YOUR RIVER OF LEARNING

A methodical non-formal education training material for career counselors, vocational education teachers (VET) and other career guidance professionals

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*A methodical non-formal education training material for career counselors, vocational education teachers (VET) and other career guidance professionals for implementing the **"Innovative Strategies in Guidance and Counseling for Career Success"** training program in formal education.*

Project's leading partner:

CENTRUL JUDETEAN DE RESURSE SI ASISTENTA EDUCATIONALA ARAD (Romania)

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"Your River of Learning" is a methodical non-formal education training material for career counselors, vocational education teachers (VET) and other career guidance professionals for implementing the "Innovative Strategies in Guidance and Counseling for Career Success" training program (further in the text referred to as "the Career Training Program") in formal education. The material was developed within the Erasmus+ project "S.O.S. a Career for Success" (further in the text referred to as "the Project").

In order to create the material "Your River of Learning'', the Career Training Program was created, as part of the Project, for the development of career management skills in a self-directed learning process, offering non-formal education methods as learning tools.

The Career Training Program was implemented and pilot tested in Latvia on October 10-14, 2022, gathering 25 career development counselors, vocational education teachers (VET) and other career guidance professionals from the project's partner countries: Romania, Italy, Turkey, Portugal, Spain, Finland and Latvia. During the implementation of the Career Program, the authors and leaders observed the participants throughout the entire training process, drawing conclusions and receiving their feedback. Based on the Career Training Program, implemented and pilot tested within the Project, the author has created a methodical non-formal education material for career guidance, creatively naming it "Your River of Learning".

The primary aim of the material is to provide practical methodical support for career counselors, vocational education teachers (VET) and other career guidance professionals in their work with individuals of all age groups and in all stages of life as they develop career management skills in a self-directed learning process. The material can be applied in, both, formal and non-formal learning environments.

In order to apply the non-formal education methods of this material more effectively, it is recommended that educators and other professionals have former practical experience in the application of the self-directed learning process, using the non-formal learning approach.

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1. Introduction

The education professionals from the partner organizations of the Project's member countries discovered a common need to create counseling and career development guidance programs regarding the students' choice of vocational education, thus also becoming aware of the related need for fostering collaboration among career development counselors, vocational education teachers and other career guidance professionals. Furthermore, it seems to be imperative that the students' skills and interests are aligned and coordinated with their choice of future career and the 21st century job market possibilities. It is also evident that there is a tremendous need to improve students' ability to make clear career choices and to enhance their motivation for choosing the appropriate vocational education.

In the contemporary education space this is known as the "21st century skills" - a collection of wide range of knowledge, abilities, work habits and character traits, which, according to education professionals and employers, are vital for the individual's ability to succeed and thrive in the modern world, especially within the context of career and work environment. Even though the definition, classification and determination of particular 21st century skills can vary depending on the context, situation and environment, there seems to be a consensus among schools about what this concept actually means. Critical thinking, creativity, self-direction, communication and collaboration are only a few of the skills and attitudes that describe 21st century learning. Regardless of how the 21st century knowledge, skills and attitudes are grouped, arranged or combined, their close relation to the non-formal education core principles is obvious. **This proves that what the 21st century is asking from us is a powerful synergy between, both, academic knowledge and social skills, and formal and non-formal education. [1]**

Non-formal education methods support **the implementation of a self-directed learning process in formal education**, creating a learning experience that is like an inquisitive adventure in the journey of lifelong growth. It can be compared to a flowing river, in which each person propels their own journey of knowledge-sourcing or skill development by following the cadence of the faster or slower streams of their own inner timing.

