JOB**LAND**

CAREER LEARNING AT SCHOOL HANDBOOK FOR TEACHERS AND PRACTITIONERS IO5

Skovhus, Randi Boelskifte & Montagna, Anita (eds.)

JOBLAND

CAREER LEARNING AT SCHOOL HANDBOOK FOR TEACHERS AND PRACTITIONERS IO5

Skovhus, Randi Boelskifte & Montagna, Anita (eds.)

Project partners

MINISTERUL EDUCAȚIEI / CENTRUL NAȚIONAL DE POLITICI ȘI EVALUARE ÎN EDUCAȚIE	National Center for Policies and Evaluation in Education - Education Research Unit
	Bucharest Municipal Centre for Educational Assistance and Resources
UNIVERSITÀ DEGLI STUDI FIRENZE - SCIFOPSI	University of Florence
PLURIVERSUM	Centro Studi Pluriversum
Istituto Comprensivo MARGHERITA HACK	IC di Maniago
VIA University College	VIA University College
CASCAID	CASCAiD Ltd
dEp INSTITUT	DEP Institut
Ozel Bilkent Ortaokulu	Ozel Bilkent Ortaokulu

See website https://www.joblandproject.eu

Index

Introduction

1. Introduction

This handbook is for teachers, guidance practitioners, employees at companies which students visit, parents and others with an interest in the school's work to support students' career learning.

Career learning is a process – 'a continuous, contextually-embedded and transformative process' (Fettes, Evans & Kashefpakdel, 2020) - where students experience and reflect on the world of education and work, and the connection to other parts of life, different lives to live, values, visions of life and visions in life. All this in relation to both oneself and others.

The career learning process starts when the child is born and continues throughout life.

Career learning forms the basis for the many choices children and young people will have to make in life in relation to education, work and personal life. Support of the career learning process is needed and schools play an important role in supporting the career development of pupils.

The handbook argues that a focus on career learning in school should be done with a holistic perspective on the student and on his or her life course understood as the connection between life, learning and work. Career-related activities in school are often planned only prior to transitions within the education system or between the education system and the world of work. We know, however, that people's development of an understanding of themselves and their educational and job opportunities is a process that takes place in interaction with others over time and that begins from an early age (Gottfredson, 2002; Jean Lave, 2019; Law, 2009).

'Early interventions can bring a lasting impact on children's development and perceptions of different occupations, and of the subjects enabling access to them. Starting career education early is important. As longitudinal studies have shown, holding biased assumptions and having narrow aspirations can influence the academic effort children exert in certain lessons, the subjects they choose to study, and the jobs they end up pursuing. Research has also shown that the jobs children aspire to may be ones that their parents do, or those

of their parents' friends, or those they see on the TV and/or social media. Low expectations are often shaped by biases or commonly accepted stereotypes, such as 'science isn't for girls' or 'university isn't for working classes'. These societal expectations act to restrict children's futures by limiting what they believe they can do.' (Kashef-pakdel et al., 2018, p. IV).

It is important to be aware of the school's importance in contributing to students gaining a broader knowledge of education and jobs, experiencing more in education while living real opportunities for themselves and understanding and reflecting on themselves in new and more nuanced ways. This represents a basis for action. With this focus, it emerges as central that the process, before an educational choice becomes relevant, is characterized by exploration and curiosity so that students over time have the opportunity to expand their horizons around education and work and themselves beyond what their family socio-economic conditions give rise to.

The handbook is intended to stress the potential and the importance of supporting early career learning and to inspire and give ideas for the work on career learning both in and outside school and to offer key didactic considerations in this regard.

The content of the handbook:

- **What is career learning?** Chapter 2 presents background knowledge. This is an introduction to key concepts and theories on career learning.
- **How to implement career learning activities at school?** In chapter 3 you, who are occupied with or interested in supporting students' career learning, e.g. as a teacher, can get inspiration to consider different didactic matters that are important when planning and implementing activities to support student career learning. In relation to this, descriptions of activities in the school which can support students' career learning are presented.
  A more detailed presentation of activities to support career learning for students aged 6-8 years, 8-10 years and 10-12 years can be found in the presentation of learning units to support career learning developed by partners in the JOBLAND project. Here, you can find a detailed presentation of the activities with

the description of the respective learning outcomes, practical guidelines for managing the activity, timeline, learning materials needed and the role of the teacher.

- How to support career learning in schools. JOBLAND inspired by game & gamification is presented in chapter 4.
- **How to get better?** Chapter 5 presents training opportunities for teachers who want to support the career learning of their students.
- **How to find out more?** At the end, references to literature where more knowledge can be obtained are presented.

The handbook is the result of a cooperation

The handbook is a result of a cooperation between 9 partners from 6 countries funded by the Erasmus+. The project is called JOBLAND and focuses on the development of tools and resources for improving career learning in primary and lower secondary schools (2018-1-RO01-KA201-049235). The project aims to contribute to the improvement of career learning activities in initial stages of education, by developing innovative models and resources to support pupils in exploring jobs, strengthening competencies, increasing aspirations and broadening horizons on WHO they want to become in the future.

The 9 partners are:
- The Municipal Centre for Resources and Educational Assistance of Bucharest (Romania);
- National Center for Education Policy and Evaluation, Bucharest (Romania);
- University of Florence, Department of Education and Psychology (Italy);
- Centro Studi Pluriversum (Italy);
- The Comprehensive School of Maniago (Italy);
- Cascaid (UK);
- DEP Institute (Spain);
- Özel Bilkent Middle School (Turkey);
- VIA University College (Denmark).

The contributors to the handbook come from different countries with different school and education systems, with different cultures, with different opportunities to support children and young people's career learning, and with different experiences around children and young people's career learning. The students, whose career learning teachers want to support, live in different contexts which give them different opportunities and limitations. It is important that teachers understand career education as embedded in a context. We want to encourage the book's readers to remember and reflect on their local context while reading the book and reflect on how the book's points are relevant in the context they live and work in – and their students live and go to school in. The reader can reflect on how the points and activity suggestions presented in the handbook need to be changed to make sense in their local context.[1]

We hope you will enjoy the book and wish you good luck with supporting the career learning of your students.

---

1 You can read more about the importance of context in: Haug et al., 2020; Sultana, 2017.

Theoretical framework on career learning & Career Management Skills

2. Theoretical framework on career learning & Career Management Skills

In this section, we present a theoretical basis for the work on career learning. Many concepts are involved in the field of careers, and the same concept can be understood in different ways. Therefore, it is important to define how different concepts are understood. In this section, we describe how we understand the following central concepts, career learning, career management skills, career education and career guidance.

Career learning

Career learning describes learning processes based on experience with and reflection on the worlds of education and work, and the connection to other parts of life, different lives to live, values, visions of life and visions in life. All this in relation to both oneself and others.

Processes of career learning are continuous; we are continuously at work on relating ourselves to our opportunities, needs, interests and concerns in relation to education, work and other parts of our lives. Moreover, we are all the time doing this interactively with the processes of other people in our context.

Career learning takes place throughout life starting from the birth of the child, and in many different contexts; at dinner, in career guidance activities, in classes in school, at work, at the after-school job, etc.

The Career Management Skills framework

Career management skills (CMS) are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers. One could say that the goal of supporting career learning processes is for the student to develop career management skills.

Career management skills are, in fact, the learning objectives of the activities put in place to help students live and thrive in a complex and changeable society. These words come from the European Union

which in two important documents reports that Career Management Skills need to be guiding directions for planning career learning activities.

To enable teachers to help students to develop their career management skills a number of countries have developed CMS frameworks. These frameworks provide a way to define the skills and attitudes which support individuals to effectively manage their careers and to progress through life. These frameworks of competences describe areas of competences and add a detailed presentation of what the student should know or should be able to do (as a learning objective). In many cases, Career Management Skills refer to dimensions which combine 1. **D**ecision learning; 2. **O**pportunity awareness; 3. **T**ransition learning; 4. **S**elf awareness – called the DOTS framework (Law & Watts, 1977).

The DOTS framework
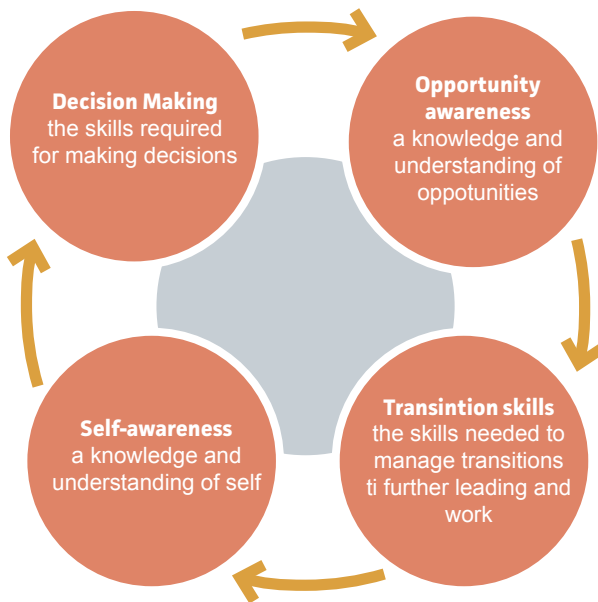
Figure 1. The DOTS framework (Andrews & Hooley, 2018, p. 59).

To help us better understand the concept of Career Management Skills, here we present the full description of one of these frameworks which was created by a Consortium of partners from different European countries via a participatory action research initiative. The initiative was funded by Erasmus+.

Within this framework, Careers Management Skills are organised under five headings. Each area of competence was then further described.

Figure 2. Career Management Skills framework, LE.A.D.E.R project (http://www.leaderproject.eu/)

Personal effectiveness

1. I know who I am and what I am good at;
2. I'm able to reflect on my strengths and address my weaknesses;
3. I make effective decisions relating to my life, learning and work;
4. I remain positive when facing setbacks and I stay positive for

the future;

5. I make use of technologies to develop my career;
6. I am able to set myself career goals;
7. I generate ideas that help me to achieve my goals
8. I can review my skills in relation to what employers are looking for.

Managing relationships

1. I can find and use information and the support of others for my (future) career;
2. I interact confidently and well with others;
3. I build professional relationships and networks to support my (future) career;
4. I maintain my (professional) relationships and networks;
5. I can use social media networks;
6. I understand the need to use social media to network for my (future) career.

Finding work and accessing learning

1. I learn throughout life;
2. I can find work or learning opportunities that are right for me;
3. I seek new opportunities to help build my career;
4. I can develop skills which will help me to get what I want out of work;
5. I assess the pros and cons of formal and informal sources of information;
6. I can cope with changes in the world of work.

Managing life and career

1. I can make decisions and set career goals for myself within appropriate timescales;
2. I manage my goals, my time and personal finances in a way that supports my career building;
3. I am innovative and creative in my thinking about my work, learning and life;

4. I maintain a balance in my life, learning and work that is right for me;
5. I can cope with challenges and changes which take place in life.

Understanding the world
1. I understand how changes in society relate to my learning and work;
2. I understand how learning and work change over time;
3. I can make a positive impact on society;
4. I make the most of opportunities I come across;
5. I am open to opportunities including, those in other countries.

(LE.A.DE.R project, n.d.)

While not all the aspects of this framework are relevant for primary and lower secondary school students, a comprehensive and developmentally adapted framework is still not available at a European level. To better describe the areas of the framework for a younger target, the JOBLAND project directly involved 288 teachers from Italy, Romania, Spain, Turkey and the United Kingdom who helped prioritise the skills and adapt the framework to this younger group.

Among the areas of the framework, personal effectiveness (and specifically self-exploration to help children believe in their abilities) was found to be central for young children together with the ability to manage relationships, the understanding of the world of work and the ability to reflect on the meaning of work and learning. Less importance was given to the understanding of the link between education, qualifications, skills and jobs and to accessing opportunities. In light of these results, a new framework was created in order to respond to the needs of primary school pupils.

This new proposal of CMS framework offers a simple but comprehensive vision about what children need to know and need to be able to do in order to embrace their career development in a fearless and positive manner.

The Jobland CMS framework is structured in 3 areas:

· Managing self

- Managing relations
- Learning for tomorrow

For each of the main 3 areas, a number of specific competences was established as specific learning objectives for children in primary education. We define the competence "as a combination of knowledge, skills and attitudes " as indicated by the European Council in 2018:

- knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations".

The JOBLAND CMS framework

Area I: Positive attitude towards self and the others	
Competencies	**Examples of activities**
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.	mind maps on „Who am I", story with a moral on common preconceptions and stereotypes, discussions on Who I am/What I can do/what I can't do yet/What my weaknesses are and how I can improve my skills, What I like and don't like doing/What I want to be, my dreams, my rucksack with personal strengths, creative art techniques to learn about themselves, for example: poetry, proverbs and old sayings, posters, singing, drawings writing on post-its about the dream job and sticking them on a big tree drawn on the board, followed by discussion based on what they know, online videos/games/quizzes about interests, aptitudes, values.
Area II: Managing relationships - emotions and interactions	
Competencies	**Examples of activities**
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.	negotiating and observing shared rules of "co-living" manufacturing different objects and selling them in order to obtain school funds, organizing charity shows, so that pupils understand how raising funds can help those in need, who are disadvantaged, writing "thank you letters" to people who are performing different jobs, „Selfie"- an image of myself in a relational context, thematic network meetings (eg.: 'Smart Pickens' book displaying jobs in science) through a local support service bought by the school, theatre and actors invited to class to work on communications, emotions, empathy, exercises on the topic of leadership, students examine and discover the characteristics of a manager, keeping a journal or writing a book "The diary of a YouTuber".

Area III: Learning for tomorrow	
Competencies	**Examples of activities**
I am able to cope with the rules and routines of 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.	- inviting local speakers, working with local employers, visits in companies, - parent networks to run career days, - role play job interview in drama class, - organization of carnivals of professions, - getting inspiration from personalities in different fields, as scientists and mathematicians who became famous and got a reward for their work only after many years of study and efforts, - analysing characters from the literature that are related to a specific situation associated with work, rights and responsibilities, future jobs/ occupations, ways to build a career and family relations, - manufactured thematic books/ dictionaries with pictures (about jobs) present them in exhibitions, - research projects about the professions (at home and in the community) to understand jobs, - role-plays: "Teacher for a day", "I am the class lawyer", funny role-plays: "Today, I am a piece of chalk in the hands of a teacher… " - „reality tasks" associated with the discovery of the jobs in surrounding context, - online videos/games on different jobs/professions – "Future Life in You", "Become who you are", - budgeting exercises - students are assigned a specific job and are told of the respective salary for which they have to work out the lifestyle they can afford, - debates, readings on "professions of the future", - conducting research with students to find out the educational background of an archaeologist or a person who founded a museum, - cards on which different jobs are illustrated, and children pantomime that job in front of the colleagues. The others would be asked to guess the job, and then we discuss a bit about that, and move to another child with a card, - asking children to extract items from a small bag (the items are tiny instruments used in different jobs, including chalk, pen, measuring instruments etc.) and having a conversation about the people working in different fields, - "What shall I be?" - defining objectives for their professional future, i.e. "3 steps for planning to become a/an…..".

Career education and career guidance

In theory, career education and career guidance constitute activities that, although different, are intended to support career learning of children and young people. The activities can take many different shapes.

In actual practice, the boundaries between career education and career guidance are not distinct and can be fluid and overlapping. However, for the sake of overview, in the following we present the theoretical understandings of the two concepts separately.

Career education

Career education has a focus on learning and education in relation to career, and it is often attached to learning goals which can be described in the curriculum.

'Careers education prepares students for adult and working life. Specifically, it aims to equip young people to play an active part in determining their future roles as learners and workers, helping them to make realistic and informed choices about their careers, to manage the transition to the next phase of education, training or employment and to succeed in further and higher education, training and work' (Andrews & Hooley, 2018, p. 59).

