine. The focus lies – as is the case with the whole further training module – on occupations in the craft sector. This means that it focuses on the question of how young people can be made familiar with occupations in the craft sector in the course of their vocational orientation and how they can try out different occupations.

Special attention is given to tools and measures for a practicable, practice-relevant approach concerning the individual vocational orientation process of young people. By concretely experiencing an occupation, the own interest, suitability, and inclination for an occupation or for specific activities can be experienced and assessed.

Figure 1: Practically relevant approach of vocational orientation



Source: own diagram

Suggestion for a group work: Brainstorming within the group: Practical vocational orientation measures and their objectives

All participants record their ideas of practically relevant vocational orientation. The measures stated have to enable young people to take up contact with occupations in the craft sector. After about 5 minutes of individual work and exchange with another person, the measures will be

discussed in the plenary and written up on a flipchart. The same approach can be used to collect the objectives of practically-relevant measures of vocational orientation in the plenary.

Further material for this section (only in German):

WKO (2010): Betriebserkundungen. Leitfaden für Betriebe, Lehrer/innen und Schüler/innen.

https://www.bic.at/downloads/at/broschueren/betr_erk_web.pdf

Especially relevant for this section: p.5

2.1 B.1 Innovative approaches, tools and measures of vocational orientation with a focus on occupations in the craft sector

The following is an excerpt of examples of innovative approaches, tools, and measures in vocational orientation. These examples are presented to the participants and will be supplemented with additional measures by the participants themselves. The aim is to provide an exchange of experience and the acquisition of a repertoire of tools and methods, which the vocational orientation specialists can use, apply or initiate.

The following examples are a selection of possible tools and measures, which can be presented in the course of this workshop unit. It is explicitly recommended to adapt the selection of examples to the region-specific offer of vocational orientation measures. This is to make sure that the vocational orientation specialists are presented with enough measures they can actually access. Moreover, other good practice examples (e. g. from other regions or countries) can be presented so that the vocational orientation specialists can gain new ideas for initiatives and tools and could even initiate them themselves.

Didactic advice:

Step 1: Exchange of experience within the group.

The trainer asks the group which innovative and useful tools and measures of vocational orientation the participants know (from their own professional experience). The trainer records these measures on a whiteboard or flipchart/poster and by checking back ensures that the participants understand the measures presented.

Step 2: Lecture / presentation of examples of innovative measures and tools in vocational orientation

The methods and tools of vocational orientation are presented in a lecture supported by a PowerPoint presentation (see presentation B2). To provide a practically relevant insight into these tools and measures, the presentation uses photographs and videos as well as websites. As described above, when selecting the examples, it is important to pay attention that the measures presented are accessible for the participants.

2.1.1 Vocational orientation measures for young people: gaining practical insights into occupations

For this section see also: Good Practice Guideline of the project “BOQua”

Target group: Children and youths

Focus: Occupations in the craft sector

Exemplary listing of innovative measures and tools:

Career role-play KidZania (UK)

KidZania is a realistic role-play, which has the goal of entertainment and (vocational) education. KidZania enables children 2-14 to try out and get to know occupations in a kid-sized indoor city. The special feature of this project is that the children normally explore the city without adults, that means without their parents or guardians. Trained staff show the children how to carry out the different activities of the professions they are interested in. Therefore, the children can choose themselves which one of the over 100 occupations provided they want to pursue. (see <http://www.kidzania.com/what-is-kidzania.html>) In Austria, a similar project named “Minopolis” was offered until a few years ago, which is currently not available anymore.

Miniature workshops by “Lehrlingswelten”

Objective

The aim of this vocational orientation measure is to inform students about (creative) apprenticeships with the help of so-called “Werkboxen”. These “Werkboxen” are miniature workshops which contain work benches and working surfaces and are equipped with materials and tools typical of the individual professions. By trying out and creating typical work pieces, the talents and interests of students can be discovered and emphasised. At a general level, the project tries to give vocational orientation a more practical relevance.