The methodical non-formal education training material "Your River of Learning" has been created with the aim of providing strategies in career guidance and counseling for career success to career counselors, vocational education teachers (VET) and other career guidance professionals. The material is based on the idea that both formal and non-formal education can and should create an environment that is supportive of the learning process, as well as personal and professional development. The authors' experience shows that both fields can be successfully linked, within the learning process combining formal and non-formal education, thus creating a common learning space. Therefore, for a more effective application of the non-formal education methods of this material, it is strongly recommended that educators and other professionals have former practical experience in the application of the self-directed learning process, using the non-formal learning approach.

In order to create this methodical training material, the "Innovative Strategies in Guidance and Counseling for Career Success" training program (further in the text - "the Career Training Program") was created, as part of the Erasmus+ project "S.O.S. a Career for Success" (further in the text - "the Project"), for the development of career management skills in a self-directed learning process, incorporating non-formal education methods. The Career Training Program was carried out in Latvia on October 10-14, 2022, with 25 participants - career development counselors, vocational education teachers and other career guidance professionals from the project's partner countries: Romania, Italy, Turkey, Portugal, Spain, Finland and Latvia. During the implementation of the Career Training Program, the authors and leaders observed the participants throughout the entire training process, drawing conclusions and receiving their feedback. Based on the Career Training Program that was implemented during the Project, the authors have created a methodical non-formal education material for career guidance, creatively naming it "Your River of Learning". The material is intended for the development of career management skills in a self-directed learning process for all ages throughout life. In this material you will find non-formal education methods that will be helpful to both the individual and their guidance counselor in the process of shaping their career management skills, depicted in Figure 1, as anchored stops on the River of Learning.

Figure 1: "Your River of Learning" - the development of career management skills in an individual in a self-directed learning process.

Source: the Career Training Program developed during the Project

2. Self-Directed Learning. Non-Formal Education in the Space of Lifelong Learning.

In this chapter, the author will provide an outline, based on both literary sources and experience, of formal and non-formal education principles of learning, building a bridge between formal and non-formal learning in a common space and the learner's place in it, and how self-directed learning fits in this system.

Non-formal education is a process and an educational activity that is based on, planned, and guided by the needs and interests of adolescent or adult learners that promote competence development with the intention of fostering and supporting their development and growth. As the Authors note in the introduction, non-formal education methods support the implementation of a self-directed learning process in formal education, creating a learning experience that is like an inquisitive adventure in the journey of lifelong growth. That's why the inclusion of non-formal education methods in the modern formal learning process of formal education institutions is so crucial.

The term "self-directed learning'' was coined in 1961 by a researcher Cyril O. Houle (Chicago University, USA). Self-directed learning is an ability and a desire to take the initiative in one's own learning process, make independent choices about what one desires to learn, and take responsibility for one's thoughts and actions in the learning process. In recent years self-directed learning has been flourishing as an increasing amount of formal and non-formal education institutions and educators are gaining awareness that:

- a person improves when they take responsibility for their own learning process,

- every experience is a rich resource for learning something,

- people learn things that help them meet the challenges in their lives,

- human nature is steered toward problem solving,

- humans are motivated by inner stimuli, such as curiosity, the desire to achieve, the sense of fulfillment when something has been achieved [2].

Learning processes develop and change throughout a person's life - as young children, we already possess the skill to learn and glean information from our environment. Figure 2 illustrates how the three learning styles interact within a common space of lifelong learning with the learner at the center, where they can freely apply any of the learning styles to each life situation in order to reach their learning goal. Any of the learning styles may dominate in any part of life. Similarly, a professional educator or a career counselor thoughtfully, making connections between all areas, combining both formal and non-formal education in the learning process, can create a common learning space for a self-directed learning process in building career management skills.
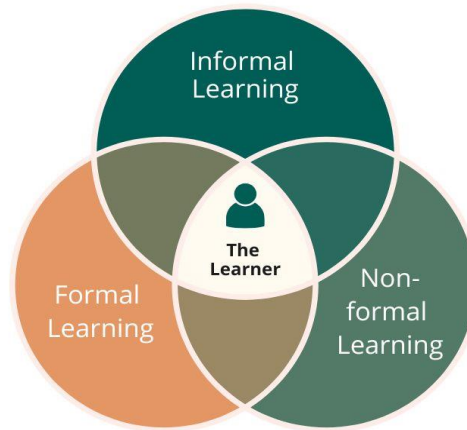
Figure 2: The interaction of three types of learning in a common space of lifelong learning