Careers education in schools should help students to:

· Review their personal strengths, interests and aspirations;
· Understand the influences on their career plans;
· Gain knowledge of the world of work;
· Research opportunities in learning and work;
· Make decisions and plans for their future in learning and work;
· Know how to find and use sources of advice, guidance and support;
· Present themselves well in writing, online and in person;
· Prepare for the next phase of their education, training and work.

(Andrews & Hooley, 2018, p. 63)

Career education emphasises progression in learning. Career education can also be seen as a pedagogical framework for facilitating

learning not only about skills but also about values, norms and societies (Hooley, 2015).

Career guidance

We will present career guidance by this definition:

'Career guidance supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. Key to this is developing individual and community capacity to analyse and problematise assumptions and power relations, to network and build solidarity and to create new and shared opportunities. It empowers individuals and groups to struggle within the world as it is and to imagine the world as it could be. Career guidance can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this' (Hooley et al., 2018, p. 20).

Differences between career education and career guidance

Career education is characterised by learning goals and curriculum. The focus is to give children and young people new and broader experiences and insights and to support their reflections on themselves and others in relation to career in new ways.

Career guidance is characterised by a focus on supporting children and young people in acting, based on an analysis of and reflections on the actual situation and the desired future.

Thus, career education activities can be seen as a basis for career guidance and as something that in the long view creates a good starting point for young people making good career choices.

Moreover, the definition of career guidance opens up to a critical position towards the world as it is and highlights the empowering role of career-related activities to promote an active role of citizens in the society we live in.

Where does the work on supporting career learning in school belong, then?

The work on supporting career learning in school can be understood as career education in the way that the focus of the activities is on creating opportunities for children and young people to obtain broad experiences with and reflections on career (that is, education, work and connection to other parts of life, and oneself in relation hereto, etc). Consequently, the focus is not on helping children make decisions, for instance to choose a specific study but on helping them widen horizons and the degrees of freedom in designing their career journeys.

If we think of career-related activities which happen close to transitions, a common metaphor could be that of a spotlight which increasingly defines and limits the person's career options of interests. Early career learning works, instead, towards another direction which aims at raising aspirations, at supporting students to reach their full potential while fighting career stereotypes and widening opportunities. This process of career learning takes place all through life and in many different contexts, at dinner, in career guidance activities, in classes in school, at work, in after-school jobs, etc. However, the early school years are a privileged time window to work on career learning as the children are open and stereotypes (e.g. gender, prestige) are not fixed. In light of these premises, this handbook specifically targets early career learning and how teachers in school can support the career learning process. For this reason, the handbook focuses on classes and teaching in school, but its perspectives can be relevant to career learning in other contexts as well.

Theories on career learning

When wanting to understand career learning, one can be inspired by different theories. In the following section we present some theories that contribute with different perspectives on career learning processes. These can be useful for teachers and career guidance practitioners when planning career learning activities.

How do children develop an understanding of which education and jobs could be relevant and good for them?

The main questions that drove Gottfredson's work relate to how career choices of children and young people come about, and why their choices often reflect the family and local context that they grow up in.

In her research she highlighted that career choices are connected with the need of human beings to belong in a social connection (Gottfredson, 2002). She found that career learning processes begin at an early age and include gender, prestige and interests.

Early, children begin to form a cognitive map of different professions and occupations that gradually comes to resemble the cognitive map of the social order, which adults in their proximity have.

Individuals identify the kinds of education and occupation they prefer, by valuing the compatibility with their preferred vocational selves. The closer agreement, the greater preference. A process of circumscription takes place where the individual narrows down her preferences and gradually excludes alternatives that seem unacceptable. The occupations that are most in conflict with the image of oneself are those that are rejected most strongly.

- The gender dimension, the public presentation of femininity or masculinity, is the dimension that is mostly protected.
- The prestige dimension, the protection of the social norms that are predominant among equals, has great influence, but less than the gender dimension.
- The interest dimension, that is the pursuit of one's innermost desires and interests and fulfilment of personal needs through education and job, is the dimension that is the least cause for concern.

In other words, the process of circumscription is most likely to compromise on interests and prestige, and least likely to compromise on gender. In this process, a zone of acceptable alternatives comes into being.

Over time, individuals can be compelled to give up the most preferred alternatives and adjust their hopes on the external reality, for

instance as a result of restricted admission to study programmes. Here, different degrees of compromises are made, and the person comes to aspirations and to career choices, that are 'good enough'. As noted above, the easiest compromise to make regards interests, it is more difficult to compromise according to prestige, and it is the most difficult of all to make compromises according to gender identity.

What have we learnt about circumscription and compromise?

We are often occupied with letting children and young people find out what they are interested in and letting this be the starting point for making a career choice. The theory of circumscriptions and compromises directs our attention to the fact that interests are often a part of what is left, after the process of circumscription has taken place in relation to gender and prestige. With a starting point in this understanding, the task of the school is to support young people in moving and widening the circumscriptions they have made, so that, in the long view, they will have a better and wider basis for making career choices.

How does career learning take place?

Various dimensions are included in the career learning process – both experiences and reflections are important. Moreover, career learning is a complex learning process that develops little by little in different steps and in the communities that individuals are part of.

Law describes four levels for career learning (Law, 2001):

1. Sensing – finding out
- Sensing, seeing, hearing, experiencing, feeling – collecting a number of images and information.
- Getting enough impressions and information to move on.

2. Sifting – sorting out
- Comparing, exploring connections, finding patterns.
- Sort out information in a meaningful way, realise differences and similarities.

3. Focusing – checking out
- Getting insight into other people's point of view and under-

standing that they are different from mine.

- Involve other people's perspectives in developing my own views and understanding how to take a different view on some matters. Knowing what is important for me and for others.

4. Understanding – working out

- Knowing how something works and which actions lead to what.
- Explaining, anticipating.

(Synthesised from Law, 2001, pp. 13–21)

Law's model builds on a hierarchical understanding of career learning (that is, learning about education, work, ways to live your life, etc.) and it must be read from the top down. Thus, the initial levels are conditions of the following. Law emphasises that the four levels constitute a sustainable basis for career decisions and career actions. To Law, working to support career learning is not just to be considered as information work, rather, it is about helping people to process information.

Law also stresses that career learning is a social process that takes place in communities. In communities, one gets insight into other people's expectations; communities are arenas for feedback that become important for one's self-image; communities can support and encourage regarding career related questions; and the different members of communities can act as sources of inspiration to each other.

What have we learnt about the process of career learning?

We find that Law's theory is inspirational to the didactic work of supporting career learning. He emphasises the importance of focusing on different dimensions in career learning processes - both to gain experiences and to reflect. In Law's understanding, reflection consists of, among other things, comparing and relating to other people's views in such a way that a basis for determining what is important to oneself is established. The theory can also be used for analysing which competences the different career learning activities allow to develop and train. Furthermore, the theory can be used for analysing how teachers can develop an activity so that it supports

career learning at all levels; it is important, for instance, that children not only gain experience with the level of 'sensing' but all the levels should be addressed. Additionally, we want to accentuate the importance of understanding career learning as part of a social process.

How do norms influence career learning?

In order to support students' increased knowledge of the world of work and expanding their horizons, it is important that the teacher as a professional is aware of the norms that he/she brings into the classroom and reproduces in the teaching and the everyday life of the school. It is important to consider how, as a professional, one can work norm-critically and pay attention not to – intentionally or unintentionally – reproduce such norms (norm-critical pedagogy in Wikstrand & Lindberg (2016, pp. 31–33).

Norms express what is considered normal in society or in a specific group (Wikstrand & Lindberg, 2016). They come about against a background of socially constructed understandings (Gottfredson, 1981). Norms do useful work in society in a way that through norms we know what we can expect in different contexts. At the same time, a consequence of norms can be that certain individuals or groups are excluded and made invisible or that certain experiences are not heard (Wikstrand & Lindberg, 2016).

The ambition is not to remove norms but to make people aware of norms and apply a critical perspective on them, including also how they take part in producing and reproducing norms.

Hence, norms are embedded in myriads of small things that are taken for granted, things we barely register as long as they are connected to what we know as 'normal' or 'abnormal'.

The school is an arena for both creating and reproducing norms. This happens for instance in teachers' work, though subtle processes that can be hard to observe.

Norms are for instance embedded in gender-based understandings of occupations, e.g. what is a 'man's job' and what is a 'woman's job'. Norms are also related to understandings of social class, nationality, skin colour, sexuality, race, religion, disabilities and age, which all interact. Thus, the individual is situated in a context of reciprocal inter-

action of many different norms (Wikstrand & Lindberg, 2015, p. 29).

We can regard career education as a pedagogical process that is norm-critical and, among other things, it deals with awareness of the norms that exist and are reproduced in school (Wikstrand & Lindberg, 2015, p. 30-31). Working norm-critically with activities that aim at supporting career learning is not about wanting to erase norms or differences or to get students to make gender-opposite choices. Rather, it is about opening for conceptions of gender and how gender influences career choice. Moreover, it is about working with a knowledge of the structures that contribute to gender ste-reotypes reproduction, thus gaining an understanding of why it can be difficult to break these norms.

What have we learnt from Norm-critical pedagogy?

When inspired by a norm critical approach, the teacher focuses on how to work concretely on how the school can contribute to cre-ate other possibilities, for instance other possibilities than a career choice that reproduces class and gender (Wikstrand & Lindberg, 2015, p. 31-33).

Why are opportunities important?

The agency of the individual is closely linked to the social arrange-ments in the society he or she lives in. The individual freedom of agency is supported or constrained by the social, political and eco-nomic opportunities available to humans. Amartya Sen argues that it is important to support people's capabilities, which are defined as 'a person's actual ability to do the different things that she values do-ing' – and that this has social justice implications (Sen, 1999, p. 253). This implies a focus on widening students' horizons and the actual opportunities they have.

If people should have the opportunity to choose between the dif-ferent things that they value doing, this would require them to be actually aware of the various options. E.g. This means being aware of and reflecting on the existence of different educational and voca-tional options. Students do not automatically become aware of the

existence of educational and vocational options beyond those they have already picked out. It is therefore necessary that schools develop a systematic approach to contribute to broadening students' educational and vocational horizons.

The capability approach does not only advocate to expand and evaluate human capabilities; it emphasises the importance of examining the context and whether the circumstances in which people choose between different capabilities are enabling and just (Robeyns, 2005, pp. 98–102). As such, the process that leads to a choice, for instance when choosing an educational pathway, and the context in which this choice is made are as important to Sen as the choice itself.

What have we learnt about capabilities and choices?

Developing a broad and well-reflected foundation for making educational choices is just as important as the choice itself.

Human choices are not made in isolation, but influenced by the individual's social environment and material and non-material circumstances; likewise, people's ideas of what constitutes a good life and what is valuable are profoundly influenced by family, community, cultural ties, background – and the school. The capability approach highlights that it is important that schools support students to have genuine opportunities for exercising his or her capabilities.

Why is emancipation important?

The effort to support career learning processes can be understood as embedded in a political and economic context. Hooley (Hooley, 2015) calls for taking advantage of the liberating or emancipatory potentials in this work, in the way that teachers and other professionals can work together with children and young people in order to support career learning so that it contributes to the horizon-broadening of children and young people (and adults for that matter) and challenges their conception of what is possible and impossible.

Hooley (2015) presents five areas of learning and affiliated questions as a framework for career learning in school.

	Questions
Exploring ourselves and the world where we live, learn and work.	Who am I?
Examining how our experience connects to broader historical, political and social systems.	How does the world work?
Developing strategies that allow us individually to make the most of our current situation.	Where do I fit into the world?
Developing strategies that allow us collectively to make the most of our current situations.	How can I live with others?
Considering how the current situation and structures should be changed.	How do I go about changing the world?

Figure 3. Areas of learning and affiliated questions (Hooley, 2015, p. 15).

What have we learnt from the emancipatory questions?

Hooley's questions sharpen the attention of the teacher to the point that the purpose of supporting students' career learning has to be wider than for instance contributing to giving the individual student insight into their own possibilities as a basis for making a career choice. With Hooley's five areas of learning and attached questions, the dimension of general education and 'becoming a citizen' becomes visible in the work on supporting career learning.

How to support reflection?

Teachers sometimes make assumptions of pupils' abilities without exploring the truthfulness of these assumptions. If you as a teacher expect students to reflect, you need to support reflection.

In this section we present selected aspects that are relevant to consider when working on career learning, both within the school subjects and 'outside'.

First, we present some perspectives on how to support students' re-

flection, inspired by systems theory.

Reflection

Within systems theory, three different domains for reflection are described. In the three domains, different logics rule, and the focus is on different elements and aspects of a case. In practice, different logics can be present in the reflection at the same time, however, one of the dimensions will often dominate. The three domains are:

- The domain of production – focus on rules, routines, guidelines and procedures.
- The personal domain – personal attitudes, individual positions, feelings and meaning, what one sees as the right thing.
- To put forward many different cases – to hear the reflection of others, to obtain new knowledge, to see the problem in new ways, develop new understandings together.

All three dimensions of reflection are important in human life. Different contexts and activities set the scene for different forms of reflection. When working on supporting career learning we find particularly relevant to support reflective processes within the last two domains, and especially the last one which pre-eminently supports a curious and open approach.

When working on supporting reflective processes that open up to discover new connections and perspectives, Karl Tomm's model of types of questions can be inspiring.

Tomm's model of types of questions

Tomm reports that a lot of work is being done asking questions but not much attention has been given to the types of questions that are asked, and to which kind of processes are brought into play with different questions. The way in which a question is posed also has an impact on what can be answered.

Tomm argues that behind every question there are some assumptions and some intentions linked with the question. Assumptions can be linear or circular. Intentions can be orienting or influencing. When these axes cross, a model with four types of questions is cre-

ated (Tomm, n.d.).

An important point is that good questions contribute to a deeper and more nuanced understanding for both the questioner and the respondent. They get their perspective expanded and get a better basis for acting.

The original model of Interventive Interviewing (Karl Tomm 1987 & 1988)
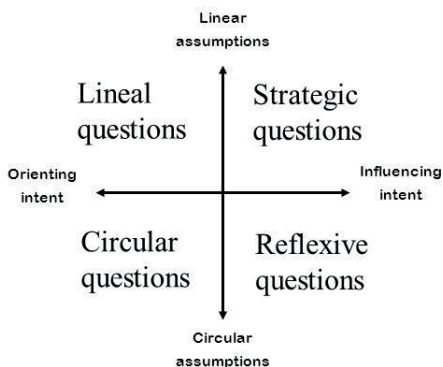
Figure 4. Karl Tomms questions.

Lineal questions are based on lineal assumptions about the phenomena and the intent behind these questions is predominantly investigative. The basic questions are Who did what?, Where?, When? How? E.g. Which company did you visit? Where is it situated? Who did you talk to?

Many conversations begin with at least some lineal questions in order to "join" the students' experiences.

Circular Questions are based on circular assumptions about the nature of the phenomena. The intent behind these questions is predominantly exploratory. Questions are formulated to bring forth the perceptions, ideas, feelings, events, beliefs of the student e.g. on experiences on education and jobs. The teacher could ask about relations, similarities and differences – e.g. in what way are the two

jobs similar and how do they differ? The questions could focus on 'most and least' – e.g. what did you find most interesting? And what did you find least interesting? And the teacher could ask for pros and cons, e.g. 'Oh, some of the employees had changing working hours. What did they tell you about how this influenced their family life? In your opinion, how could changing working hours be attractive? And which cons do you see?

Reflexive Questions are based on circular assumptions about the nature of the process taking place in education and jobs. The intent behind these questions is facilitative and the teacher behaves like a guide encouraging students to be curious and see new possibilities. The teacher could ask hypothetical questions for the future, e.q. How would your daily life look like if you had this job? The teacher could ask questions focusing on opportunities and obstacles, ask questions focusing on other people's perspectives, e.g. What did the employees like about their job and workplace? A question could also be: Which competencies do you have which are important in this job? Which competencies should you develop if you should do this job?