Target group

Students at the age of 12 to 14 are the target group of this vocational orientation measure. The “Werkboxen” can be requested by schools and classrooms at no cost.

Institutions involved Institutionen

The concept of the vocational orientation miniature workshops was developed by the project “Kreative Lehrlingswelten” in cooperation with different companies/experts from twelve occupational groups. This vocational orientation measure was furthermore developed in cooperation with the “Werkraum Bregenzwald”. (see <http://www.lehrlingswelten.at/> & <http://werkraum.at/>)

Talentcheck in Salzburg and TalentCenter in Graz

In Salzburg and Graz two testing centres were built in which students living in the respective regions (Salzburg and Styria) go through different testing stations of a potential assessment. The test stations are designed to support young people to become aware of their talents, inclinations, skills and personalities and to confront them with their occupational future.

Comparable nationwide testing and advisory services can also be found in other federal provinces in Austria, some of them are still in development. The special feature of the two testing centres presented is that both are large, innovative facilities, which are very attractive and are designed interactively.

“Berufs-Safari[®]” (career safari)

Objectives

The “Berufs-Safari[®]” enables young people together with their school classes to get to know six different vocational sectors. For this cause, the students go through six different stations. Important basic information on the vocational sectors is conveyed through different activities and practical tasks.

Target group

The target group of this vocational orientation measure are students at the age of approximately 13 to 15 who take part at the “Berufs-Safari[®]” together with their class.

Executing organisation

The “Berufs-Safari[®]” takes place at the institute for business development (WIFI) in Innsbruck, Tyrol. The institutes for business development are part of the County Chamber of Commerce in Austria and are represented in all nine federal provinces in Austria with their respective provincial organisations and agencies.

board game “Abenteuer Berufswahl”/ Adventure Career Choice

Objective

The board game “Abenteuer Berufswahl” is designed for young people and aims at giving insights into the topic of career or educational choice. Another goal is to (implicitly) familiarise young people with a few important aspects of educational and career choice.

Target group

The board game is designed for young people ages 12 onward and can be used in schools, youth centres and families.

Publisher

The board game was published by the working group on economy and schools (AWS), which is located as a project in the ibw – Research & Development in VET.

Further notice: Further examples for innovative vocational orientation tools and measures can be found in the Good Practice Guideline of the project “BOQua”.

2.1.2 Measures of vocational orientation for young people: Gaining interactive insights

Exemplary excerpt of innovative tools:

WhatchaSkool / Whatchado

Objective of WhatchaSkool

WhatchaSkool directly visits schools with their motivational seminars in order to activate young people for the topic of educational and career choice. Aside from providing young people information on occupations, WhatchaSkool's aim is to motivate students and inspire them to deal with their own future professional career. Furthermore, a short introduction to the Watchado platform, which presents professional careers in the form of interviews, is given. The platform is available in German as well as partly in English.

Target Group

WhatchaSkool is aimed at young people from 14 to 18. The lectures are given in front of large groups (classes or whole schools).

Institutions involved and financing

WhatchaSkool is a project realised by Whatchado. Whatchado is a start-up project in the German-speaking area, which is located in the Human Resource area and offers a video platform with interviews on the professional career of thousands of people.

Online-Tool www.bic.at

The "Berufsinformationscomputer" (vocational information computer) or BIC is an online tool for vocational information which supports people of all ages who seek information on vocational orientation as well as consultants or vocational information specialists. BIC.at is used in vocational orientation in schools as well as outside of schools and for self-information.

Aside from extensive information on over 1,800 occupations on all levels on qualifications (including apprenticeships), BIC.at also offers suggestions for the choice of occupation and the application process, an interest profile, a range of materials, films, photos and various service materials. The interest profile in particular is also offered in multiple languages, which is in high demand due to the current challenge of providing orientation for refugees. (see www.bic.at)

Further notice: Depending on the country the workshops take place, different vocational orientation platforms, tools and websites can be presented and thematised when discussing different measures.

