



Introduction to the further training module

“Vocational orientation in the craft sector”

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1. Explanation and aim of the further training module

Within the project “BOQua” the European qualification concept “Fachkraft Berufsorientierung” (vocational orientation specialists) led by the college of education Schwäbisch Gmünd is developed along with four European project partners from Spain, the United Kingdom, Slovenia and Austria. In the course of the concept’s development **five independent Workshops** are designed as **qualification measures for (future) specialists in the vocational orientation sector**. Case studies with the advisory staff as well as country-specific analyses of good-practice examples for the successful application of vocational orientation measures build the basis for the qualification concept as well as the elaboration of the further training module which aims at adequately preparing specialists for vocational orientation for their professional activity. These analyses show which know-how, knowledge and skills are particularly relevant for specialists of vocational orientation and which innovative measures and activities exist in the vocational orientation sector. This information basis is used as foundation on which each further training module for (future) vocational orientation specialists is designed.

As a whole, five independent further training modules for specialists in the vocational sector are developed within the project “BOQua”. Every further training module focuses on a different vocational sector with an emphasis on apprenticeships. In the present module, vocational counsellors for jobs in the craft sector are qualified.

Overall, the following five modules are developed:

- Further training module “occupations in the craft sector”
- Further training module “technical and industrial occupations”
- Further training module “commerce and trading occupations”
- Further training module “service occupations / tourism”
- Further training module “green professions / plants and animals sector”

Objectives of the further training module

The further training module “occupations in the craft sector” is linked to a number of direct and indirect objectives.

The **direct objectives** of this module are the following:

- expansion and promotion of knowledge, skills and competences in vocational orientation and guidance in regards to a special vocational sector;
- support of familiarisation with different occupations in the crafts sector, as well as the therefore required hard and soft skills and the respective job-specific working environment;
- familiarisation with and exchange of information on different innovative and practicable vocational orientation methods, measures and activities;
- reflection of requirements of future specialists in the vocational sector, i. e. against the background of the change of the working world;
- promotion of a high quality vocational orientation process;

- promotion of practical experience and concrete impressions of different occupations by the advisory staff.

The **indirect objectives** comprise of the following:

- quality increase of the process of career choice for youths and other target groups of vocational orientation
- contribution to avoiding drop-outs by providing a helpful vocational orientation for young people.
 - (Training) companies also profit from a high-quality career choice process focusing on youths becoming aware of their strengths, interests and talents and consequently making a career decision.

Target group of the further training module and participation requirements:

The module's target group are skilled workers, who are already active in the vocational orientation and consultation sector, as well as people who want to work in this sector. Due to the composition of the target group, it is important to consider that the further training module does not only broach the issue of general aspects of vocational orientation without any further informational content for people who are already working in this sector but on the other hand also does not require a high amount of prior knowledge and experience.

Contents of the module:

- Overview of occupations in the craft sector, necessary hard and soft skills and the working environment
- Vocational training and further training and career in the craft sector
- Realistic and practical insights into different occupations in the craft sector (videos, Whatchado, company visits)
- Transformation of the working world in the craft sector: i. e. reflecting and analysing the question: How do particular occupations in the craft sector transform due to digitalisation?
- Gender-sensitive consultation process: Reflection of the topic "Women in craft trades"
- Innovative methods, tools and approaches of the vocational orientation process

Work processes, knowledge, and skills covered by the module:

By conveying the further training module's contents, the following **work processes** are addressed and covered by vocational training specialists:

- Passing on experience and well-founded information on occupations, vocational and further training possibilities
- Supporting youths during the vocational orientation process: providing information to (further) vocational orientation measures / activities, possibilities of trial days, practical trainings etc.
- Encouraging motivational and critical reflection processes: encouraging young people to critically reflect on the changes in the working world, their own concept of life, their strengths, interests, talents etc.
- Networking, collaborate with and give insights into businesses and practice
- Addressing trends and changing needs in the job market

Knowledge, competences and skills are especially strengthened in the following areas:

Specialist knowledge

- Vocational and further training possibilities in the craft sector
- Job profiles in the craft sector
- Requirements in the job market
 - Demanded knowledge, competences, skills
 - Knowledge of the regional job market (incl. contact with businesses, further training projects etc.)
 - Transformations in the working world / job market
- Vocational orientation tools and resources (websites, apps, brochures, video portals etc.)
- Legal frameworks (for trial days, practical trainings, company visits etc.)
- Knowledge and awareness of factors influencing the individual vocational orientation process of young people (teachers, peer group, parents etc.)