Strategic Questions are asked in order to influence the student in a specific manner, and are based on lineal assumptions. Examples of questions are What would you do now? Could you try to…? What would you do first? How would you do it? When will you do it?

Initially, we tend to ask linear questions (located above the centre line in the model). Perhaps because one feels pressed on time? Because circular and reflexive questions are more difficult to ask?

When working above the centre line with the linear questions, first thing is exposing what the problem is and then moving on to the concluding and action-oriented questions (Strategic Questions) and indicating suggestions for action (cf. the domain of production). When working in this way, the potentials of circular questions and reflexive questions are lost, the questions below the centre line. If the focus is primarily on linear questions and strategic questions then there is a risk that the suggestions for an action to be reached will not be experienced as accessible and relevant to the individual, because they are not based on a nuanced investigation.

The exploratory, expanding and investigating questions and the

testing and reflecting questions, the types of questions below the centre line, are circular questions. They contribute to getting an increased and more nuanced understanding of the world and to look at it in other ways. Processes that are based on circular questions and reflexive questions provide a more solid basis for a following discussion of possible actions – for instance a career choice - than going directly from clarification of the problem to discussions of actions.

What have we learnt about how to work with questions?

Karl Tomm's model can be inspiring in the work on career education by shedding light on the   types of questions teachers are focusing on activities. In career education, it can be especially relevant to work with the investigative and exploring questions, and the questions below the centre line (the circular and the reflexive questions). On the other hand, in career guidance, concluding and action-oriented questions (strategic questions) can also be used to promote action plans.

In the work on career learning (as with other learning processes), it is central that students experience that the things they work with are meaningful. On their own or together with colleagues, teachers should reflect on what kinds of questions students could consider meaningful to explore and reflect on. An example for the teacher together with the students can be to investigate 'what do we already know together?' and 'what is interesting to learn more about?'. This could be a way of broadening their horizon in relation to career.

Why is career learning a community matter and not only an individual matter?

The theory on situated learning emphasises that learning, thus also career learning, takes place continuously by participation in communities. People learn together and career learning must be understood as a relation between the individual and the social practices she participates in (inspired by Lave & Wenger, 2019).

The theories presented above contribute with different perspec-

tives on and understandings of career learning processes. However, all the theories emphasise that career learning is a social process which takes place in communities and in the society the individual is a part of.

Working in communities can potentially contribute to increased career learning for the students.

In school, students are given an opportunity to:

· Gain access to and insight into more experiences than their own;
· Gain access to more information;
· Talking about own experiences to other people and listening to the experiences of others;
· Be asked good questions that can contribute to new ideas and perspectives;
· Ask good questions to other students;
· Recognise own experiences and reflections with other students, a process of making challenges and problems general and common;
· Have an experience of being normal;
· Learn from each other;
· Take an observer's perspective to oneself and the current problems;
· See the importance of structural conditions
· Be inspired;
· Gain more reflection;
· See and understand oneself in new ways;
· Recognise own values;
· Experience common support and encouragement;
· Experience activation and responsabilisation;
· Experience of community.

(Thomsen et al., 2013)

What have we learnt - why are schools important in career learning?

The school is a unique community, where students are part of a

group, e.g. the school class, that potentially contributes to expanding their horizons around education, work and themselves.

It is essential to exploit the potentials for career learning in the community in school. This proposes that the teacher supports the students' exchange of experience and reflections and support dialogues about career. E.g. by posing good questions. Likewise, the teacher has an important role in qualifying students' reflections and discussions on education, work, oneself and others in relation to this, ways of living, values, etc.

Active engagement and hope

Written by Marcela Claudia Călineci, Bucharest Municipal Centre for Educational Assistance and Resources

The career counselling process is strongly connected with engagement and hope. A model of active engagement of the career is useful to the perspective of personal involvement, exploration of reflective practice. Based on a special relationship with students, in which active listening, trust and confidence build a safe environment through attractive activities, it encourages self-awareness, reflexive and critical thinking, analysis of socio-cultural influences and factors, different contexts and patterns. Career education interventions at primary school are more productive if activities are focused on the both aspects: first of all, exploration and on the other hand, short sequences dedicated to reflection, in which children experience their own opinions, what emotions they feel about certain situations, what they think, what lessons they have gained, what changes in their behaviors and attitudes. Thus, in this way, the students will discover the meaning of self, relationship with others, the future of careers, learning, education and work. During this process always the focus is on the learner.

The engagement model refers to involvement of pupils in discovering their potential, to discuss what is important for them and to assume to be fully engaged in their learning career, to achieve specific outcomes, skills, knowledge and attitudes, necessary to celebrate the progress.

The engagement model initiated by Carpenter et. all (2011) applied

into practice for pupils with special needs and learning difficulties can be inspiring for the field of career learning because the 5 areas of engagement, according to this vision, are important steps to gain autonomy and responsibility, the development of self-confidence, independence, curiosity, capacity to cope with multiple changes and choices of their lives.

ENGAGEMENT MODEL

EXPLORATION - students participate at activitities with interest, motivation, attention, for the development new skills, knowledge and attitudes.

REALISATION - students use the newly developed skills or knowledge in new ways and in different contexts or environments.

ANTICIPATION - students predict, expect or associate activities, events, patways regarding the learning and careers etc. and become more established when they become aware that a familiar activities as following the pupil's understanding.

PERSISTANCE - students become more motivated and determined into effort to interact and is important so that the pupil maintains an activity long enough to develop, reinforce and apply their skills or knowledge so they can achieve their desired outcomes.

INITIATION - students investigate, behaviour spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve goals and objectives. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.
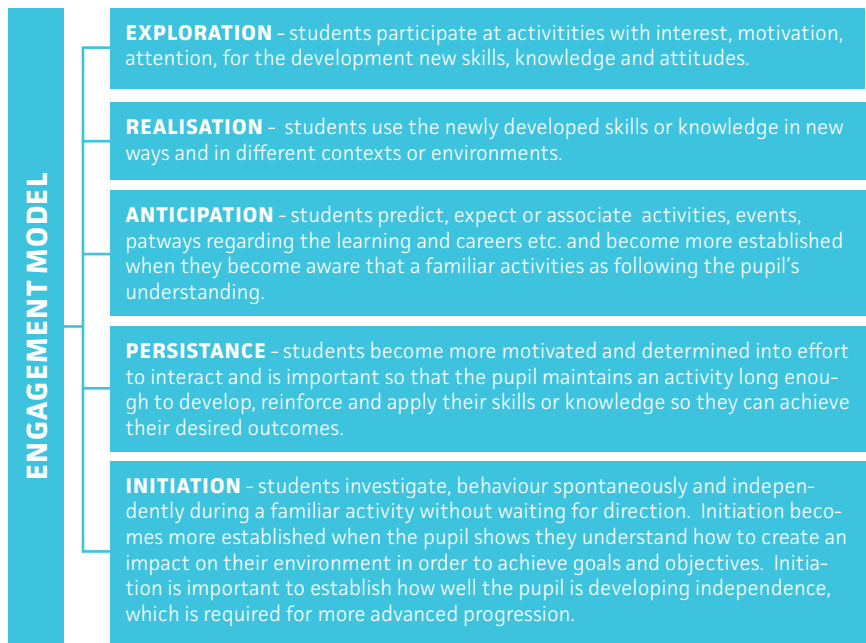
Figure 5. Engagement model (Carpenter et al., 2011).

Active engagement model is a challenge for students, teachers and school or career counsellors in the career education area, which is mainly based on self-awareness and build on relevant experiences, personal involvement in diverse activities.

Significant correlation with engagement is hope which is presented by Snyder et al. (1991, 2002) as a positive thinking, a cognition state, an idee developed in our minds, strong beliefs based on a sense of successful goal-directed determination and planning to meet these goals. The Hope Theory created by Snyder refers to the approach of hopefulness concept as a life-sustaining human strength. From this

perspective, the characteristic notes are highlighted in the form of three distinct components:

goals thinking/	patways thinking/planning to accomplish goals	agency thinking / goal-directed energy
the clear conceptualization of valuable goals. **For powerful question** Which is your main goal, only one regarding the education? Which is your main goal, only one regarding the career? What do you want to do when you grow up? Which is the your impor-tant value?	*the capacity to develop specific strategies to reach those goals.* **For powerful question** What are the resources you rely on to achieve your goals? Which is the person who helps you? Have you already built an action plan? Present it! What concrete and measurable results do you expect? List only two results you know you will have this year.	*the ability to initiate and sustain the motivation for using those strategies.* **For powerful question** What do you do every day to reach your goal? Which are your strategy to be more determinated and engaged for fulfill your action plan? Present in three words what do you think about your future will look like as a result of the education journey! Write and draw the quote that represents you!

Figure 6. The Hope Theory (Snyder et al., 1991, 2002).

Hope it is a positive emotion, a functional feeling which is a specific benchmark for resilience and for the capacity to find the best solution in face of adversity. Elaine Houston, specialist in behavioral science (2020, https://positivepsychology.com/hope-therapy/) consider that "While no one is exempt from experiencing challenging life events, hope fosters an orientation to life that allows a grounded and optimistic outlook even in the most challenging of circumstances", therefore emphasis the constructive role of hope in our lifespan.

At the same time, Elaine Houston (2020) summarizes accurately from literature review the 8 benefits of having hope which we present below:

1. Hope is significantly correlated with superior academic and athletic performance, greater physical and psychological well-being, improved self-esteem, and enhanced interpersonal relationships

(Rand & Cheavens, 2012).

2. Hope has the potential to enhance well-being over time. Erez & Isen (2002) found that individuals who are more hopeful and expect to be successful in achieving goals are more likely to experience a state of well-being.

3. Individuals with high hope are more likely to view stressful situations as challenging rather than threatening, thereby reducing the intensity and hindering the proliferation of stress (Lazarus & Launier, 1978).

4. Hope can be perceived as a protective factor against the development of chronic anxiety. Michael (2000) found that hope correlates significantly and negatively with anxiety, while also protecting against perceptions of vulnerability, uncontrollability, and unpredictability.

5. Hope is a motivational factor that helps initiate and sustain action toward long-term goals, including the flexible management of obstacles that get in the way of goal attainment. High-hope individuals can conceptualize their goals clearly, establishing goals based on their own previous performances. In this way, hopeful individuals have greater control over how they will pursue goals and are intrinsically motivated to find multiple pathways to successful goal attainment (Conti, 2000).

6. Snyder et al. (2002) found that high hope college students were more likely to graduate than their low hope counterparts. Their findings indicated that students with low hope graduated at an overall 40.27% rate as compared with 56.50% of high-hope students. Additionally, low hope students were also at greater risk of being dismissed (25%) relative to their high hope peers (7.1%).

7. Hope is positively related to overall life satisfaction (Roesch & Vaughn, 2006).

8. Hope, with its in-built orientation towards the future, motivates individuals to maintain their positive involvement in life regardless of any limitations imposed upon them (Rideout & Montemuro, 1986).

Based on substantiated research, following the collaboration with specialists, researchers and practitioners across the globe it is obvi-

1. Hopefulness: The degree of hope you have about your future.

↓

2. Self-reflection: Examining your thoughts, beliefs, behaviors, and circumstances.

↓

3. Self-clarity: Having a clear understanding about yourself in terms of interests, values, skills, motivation, goals, etc.

↓

4. Visioning: Brainstorming future possibilities for your career and identifying desired future outcomes.

↓

5. Goal Setting and Planning: The process of specifying what you want to achieve and identifying specific steps to reach your goals.

↓

6. Implementing: Taking action to achieve your goals.

↓

7. Adapting: Using new information about yourself and your environment to inform your goals and plans.

Figure 8. Hope-action competencies (https://hope-action.com/).

Research developed shows that strengthening hope-action competencies is useful in planning and career management and hope plays a pivotal role in one's academic success, career development, learning, and performance. It is compulsory for teachers and school/career counsellor to be involved in elaboration of the powerful strategies which create hope and manage careers throughout lifetimes. Hope is the great framework to empower the students for academic engagement, progress and student retention, job search success, career goal clarity, and cultivating a meaningful career path. The students from primary school are invited to explore their unique val-

ues, passions/ hobbies, skills, interests, personal styles, and values, to become aware of the importance of hope in career planning and to engage active in self-reflection to develop self-clarity. Also, another key of this process is to discover the resources which action as a support for exploring the future opportunities, very important to transforming the dreams into realities and to take the best decision, to connect the needs of the persons with requests of the society.

"Ignoring the process of career development occurring during childhood is similar to a gardener disregarding the quality of the soil in which a garden will be planted

(Kashefpakdel et al., 2018)

Activities to support career learning
- didactic reflections -
inspiration for practice

3. Activities to support career learning - didactic reflections - inspiration for practice

In this chapter the teacher will be offered an introduction to what to consider and reflect on while creating career learning activities in primary and lower secondary schools. The onset of this presentation is based on the activities to support career learning in schools developed by the JOBLAND partners. A brief presentation of the activities is included in the introduction.

The JOBLAND project has developed and tested a number of activities (called career learning units) focused on supporting career learning for students in age groups 6-8 years, 8-10 years and 10-12 years. You can find the catalogue with descriptions of the career learning activities for students in the three age groups here https://www.joblandproject.eu/design-your-future/ . The career learning activities you find following the link are described in detail focusing on learning outcomes and offering a description of the activity, timeline, supporting learning materials and instructions on the role of the teacher. Based on the teacher's knowledge of the students, activities can be adapted and further developed, just as activities developed focusing on one age group can inspire learning activities for other age groups as well.

For each activity, we have noted which career management skill (CMS) the activity primarily supports. Potentially, the activities can support more than one or few career management skills. If you as a teacher are preoccupied with how to support specific career management skills in school, then you can explore this catalogue.

Important aspects to consider while planning and conducting activities to support career learning

Career related activities are most effective when they are planned, delivered and adapted depending on the age group (Kashefpakdel et al., 2018, p. V).

Below the teacher is offered an introduction to various themes important to consider for teachers who plan and conduct career learning activities in primary and lower secondary schools.

Short presentations of some of the activities to support career learning which were developed in the JOBLAND project are included in the introduction. We hope this will inspire you to further explore the activities presented in detail here https://www.joblandproject.eu/design-your-future/ . The themes also relate to the theoretical framework for career learning presented in the beginning of the handbook.

Questions for the teacher to consider while planning and conducting activities to support career learning

What is the rationale for the teacher to choose a certain content in order to support career learning? And what is the rationale for the teacher for choosing methods to teach the content with his or her specific groups of pupils in mind?

Such reflections are called didactic reflections, and several didactic models were developed to help teachers to ask and answer questions like these. Uljens (1997) points out some aspects of the teaching phenomenon which can inspire the teacher in his or her didactic reflections:

Aspects of the Phenomenon of Teaching	
In teaching there is always	
· somebody that	who?
· sometimes and	when?
· somewhere and	where?
· for some reason	why?
· in some way facilitates	how?
· somebody else's	whose?
· efforts to reach	by means of what?
· some kind of competence	what kind?
· in some field of knowledge	what?
· for certain purposes	what?
that bave been agreed upon	by whom?
so that the individuai could better realize his interests	

Figure 9. Aspects of the phenomenon of teaching (Uljens, 1997, p. 24).

Inspired by Uljens (1997), we would like to present some didactic questions which can support teachers in planning and conducting activities to support pupils' career learning.

Who should learn? This includes considerations about who the students are, what their prerequisites are for participating in the teaching with a focus on career learning. The teacher can, for example, be inspired by Bill Law's model for career learning in relation to differentiating between different levels of career learning. The teacher can also consider what motivates the current group of students.

Why should students learn and what should they learn? What is the purpose and goals of career education? What should be achieved with the teaching and what should the students learn or develop? Here the teacher can, for example, be inspired by the descriptions of the different career management skills.

From whom should students learn? Is it, for example, the teacher who must facilitate the students' learning or could the students

benefit from the meeting with other parties, for example managers and employees? In relation hereto, the teacher can assess his or her own competencies in relation to supporting the students' career learning, just as the teacher can consider how external parties are equipped to meet the students and support their career learning.