2.1.3 Gaining practical insights and experience as a vocational orientation specialist

Two practical examples (Austria – region-specific offers)

Duration: The trial days are a three-day event.

Objective: Concrete insights into occupations and business processes for (new) teachers.

Target group: (new) teachers

Practical training for teachers

The campaign “Betriebspraktika für LehrerInnen” (practical training for teachers) in Vienna is a cooperation of the Vienna Economic Chamber, the University College of Teacher Education in Vienna (KPH), the Vienna Schools Council, the Economic Forum of Managers, the Vienna Economic Society, and the Initiative for Teaching Entrepreneurship.

(Legal) framework: The practical training is considered an offer by the University College of Teacher Education (KPH) as teacher training. This circumstance means that registering the participating teachers with the regional health insurance is not necessary.

Process / Activities: Prior to the practical training, teachers announce their fields of interest. It is attempted to match the teachers with suitable cooperating businesses according to their interests and desires. During the practical training, the teachers can gain insights into business processes to a varying extent. The scope ranges from watching to trying out individual activities. (see WKO 2017)

“Wirtschaftstage”: Practical training for new teachers (Economic Society Vorarlberg/VVG)

The practical training takes place within the so-called “Wirtschaftstage” (business days) and is organised and carried out by the Economic Society Vorarlberg in cooperation with the Schools Council of Vorarlberg, the University College of Teacher Education in Vorarlberg and a number of other businesses in Vorarlberg.

Process / activities: The Business Days are a three-day event. Inputs and lectures are given by different representatives of companies in order to give insights into their work. Furthermore, visits (trial days) take place in cooperating companies.

Legal framework: Due to legal reasons, teachers are not allowed to actually work at the company. The practical training focuses on observing, asking questions, getting to know the different occupations and trying out activities under supervision. Therefore, the participants do not need to be registered with health insurance or social insurance since insurance protection is available due to the participants’ student status. (see Vorarlberg News 2017)

2.2 B.2 (Legal) frameworks for planning, organising and performing practical measures of vocational orientation

For this section of the workshop various material is provided for planning, preparation, implementation and follow-up work of practical vocational orientation measures. After having completed the module, participants are able to organise, implement and process vocational organisation measures such as company visits or trial days and have acquired knowledge they can apply.

The following materials for planning, organising, implementing and follow-up work of practicable vocational orientation measures are provided and are supplemented together with the participants and their own professional experience:

- Checklist “Planning and organising company visits” (for course sections A1/B2)
- Protocol “Company visit”, which the participants will fill with notes during a company visit and which serves as a basis for requests during a company visit as well as for debriefing (for course sections A1/A2/B2)
- Critical reflection sheet “Company visit” (for course sections A1/A2/B2)

The work materials quoted serve different purposes: On the one hand, they help the workshop leaders to plan and implement company visits (see chapter 1.1), on the other hand the materials are passed on to the vocational orientation specialists and are designed to provide future assistance for their occupational routine.

It is also important to notice that the legal framework of practical vocational orientation measures is discussed (e. g. insurance groups, social security registration etc.) and clarified prior to every practical vocational orientation measure.

3 C.0 The craft sector between tradition and innovation

In this workshop unit, the participants of the further training module “occupations in the craft sector” discuss the craft sector in the interplay between tradition and innovation.

3.1 C.1 Virtual techniques in the craft sector

Many occupations in the craft sector are currently subject to transitions, often due to so-called mega trends such as digitalisation and technological progress/change. In the course of this further training model, it is discussed what digitalisation in the craft sector means: Which virtual techniques are used? How do work processes and procedures change? Which requirements are laid down for specialists due to technological transformations? Moreover, the participants learn to what extent different occupations and fields of activity in the craft sector are subject to certain changes due to virtual techniques and digitalisation.

As a working material for this section, the specifically designed factsheet “Digitalisation in the craft sector” (see work material C1) is available. This factsheet contains concrete examples of how digitalisation and virtual techniques can transform work processes in occupations in the craft sector.