Competences in the (new) media sector

- IT competency in the area of vocational orientation
- Digital literacy: acquisition and evaluation of information in the area of vocational orientation

Communication competences

- Gender sensitive vocational guidance
- Motivating conversations

Didactic skills

- Knowing possible uses of different (modern) media in the vocational orientation process
- Motivating competence

Organisational competences

- Time and project management
- Networking
 - Gaining experience in and with businesses as well as exchanging experiences with other job counsellors / players in the sector of vocational orientation and guidance

Soft skills

- Open-mindedness for changes
- Showing personal initiative
- Reflection skills
- Gender sensitivity

Willingness for further training

- Keeping up-to-date with vocational orientation methods, measures, activities and tools as well as (transformation of) occupations

2. Framework of the module

Time frame

The further training module on vocational orientation in the craft sector, which is aimed at people active or interested in being active in the sector of vocational orientation, consists of four training days. Every training day enables participants to acquire special competences, job-specific expertise and also offers a concrete insight into different occupations in the craft sector.

Framework conditions of the learning

The workshop is based on the understanding that theoretical knowledge transfer is optimally complemented with own experience and practice. In this sense, the individual training days consist of theoretical input on methods, tools, and resources of vocational orientation and occupations in the craft sector. Insights into practice are also added to the theoretical stage every day. Videos depicting different occupations in the craft sector are shown and discussed. Furthermore, the groups are visiting companies to provide the participants with a realistic insight in the working world of occupations in the craft sector. At the start of each training day, the experience gained during the company visit can be reflected upon within the group. Additionally, after the final workshop day, the participants of the further training module are able to complete a self-organized practice day in a job in the craft sector in order to gain individual experience and profound insights into the vocational sector.

It is also possible to have two workshop days focusing on theoretical input and two days of company visits (course block “theoretical input” and course block “company visits”) instead of having both theory and practice parts on each day.

Choosing companies for company visits:

When choosing companies, it is important to choose both companies which practice crafts traditionally as well as companies which use modern technical conditions to their benefit. Furthermore, a company visit can be done in a way that various craft trades can be covered (e. g. a construction site, if the safety regulations allow visit). Didactically, it is advised to discuss a relevant topic in the morning of a workshop day (women in the craft sector, digitalisation in the craft sector) and to choose an appropriate company visit accordingly.

Necessary technical equipment

The conference room for the theoretical parts of the further training module “occupations in the craft sector” has to be equipped with a laptop and a projector. Modern tools and instruments as well as web platforms for vocational orientation are used to convey some of the contents of the further training module. This means, a functioning internet connection has to be guaranteed. Depending on the content and form of the group work, it can also be reasonable to equip each participant with a laptop during the workshop.

Number of participants

The number of participants is optimally limited to a small group. This is advised especially for the company visits. These visits can also take place in smaller craft businesses, which means that the workshop should aim for a smaller group size (up to 15 participants) for the training.

3. Recommended materials for the further training module

In this chapter materials can be found (in particular guidelines, books and manuals), which served as a basis for the conception of the further training module and which are recommended as supporting documents for all those working in vocational orientation or wanting to implement the further training module.

While designing the further training module and the materials, it was carefully taken into consideration to provide enough materials without country-specific context to ensure the successful implementation of the further training module in other countries. Nevertheless, it is advised to take country specifics into account (legal frameworks, job profiles etc.) when implementing the further training module and to use appropriate materials accordingly.

