



JOB LAND - Teaching skills and resources for improving career learning at schools

JOB LAND Project Newsletter #n°2

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Within this second JOB LAND newsletter we are happy to announce the release of the report: **Career Management Skills - methodological framework for career learning at school**, which is the first intellectual output (IO1) of the Erasmus+ project Jobland. It has been coordinated by CNPEE-UCE Romania and addresses the need of building effective models and innovative resources for preventing early school leaving and educational disengagement.

The report draws evidence from the data collected as part of a first research phase of the project, exploring the concept of early career learning in relation to the methodological framework of Career Management Skills from the perspectives of the partner countries: Italy; Spain; Romania; Turkey; Denmark and the United Kingdom.

Data were collected using three methodological approaches: **desk-based research, questionnaire and focus groups**, all involving the opinion of the partners involved in the project, teachers and practitioners working in career learning in the partner countries. Responses to the questionnaire were received from 288 respondents from six partner countries and over 140 individuals contributed to focus groups.

The main results obtained shows that:

- **Career learning activities bring an essential contribution** to the successful preparation of students for their future roles, educational and life pathways
- **Helping children believe in their abilities** is considered as the most important activity to be part of a career learning program
- Related to the modalities of evaluating the career learning activities the highest percentage of partnership level declare that they are **observing classroom behaviours**
- There is a **need to develop the skills of teachers and guidance counsellors to carry out career learning activities in the primary cycle**, but that there are only few programs in this area
- The **JOB LAND training course on early career learning** should comprise: attractive face to face and on-line activities, interactive approaches, exchanges experiences, innovative methods and techniques, connections to future careers



- o Career related activities should be implemented in **collaboration between teachers, guidance practitioners and partners** with expertise in the field of career learning.

JOBBLAND CAREER MANAGEMENT SKILLS FRAMEWORK

Area I: Positive attitude towards self and the others

Competencies

I'm able to speak about my strengths.

I am able to identify positive traits in colleagues.

I can appreciate others due to their qualities.

I can present in front of others my dreams and hobbies.

I can find simple solutions to setbacks, while staying positive.

I make use of technologies to explore with games interesting parts about my personality.

Area II: Managing relationships - emotions and interactions

Competencies

I am able to find information with the support of others for my interests and hobbies.

I am able to communicate with others in non-conflictual ways.

I am able to listen to different opinions and offer simple positive feedback.

I am able to make friends and keep them.

I can use technologies to interact with peers when in need.

Area III: Learning for tomorrow

Competencies

I am able to cope with the rules and routines of the school life.

I am able to set simple goals for myself and to fulfil them.

I am capable during one day to keep a balance between learning, play, and hobbies.

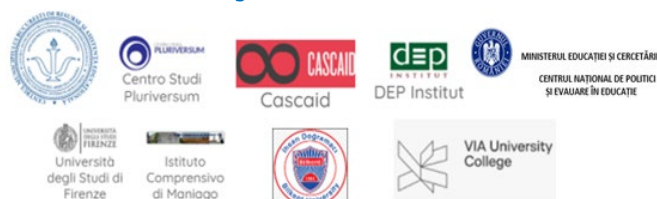
I am able to explain in simple words why learning is important for now and for my future.

I am able to bring arguments in favour of my hobbies and interests.

I am able to explore and explain in simple words what people are doing in specific jobs.

I am able to persevere in front of the challenges.

Project consortium





JOB LAND
TEACHING SKILLS AND
RESOURCES FOR IMPROVING
CAREER LEARNING AT SCHOOL

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