In the middle and late 1990s of the last century the Organisation for Economic Cooperation and Development OECD began to actively promote lifelong learning. The principle of lifelong learning as equal opportunities is enshrined in the Memorandum of Lifelong Learning: "All European citizens must have equal opportunities to adapt to the demands of social and economic changes and to actively participate in shaping Europe's future." (European Commission, 2000) In concert with education experts, the OECD has defined three types of learning (illustrated in Figure 3) that ensure the process of lifelong learning.
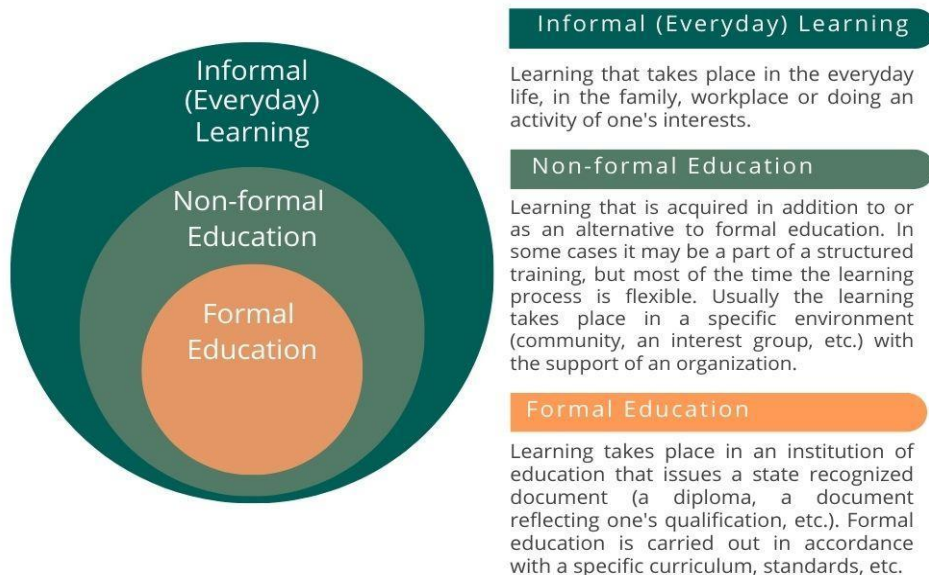

Figure 3: Types of learning and their classification according to the way they are administered

Informal (everyday) learning is how we learn crucial basic life skills and make daily connections. Formal learning, on the other hand, introduces children and adolescents to a wide knowledge base, allowing them to acquire systematic knowledge, practice different methods of analysis and problem solving, as well as develop specific abilities and skills. However, formal education also has some flaws, such as excessive focus on performance, the risk of subjective evaluation systems and the fact that practical tasks, prepared in advance, do not always reflect the possibility for such situations or solutions to occur in real life [3]. Even though in Latvia and other European countries, the competency approach-based curriculum tends to these issues of formal education limitations, informal and non-formal education methods can be of great use here.

Internationally **the concept of non-formal education** has been known since the 1960s and 1970s. Even though different periods and authors have been named as important in various sources,the founders of non-formal education are considered to be F. Coombs (USA) and M. Ahmed (USA), who insisted on the need for a better integrated development of life. They were the ones who linked the three concepts of formal, informal (everyday learning) and non-formal education [4]. Non-formal education would focus on finding solutions where formal education had failed, for example, by offering flexible education opportunities to underprivileged groups of society or by focusing on a particular social group/problem, i.e., offering higher quality past-time options for children from complicated life circumstances. This was possible because countries realized that the improvement of the economic situation does not by itself increase the quality of education for all children and young people or that educating more people does not automatically result in new and suitable jobs for them. Many countries struggled to find political or economic solutions for these problems solely through formal education systems because they were too slow to absorb innovations [3].