Materials for methods, techniques, and tools in vocational orientation and guidance

Materials (German):

- AMS/abif: Methoden- und Praxishandbücher des AMS/abif zu (zielgruppenorientierter) Bildungs- und Berufsberatung: <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/amshandb.asp?first=0&hb=1&sid=982675523>
Examples:
 - Praxishandbuch: Methoden der allgemeinen Berufs- und Arbeitsmarktorientierung
 - Praxishandbuch: Methoden der Berufs- und Arbeitsmarktorientierung für Jugendliche
 - Methodenhandbuch für die Berufsorientierung an Schulen
- Brüggemann, Tim; Rahn, Silvia (2013): **Berufsorientierung: Ein Lehr- und Arbeitsbuch.** Waxmann Verlag.
- Götz, Rudolf; Haydn, Franziska; Tauber, Magdalena (2014): **Beratung: Ansätze – Formate – Prozess.** <http://erwachsenenbildung.at/themen/bildungsberatung/begriffsbestimmung/beratung.php>
- Hammer, Karsten; Ripper, Jürgen; Schenk, Thomas (2015): **Leitfaden Berufsorientierung: Praxishandbuch zur qualitätszentrierten Berufs- und Studienorientierung an Schulen.** Gütersloh: Bertelsmann Stiftung, Netzwerk Schulewirtschaft, MTO Psychologische Forschung und Beratung GmbH.
- Heiling, Anneliese (2010): **Beratung in Bildungszusammenhängen. Digitales Manual und Arbeitsunterlage.** Wien: Die Wiener Volkshochschulen GmbH Abteilung Pädagogik.

Materials (English):

- Commonwealth of Learning (o.J.): **Counselling for Caregivers. Unit 8: Career and Vocational Guidance.** http://oasis.col.org/bitstream/handle/11599/395/CFC_Unit_8.pdf?sequence=11&isAllowed=y
- Lunenburg, Fred C. (2010): **Communication: The process, Barriers, And Improving Effectiveness.** In: Schooling. Volum1 / Nr. 1. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf>

- National Centre For Supporting Vocational And Continuing Education (2013): **Methods, techniques and tools to diagnose competences.** Euroguidance.
https://www.ess.gov.si/files/5433/methods_techniques_and_tools.pdf

Documents and videos on the topic of occupations in the craft

- Vocational information computer: www.bic.at
- BR alpha videos on occupations in the craft sector:
<http://www.br.de/fernsehen/ard-alpha/sendungen/ich-machs/index.html>
- Database of occupations incl. videos: <http://www.berufsinfo.org/datenbank/berufe>
- Career videos of the AMS (public employment service): www.karrierevideos.at
- Video platform „Whatchado“ on vocational information and vocational biographies (interview format) : <https://www.whatchado.com/de/jobinfo> (German);
<https://www.whatchado.com/en/> (English); for more videos in English see also: work materials A1 vocational information videos

Handouts on company visits, practical trainings and trial days (including checklists, information on preparation and follow-up work for company explorations for businesses and teachers, feedback questionnaires etc.)

- Guidelines for company explorations:
http://www.bic.at/downloads/at/broschueren/betr_erk_web.pdf
- Guidelines for company visits (English): Plant Tour Guide:
<http://www.nam.org/Advocacy/Plant-Tour-Guide--Showcase-Your-Plant-and-Build-Relationships/>
- Practical trainings for teachers as a region-specific example for a practical form of vocational orientation for vocational orientation specialists of vocational orientation (regional good practice example of Austria):
https://www.wko.at/site/bildungspolitik/WK_Wien_startet_Aktion_Betriebspraktika_fuer_Lehrer_.html

Info sheets and presentations on the topics

- Innovative tools and measures in vocational orientation
- Occupations in the craft sector:
 - Practical insights in craft professions
 - The changing nature of work – digitalisation etc.
 - Gender sensible vocational orientation: Women in the craft sector
- Legal and didactic frameworks for company visits, practical trainings and trial days

The materials specifically designed for this further training module are provided as teaching and learning materials.

4. Didactic structure

A tabular overview of the **contents of the further training module** “occupations in the craft sector” can be found in the enclosed **content table**.

The enclosed **rough concept** breaks down which contents are conveyed on which days, which aims are connected to them and which methods are used. The kind of learning assessment and examination, necessary materials and the seminar venue’s necessary equipment are part of the basic concept.

Furthermore a **detailed (temporal) schedule** broken down into the individual training days was developed.

Course contents:

The module is aimed at enabling participants to gain valuable and realistic insights into the world of occupations in the craft sector. With this in mind, company visits should enable realistic insights into occupations in the craft sector and contribute to learn about the shifts in the craft sector, the necessary hard and soft skills for different professions etc. Additionally, to cover and make visible the wide range of occupations in the craft sector, videos of people practicing and talking about their profession are used. There are a number of vocational information videos by different vocational information platforms for the German and English speaking market (see chapter 3).