With whom should students learn? The teacher can consider which form of organisation of teaching best supports the students' career learning. For example, should students work individually, in pairs or in groups? How can the teacher make use of the relationships in the class in a good way?

When should career education take place? This question raises the teacher's reflections on e.g. when in the school process to work with career education, when in the school year and what times of the school day.

How to teach? The teacher can reflect on what methods he or she wants to use to support students' career learning. Here the teacher can be inspired by the learning units that have been developed in the JOBLAND project, some of which are introduced in the present inspiration material. In connection with this, the teacher can consider 'with the help of what is to be taught?' – what materials are available and will be appropriate to bring into play and in what way? In relation to this, the teacher can consider how the chronology of the teaching should be and which time resources are available for the various career education activities.

Where should the teaching take place? For example, should career education take place in the classroom or outside the school in connection with an excursion?

Questions also arise that relate to how the teaching went and to the teacher's evaluation of, for example, the students' learning outcomes and well-being. The teacher can also reflect on the didactic choices he or she has made and the rationale for the current practice, including what could be changed.

The didactic questions presented are relevant to the teacher's work to support students' career learning. The questions are interconnected and thus affect each other. The questions illustrate that sup-

porting career learning in school is a complex matter. Hopefully, the themes discussed below can inspire the work.

Curricular organisation

Career education is embedded in different education systems which sets the context for the work of the teacher. Sultana present four ways of curricular organisation (Sultana, n.d., pp. 57–63):

Curricular organisation

Career learning across the curriculum
Different aspects of career education are taught across a range of curriculum areas, such as language (e.g. learning how to write a job application letter; how to write a c.v.); social studies/personal and social education/religious studies (e.g. meaning of work; different ways of organising work, such as cooperatives; workers' rights; the role of trade unions; gender issues in relation to work; the notion of work as a 'calling'); and expressive arts (e.g. role playing a job interview).

Career learning outside the formal curriculum
Career-learning programmes added on as an extra-curricular activity. E.g. students are invited to take part in a 'careers week' or a 'careers fair', to visit workplaces, to participate in a work exploration or work experience programme, to set up a mock company, to attend presentations made by alumni, parents, and employers who talk about their experiences at work.

Career learning as part of the formal curriculum
Some education systems have set up a formal, timetabled subject within the curriculum dedicated to career learning, either as a compulsory or optional area of study.

A mixed model approach to career learning
Some education systems mix some or all elements presented above.

Lesson learnt: integrating career learning in the ethos of the school
What seems to work best is when career education is integrated into the mission and ethos of the school, mobilizes both qualified specialists and the wider teaching and school staff, and draws on external contributors such as alumni, parents, post-secondary education and training providers, trade union staff and employers.

(Sultana, n.d., pp. 57–63)

The different ways of curricular organisation provide different opportunities for students to develop rich insights and for teachers to have a sense of ownership for career education. The models require different degrees of cooperation and coordination between different teachers, e.g. in relation to creating an overview of curriculum to combat fragmentation. There are pros and cons to the different models. Here we will highlight a few of Sultana's points. The 'add-on' nature of extracurricular activities can give 'the impression that work-related learning is peripheral to the mainstream concerns of the school, as represented by the regular curriculum'. It is also important to notice that extra-curricular activities often tend to be too little, too late since they often come at a point 'when students may already have positioned themselves in regard to their future' (Sultana, n.d., pp. 57 –63).

Furthermore, the different models create different contexts for the teachers' work with career education – context which the teacher must reflect on when reading the different activity suggestions to support career learning presented below.

Below we will present two different ways of working with career education - within the curricular subjects or extracurricular time.

Time within the curricular subjects or extracurricular time

Activities to support students' career learning and development of career management skills can be done in connection with the curricular subjects or as extracurricular time. Working with one does not exclude the other, just as one is not better than the other. Different career learning potentials that can be unleashed. Furthermore, the two perspectives can fertilize each other.

By career learning linked to the curricular subjects, we mean didactic activities that meet one or more academic goals from the curriculum, and which have careers as a theme to work with these academic goals.

See here the learning unit called "Educations and jobs through time in the family tree". This activity could be part of a theme focusing on life 'in the old days' and life now integrated into history teaching or social studies.

Career learning linked to curricular subjects can also be about examining how the subject plays a role in the world. In which education and professional career do you need knowledge about biology, for example? How does mathematics play a role for a carpenter?

The report 'Good career guidance' from the UK context identifies good practices in career guidance. Eight benchmarks are identified and the fourth is called 'Linking curriculum learning to careers'. It highlights that it is important that teachers link careers to their teaching with a special focus on how career opportunities arise from the subjects. Teachers can increase the relevance of their teaching and foster career learning by linking subjects to jobs. E.g. radiography technician (physics); food analyst (chemistry); programming, actuary, bricklayer (mathematics); farmer (biology); store employee, receptionist, researcher (language).

This enables students 'to understand how course content is applied outside the classroom'. Moreover, linking curricular subjects to careers can support students' engagement in school (Gatsby Charitable Foundation, 2014, p. 23).

The teacher can also work with extracurricular activities that support career learning. These activities are not directly linked to the curricular subjects, but the extracurricular activities for example can support the students' personal and social development. See, for example, the activity called "My little universe".

My little universe

6-8 years

Pupils will discover their hobbies, the games and the activities they prefer, using animation and images. Every pupil will present by drawing his/her own hobby, game or the activity he/she prefers. Using the role play ("Chess and my friend") the pupils will discover the benefit of practicing a hobby (well being, developing self-confidence and abilities, pleasant way to spend spare time, discovering own talents, passions, the opportunity to gain new friends that practice the same activities and hobbies).

Learning Outcomes
· To identify hobbies, games and activities they prefer, according to their age;
· To reflect on their own hobbies, games and preferred activities;
· To present their own hobbies, games and preferred activities;
· To reflect on the benefits of practicing a hobby or a preferred activity.

Author: National Center for Education Policy and Evaluation, Bucharest (Romania)

Educating democratic citizens

Extracurricular activities on career learning can – as the activities linked to the curricular subjects – support the broad purpose of the school of educating democratic citizens. This is for example the case for the learning units "The best school in the world" and "This is a problem" presented below.

The best school in the world!

8-10 years

Students work on the following topics: what is innovation? Why is it important to know how to develop new ideas? What is our school like? How would we like it to be?

Starting from a problem, the goal is to design a prototype of the school they would like. The activities require that children work in groups, focusing on common projects. The groups work on different projects (planning of the school they would like, a playground near the school, etc.). And all children participate actively.

Learning Outcomes

- Students experiment learning throughout life;
- Students interact confidently and well with others;
- Students are innovative and creative in their thinking about work, learning and life.

Author: University of Florence, Department of Education and Psychology (Italy)

This is a problem

10-12 years

The activity focuses on discovering needs, rights and duties of oneself and of others; being aware of the problems of the school or community (eg. environmental) and able to analyze a critical situation through applying the inquire circle (identify the problem, imagine the solution, make an action plan, act). The activity is developed through the use of different types of maps and problem tree diagrams.

The activity's focus is on the power of collaboration and responsibility in front of common challenges.

Learning Outcomes

- Making effective decisions relating to the own life, learning and work;
- Interacting confidently and well with others;
- Finding and using information and the support of others for own (future) career.

Author: University of Florence, Department of Education and Psychology (Italy)

These learning units focus on supporting students to identify and grasp the opportunity to create value for themselves, for others and the world they are part of which are important aspects of citizenship.

Progression and coreherence - Career learning as a process

The JOBLAND project has developed and tried out activities to support career learning for students aged 6-8, 8-10 and 10-12. Despite the fact that activities are presented independently, evidence demonstrates that effective career learning activities should be part of a process and not be conducted as singular events. It is important to see the different career learning activities as connected with each other rather than fragmented events unconnected to other career learning activities. Career related activities are most effective when they are well-structured, planned, delivered and adapted depending on the age group (Kashefpakdel et al., 2018, p. V) and their stages in career learning (Law, 2001). This conclusion draws attention to progression and coherence in the career learning activities.

The activities 'The best school in the world!' and 'This is a problem' which are presented above are examples of learning units where the focus is on supporting progression in students' career learning. In 'The best school in the world!' (8-10 years) a problem is presented to the students with whom they work. In the activity 'This is a problem' for the older children (10-12 years), the children themselves identify key problems that need to be solved.

Progression is a question of creating advance and growth in the activities in such a way that they match the age and development of the children. This requires that the teacher knows his/her students well as a basis for assessing where the individual students and the students as a group are in terms of career learning. This allows the teacher to choose relevant activities for supporting career learning.

In order to support progression, different types of activities at different age groups are relevant. At the same time, the teacher has to pay attention to the fact that children from the same age are different, thus, as with all other teaching in school, the teacher has to choose and organise the activities accordingly. Therefore, it is important that the teacher adapts the activities presented in this handbook in

such a way that they fit the children he or she is dealing with.

If we look at this with for instance Bill Law's theory on career learning (Law, 2001), some children in the classroom might primarily be preoccupied with Law's level of 'sensing - finding out', while other children in class might be able to work with the level of 'sifting - sorting out'. Therefore, it is important to address how an activity can be organised and carried out in a way that allows children preoccupied with different levels in Law's progressive career learning theory to benefit from the activity.

The teacher can be inspired by activities organised for younger or older children and adapt them so that they are suited for the children she works with.

Progression also has to do with a focus on coherence. Coherence refers to the teacher's ability to understand how the career learning activity he or she is planning is connected with what the students have encountered and experienced earlier on, and how the activity connects with other career learning activities that the students will meet and experience later on. There is no magic bullet in career learning (Gatsby Charitable Foundation, 2014). It is the combination of multiple coherent career learning activities that is crucial to the students' career learning.

Contextualising learning – framing, preparation and processing in a career learning perspective

When working on career learning activities, it is important to bear in mind how the activity may support the students' formation of experience and reflection in relation to education, work, themself, etc., and not only to make a 'fun' activity for the students. It is important to contextualise learning in a career learning perspective.

Students often participate in activities, including activities intended to support career learning, based on the expectations they have for the activities and the meaning they attribute to the activity. One cannot necessarily expect students to 'by themselves' see that an activity can contribute to broadening the horizons around education and work and to creating a good basis for a later educational choice – or expect them to see the value in such horizon-expanding

activities (Skovhus & Thomsen, 2020). Targeted work must be done on this. This calls for framing activities in a career learning perspective.

Hence, the teacher must think over his or her didactics in relation to the preparation and processing of career learning activities. Career learning activities require that students are prepared for career learning and that the experiences are processed to support reflection.

The preparation of activities can help the students to focus on education, work, and life and to broaden their knowledge about what kind of work people can have, and why different tasks are important and to support that students find these learning processes meaningful and relevant.

Preparation of activities is linked with processing of activities, for instance with a focus on supporting reflection in connection with the experiences the students have gained. Preparation and processing are linked in the way the activity is carried out and the content of the activity is developed.

In this activity, students aged 10-12 visit a nursing home and get insight into different job roles and interview a resident.

Ahead of the visit, the teacher has worked on preparing the visit together with the students. They have been brainstorming companies and places of work in the community, and they have discussed why these institutions exist. They also discuss the fact that several different professional groups can be found within an institution or a company. On this basis, the visit to the nursing home is prepared and framed in a career learning perspective.

After the visit, the students' experiences are being processed in

order to support their reflection. The students present important themes from their interview with a resident at the nursing home, focussed on what the resident told about his/her work life and how it is to live in what is also other people's workplace. Furthermore, the teacher facilitates discussions about questions such as, 'What did you notice during your visit?', 'What surprised you?', 'Which tasks that you did not notice might exist in a nursing home?', and 'Why are the different tasks at the nursing home important?'

In this way, the visit to the nursing home does not stand alone. The preparation helps the students to focus on education, work, and life and to broaden their knowledge about what kind of work people can have, and why different tasks are important. This provides the setting for how students consider their visit to the nursing home. The processing afterwards helps students reflect on their experiences. Here, the teacher can help students to continue their reflections beyond what they are capable of by themselves. The teacher has the possibility to also work norm-critically, to challenge for instance stereotyped assumptions and to contribute to more nuanced reflections and understandings.

The way in which an activity is prepared has to correlate with the way the activity is carried out and with the processing of the activity.

In this section we have used the notions of preparation and processing. It might sound as if preparation and processing are stages that lay outside of what can be considered as the 'real' activity. A central point, however, is that preparation and processing have to be understood as an integrated part of an activity, for instance an integrated part of a visit to a nursing home. They are interrelated parts, and none of them are replaceable.

Encounters with employers and employees, and experiences of workplaces

The British report "Good Career Guidance" identifies good practices in career guidance and presents eight benchmarks to support young people in making informed choices about their future. Two benchmarks are called 'Encounters with employers and employees' and 'Experiences of workplaces'. The two benchmarks highlight that pupils during their time in school should have multiple opportunities

to learn from employers and employees about work, employment and the skills that are valued in the workplace. According to these benchmarks, every pupil should have first-hand experiences of workplaces through e.g. work visits to help their exploration of career opportunities (Gatsby Charitable Foundation, 2014, pp. 7, 24–27). The employer/employee can bring real life, authentic experiences of the workplace into the life of the pupils. They can come to the school and visit the students and/or the students can visit a workplace to get first hand experiences.

In the activity 'Educations and jobs at a nursing home' presented above, students aged 10-12 visit a nursing home and get insight into different job roles and interview a resident.

The activity gives students insight into the fact that different professional groups work in a(n) company/institution and that they have different educational backgrounds and different job functions, all of which contribute to the common task solution. Students get acquainted with a specific workplace. Additionally, due to the interview of the resident, the students become familiar with different education and professional pathways with a special focus on the changeable nature in time of the world of work.

It is important that the teacher considers how students can gain a broad insight across sectors: private, public, and third sectors; large companies, small and medium sized enterprises, micro businesses, and self employment from all occupational areas (Kashefpakdel et al., 2018, p. 9).

Students' encounters with employers and employees, and experiences of workplaces require an extra effort in terms of planning and coordination. But the involvement of employers and working people in the activities is a valuable resource in career education. When employers or professionals engage with children, "they are perceived as having real authority and authenticity". Being exposed to new, useful and relevant information about the labour market allows pupils to draw better links between their current and future imagined lives (Kashefpakdel et al., 2018).

Building network and partnerships

Teachers have a key role to play in the 'design, coordination, delivery, evaluation and constant improvement of the career education programme' in the school. But to ensure an enriching career education programme for the pupils, teachers are required to collaborate with others – both within their institution and outside of it (Sultana, n.d., pp. 111–115). Here is a list of important partners to inspire cooperation and partnerships on career education (Sultana, n.d., pp. 111–115):

- To implement career education as a whole school approach, teachers need the support of **school leaders**.
- **Subject teachers** can include career education in the curriculum of the subjects.
- **Career guidance practitioners** giving a service to the school often have a network including **local businesses** which the teacher can benefit from when establishing activities that connect students with the world outside the school.
- **Older students** themselves may have experiences from part-time jobs to bring into the teaching. The teacher can consider the potentials in this to promote other students' career learning. There may be potentials that the class can profit from it with the aim of reflecting in a more nuanced way on what it means to have a job, to have colleagues and responsibilities in a workplace. It is also possible to discuss happenstances concerning becoming aware of a potential job opening and the significance of networks. Older students can be involved in career education and, for example, tell about their experiences of getting a part-time job. Students can also have networks through family or friends, which can provide access to visits to relevant companies.
- **Employers and employees** are important partners in the field of career education. They can share their knowledge and experience with students in all sorts of ways. They can, for example, contribute to activities where the students gain beginning experiences with workplaces.
- It can be time-consuming to build networks and make agreements about company visits, including to provide the company

with knowledge about what the company visit is part of for the students and how to frame the visit in a career learning perspective. That said, companies can also be glad to be contacted and to get the opportunity to contribute to the school's work and the students' horizon expansion – especially when the company experiences that the students are prepared and interested.