Technologies and digitalisations can facilitate work processes in a number of ways, but the use of technologies still requires profound knowledge and (manual) artisan skills and can even expand the profile of requirements (IT-expertise etc.). With regards to digitalisation in the craft sector, the size of the company, and with it the small and medium-sized enterprises which dominate the craft sector, cannot be disregarded. Often, smaller companies cannot make investments in large-scale technical or virtual solutions, although these investments would be highly useful. Nevertheless, digital and virtual techniques have also reached the craft sector, which the examples on the factsheet show (see work material C1).

Didactic implementation:

Step 1: Exchange of experience within the group

The trainer asks the participants which (personal or job-related) experiences they have made with digitalisation in the craft sector. The answers are collected on a whiteboard or poster.

Step 2: Lecture with PowerPoint presentation

With a PowerPoint presentation (see presentation C1), the topic of “The craft sector between tradition and innovation” is discussed and it is explained what digitalisation can mean for the craft sector. The main focus of the (interactive) lecture lies on concrete practical examples: With the help of photos, videos and websites, the participants learn which effect digitalisation can have on individual occupations in the craft sector. Finally, the group can discuss what virtual techniques in the craft sector mean for the requirement profile of artisan occupations.

4 D.0 Current and future challenges and opportunities for occupations in the craft sector

4.1 D.1 Gender and career choice: Women in the craft sector

This section focuses on gender sensitive vocational orientation. Participants discuss standards, approaches and objectives of gender sensitive vocational orientation. Moreover, data concerning “women in the craft sector” (apprentice quota, drop-out quota, achievements, completion of apprenticeship, employment sectors etc.) can be presented and discussed together.

Task:

Participants deal with the following questions individually and in a subsequent group work (tandem):

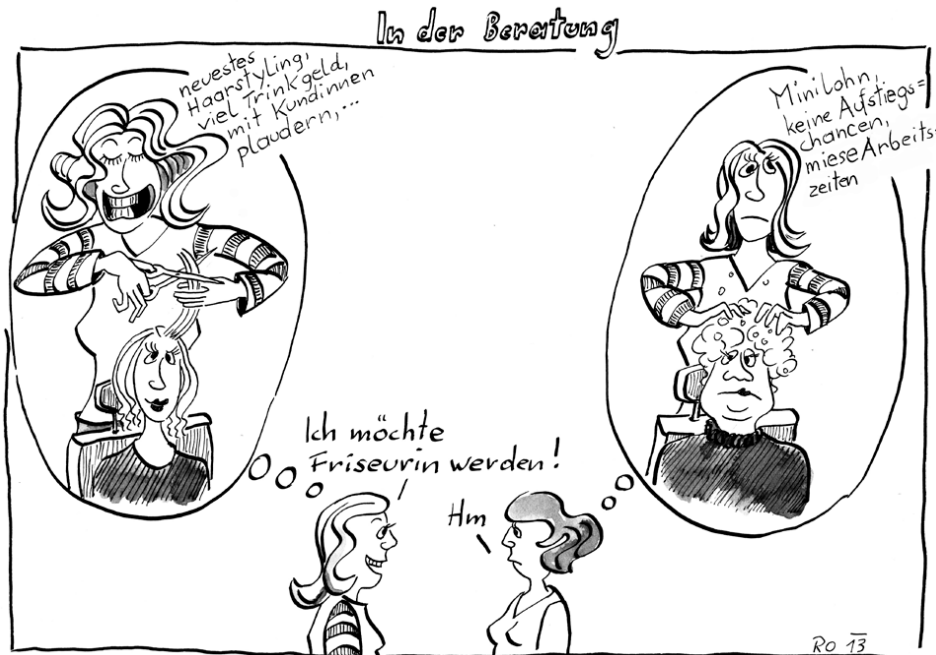
- What does gender sensitive vocational orientation mean for me and what does it take into account?
- What does gender sensitive vocational orientation mean for dealing directly with students or clients (according to my own estimations, experiences...)?