The course discusses in theory as well as practice-oriented, how occupations in the craft sector are subject to change (due to digitalisation etc.), what these changes mean for different occupations, which work is performed in different occupations, and which hard and soft skills are needed for these occupations. Furthermore, the aspect of women in the craft sector is dealt with in the course.

People working in the field of vocational orientation have to be qualified in the field of occupations in the craft sector as well as possessing further skills, which are of course covered in the further training module. These skills include techniques and methods in the consultation process, conversational skills, motivational skills, social and networking skills, didactical competences, media literacy etc.

Competences, skills, and knowledge participants acquire during the further training module

Competences / Skills / Knowledge	Objectives
The learners know the following at the end of the module	
Specialist knowledge	<ul style="list-style-type: none"> • The learners know and are able to describe occupations in the craft sector including the working environments, work profiles and hard and soft skills necessary for specialists to pursue the individual occupations. • The learners are able to put their practical or practice-relevant experiences concerning different professions in the craft sector into the context of vocational orientation and consultation. • The learners can comprehend and characterize the shifts of

	<p>different occupations and in the working world (due to digitalisation etc.) and can deduce changing requirements in the craft sector.</p> <ul style="list-style-type: none"> • The learners are able to critically reflect requirements for future specialists in the craft sector with regards to the shifts in the working world and can relate these requirements to the day-to-day consulting process.
Skills and competences in the field of (new) media	<ul style="list-style-type: none"> • The learners can evaluate how the targeted use of different (new) media can contribute to the vocational orientation and consultation process. • The learners know and are able to use new media, websites, applications etc. in order to acquire information in the area of vocational orientation.
Communication skills	<ul style="list-style-type: none"> • The learners can describe quality characteristics of an effective and gender sensitive consultation process and can transfer these to their own working context. • The learners are able to describe characteristics of an effective and gender sensitive communication (verbally/non-verbally, active listening) and apply them to their own working context.
Didactic skills	<ul style="list-style-type: none"> • The learners know innovative, practicable measures, tools and methods of vocational orientation and know how to apply them.
Organisational skills	<ul style="list-style-type: none"> • The learners are able to plan / develop measures within the context of vocational orientation. • The learners can determine relevant vocational orientation specialists / people specialised in the vocational orientation process of young people and can use these contacts. • The learners know the (legal) frameworks for particular measures of vocational orientation (e. g. company visits, trial days) and know where to gather more information regarding this matter.
Social skills	<ul style="list-style-type: none"> • The participants' social skills (e. g. meaning of an open mind for changes, gender sensitivity, critical reflection skills) are strengthened by the module.

5. Applied teaching and learning methods

In the further training module “occupations in the craft sector” various teaching and learning methods are used. The advantages of the individual methods and the added value of the methods for the participants are explained subsequently.

Method 1: Activity-oriented learning through concrete practical insights

Activity-oriented learning and concrete insights into practice by specialists in the craft sector are done above all by organising company visits (practical experience in the vocational sector) or by interactive teaching (e. g. use of videos).

The participants profit from this method in many ways. The training participants

- ... experience the most important workflows / working processes in different professions.
- ... gain insights in companies and operational processes as well as structures.
- ... get to know occupational profiles and are confronted with physical and mental stress factors of the individual professions.
- ... recognize which competences (soft and hard skills) are necessary in different professions.
- ... establish contact with the working world or further develop it.

As a whole, this method encourages the mutual understanding between vocational orientation specialists and companies. This then helps to build up a helpful and experience-based vocational orientation.

In order to convey the theoretical groundwork (albeit with practical relevance in the areas of conversation, legal frameworks for practical trainings / company visits etc.), the following methods are used:

Method 2: Specialist presentation

Condensed information relevant for the occupational routine of specialists in vocational orientation are processed didactically and presented with the help of appropriate materials (PowerPoint presentations, videos, flip charts etc.).

Resources needed: leaflets on all discussed topics; presentations or vocational information videos; videos of the “Whatchado” platform in which people report on their occupations, work processes, necessary competences etc.

Method 3: Individual / group work

By providing phases of individual or collective learning, participants are able to strengthen, apply or try out what they have learned. Depending on assignments and input, individual work or group work can be possible.