- **Trade union officials** are important partners in the provision of authentic insights about the realities of work in the contemporary world.
- A whole range of **local community members** can contribute with other perspectives and insights to the school's career education programme, e.g. ex-alumni who are now in employment or entrepreneurs, parents who can share their first-hand experience in the labour market, and non-governmental and voluntary organisations that can bring in alternative perspectives on the world of work, while also highlighting the value of non-paid work, leisure, healthy and balanced lifestyles, and so on. In multicultural contexts, members of ethnic minorities can help ensure that services and products are respectful of diversity (Sultana, n.d., p. 112).

Strengthening career education in schools through partnerships

When the teacher works to organize activities in collaboration with other parties, the teacher uses his/her networking skills.

It may be a good idea to develop some partnerships so that visits 'out of school' can be repeated. In this way, the teacher does not have to 'start over' every time. It may also be a good idea for the school to develop structures that apply across year groups, rather than to let the visits depend on the individual teacher in the class and on his/her network and initiative. It could be that students in the 4th grade are always on a company visit, as the example of visits to the nursing home. It requires planning and collaboration externally as well as internally within the school and prioritization from the school leaders.

Sultana highlights that for the potential for such varied input to be enriching, and to be a mark of quality, depends on having purposeful coordination between different contributors so that, from the perspective of the student, career education is experienced holistically and meaningfully, as a set of powerful, connected reflections that

help orient individuals towards the future (Sultana, n.d., p. 111).

If the teacher does not have partners, he or she can consider how to build a network around career learning that contributes to rewarding activities for the students, both in school and outside school. Building a network requires special skills and the allocation of time and resources. Despite the commitment required, the investments usually result in great occasions for the pupils.

Collaboration with parents

Career learning is a social process that takes place in the communities, which students are part of, and one of these communities is the student's family. When the teacher works on supporting career learning students it is important to recognise the great importance of the family for the students' understanding of and experiences with education, work life and the connection to other parts of life. The students' families can be a resource in career learning processes, not only for their own children but also for the other children in the classroom. They can represent the closer network to build and benefit from.

Families and parents are different – concerning values, culture, norms, beliefs, experiences, knowledge, opportunities, socio-economic status, networks, time. It is important to work on the basis that all families have something to contribute, e.g. also if there is no educational tradition in the family or if the parents do not have a job – everyone has and has had a life with experiences and considerations.

A common feature of parents is that they want the best for their children.

The JOBLAND project has developed several activities that involve parents in career learning activities in different ways.

In the following activity, parents are involved in the career learning process by helping the student to draw an occupational tree for the family. This tree can be the basis of discussions in the family – perhaps other kinds of discussions and reflections than the ones the student usually has with his family.

It is important to notice that this is an exercise that parents can con-

tribute to, regardless of educational level and occupational status.

Career genogram of my family

6-8 years

The children cooperate with the parents on creating a family tree picture or diagram covering many generations with information on the occupations of family members.

Learning Outcomes
- To develop the skills that students will define family members' professions and skills;
- To look at the professions of parents and their siblings as well as grandparents generally may lead to some awareness in individuals.

Author: Özel Bilkent Middle School (Turkey)

Another activity is centered on identifying and discussing the benefits of certain professions/occupations for the employee and society. The basis here is not the family's own story, but a more general conversation about education and job, and this activity also supports parents and children talking together about career learning themes.

Apart from parents being resources and important in relation to their own children's career learning processes, they can also be a resource to other children in the classroom. For instance, by telling about their job to the whole class, so the students get acquainted with other occupations than the ones of their family.

Norms

It is important that the teacher reflects on how his or her own norms about education and work, values and ways of living are expressed in the work at school and how the norms, intentionally and unintentionally, can affect the students – positively and negatively. In connection with a career learning activity such as 'Career genogram of my family' which is presented above, it is important that the teacher considers how to talk about families' careers in non-stigmatizing ways. It is also something you can reflect on together with your colleagues.

Available resources

As a teacher who wants to work with career education, one has to be aware of which and how many resources are available to maximise the effect of the planned activities. In this section, we specifically

refer to: time for planning, time that can be spent together with the students, and access to physical resources – objects.

Time for planning

While planning career education activities, it is important to draw attention to the time it takes to plan career learning activities. Activities which involve cooperating partners such as companies and parents can be more time consuming to plan than activities that do not require collaborators. But activities which involve partners and 'out of school' experiences can contribute with other aspects to career learning than activities inside the school. The teacher must reflect on how the time resources are used best to facilitate the students' career learning.

Time to be spent with the students

Another resource is the available time which can be spent together with the students for the planned activities. Some activities can be undertaken within a short time frame. One example is the following activity that takes one hour overall. The focus here is to broaden students' knowledge of different careers and have them understand how different job roles relate to one another.

Connections

8-10 years

A group activity that encourages pupils to understand how jobs are related to one another.

It is also intended to illustrate to pupils the variety of options they have to apply their skills or have a career in a particular industry.

The unit explores questions such as:

How many different job roles does it take to make a company/industry work?

What kind of job roles exist in all companies/industries?

How many different job roles involve working with (animals/art/cars, etc.).

Learning Outcomes

- Gain an understanding of how job roles are related to one another;
- Identify the different job roles associated with one industry/type of work;
- Identify the different tasks performed by the people in the job roles identified;
- Identify at least three different industries/areas where they could work in their chosen field:
- Some pupils will identify the different ways that people in different roles support each other's work.

Author: Cascaid (UK)

Other activities require longer time together with the students. An example of a more time-consuming activity is 'Education and jobs through time in the family tree' (presented in the section 'Time within the curricular subjects or extracurricular time') which requires a longer commitment. The activity begins in class for 2 hours, which sets the stage for homework supported by the family. The activity is rounded off with 2-3 hours in class, where the knowledge created by the homework is processed. If the activity is linked to a curricular subject, it will require even more time with the students – but you could also argue that it saves time since teaching curricular subjects and career learning are integrated with one another.

Physical resources – objects

Another type of resource relates to the access to objects and physical tools/objects. Some activities require objects that are already present in school, for instance paper, cardboard, pencils, drawing ink and blackboard, not to mention all the possible digital objects. Other activities are grounded on concrete objects as part of giving students insights into working life. This requires that the teacher can access these kinds of objects. An example of activities using objects from the world of work is a career learning activity that invites students to bring objects from their homes and the other students are then asked to guess professions based on objects.

Boxes
10-12 years

Bring objects that describe your life.
Guess a profession based on objects such as tools, work clothes, etc.
Al posto di queste due righe di testo inserirei spiegazione più dettagliata:
Introduction of the activity through a conversation focused on the meaning of the phrase "every box in an empty space to fill with something".
Collection of significant objects from the first years of their lives to the present (games, clothes, pine cones, shells, stones, milk teeth …) with the possibility of including even secrets that they can decide whether to reveal or not. Choice of the box or boxes (also of different materials: cardboard, transparent plastic, metal, …) organisation of the box; oral presentation of their box (every pupil presents their box to their classmates).

Learning Outcomes
mselves , telling moments of their life through the mediation of an object;
- Listen to the others, learn turn-taking and discuss the topic;
- Organise activities taking into account the necessary information, times and available resources;
- Recognise the strengths and weaknesses in their behavior, in the learning procedures implemented, in their choices, modifying them if necessary;
- Discover the world of work through the knowledge of the profession that they would like to do in the future;
- Understand the organization of the school system to reflect on the importance of study paths in order to achieve their projects.

Author: The Comprehensive School of Maniago (Italy)

This activity will require parents to be informed about the activity and to support it.

The purpose of the activities – primarily the inner self of the students or the world around

The Career Management Skills framework defines the skills and attitudes which support individuals to effectively manage their careers and to progress through life. This framework describes a number of skills and attitudes that can be developed through career learning.

The different Career Management Skills (CMS) can be presented in different ways. As an inspiration to the analysis of the purpose of career learning activities from another angle, what we present here is a continuum.

A continuum where the left outer pole has a purpose for the activities aimed at giving the student an awareness of his or her inner self. On the other hand, the right outer pole has a purpose that aims at giving the student an awareness of the world the students are part of.

Activities with a predominantly purpose of bringing attention to the students' inner self.	↔	Activities with a predominantly purpose of bringing attention to the world the students are part of.

The activity 'Magic balloons' is illustrative of the left pole of the continuum.

Magic balloons
8-10 years

Each student will create a self-portrait. After that in small groups, students discuss their strengths(skills, talents, qualities, capacities). Then they will receive colored balloons and they will note the most important personal skills/ abilities. When all the balloons will be written with words, students will tie them in order to raise up the all self-portrait pictures. Conclusion - personal qualities can raise you up.

Learning Outcomes
- Get to develop self-awareness in children;
- Reflect on their abilities, capacities and aptitudes through a funny motility game;
- Share with others about of inner self.

Author: The Municipal Centre for Resources and Educational Assistance of Bucharest (Romania)

The purpose of this activity is to support the student's awareness of their inner self, for instance favourite hobby, best achievement, personal qualities, something they want to learn, something that they can do better, and their future dream/career dream. In this way, the activity represents a psychologically informed activity.

The activity 'Let's choose a profession' is, instead, an example of an activity with another focus. This activity is more about giving the student an awareness of the world the students are part of. Here, this is done through the student's knowledge and recognition of the contributions of different occupational groups.

What if? Let's choose a profession
8-10 years

What would have happened without this profession? To recognize professions in mental and experiential ways. Students look into a profession and describe what society would miss if this profession did not exist.

Learning Outcomes
- To recognize professions in mental way;
- To recognize professions in experiential way.

Author: Özel Bilkent Middle School (Turkey)

In this activity, each student is invited to look into a profession and present to the other students what society would look like without that profession in question. This can make the students reflect on the society they live in and on the study programmes and jobs that exist in another way than they usually do, thus obtaining a more nuanced world view. Such a perspective is potentially connected with social cohesion where insight into and recognition of other people's work and contribution is central. This also allows the students to experience that others are valuing what oneself and one's family contributes with.

See also this film for inspiration (2 minutes, 20 seconds):
Das Handwerk
https://www.youtube.com/watch?v=1TwlUgd7eb0

In this context, the teacher can pay attention to work norm-critically and to support the students' awareness to help them set some of the understandings and differences in status attached to different programmes and occupations in a critical perspective.

We will round off this section by pointing out that the different aspects of CMS and the presented continuum can be used in an analysis of what one's students especially can benefit from developing.

CMS and the continuum presented above can also contribute to an overall analysis of the activities that are planned and carried out together with the students. Based on this, the activities can be examined to the degree that they support all the CMS areas or just a few of them. In the same way, it is possible to examine how the activities are placed on the continuum above. Are there activities that support both sides of the continuum, and something in between? Career learning works to connect the two dimensions and to help people make sense and locate their biography in the wider context.

Pre-understandings, new knowledge and inspiration

Activities with the purpose of supporting career learning can take their starting point in the students' knowledge, pre understandings and in what each of them brings into the class and work on promoting reflection.

Who am I?
6-8 years

Pupils identify job roles by asking and answering questions.
A simple and physically active Q and A game that encourages pupils to consider work environments, conditions, and core tasks.

Learning Outcomes
- Connect core work tasks, skills, and environments to job roles;
- All pupils will identify work skills, work tasks, and work environments;
- Most pupils will correctly identify a job role based on the work skills, work tasks, and environments related to the role.

Author: Cascaid (UK)

In this activity, each student is allotted a job role not visible to them (for instance placing a post-it with the job role written on it on the forehead). Students then ask each other questions in order to identify the job role.

This activity supports students' reflections on jobs and occupations. The answers they give and questions they pose are based on knowledge they already possess but, at the same time, the activity stimulates students to formulate questions about jobs, if more information is wanted. This way, they gain experience in asking questions about jobs. Moreover, students give each other the opportunity to reflect on what characterises different jobs and on what sets them apart.

The students' questions and answers are based on the knowledge they already possess and the ideas of work life they have already formed. Also, the activity makes it possible for the students to learn something new from the answers given by others and from the questions that other students ask.

On the other hand, activities can focus on bringing in new knowledge and inspiration from outside and work on promoting reflection.

Interview a professional
8-10 years

Interview a professional. A simple activity to start exploring careers via an interactive interview of a professional. Students interview a professional - e.g. inviting a professional to school or a parent, during school trips, etc.

Learning Outcomes
- To be able to reflect on professionals I meet;
- To explore careers around me.

Author: Centro Studi Pluriversum (Italy)

This activity invites students to search for and to collect new information about careers they might not be familiar with and about aspects of work they might not be aware of. In the activity, students

acquire new knowledge about a job by asking questions. They are asked to interview a person about his or her job. The students can afterward share what learnt with the other students, thus, bringing new knowledge into the student group.

Another type of activities which supports students in exploring and gaining new information includes visits from the outside or activities outside school. If carefully planned, these are known to be very beneficial in order to help increase the students' experiences and knowledge as they represent precious occasions for contextualising learning and exploring contexts beyond what students might be commonly surrounded by. A possible limitation of these activities is that they can be more resource-intensive to plan and carry out than activities in school that use the knowledge the students already possess as a starting point. It is important to be aware that new knowledge and inspiration also can be brought into the school by using digital resources, for instance online platforms on education and job and video clips that deal with jobs and workplaces. The relevance of using digital resources has increased during the COVID-19 lockdowns.

See here examples of presentations of jobs:
- Backer: https://youtu.be/VGC9TWp4HLo
- Pastry chef: https://youtu.be/fGPfNVV6GHg
- Paving: https://youtu.be/ngUdWTl9mXI
- Energy specialist: https://youtu.be/yzt4bMR-xoM

The teacher must find online material that is relevant in the students' context, including presentations in a language that the students can understand.

Based on the JOBLAND learning units, in Italy, digital trips to local companies have been created and shown into primary schools to overcome the COVID-19 restrictions while keeping career learning activities in place. They specifically aimed at exploring and gaining new information.

https://www.youtube.com/watch?v=f-9HDSXcsj0&list=PLsc9OQ1_CagcDK5fy-UWmjbJOavJH5Swq

Broadened horizons

The agency of the individual is closely linked to the social arrangements in the society he or she lives in. If children and young people should have the opportunity to choose between the different things that they value doing, this should require them to be actually aware of the various options. Hooley (2015) encourages to use the emancipatory potentials in school in a way that teachers together with students can work on supporting career learning in a manner that contributes to the broadening of the students' horizons and world view and challenges their conception of what is possible and impossible.

This means being aware of and reflecting on the existence of different educational and vocational options. Students do not automatically become aware of the existence of educational and vocational options beyond those they have already picked out. It is therefore necessary that schools develop a systematic approach to contribute to broadening students' educational and vocational horizons.

The effort of broadening the students' educational and vocational horizons can be carried out in many ways.

Activities might focus on opening the students' eyes to the environment that is a part of their daily life and to the occupations that are present there. This is the case in the following activity where the students through a map of a city explore economic sectors (primary, secondary, and tertiary) and related professional profiles.

Sectors
8-10 years

Connections: the world of work
This unit seeks to work on the discovery of professions, widen horizons and identify new sectors and professions, as well as professional tasks. New technologies, globalization or the rapid changes which affect the world of work and emerging professions or those whose key aspects are evolving are key aspects to include in the discovery and exploration of the world of professions.
The activities outlined in this unit approach the world of work through play. The first activity consists of the realization of a BreakOutEdu of professions and professional sectors. Through different challenges the children will have to open the final box. The challenges will be linked to professions, task and professional environments. In the final box they will find material to play another activity. The second activity is a Bingo of professions. The person facilitating the activity will announces tasks, tools or spaces that define professions and the children will have to guess which profession it is and mark it on their bingo card.

Learning Outcomes
- Get to know 3 economic sectors (primary, secondary, and tertiary) and related professions;
- Explore different professions and related tasks to the 3 economic sectors;
- Put into play different transversal skills like critical thinking or teamwork through gamification.