Task:

With a picture, the objective of gender sensitive vocational orientation is examined. It is neither about urging girls into typically male professions nor to keep them from learning a typical female profession. Rather, the objective is for boys and girls to deal with their own interests, strengths and skills and with external influences on their career choice. This means, the objective is a self-determined career choice.

Discussion question:

- What would a gender sensitive approach look like for me in this situation?



Source: Ulrike, Rostek, published in *Bildungsberatung im Fokus*, 1/2013

Translation: Headline: "Vocational guidance"; Top left hand side: "New hairstyling, generous tip, talking to clients,..."; Middle: "I want to become a hairdresser." Top right hand side: "Low wages, no promotion opportunities, terrible working hours."

In the process of vocational orientation, the fundamental questions are: "What do I want to learn?", "How do I want to design my professional future?", "What does my life concept look like?", "How can I develop / transform in future?". These questions are always linked to social images, values and role models. The vocational orientation specialist's ideas will encounter the ideas of their clients. (see Ewers/Schallert 2014, p. 10)

Gender sensitive consultation means that attributions are questioned and professional decisions are critically reflected and it is questioned if these decisions were taken self-determinedly and if the clients are aware of the different outside influences (parents, peer group, teachers etc.) with regards to gender-typical career choices. In the vocational orientation process, it is again significant to enable young people an insight into many careers and occupational sectors, without classifying certain activities alongside of gender stereotypes. For vocational orientation specialists, it is important to use gender sensitive material, documents, images and language and to avoid attributions based only on certain categories such as the clients' gender.

The factsheet "Gender sensitive vocational orientation" (see work material D1) provides participants with information on...

- Standards of gender sensitive vocational orientation,
- Practical approaches for implementation and consultation,
- Influence factors on the vocational orientation process of girls and boys.

4.2 D.2 Transformation of the working environment and the working world (focus: occupations in the craft sector)

The participants of the workshop are already familiar with many contents concerning occupations in the craft sector when the topic “Transformation of the work environment and the working world in the craft sector” is explored in the course of the further training module. In this modular section, participants recap the changes, opportunities and challenges in the craft sector. First, the participants discuss and make notes to the following questions in small groups:

- What are the current and future **opportunities** for (particular) artisan occupations?
- What are the current and future **challenges** for (particular) artisan occupations?
- What are the current and future **transformations** in the craft sector?

The participants can resort on their repertoire of experiences, knowledge received from company visits or the course content. Following the brainstorming in small groups, discussion questions are reviewed in plenary. The trainer records the participants’ thoughts on the discussion questions on a whiteboard or poster.

In this context, the following topics can be discussed or actively introduced to the discussion by the seminar leaders:

- **Online presence and the transformation of customer communication** (incl. social media, web configurators for products, e-showrooms, status tracking of orders etc.) → this enables competitiveness, but requires investments
- **Digitalisation of administrative processes** (automatized stock and ordering, time recording etc.)
- **Digitalisation of work processes** (3-D-printers, digital measurement, use of drones e.g. for roofing, 3-D-planning, CAD, digital manuals etc.) → transformation of work processes, efficiency enhancement
- **Opportunities and challenges for women in the craft sector** (lack of part-time work / family (un)friendliness in the craft sector?, child care etc.)
- **Lack of specialists and its impact** (career possibilities in the craft sector, overtime due to skills shortage etc.)
- ...

5 Teaching and learning materials

There are worksheets, factsheets, check lists, critical reflection sheets and other materials provided for all workshop sessions:

Document abbreviation (for the corresponding course sections)	Work materials
Introduction	Agenda
A1	Overview table: Vocational information videos on occupations in the craft sector (German and English)
A1	Presentation „Professions in the craft sector“
A1_B2	Checklist “Planning and organising company visits/ explorations”
A1_A2_B2	Protocol “Company visit”
A1_A2_B2	Critical reflection sheet “Company visit
B2	Presentation „Innovative tools and measures for vocational orientation“
C1	Factsheet “Digitisation in the craft sector”
C1	Presentation “Digitisation in the craft sector”
D1	Factsheet “Gender sensitive vocational orientation”

6 Literature

DYB (n.d.): Digitalisierung im Handwerk. Wer als erster kommt... <https://digitalize-your-business.de/digitalisierung-im-handwerk-wer-als-erster-kommt/>

Ewers, Karin; Schallert, Daniela (2014): Gender- und Diversity-Standards in der Bildungsberatung. Ein Wegweiser. Vienna: abz*Austria.