Method 4: Critical reflection

In order for the participants to take up, process and exchange what they have learned and experienced, critical reflection elements are integrated. These include rounds of questions and discussions during and after the training sessions or company visits. Optionally, there exists the possibility of keeping an experience diary or protocol to record important realizations and impressions.



Tabular content overview of the further training module “occupations in the craft sector”

	Section title	Work steps / course contents	Documents / materials
A0	PRACTICAL INSIGHTS INTO OCCUPATIONS IN THE CRAFT SECTOR	Practical discovery of occupations in the craft sector	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 5-6
A1	Practical and practice-relevant insights into occupations in the craft sector	Getting to know occupations in the craft sector Job profiles, working environment and conditions, required hard and soft skills, shifts in the working world, prospects, possibilities of vocational training and further training, alternative career paths etc. Company visits, videos (Whatchado etc.)	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 5-6 <u>Teaching and learning material:</u> <ul style="list-style-type: none"> – presentation A1: professions in the craft sector – protocol A1_A2_B2: company visit – reflection sheet A1_A2_B2: company visits – checklist A1_B2: company visits – tabular list A1: vocational information videos
A2	Critical reflection of practical insights	Exchange of experience and critical reflection (especially after company visits)	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 6 <u>Teaching and learning material:</u> <ul style="list-style-type: none"> – reflection sheet A2_B1: company visits – protocol A1_A2_B2: company visit
B0	SPECIFIC THEORY AND DIDACTICS: TOOLS, APPROACHES AND MEASURES OF VOCATIONAL ORIENTATION	Introduction to relevant specific theory for (future) specialists in vocational orientation and consultation	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 7-15



B1	Innovative approaches, tools and measures of vocational orientation	Familiarisation and testing of different tools and measures in vocational orientation and consultation with a focus on occupations in the craft sector	Module: "occupations in the craft sector": Teaching and studying materials for the further training module "occupations in the craft sector": p. 9-14 <u>Teaching and learning material:</u> – presentation B1: tools and measures in vocational orientation
B2	(Legal) frameworks for practically relevant measures of vocational orientation	How do I prepare practically relevant measures of vocational orientation? What is important when planning and implementing these measures? Familiarisation with legal and organisational frameworks for trial days, practical trainings, company visits etc.	Module: "occupations in the craft sector": Teaching and studying materials for the further training module "occupations in the craft sector": p. 15 <u>Teaching and learning material:</u> – reflection sheet A1_A2_B2: company visits – checklist A1_B2: company visits – protocol A1_A2_B2: company visit
C0	BETWEEN TRADITION AND INNOVATION: THE CRAFT SECTOR	Analysis of job profiles and their transformations in the area of tension between tradition and innovation	Module: "occupations in the craft sector": Teaching and studying materials for the further training module "occupations in the craft sector": p. 16
C1	Virtual techniques in the craft sector	How do virtual techniques and digitalisation transform job profiles in the craft sector? Which are the transformations and changed requirements of occupations in the craft sector? Concrete examples (videos, pictures, websites etc.)	Module: "occupations in the craft sector": Teaching and studying materials for the further training module "occupations in the craft sector": p. 16 <u>Teaching and learning material:</u> – presentation C1: digitisation in the craft sector – factsheet C1: digitisation in the craft sector



D0	CURRENT AND FUTURE CHALLENGES AND CHANCES IN THE CRAFT SECTOR (Focus: occupations in the craft sector)	Critical reflection of the (changes) of the working world with focus on the craft sector	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 17-20
D1	Career decisions and gender: Women in the craft sector	Critical reflection of the topic “women in the craft sector” Gender sensitive vocational orientation: Promotion of a self-determined career choice	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 17-19 <u>Teaching and learning material:</u> – factsheet D1: gender sensitive vocational orientation
D2	Current and future chances, challenges and characteristics in and of the craft sector	Which are the current and future transformations in the craft sector? Which challenges does the craft sector have to face? Which are the special characteristics (working times, working environment, processes, recruitment etc.) of the craft sector?	Module: “occupations in the craft sector”: Teaching and studying materials for the further training module “occupations in the craft sector”: p. 20

Rough concept for further training module “occupations in the craft sector”