Author: DEP Institute (Spain)

In another activity, some of the students' parents are invited into the classroom to talk about their work. They can for instance focus on the concrete job functions and why they like their job.

Adults present their job
6-8 years

This activity seeks to give pupils insights into different jobs and to broaden their horizons in terms of which jobs exist and their content. The aim is to support that the pupils become acquainted with jobs that they do not meet through the family in which they live.
The pupils begin at a basic level talking about jobs.
The activity approaches the world of work through conversations and tools.
The teacher discusses with the pupils what it means to work – both paid work and unpaid work.
Adults visit the class and talk about their work and show tools or materials they use in their work.
After the visit, the teacher discusses with the pupils what they have heard and seen.
The teacher can ask parents to talk about issues around jobs and work with their children.

Learning Outcomes
Pupils begins to gain insight into
- Jobs;
- That all jobs contribute to something in society;
- Reasons to work.
Students form or further develop a language to discuss jobs.

Author: VIA University College (Denmark)

A central point in the activity mentioned above is that the students will meet occupations which go beyond the ones they are exposed to and they meet in their own family. This is important as students are reported to have a limited knowledge of occupations and the world of work. This emerges clearly in a recent OECD report where one third of PISA respondents (540,000 students from 72 countries) expressed interest in just 10 different occupations (Mann et al., n.d.).

The career learning process begins at an early age and includes gender, prestige and interests (Gottfredson, 2002). Early on, children be-

gin creating a cognitive map of education and vocation that will gradually resemble the cognitive map of the social order, which adults in their proximity have. Against this background and quite early, they begin to make unconscious circumscriptions of their preferences. So from an early age children start perceiving the suitability of different sectors and careers paths (Kashefpakdel et al., 2018).

Children's exposure to the world of work strongly influences children's career aspirations: jobs children aspire often depend on the ones of their closer community or networks, or on what they see on the TV and/or social media. This exposure shapes expectations with the serious risk of biased and narrow aspirations that might restrict children's futures by limiting what they believe they can do and the jobs they might end up pursuing (Montagna et al., 2019).

A thoughtful choice of adult professionals to invite to career learning activities can strategically work to contrast this phenomenon.

Relating back to the activity 'Adults present their job', the teacher can be aware of getting parents with different types of occupation to present their jobs. This can be a challenge in very homogenous communities, where parents have occupations that are quite similar in some ways, for instance a school where many parents are university graduates or a school where many parents are skilled workers.

Moreover, to maximally exploit the benefits of this type of horizon-broadening activities, the teacher should support students' reflection. It is important to address how to frame this work. In career education, it is important that activities support different dimensions of career learning, for instance both creation of experience and reflection, as Bill Law points out in his theory (Law, 2009).

When adults talk with children and young people about education and vocation, they often tend to focus on the concrete career choice of the students, and they can have an instrumental orientation towards career education in the sense that the student must end up making a career choice. Adults often ask children and young people, 'Do you know what you want to be?' or 'Is this something for you?'

Such a focus on career choice in the questions that are asked the students often calls for a decision or conclusion from the student. It is another attitude than being curious and wondering; attitudes

that support a broadening of horizons to a much higher degree. Here, Karl Tomm's focus on types of questions presented in the previous chapter turns out to be particularly useful. It is a good idea to consider how to support students' reflections in other ways than asking them to relate to their own plans and career choices and think about how to open for students' reflections based on other things than their own interests and educational paths. One way is to use questions like the ones below as a point of departure for a broader reflection.

· How does the things I/we experience here resemble something else that I/we have experienced? How is it different?
· What do I notice that I did not notice before?
· What is as I/we expected? What is different than expected?
· Which qualifications and skills would I have to develop, if I took this education or were employed in this job?
· In what way is this education or job important in our society? What do I/we think about this?

Questions like these can support the broadening of horizons for young people and help them reflect on the society they live in and are about to be active in. This is also linked with the discussion above about the career learning dimension highlighting respect for other people's contribution to society and social cohesion.

Being goal-oriented or being open and aware of happenstance

Goal-orientation and having a goal altogether is central to career education and career guidance. However, it is important to consider how having a goal is linked with the continuously changing labour market.

To have a goal and know where you are headed can be of great importance to the individual, for instance in relation to educational attainment. Goals can support the strengthening of perseverance.

A challenge with goal-setting is that you can only set goals for something you know. Hence, it can be important to try to achieve the broadening of the students' horizons so that they might see a wider

spectrum of possible goals. Working with goal-setting has another challenge, namely that the labour market is a quite unpredictable and chaotic system (Bright, 2013; Pryor & Bright, 2014). This challenges the assumption that it is possible to set goals, follow them and reach them. Hence, some career theorists argue that it is important to teach children how to live with uncertainty –positive uncertainty, as Gelatt (Gelatt, 1989) calls it – and to make the most of unplanned events or happenstance, as Krumboltz & Levin call it (Krumboltz & Levin, 2004).

Below, we present two activities, one that focuses on goals and one where the student can explore the chances that have made a difference in the life of an adult.

In the first activity, students work on a timeline for their future life. They imagine what their future life will look like and set goals concerning the following domains, family, career, money, friends, clothes, leisure, sports, hobbies, travel, emotions. They are asked to reflect on what kind of activities are appropriate to achieve their goals.

I set my own goals
10-12 years

Every student receives a worksheet - the line of life. They will set through key words, sentences, pictures, drawings, metaphors etc. personal and career goals regarding of the following domains:
- Family
- Profession
- Leisure
- Friends
- Money
- Hobbies, Travel, Emotions etc. in different ages.
The activity has an inner approach and also puts the students in the situation to clarify personal and professional ways to design their life, to set goals, to reflect on the type of activities which are proper to achieve their objectives. The teacher has to be a link between the inner world and the external dimension in order to encourage students to choose, compare, analyse and establish new life ways of living according their personality in future world.

Learning Outcomes
Pupils begins to gain insight into
- Jobs;
- That all jobs contribute to something in society;
- Reasons to work.
Students form or further develop a language to discuss jobs.
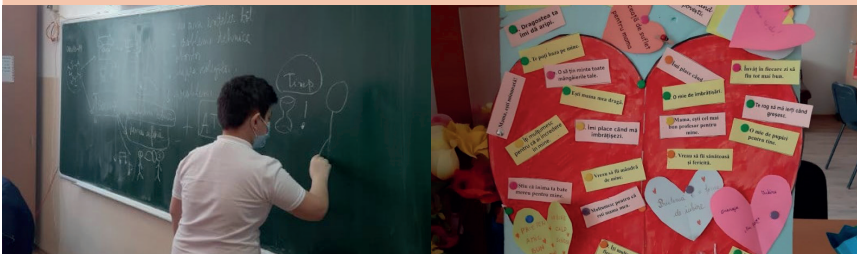
Author: The Municipal Centre for Resources and Educational Assistance of Bucharest (Romania)

The second activity also includes a timeline, however, here the focus is on the exploration of the life of an adult.

In groups, the students work together on exploring the life of an adult. Through a dialogue or interview, the students gain insight into an adult's educational and vocational history and important events in his or her life. The activity gives the students insight into how a life can unfold. Students are familiarised with the condition that careers are often not thoroughly planned, rather, they develop under the influence of chance and happenstance.

Thus, an important point in career education can be that the students gain experience in and reflect on goals, at the same time as the activities support the handling of uncertainty, support curiosity, and helps the students to be open towards the opportunities they meet on the way.

Individual activities or activities in communities?

Career learning activities can be organised so that the activity primarily is an individual activity where students work on their own or as an activity where the students mainly work together and discuss with each other.

Both forms of organisations can have its positive aspects and perhaps also disadvantages.

The organisation of an activity centred on the individual might give the individual student great liberty and opportunity to concentrate, reflect and work on the aspects that he or she finds important and interesting in the pace that he or she finds adequate.

In the activity below, students individually work on a worksheet with interests, hobbies and careers.

From Hobby to Job
10-12 years

Individual worksheet where the students fill in how a hobby might relate to education and job.
The person facilitating the activity will answer questions and support pupils as they explore how the skills and experiences they may gain through hobbies and interests can be transferred to the world of work.

Learning Outcomes
- To relate hobbies and interests to careers;
- Pupils will identify five hobbies or interests that they have;
- Pupils will identify how their interests/hobbies may come in handy in the future;
- Pupils will match careers to interests;
- Pupils will match their interests/hobbies to careers.

Author: Cascaid (UK)

The activity might conclude with a joint discussion, thus making it more collective.

Other activities are organised in communities or in small groups of activities for the entire class. With activities in communities we mean activities where more than one student participates and where the

potential of the community is brought into play, for instance by having students gaining experiences together or joint discussions.

In the activity below, students are asked to identify challenges in the community and to explore how these challenges could be solved. Against this background they identify the professions that are faced with the challenges previously identified.

> ### This is a problem
> 10-12 years
>
> Students identify challenges in their community and explore how the challenges might be solved. Against this background they identify professions that are faced with the challenges previously identified.
>
> **Learning Outcomes**
> - Making effective decisions relating to my life, learning and work;
> - Interacting confidently and well with others;
> - Finding and using information and the support of others for my (future) career.
>
> *Author: University of Florence, Department of Education and Psychology (Italy)*

An activity like this, where the collective aspect is brought into play, may make use of the career learning potentials in the students' communities.

When organising the activities in communities the teacher should support the students' exchange of experiences and common dialogues about career. For instance, by creating a framework for the discussion of the students and by exploring, together with the students, which questions could be interesting to investigate and discuss. In other words, to create a basis for the students' discussing good questions.

In addition, the teacher has an important role in ensuring that the students' reflections on challenges, education, job, themselves and others in relation hereto, ways of life, values, etc. are continued beyond what the students commonly are capable of. Scaffolding students' learning processes is an important task for the teacher (Vygotsky, 1978).

Entrepreneurial skills in primary school

The section on entrepreneurial skills in primary school is written by Ana Maria Oancea, Bucharest Municipal Centre for Educational Assistance and Resources, and is inspired by Frank, H. et al. (2005) and Hannan et al. (2006)

Reality shows it is never too early to start learning skills that will help children throughout their lives and careers.

In the 2000s, the Organization for Economic Co-operation and Development (OECD) recommended that all the member countries include in their curriculum subjects related to entrepreneurship at all educational levels.

Creativity, seeing opportunities, initiative, using resources in an optimal way – are skills that people can apply to every other aspect of their lives, which are, at the same time, linked with entrepreneurial spirit. These can be developed in primary school, using creative activities such as games, stories, group activities, involving parents. This process means a gradual action that can begin during a child's basic education to higher education, strengthening creativity and innovation. This means, also, transferring knowledge but at the same time, developing new ways of thinking, attitudes, competencies and behaviours.

Many authors have recognised the value of *experiential learning* as a pedagogical approach to entrepreneurship. Other authors such as Frank, Korunka, Lueger, and Mugler (2005) recommended the participation of successful entrepreneurs in the educational programmes and the use of action-oriented didactic techniques such as *student projects, experiments and business simulations* to develop individuals' entrepreneurial attitudes.

How to be an entrepreneur is considered a dynamic process of changing students' cognitive mechanisms, and teachers have to facilitate activities allowing students to better understand their skills and capabilities in terms of beliefs, values, and attitudes (Hannan, Leitch & Hazlett, 2006).

The teacher's role is to be a facilitator who supports students' reflections and gives them the opportunity to practice how to be an

entrepreneur, giving the students the opportunity to play the entrepreneurial role. The student learns through experience while the teacher facilitates the process.

Some simple actions in school such as following can help the development of entrepreneurial competence in primary school children:

· Helping children to fix goals and acting towards them;
· Forming the financial literacy: the ability to manage money — budgeting, allocating income, preparing for future expenditures, knowing the value of the money;
· Teaching students the networking skills;
· Helping students to assign value to the work they've done;
· Helping students to realise the connection between banknotes and coins-for the youngest children.

Managing a business simulation, in the primary school context, the teachers can give the youngsters the opportunity to learn how to create, organise and manage a business. This learning experience is inspired by the American Junior Achievement Programme, which has been transferred to the european schools as well. This approach gives students the opportunity to practise entrepreneurial skills: teachers select and design the entrepreneurial experience, guiding students. A great variety of products can be fabricated by these educational mini-companies: candy, food, handicrafts, ornaments, costumes. Once the products are manufactured, students can promote and market them (at home, in the neighbourhood, in school, among school sites). Sales can be recorded by one of the parents. The financial process can be a basis for learning the financial process of a small business.

For the future class of My Perfect Profession lesson, each student is asked to elaborate a presentation to promote the chosen profession. An advertisement form is given to the students about how they can prepare this presentation.

Learning Outcomes
- Students are expected to develop;
- There are different features and requirements in the application processes of professions;
- It is important to relate personal qualities to the needs of the professions;
- To improve being a thinker person on their career goals;
- In the career development process;
- Researching and discovering areas where the students are strong;
- To accept some sides that need improvement in the profession they are interested in, is aimed that they continue to plan and implement development oriented.

Author: Özel Bilkent Middle School (Turkey)

In this kind of activity, teachers can help children to develop skills related to entrepreneurial skills, like promoting, advertising future business. Throughout the process of creation, teachers can also support that students develop skills and values concerning how to administrate resources and funds. Another important lesson learned during this experience is cooperation, solidarity and respect for the team, for work.

Also, the entrepreneurial skills are related to a specific entrepreneurial attitude, a specific motivation and a persistence in working to achieve the goals. How to be an entrepreneur is considered a dynamic process of changing students' beliefs. In the activity below, the teacher can inspire students in acting like creators of their future businesses, as long as they will use goals, proper abilities/skill and activities.

How to achieve my goals?
10-12 years

The teacher will inform the students that, in order to achieve some goals, people must act in a specific way and demonstrate their abilities. The teacher will extract 3 cards from a bag: a card which names an activity and two cards which names 2 different skills. Students who will consider that all 3 elements extracted can help them reach their previously proposed objective will raise their hand and will explain how those elements can be useful for them in achieving the objective, in one of the previous set areas (Family, Career, Money s.o). They have to explain the link, if there is one, between the 3 elements and their specific goal. Example: My interest in cars and my ability to work as a mechanic, with my father, can help me to learn a lot in this domain, and can lead me to have my own company and to get my money.

Learning Outcomes
- Get to know different strategies to achieve their goals;
- Relate personal and career goals to actions, skills and motivation.

Author: The Municipal Centre for Resources and Educational Assistance of Bucharest (Romania)

Thinking of the future – acting in your reality

Another dimension of career learning activities has to do with the future dimension. While many learning units presented up to now focus on broadening horizons starting from working in the surrounding environment, some activities could also focus on the future dimension both in individual and collective terms. In this case, career learning activities are planned to stimulate children to imagine the world in a few years. These activities may focus on different topics (the future of a professional profile, of a sector, of a context, of a city) and aim to promote what UNESCO calls "Future literacy". Together with the ability of imagining future trends, the underlying assumption of these types of activities relates to the objective of empowering children to feel they are active agents of change, main characters of possible futures. This aim is strongly intertwined with the model of "hope" and "active engagement" proposed by Amundson and colleagues.

Evaluation activities

Another important aspect to take into account when planning and delivering career learning activities is the evaluation of the activities themselves.

In establishing impact, four levels can be identified (Kirkpatrick, 1994 ; ELGPN, 2014):

1. Reaction: how did participants describe their experience? Did they enjoy it and do they feel their participation has been worthwhile?

   For this level, rubrics can be a valuable tool. See here an example.

2. Learning: is it possible to quantify what has been learnt? In the specific case of career learning, assessing the acquisition of career management skills CMS against the reference framework can be useful.

   For this level, many different approaches can be used such as setting assignments, oral or written tests and exams, quizzes, self- and peer-evaluation, observation of students in action, and so on. The use of portfolios or reflective diaries is also a valuable possibility whose emphasis is on reflection. These tools are not meant to display records but can be used as platforms for more meaningful individual or group conversations on what is experienced, valued and learnt in the activities.