Handwerk Magazin (2016): Drohnen fürs Handwerk: Automatisierte Bauwerksüberwachung. [W](#)

Handwerk Magazin (2016): Schnell und individuell: Wandfarbe per Online-Konfigurator. <http://digitalisierung-im-handwerk.handwerk-magazin.de/schnell-und-individuell-wandfarbe-per-online-konfigurator/>

Hartmann, Sarah Kristin (2014): Determinanten der gender-sensiblen Einstellung zur Berufsfindung und deren Einfluss auf Wunschberufe – Eine Untersuchung an Schulen der Sekundarstufe 1. Dissertation. Karlsruhe.

Konrad Adenauer Stiftung (2017): Methodeneinsatz – Einstiegsmethoden. Accessible at: <http://www.kas.de/wf/de/71.9271/>

VDC (2016): Virtuelle Techniken im Handwerk. <http://www.vdc-fellbach.de/files/Whitepaper/2016-VDC-Whitepaper-Virtuelle-Techniken-im-Handwerk.pdf>

Vorarlberg News (2017): Junglehrerinnen und -lehrer schnuppern in heimischen Betrieben. <http://www.vorarlberg.com/news/co:austria:apa:vlk/artikel/junglehrerinnen-und--lehrer-schnuppern-in-heimischen-betrieben/cn/news-20110415-04184739>

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ZDH (2017): Digitale Geschäftsmodelle – Made in Germany auf der IHM 2017 https://www.zdh.de/fileadmin/user_upload/presse/Pressemeldungen/2017/0316-Regionalkonferenz.pdf

ZDH (2017): Zwischen Tradition und Innovation: Das Handwerk wird digital. https://www.zdh.de/fileadmin/user_upload/presse/Pressemeldungen/2017/0302-Bitkom-Umfrage.pdf

Zerbel, Miriam (2016): Die Digitalisierung hat das Handwerk erfasst. <https://www.welt.de/regionales/bayern/article157518419/Die-Digitalisierung-hat-das-Handwerk-erfasst.html>

7 Links

Online-Vocational Information tool BIC: www.bic.at

KidZania: <http://www.kidzania.com/what-is-kidzania.html>

Lehrlingswelten: <http://www.lehrlingswelten.at/>

Werkraum Bregenzerwald: <http://werkraum.at/>

Whatchado (English): <https://www.whatchado.com/en>

Whatchado (German): <https://www.whatchado.com/de>

AGENDA

Further training module “occupations in the craft sector”

Day 1 – Specific theory and practice: practical insights into occupations in the craft sector

Duration: 8:00 – 16:30

Date: _____

Time	Duration (min)	Content	Material	Method
8:00	15	Welcoming the participants and a short introduction round		Introductory method
8:15	15	Introducing contents and objectives of the workshop; Answering questions	Agenda	Introductory method; round of introduction
8:30	150	Insights into different subsets of occupations in the craft sector (food, construction, leather/textile etc.) and discussion (changes of professions etc.)	PowerPoint presentation Videos on occupations in the craft sector	Lecture based on PowerPoint presentation Interactive learning (individual research using laptops/tablets; videos) Group discussion
11:00	20	Morning break		
11:20	60	Organising vocational orientation measures (Legal) framework for practical measures of vocational orientation (trial days, company visits, practical trainings etc.)	Factsheets / checklists	Lecture Group discussion of factsheets and checklists Group discussion / exchange of experiences
12:20	40	Lunch break		
13:00	210	Practically experiencing occupations in the craft sector	Company visit; protocol / notes	Practical insight/company visit