	Day 1	Day 2	Day 3	Day 4
	Specific theory and practice: practical insights into occupations in the craft sector	Teaching methodology: innovative tools and measures in vocational orientation	The craft sector between tradition and innovation	Critical reflection and analysis skills for specialists in vocational orientation: Current and future challenges and chances in the craft sector
	Beginning; Sections A and B	Sections A and B	Sections A and C	Sections A and D
	8,5 hours	7 hours	7 hours	7 hours
Objectives	<ul style="list-style-type: none"> • Gaining insights into the whole bandwidth of occupations in the craft sector • Getting familiar with vocational and further training possibilities as well as alternative career paths in the craft sector • Practically experiencing occupations in the craft sector • Getting to know (legal) frameworks as well as organisational strategies for practical measures of vocational orientation 	<ul style="list-style-type: none"> • Getting familiar with and practical application of approaches, tools and measures of vocational orientation • Practically experiencing occupations in the craft sector 	<ul style="list-style-type: none"> • Getting familiar with and analysis of transformations in the craft sector • Dealing with the consequences which digitalisation and virtual techniques have on occupations in the craft sector • Practically experiencing occupations in the craft sector 	<ul style="list-style-type: none"> • Critical reflection and analysis of transformations, challenges and future opportunities of occupations in the craft sector • Deeper analysis of gender sensitive vocational orientation and the question of how vocational orientation can contribute to gender equality • Practically experiencing occupations in the craft sector
Contents	<ul style="list-style-type: none"> • Organisation of practically oriented measures of vocational orientation • (Legal) frameworks for practical measures of 	<ul style="list-style-type: none"> • Teaching methodology: innovative tools and measures in vocational orientation with a focus on the craft sector 	<ul style="list-style-type: none"> • Occupations in the craft sector between tradition and innovation: How do digitalisation and virtual techniques transform the 	<ul style="list-style-type: none"> • Transformations in the world of work and impacts on occupations in the craft sector • Challenges and opportunities



	Day 1	Day 2	Day 3	Day 4
	vocational orientation <ul style="list-style-type: none"> • Career studies: Occupations in the craft sector • Practical learning: Getting to know occupations in the craft sector 	<ul style="list-style-type: none"> • Practical learning: Getting to know occupations in the craft sector 	craft sector? <ul style="list-style-type: none"> • What are the consequences of digitalisation and virtual reality in the craft sector for occupations and qualification profiles? • Practical learning: Getting to know occupations in the craft sector 	for occupations in the craft sector <ul style="list-style-type: none"> • What does gender sensitive vocational orientation mean and what does it look like? • Practical learning: Getting to know occupations in the craft sector
Methods / duration	<ul style="list-style-type: none"> • 30 min – Welcoming the participants and introduction <i>Method: introduction round (procedure/agenda), answering questions</i> • 150 min – Insights into different subsets of occupations in the craft sector; vocational and further training possibilities in the craft sector <i>Method: lecture assisted by PowerPoint presentation; group work; individual internet researches; videos on occupations in the craft sector; interactive learning</i> • 60 min – Planning and organising of practical vocational orientation measures (company visits etc.) <i>Method: lecture, group discussion / exchange of experiences, discussion of</i> 	<ul style="list-style-type: none"> • 30 min – Repetition and critical reflection of day 1 and the company visit <i>Method: Oral repetition / overview of discussed contents of the lecture, round of questions / clarifying all questions, critical reflection of the company visit with help of the critical reflection sheet</i> • 120 min – Presentation of innovative approaches, tools and measures of vocational orientation (focus: occupations in the craft sector) <i>Method: lecture assisted by PowerPoint presentation; interactive learning (photos, videos, website, presentations of tools and measures in the craft sector) exchange of experiences within the group</i> 	<ul style="list-style-type: none"> • 30 min – Repetition and critical reflection of day 2 and the company visit <i>Method: Oral repetition / overview of discussed contents of the lecture, round of questions / clarifying all questions, critical reflection of the company visit with help of the critical reflection sheet</i> • 60 min – How do digitalisation and virtual techniques transform the craft sector? <i>Method: Exchange of experience within the group: Personal (private/professional) experience of digitalisation in the craft sector; lecture assisted by PowerPoint presentation</i> • 40 min – Digitalisation/VR in the craft sector: changing 	<ul style="list-style-type: none"> • 30 min – Repetition and critical reflection of day 3 and the company visit <i>Method: Oral repetition / overview of discussed contents of the lecture, round of questions / clarifying all questions, critical reflection of the company visit with help of the critical reflection sheet</i> • 60 min – Women in the craft sector and gender sensitive vocational orientation <i>Method: 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, lecture on the basis of the factsheet on gender sensitive vocational</i>