3. Behaviour: do learners change their behaviour as a result of participating, e.g. working harder, actively exploring their careers, or entering a new course?

4. Results: are there any observable impacts on systems, organisations or individuals, e.g. increased retention or academic attainment, improved transitions, increased career and life success?

The JOBLAND game & Gamification

4. The JOBLAND game & Gamification

4.1. A play-based approach to early career-related learning

Written by Daniela Frison, University of Florence, Italy

Toward a play-based approach in teaching and learning

The Center for Educational Research and Innovation (CERI) of the OECD - Organization for Economic Co-operation and Development (2019) has recently drawn attention to a central theme of the pedagogical research and has entitled its latest publication, simply and effectively, "*Play!*". Play undoubtedly represents one of the most explored themes by the pedagogical literature; despite this, as a multiform and multifaceted phenomenon, the play-learning relationship continues to be an object of study and analysis and many international works aim at exploring perspectives and beliefs of teachers and educators regarding this complex combination.

Play has been carefully observed and studied by developmental psychology and pedagogy for a long time with a focus on children educational and growth contexts with particular attention to early childhood and the role of play for children development and learning. Nowadays, playful experiences and more generally playful learning have been placed in a lifelong and life-wide perspective. In fact, as the above mentioned CERI points out, "the connection between playful experiences and learning suggests playfulness can be an important complement for education throughout people's lifetime" (2019, p. 2). Empirical studies and research on the subject have spread incrementally, particularly in the last decade, underlining the value of playful approaches in higher education and, more generally, with adults, despite the biases and stigmatizations of which the "adult version" of play still suffers. The introduction of *gamification* elements in teaching and learning, including within the university setting, is now common (Deterding, Dixon, Khaled, & Nacke, 2011). Equally widespread is the reference to *serious games*, a term introduced by Sawyer and Rejeski (2002) with a reference to games designed and developed according to educational objectives that incorporate a pedagogical and educational dynamic into the gam-

ing experience and which are configured above all as digital games. Whitton (2014), on the other hand, highlights a renewed attention to traditional games, not necessarily digital and, more generally, to the opportunities for activating that *magic circle* that Huizinga defined as the playful universe of illusion.

A playful approach is thus encouraged also in the training and professional development paths of teachers and educators in order to support them in the design processes of *play-based* interventions or curricula aimed at girls and boys of 0-6 educational services and primary school, facilitating the exploration of the play-learning relationship. In fact, although the scientific community of developmental psychologists, neuroscientists, anthropologists and pedagogists agreed on the key role of play in the learning processes and for the children affective and intellectual growth (Whitebread, et al., 2017), research particularly focuses on early childhood education and care setting (Lester & Russel, 2010). Studies and research focused on the centrality of play in teaching and learning processes in primary school are more limited (Jay & Knaus, 2018). Furthermore, studies focused on the benefits of play for childhood development have particularly focused on the importance of *free play*, while studies that have taken more into consideration the role of play in the learning process have highlighted the centrality of *guided play* and the relevance of the role played by teachers and educators in the design and management of highly structured activities (Cutter-Mackenzie & Edwards, 2013). On the other hand, research that has dealt with the integration of these two perspectives is limited and educators and teachers often complain about the complexity of a playful and play-based approach and the difficulty of documenting the value of play for learning, alongside the lack of training in this direction and pressure, more or less explicit, to commit to the achievement of specific learning objectives (Paly & De Luca, 2017).

A play-based learning to encourage 21st century skills

The centrality of a play-based approach has been highlighted as well to reach attitudes such as perseverance and adaptability to guarantee resilience and success to deal with 21st century challenges. These attitudes are commonly recognized as essential ingredients to sup-

port, accept and face the challenges and risks of a global and interconnected society that increasingly requires to know how to keep on interest and persist in order to complete a task or a goal even in *liquid* and changing conditions. In this scenario, it becomes crucial to be able to keep learning, to remain open and curious and to support the desire to undertake, actively and proactively, new goals and projects. In this direction, supranational bodies and research centers have promoted research projects for the definition of 21st-century skills and the design of skills frameworks suitable for the new century[2].

In this regard, actions are promoted internationally and situated within one common theoretical-methodological framework characterized by: 1) the centrality of cooperation between multiple learning contexts - formal, non-formal, informal - and integration and enhancement of experiences acquired within the school setting and all contexts and systems we are part of – family, working group, peer, community; 2) the overcoming of a dichotomous vision of methods and strategies of "traditional" and non-digital teaching and learning alongside to digital methods and strategies based on the enhancement of ICT; 3) a lifelong learning perspective that looks at the contribution that all levels of education can bring in terms of skills development (Frison & Menichetti, 2020). After all, a lifelong learning vision starts early and school systems should develop a growth mindset to support children in becoming workers of the future, able to adapt to change and to *surf* among hybrid jobs and opportunities. So, what role can a play-based learning approach assume in education of future workers? What forms and directions can play assume in educational and school settings to build lifelong learning attitudes? And precisely, how can play contribute within a framework of career-related learning? Despite the concept of *career* and *career-related learning* in Early Childhood Education and Care system and primary school typically provokes a cautious reaction due to a recall to career guidance and choice, learning about work and careers is crucial for *envisioning the future of education and jobs* (OECD,

---

2 E.g. the EnGauge Framework described by Burkhardt and colleagues (2003) or the World Economic Forum one (2015) or transformative competencies defined by OECD (2018).

2019a). Furthermore, play-based learning can support children learn about the world of work and their future in it and approach career development as a lifelong process (Hughes & Kashefpakdel, 2019).

Playing the future of jobs: input for design

Within a play-based approach to encourage *career-related learning*, play becomes a moment of *concrete experience* with reference to the experiential learning model by Kolb (1984). Immersive activities, games, and play become an input for a subsequent phase of *reflective observation* followed by *abstract conceptualization* and a "final" *active experimentation* in real or authentic contexts.
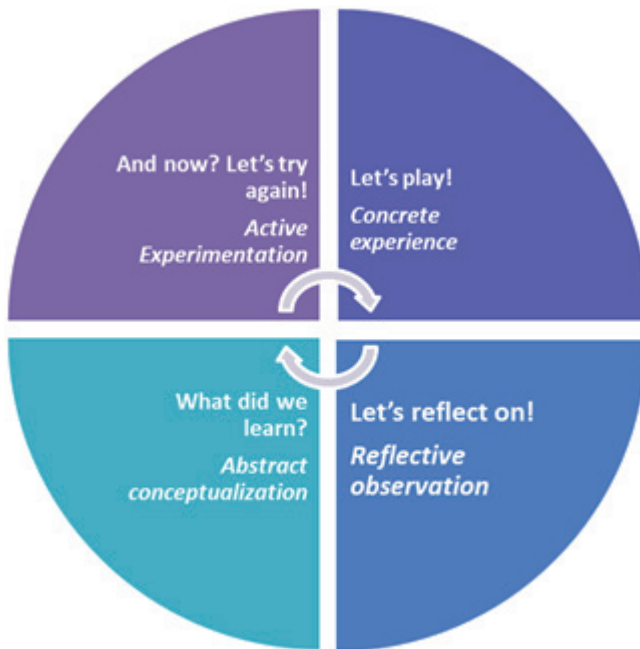
Figure 10 – Design of Play-Based Activities.

Primary teachers can engage children in *concrete experiences* that could offer opportunities of career-related learning. There is a wide range of activities/resources that can inspire and introduce careers work within the school setting.

Role-play can be proposed. The role-play is based on the reconstruction of a real, dramatized situation in which girls and boys take on roles and perspectives of others and interact around a problem, a task, a dilemma, starting from a scenic plot. Role-play invites children to get involved to face important issues for their future life, such as careers and the world of work while offering at the same time the opportunity to learn by touching firsthand, within a simplified reality, complex themes (Surian & Frison, 2019).

Employer engagement activities can be introduced at school, as opportunities by inviting employers or business representatives into school to collect and share their real life, authentic experiences of the workplace. Parents as workers or business representatives can come to speak about their job or career path, sharing challenges and engaging children. This has been presented in the learning unit called 'Get to know jobs - Adults present their job'.

Ethnographic tasks can be proposed. They require students to observe or consult adults, key informants of their community, family or business representatives. As in an ethnographic research, inspired by anthropological studies, children are invited to reach out to those who the "intend to study" in order to better understand their reality by observing and collecting testimonials, like a real one ethnographer engaged in the data collection phase that once analyzed and interpreted, they will be reported in the classroom and shared with peer (Frison & Menichetti, 2020). This activity is foreseen in the learning unit called 'Careers around me'.

Other strategies can be followed, such as the role-play of ancient and future jobs, playing the jobs of the past and present according to temporal variants (as in the unit called "I see the future"), the arrangement of collaborative and experiential research on jobs of the past and the present to highlight similarities and peculiarities, or the search for discriminating elements in jobs and the reflection on stereotypes and prejudices related to them in order to engage children, from early age, in career-related learning to improve their knowledge about work and develop 21st century skills.

4.2. The JOBLAND game

Written by Anita Montagna, Centro Studi Pluriversum, Italy

As part of the JOBLAND project, partners explored the potential of gamification approaches with the development of a career-learning game. The game mimiks a trip to an imaginary city (called JOBLAND) where pupils are guided in a digital visit and are asked to do specific small activities which allow them to collect clues. Clues are then used to solve a challenge.

The game consists of a digital audio-visual product, a video available here in different languages with time dedicated to activities. A narrator guides the visit which is supported by animations of the different locations of the city. In the different locations, pupils meet professionals from different economic sectors and are asked to reflect and actively work on several aspects of career learning.

To promote the pupils' engagement, they are given a worksheet aligned with the video with areas dedicated to the activities to be done.

The structure of the game allows a variety of flexible uses. This can be used in a class activity but also as an online distance activity.
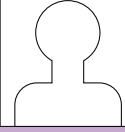
JOBLAND game - 1

1

Name: _____
One thing you like doing:
_____
_____
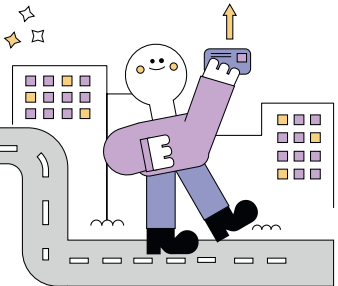
One thing you are very good at:
_____
_____

photo

WELCOME TO
Jobland
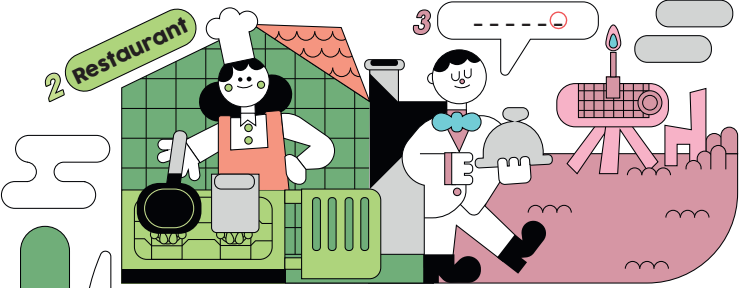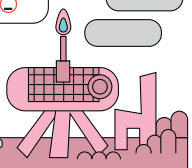
2 Restaurant

3

meat	**vegetables**	**eggs**	©**heese**
			bread
Farmer	B**u**tcher **Baker**	Egg farmer	**Cheese maker**

JOBLAND game - 2

4 Factory

5 Theatre

Create the project	graphic designer	cutter	designer	advertising expert
Produce the product	ironer	sewer	sales manager	model
Sell the product	PR specialist	model maker	photographer	web designer

JOBLAND game - 3

Biologist

microscope

Photographer

lab kit

Journalist

microphone

Chemist

stethoscope

Doctor

camera

6 Museum

Who lost the
backpack?

_ _ _ _ _ _ _ _ _

7 Quiz

Jobland

JOBLAND

JOBLAND

2 minutes!
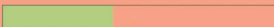

Name:
One thing you like doing:
One thing you are very good at:

Foto

1 minute!

7 minute!

Meat

Vegetables

Eggs

Cheese

Bread

Farmer

Butcher

Baker
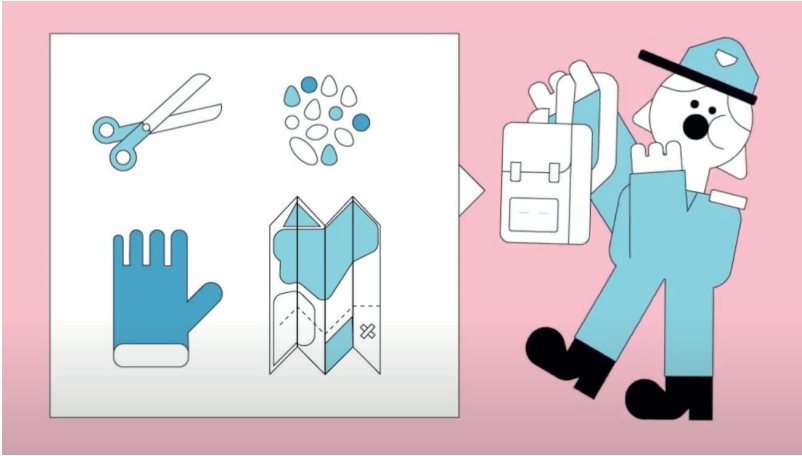
Egg farmer

Cheese maker

JOBLAND

JOBLAND

JOBLAND

JOBLAND
Training for teachers
in early career education

5. JOBLAND Training for teachers in early career education

Written by Glenda Galeotti, University of Florence, Italy

We talk about career education when career learning, considered a natural human process which encompasses formal, non-formal and informal learning, is facilitated and reinforced by "intentionally educational" actions of teachers and other professionals (Patton & McMahon, 2016). Through educational strategies and devices, these systematic actions support the development of knowledge and skills - developmentally appropriate for different age groups - which can have positive effects on future career development and its management in a lifelong learning perspective.

Therefore, Career Management Skills (CMS) – as a set of personal, reflective, social and digital skills necessary and functional to build, manage and implement life and career development paths (ELGPN, 2015) – become educational goals and the starting point for ideating, designing and implementing the career education programs. Moreover, the adoption of CMS as learning outcomes implies a wider focus of career learning and guidance towards their integration with systematic career teaching - in primary schools and in the following levels of education - with work and other life contexts, to pursue personal aspirations and talents, develop and manage professional and life plans and obtain future employability. In addition to considering the complex interactions between career teaching and career learning to achieve desired educational goals and learning outcomes (Paniagua & Instance, 2018), a pedagogical approach to career education allows to connect individual and social perspectives at the same time. The focus is on building a concrete link between individual and societal challenges in dealing with career-related questions. A main aim of this work is to explore the interconnection between individuals' freedom of choice and collective well-being with individuals being "responsible agents" for transforming the living environment and for promoting equity and social justice. Thus, in a global and critical vision of education for working life (Sultana, 2020; Irving, 2018), career education *is an educational action aimed at the devel-*

opment of knowledge and skills useful for exploring own talents, developing own potential and for progressively acquiring the skills to act and transform - in the future - structural conditions and factors that can limit the self-realization potential of individual and collective subjects (Galeotti, 2020).

Consistent with this definition, career teaching adopts a centred-learner approach (Weimer, 2013) using educational methods as challenge-based or problem-based learning, inquiry-based learning. Powerful experiences and experiential learning are also crucial in a system able to connect the micro-dimension (education activities), with the meso-dimension (school as education services in a specific territory through stakeholders' network) and the macro-dimensions (society and societal environment, problems or challenges i.e. social justice, future of work, the evolution of technology, demographic change, etc.) (Galeotti, 2020). In these terms, career education is a part of a wider pedagogical structure for facilitating the learning of critical-reflective skills on social values and norms and for connecting them with personal aspirations and potentials (ibidem).