Further training module “occupations in the craft sector”

Day 2 – Teaching methodology: innovative tools and measures in vocational orientation (Focus: occupations in the craft sector)

Duration: 09:00 – 16:00

Date: _____

Time	Duration (min)	Content	Material	Method
09:00	30	Repetition of the previous content and critical reflection of experience gained during day 1's company visit	Critical reflection sheet: “Company visit”	Oral repetition / lecture Individual / group work based on the critical reflection sheet with subsequent discussion
09:30	120	Introducing innovative approaches, tools and measures of vocational orientation and consultation Examples: miniature workshops (“Kreative Lehrlingswelten”), KidZania England, vocational information and orientation platforms, Whatchado etc.	Good Practice Guideline “BOQua” PowerPoint presentation	Lecture based on PowerPoint presentation Interactive learning (videos, photos, websites) Exchange of experience in the group
11:30	60	Lunch break		
12:30	210	Practically experiencing occupations in the craft sector	Company visit; protocol /notes	Practical insight/ company visit

**Further training module “occupations in the craft sector”
Day 3 – The craft sector between tradition and innovation**

Duration: 09:00 – 16:00

Date: _____

Time	Duration	Content	Material	Method
9:00	30	Repetition of the previous content and critical reflection of experience gained during day 2's company visit	Critical reflection sheet: “Company visit”	Oral repetition / lecture Individual / group work based on the critical reflection sheet with subsequent discussion
9:30	60	Occupations in the craft sector between tradition and innovation: How do digitalisation and virtual techniques transform the craft sector?	PowerPoint presentation incl. videos Factsheet “Digitalisation in the craft sector”	Exchanging experience within the group: Personal (private/professional) experience of digitalisation in the craft sector Lecture based on PowerPoint presentation Interactive learning (videos)
10:30	20	Morning break		
10:50	40	Continuation: Digitalisation / innovation / VR: Which opportunities and changed requirements arise from the transformation of the working world?	See above	Lecture assisted by PowerPoint presentation (continuation, see above) Interactive learning (videos) Exchange of experience/ discussion
11:30	60	Lunch break		
12:30	210	Practically experiencing occupations in the craft sector	Company visit; protocol / notes	Practical insight/ company visit

Further training module “occupations in the craft sector”

**Tag 4 – Critical reflection and analysis skills for specialists in vocational orientation:
Current and future challenges and chances in the craft sector**

Duration: 09:00 – 16:00

Date: _____

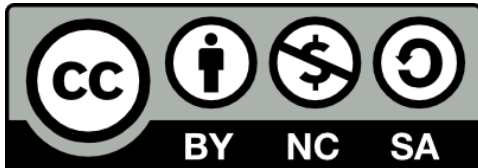
Time	Duration	Content	Material	Method
09:00	30	Repetition of the previous content and critical reflection of experience gained during day 3's company visit	Reflection sheet: “Company visit”	Oral repetition / lecture Individual / group work based on the critical reflection sheet with subsequent discussion
09:30	60	Focus: Women in the craft sector Gender sensitive vocational orientation: Promotion of a self-determined career choice How can vocational orientation contribute to gender equality?	Factsheet: “Gender sensitive vocational orientation”	Individual work: What does gender sensitive vocational orientation mean to me? + subsequent round of discussions in the plenary Group discussions initiated by a picture relating to gender sensitive vocational orientation Discussion of the factsheet
10:30	15	Morning break		
10:45	45	Reflection, analysis and repetition of the topic transformation of the working world (individualisation, digitalisation etc.) and the involved impact on occupations in the craft sector Current and future challenges and changes of occupations in the craft sector	Discussion questions	Group discussion based on discussion questions
11:30	30	Lunch break		
12:00	210	Practically experiencing occupations in the craft sector	Company visit; protocol / notes	Practical insight / company visit
15:30	30	End of workshop: conclusion, round of feedback		Round of feedback/suggestions

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