	Day 1	Day 2	Day 3	Day 4
	<i>checklist, protocol and critical reflection sheet for company visits</i> <ul style="list-style-type: none"> • 210 min – Practically experiencing occupations in the craft sector <i>Method: practical learning / company visit</i> 	<ul style="list-style-type: none"> • 210 min – Practically experiencing occupations in the craft sector <i>Method: practical learning / company visit</i> 	requirements for occupations and changing job profiles <i>Lecture assisted by PowerPoint presentation; group discussion on the change of requirements for occupations in the craft sector due to digitalisation</i> <ul style="list-style-type: none"> • 210 min – Practically experiencing occupations in the craft sector <i>Method: practical learning / company visit</i> 	<i>orientation</i> <ul style="list-style-type: none"> • 45 min – transformation of the working world and impact on occupations in the craft sector; opportunities and challenges for occupations in the craft sector <i>Method: group discussions initiated by discussion questions</i> • 210 min – Practically experiencing occupations in the craft sector <i>Method: practical learning / company visit</i> • 30 min – concluding critical reflection: <i>Method: critical reflection of the last company visit and seeking feedback and improvement suggestions of the module</i>
Knowledge assessment	-	Repetition of the subject matter and critical reflection of gained experience with the group	Repetition of the subject matter and critical reflection of gained experience with the group	Repetition of the subject matter and critical reflection of gained experience with the group
Documents	Module: Occupations in the craft sector	Module: Occupations in the craft sector	Module: Occupations in the craft sector	Module: Occupations in the craft sector
Equipment / Room	Seminar room with computer/laptop, internet connection, projector and sound system Whiteboard or flipchart	Seminar room with computer/laptop, internet connection, projector and sound system Whiteboard or flipchart	Seminar room with computer/laptop, internet connection, projector and sound system Whiteboard or flipchart	Seminar room with computer/laptop, internet connection, projector and sound system Whiteboard or flipchart



Detailed schedule for further training module “occupations in the craft sector”

Further training module “occupations in the craft sector”

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

Sections: A and B

Duration: 8:00 – 16:30

Time	Duration (min)	Title	Contents	Material	Methods
8:00	15	Reception	Welcoming of the participants and a short introduction round		Introduction of the group
8:15	15	Agenda	Introduction of contents and objectives of the workshop	<i>Module: Occupations in the craft sector:</i> Agenda	Lecture and clarifying questions
8:30	150	Section A1	Insights into different subsets of occupations in the craft sector (food, construction, leather/textile, etc.) and discussion (changes of professions) Career paths, vocational training and further training possibilities in the craft sector (**needs to be adapted according to country or can be left out)	<i>Module: Occupations in the craft sector:</i> PowerPoint presentation Overview table: Videos on occupations in the craft sector	Lecture assisted by a PowerPoint presentation Interactive learning (videos) Group discussions
11:00	20	Break	Morning break		
11:20	60	Section B2	Organisation of vocational orientation measures Focus:	<i>Module: Occupations in the craft sector:</i> Factsheet “Days of practical work experience“	Lecture Discussion of factsheets and checklists in the group



			(Legal) Frameworks for practical measures of vocational orientation (trial days, company visits, practical trainings etc.)	Checklist "Planning and organising company explorations/visits" Protocol "Company visit" Critical reflection sheet "Company visit"	Group discussion/Exchange of experience
12:20	40	Break	Lunch break		
13:00	210	Section A1	Practically experiencing occupations in the craft sector	<i>Module: Occupations in the craft sector:</i> Protocol "Company visit"	Practical insight/ company visit



Further training module „occupations in the craft sector”

Day 2 – Teaching methodology: innovative approaches, tools and measures of vocational orientation (focus: occupation in the craft sector)