For a career education that connects the development of individual potential with the transformation of the contextual conditions that can limit it, through stretching the ability to act individually and collectively, it is necessary to work on improving the skills of teachers. The JOBLAND Project provides suggestions based on evidence for teacher training about career education programs in primary schools, which adopt a learner-centred approach and integrates formal and non-formal learning experiences, embedding careers education activities in a wide range of curriculum subject areas. Therefore, to achieve this career education it is necessary to adopt a series of methodological criteria integrated with each other, such as (Galeotti, 2020):

- *Educational co-design* for moving from didactic to educational and formative design with stakeholder to an inter-professional and interdisciplinary way to respond to increasingly complex training needs (Brown et al., 2013).
- *Learning outcomes approach* focuses on what a learner is expected to know, be able to do and understand, providing students,

teachers and stakeholders with a common reference point, potentially allowing for improved and active learning processes and better-quality teaching (CEDEFOP, 2017).

- *Curriculum alignment* where teaching and learning take place in an integrated *system*, in which all components interact with and support each other for ensuring coherence and consistency among the intended outcomes of formal curriculum, teaching methods, assessment tasks, learning activities in the classroom, and among these and non-formal learning experiences (Biggs & Tan, 2010).
- *Formative assessment* allows teachers to check their learners' progress and the effectiveness of their own practice, thus allowing for self-assessment of the student (Kitchen et al., 2019).

The application of these criteria is the basis of XXX teacher training proposal, aimed at strengthening core competencies for the design and implementation of career education programs, such as:

- *Analysing needs and resources of individual and context* of life for identifying interests, values, abilities, competences, talents, as well as needs and expectations of individuals linked with those of societies, specific contexts or/and labour market.
- *Designing and delivering career education programs* to meet identified needs, use available resources for supporting the development of CMS in students as the personal effectiveness, the management of relationships, life and career, the understanding of the world, and so on.
- *Undertaking career education programs for improving CMS* includes to build of the relationship with stakeholder and learners, to enable learners' self-understanding, to explore new perspectives; to form strategies and plans and involves the skill to support intentionally the learning processes of each person connected to the life contexts
- *Assessment of learning outcomes and a Career education Program* that concern the capacities to evaluate in three directions: self-evaluation, learning outcomes evaluation and impact evaluation.

For each of these four core competences, we have identified the related learning outcomes and designed the training modules to be integrated in the initial training and in-service updating of the teachers, that includes the following modules:
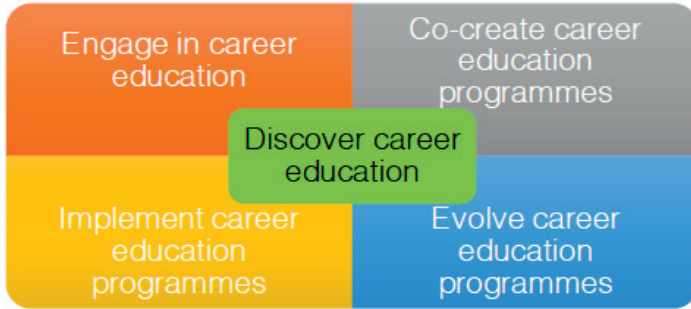

Figure 11. JOBLAND training for teachers proposal.

References and indications for further reading

Andrews, D., & Hooley, T. (2018). The careers leader handbook. Crimson Publishing Ltd.

Biggs J., & Tang, C. (2012). Aligning the Curriculum to Promote Learning. In: Seel N.M. (Eds). Encyclopedia of the Sciences of Learning. Boston: Springer.

Bright, J. (2013). *Chaos Theory of Careers Explained - Interview with Dr Jim Bright at Vanderbilt University*. https://www.youtube.com/watch?v=BL2wTkgBEyk

Brown , B., Eaton, S., Jacobsen, D., Roy, S., & Friesen, S. (2013). Instructional Design Collaboration: A Professional Learning and Growth Experience. Journal of Online Learning and Teaching, 9(3), 439

Burkhardt, G., Monsour, M., Valdez, G., Gunn, C., Dawson, M., Lemke, C., Coughlin, E., Thadani, V., & Martin, C. (2003). EnGauge 21st century skills for 21st century learners. https://www.researchgate.net/publication/234731444_enGauge_21st_Century_Skills_Digital_Literacies_for_a_Digital_Age (ver. 30.09.2020).

Carpenter, B., Egerton, J., Brooks, T., Cockbill, B., Fotheringham, J., and Rawson, H. (2011). The Complex Learning Difficulties and Disabilities Research Project Developing pathways to personalised learning. Final Report HYPERLINK "https://barrycarpentereducation.com/tag/cldd/" https://barrycarpentereducation.com/tag/cldd/)

Cedefop, (2017). *Defining, writing and applying learning outcomes*. https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156

Cutter-Mackenzie, A., & Edwards, S. (2013). Toward a model for early childhood environmental education: Foregrounding, developing, and connecting knowledge through play-based learning. *The Journal of Environmental Education, 44*(3), 195–213.

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011, September). From game design elements to gamefulness: defining" gamification". I*n Proceedings of the 15th international academic MindTrek conference: Envisioning future media environments* (pp. 9–15).

ELGPN (2015). *Designing and Implementing Policies Related to Career Management Skills.* http://www.elgpn.eu/publications/browse-by-language/english/ELGPN_CMS_tool_no_4_web.pdf

Frank, H., Korunka, C., Lueger, M. & Mugler, J. (2005). Entrepreneurial orientation and education in Austrian secondary chools Status quo and recommendations. Journal of Small Business and Enterprise Development Vol. 12 No. 2, pp. 259-273. https://www.emerald.com/insight/content/doi/10.1108/14626000510594647/full/pdf

Frison, D., & Menichetti, L. (2020). *Metodi ludici. Tendenze e didattiche innovative 0-11*. Lecce: Pensa Multimedia.

Galeotti G. (2020). *Career teaching. Teaching and guidance skills for improving career learning at school*. JOBLAND Project, Intellectual Output 2.

Gatsby Charitable Foundation. (2014). *Good career guidance*. http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

Gelatt, H. B. (1989). Positive uncertainty: A new decision making framework for counseling. *Journal of Counseling Psychology*, *36*(2), 252–256.

Gottfredson. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology Monograph*, *28*(6), 545–579.

Gottfredson, L. (2002). Gottfredson's Theory of Circumscription, Compromise, and Self-Creation. In *Career choice and development*. Jossey-Bass Publishers.

Hannan, M., Leitch, C. & Hazlett, S.A. (2006). Measuring the impact of entrepreneurship education: a cognitive approach to evaluation in International Journal of Continuing Engineering Education and Life long Learning. International Journal of Continuing Engineering Education and Life Long Learning, 16(5). DOI: 10.1504/IJCEELL.2006.010962

Haug, E. H., Hooley, T., Kettunen, J., & Thomsen, R. (2020). Setting Nordic career guidance in context. In *Career and career guidance in the Nordic countries* (pp. 1–20). Brill. https://brill.com/downloadpdf/title/57290

Hooley, T. (2015). *Emancipate yourselves from mental slavery. Self-actualisation, social justice and the politics of career education*. https://derby.openreposi-tory.com/bitstream/handle/10545/579895/Hooley+-+Emancipate+Your-selves+from+Mental+Slavery.pdf;jsessionid=77555502B86A82DD-5AAE4327E7B2B1CC?sequence=1

Hooley, T., Sultana, R. G., & Thomsen, R. (2018). The neoliberal challenge to career guidance - mobilising research, policy and practice around social jus-tice. In *Career guidance for social justice: Contesting neoliberalism*. Routledge.

Hopper, E. (2020). The Psychology of Hope: How to Build Hope and a Better Future. Available at: The Psychology of Hope: How to Build Hope and a Bet-ter Future | HealthyPsych.com

Houston, E. (2020). What is Hope in Psychology. https://positivepsychology.com/hope-therapy/

Howieson, C., & Semple, S. (2013). The impact of career websites: what's the evidence? *British Journal of Guidance & Counselling*, *41*(3), 287–301. https://doi.org/10.1080/03069885.2013.773960

Hughes, D., & Kashefpakdel, E. (2019). Innovation in Career-Related Learn-ing: Starting Early in Primary Schools. In J. G. Maree (ed.) *Handbook of Innova-tive Career Counselling* (pp. 213-230). New York: Springer.

Irving, B. (2018). The pervasive influence of neoliberalism on policy guid-ance discourses in career/education: Delimiting the boundaries of social justice in New Zealand. In T. Hooley, R. G. Sultana & R. Thomsen (Eds.) *Career guidance for social justice: Contesting neoliberalism* (47–62). London & New York: Routledge.

Istance, D., & Paniagua, A. (2018). *Teachers as Designers of Learning Environ-ments. The importance of innovative pedagogies*. Paris: OECD Publishing.

Jay, J. A., & Knaus, M. (2018). Play-based embedding learning into junior pri-mary (Year 1 and 2) curriculum in WA. *Australian Journal of Teacher Education, 43*(1), 112–126.

Kashefpakdel, E., Rehill, J., & Hughes, D. (2018). *What works? Career-related learning in primary schools*. The Careers & Enterprise Company. https://www.educationandemployers.org/wp-content/uploads/2018/12/1145_what_works_primary_v6_digital9.pdf

Kitchen, H., Bethell, G., Fordham, E., Henderson, K., & Li, R. (2019). Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey. Paris: OECD.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Luogo di edizione: Prentice Hall.

Krumboltz, J. D., & Levin, A. S. (2004). *Luck is no accident: Making the most of happenstance in your life and career*. Impact Publishers.

Lave, J. (2019). Situated Learning: Historical process and practice. In *Everyday Life's Learning: Access, Participation and Changing Practice*.

Lave, J., & Wenger, E. (2019). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.

Law, B. (2001). *New thinking for connexions and citizenship*. The Centre for Guidance Studies for The Career-Learning Network.

Law, B. (2009). *Building on what we know. Community-interaction and its importance for contemporary careers-work*. http://www.hihohiho.com/memory/cafcit.pdf

Law, B., & Watts, A. G. (1977). The DOTS analysis. *Schools. Careers and Community A Study of Some Approaches to Careers Education in Schools*. http://www.hihohiho.com/memory/cafdots.pdf

LE.A.DE.R project. (n.d.). *Career Management Skills Framework*. http://www.leaderproject.eu/cms-framework.html

Lester, S., & Russell, W. (2010). *Children's right to play. An examination of the importance of play in the lives of children worldwide*. The Hague, NL: Bernard van Leer Foundation.

Mann, A., Denis, V., Schleicher, A., Ekhtiari, H., Forsyth, T., Liu, E., & Chambers, N. (n.d.). *Dream jobs? Teenagers' Career Aspirations and the Future of Work*. OECD. https://www.oecd.org/berlin/publikationen/Dream-Jobs.pdf

McMahon, M., & Watson, M. (2007). An analytical framework for career research in the post-modern era. *International Journal for Educational and Vocational Guidance*, 7(3), 169–179.

McMahon, M., & Watson, M. (2016) (eds.). *Career Exploration and Development in Childhood*. London: Routledge

Montagna, A. (2019). Career development of migrant children in Popa, M.C. (coord., 2019). Remigrant children in European schools. Theoretical background and research results. Odobeşti: Alternative educaţionale.

Musset, P., & Kureková, L. M. (2018). *Working it out: career guidance and employer engagement* (OECD Education Working Paper No. 175). OECD. http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)11&docLanguage=En

Niles, S. G.; Amundson, N. E. & Yoon, H. J. (2019). Hope-action theory: Creating and sustaining hope in career development. In N. Arthur, R. Neault, & M. McMahon (Eds.), Career theories and models at work: Ideas for practice. Toronto, ON: CERIC

Niles, S.; Amundson, N. & Yoon, H. J. (2019). The Hope-Action Theory. Available at https://hope-action.com/

Organization for Economic Co-operation and Development, OECD (2018). *The future of education and skills. Education 2030*. Paris: OECD Publishing.

Organization for Economic Co-operation and Development, OECD. (2019). *"Play!". Trends Shaping Education Spotlights, 18*. Paris: OECD Publishing. https://doi.org/10.1787/a4115284-en (ver. 30.04.2020).

Organization for Economic Co-operation and Development, OECD. (2019a). *Envisioning the Future of Education and Jobs: Trends, Data and Drawings*. Paris: OECD Publishing.

Pryor, R. G. L., & Bright, J. E. H. (2014). The chaos theory of careers (CTS): Ten years and only just begun. *Australian Journal of Career Development*, *23*(1), 4–12. https://doi.org/10.1177%2F1038416213518506

Pyle, A., DeLuca, C., & Danniels, E. (2017). A scoping review of research on playbased pedagogies in kindergarten education. *Review of Education, 5*(3), 311–351.

Robeyns, I. (2005). The capability Approach: a theoretical survey. *Journal on Human Development*, *6*(1), 93–114.

Sawyer, B., & Rejeski, D. (2002). *Serious games: Improving public policy through game-based learning and simulation*. Washington, DC, WA: Woodrow Wilson International Center for Scholars.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Skovhus, R. B., & Thomsen, R. (2020). From career choice to career learning - taster programmes and student' meaning-making processes. In *Career and career guidance in the Nordic countries* (pp. 251–263). Brill. https://brill.com/downloadpdf/book/edcoll/9789004428096/BP000027.xml

Snyder, C.R. (2000). Hypothesis: There is Hope. In C.R. Snyder (Eds.), Handbook of Hope Theory, San Diego, Academic Press.

Sultana, R. G. (Ed.). (2017). *Career guidance and livelihood planning across the Mediterranean: Challenging transitions in South Europe and the MENA region*. Sense Publishers.

Sultana, R. (2018). *Enhancing the quality of career guidance in secondary schools*. http://myfutureproject.eu/

Sultana, R. (2020). Authentic education for meaningful work: Beyond 'career management skills. In P. Robertson, P. McCash & T. Hooley (Eds.). *Oxford Handbook of Career Development*. Oxford: Oxford University Press.

Surian, A., & Frison, D. (2019). *Formazione Esperienziale: proposte per la sicurezza digitale*. Lecce: Pensa MultiMedia.

Thomsen, R., Skovhus, R. B., & Buhl, R. (2013). *At vejlede i fællesskaber og grup-*

per. Schultz.

Tomm, K. (n.d.). *Interventive Interviewing: Part 111. Intending to Ask Lineal, Circular, Strategic, or Reflexive Questions?* . https://ea15038b-9053-4c30-b3cc-5a337490f7ab.filesusr.com/ugd/ff3346_cc08e8e2f2b741bda48c5def0ab599c7.pdf

Uljens, M. (1997). *School Didactics and Learning*. Psychology Press.

van Tuijl, C., & van der Molen, J. H. W. (2016). Study choice and career development in STEM fields: an overview and integration of the research. *International Journal of Technology and Design Education*, *26*, 159–183. https://doi.org/10.1007/s10798-015-9308-1
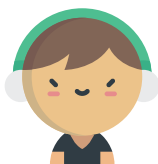
Weimer, M. (2013). *Learner-centered Teaching*. San Francisco: Jossey Bass.

Whitebread, D., Neale, D., Jensen, H., Liu, C., Solis, S. L. et al. (2017). *The role of play in children's development: a review of evidence*. The Lego Foundation, DK. https://www.legofoundation.com/media/1065/playtypes-_-development-review_web.pdf (ver. 30.04.2020).

Whitton, N. (2014). *Digital games and learning. Research and theory*. London, UK: Routledge.

Wikstrand, F., & Lindberg, M. (2016). *Tala om arbetslivet! Ett genusmedvetet och normkritisk metodmaterial för hela skolan [Talk about work life! A gender-conscious and norm-critical methodology for the entire school]*. Malmö Högskola og Skolverket.

World Economic Forum - WEF (2015). *New vision for education: Unlocking the potential of technology*. Vancouver, BC: British Columbia Teachers' Federation.

Note

Note

Note

Note

Note

Note