Sections: A and B

Duration: 9:00 – 16:00

Time	Duration	Title	Contents	Material	Methods
09:00	30	Section A2	Repetition of section A and B and critical reflection of experience gained during day 1's company visit	<i>Module: Occupations in the craft sector</i> Reflection sheet "Company visit"	Oral repetition / lecture Individual / group work based on the critical reflection sheet with subsequent discussion
09:30	120	Section B1	Introduction of innovative approaches, tools and measures of vocational orientation and consultation <i>Examples: "Werkboxen" / miniature workshops("Kreative Lehrlingswelten"), KidZania England, vocational information and orientation platforms, Whatchado etc.</i>	<i>Module: Occupations in the craft sector:</i> Factsheet "Practical examples: Trial days for specialists of vocational orientation" PowerPoint presentation <i>See also: Good Practice Guideline BOQua</i>	Lecture assisted by a PowerPoint presentation Interactive learning (videos, photos and websites on measures and tools of vocational orientation) Exchanging experiences in the group on innovative measures and tools of vocational orientation
11:30	60	Break	Lunch break		
12:30	210	Section A1	Practically experiencing occupations in the craft sector	<i>Module: Occupations in the craft sector</i> Protocol "Company visit"	Practical insight/ company visit



Further training module „occupations in the craft sector”

Day 3 – The craft sector between innovation and tradition

Sections: A and C

Duration: 9:00 – 16:00

Time	Duration	Title	Contents	Material	Methods
9:00	30	Section A2	Repetition of section A and B and critical reflection of experience gained during day 2’s company visit	<i>Module: Occupations in the craft sector</i> Critical reflection sheet “Company visit”	Oral repetition / lecture Individual/ group work based on the critical reflection sheet with subsequent discussion
9:30	60	Section C	Occupations in the craft sector between tradition and innovation: How do digitalisation and virtual techniques transform the craft sector?	<i>Module: Occupations in the craft sector</i> PowerPoint presentation incl. videos Factsheet “Digitalisation in the craft sector”	Exchange of experience within the group: Personal (private/professional) experience of digitalisation in the craft sector Lecture assisted by PowerPoint presentation Interactive learning (videos)
10:30	20	Break	Morning break		
10:50	40	Section C	Continuation: Digitalisation / innovation / VR: Which transformations and changed requirements arise from the transformation of the working world?	<i>Module: Occupations in the craft sector</i> PowerPoint presentation incl. videos (see above) Factsheet “Digitalisation in the craft sector”	Lecture assisted by PowerPoint presentation (continuation, see above) Interactive learning (videos) Exchange of experience/ discussion
11:30	60	Break	Lunch break		
12:30	210	Section A1	Practically experiencing occupations in the craft sector	<i>Module: Occupations in the craft sector</i> Protocol “Company visit”	Practical insight / company visit



Further training module „occupations in the craft sector”

Day 4 – Critical reflection and analysis skills: current and future chances and challenges for occupations in the craft sector

Sections: A and D

Duration: 9:00 – 16:00

Time	Duration	Title	Contents	Material	Methods
09:00	30	Section A2	Repetition of section C and critical reflection of experience gained during day 3's company visit	<i>Module: Occupations in the craft sector</i> Critical reflection sheet “Company visit”	Oral repetition / lecture Individual/ group work based on the critical reflection sheet with subsequent discussion
09:30	60	Section D1	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?	<i>Module: Occupations in the craft sector</i> 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 an image relating to gender sensitive vocational orientation Discussion of the factsheet
10:30	15	Break	Morning break		
10:45	45	Section D2	Reflection, analysis and repletion 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 opportunities for occupations in the craft sector	<i>Module: Occupations in the craft sector:</i> See section D2 of the document “Teaching and learning materials of the further training module ‘occupations in the craft sector’”.	Group discussion based on discussion questions
11:30	30	Break	Lunch break		
12:00	210	Section A1	Practically experiencing occupations in the craft sector	<i>Module: Occupations in the craft sector:</i>	Practical insight / company visit



				Protocol "company visit"	
15:30	30	Conclusion	End of workshop: conclusion, round of feedback		Round of feedback/suggestions

Optional offer for an individual experience of an occupation in the craft sector or a company for the participants after completing the four training days:

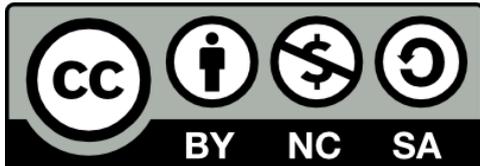
Trial day / company exploration in the craft sector / a company of choice in order to gain individual experience and gain a deeper insight into the area of work.

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