Non-formal education theories and approach are based on 4 foundational learning principles:

- learning to be, i.e., being or becoming aware of oneself and one's place in the world. The awareness of one's ability to self-actualize,

- learning to be together, i.e., accepting and collaborating with others,

- learning by doing, i.e., acquiring different skills and competencies through practical activities or by doing,

- learning to learn, i.e., learning skills, analyzing one's experience, gaining new knowledge, sourcing information and being able to apply it, through the experience of being in new life situations [5].

It is also important to note that **non-formal education is based on the theory of learning studied by David Kolb** (Kolb, 1984), suggesting that at its very core is the idea that learning is a continuous and cyclical process through which the individual integrates different ways of perception, thinking, action and feeling, thus creating concepts for

making new choices. The individual's style of learning is the determining factor in the development of personality. The main basic principles (Figure 4) of the David Kolb's model are:

- learning is a continuous process and not just the end result,
- learning is based on personal experience,
- learning contains the characteristics of interaction between the individual and the environment, with the help of which, experience is transmuted into action and knowledge [6].
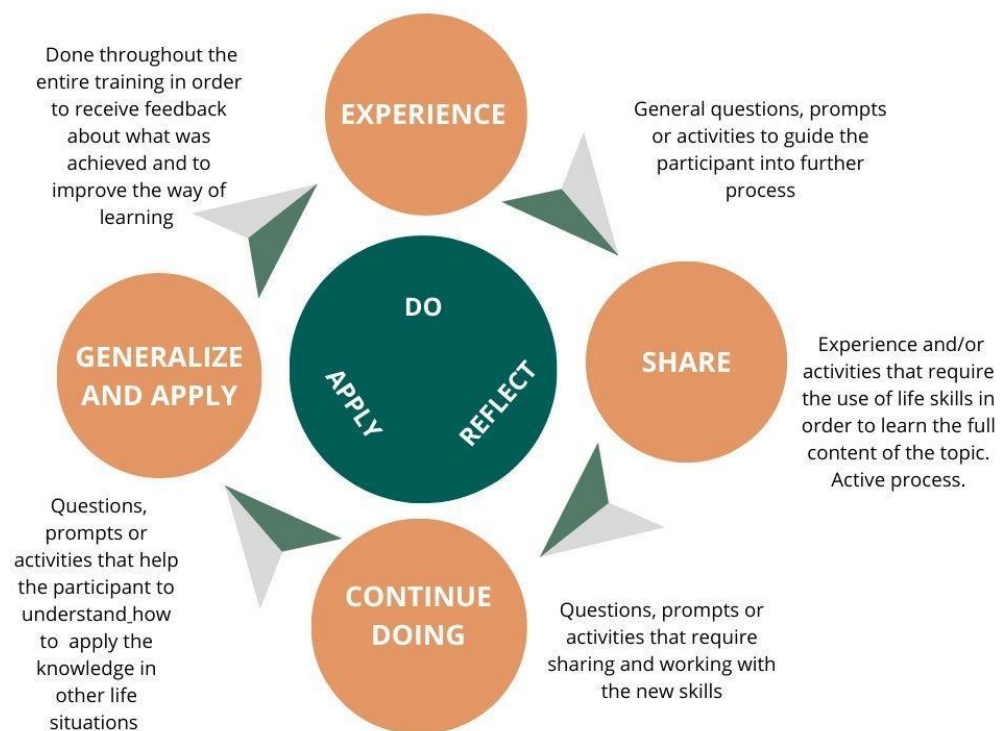
Figure 4: Kolb's model/circle of learning

Non-formal education is characterized by various features that foster a self-directed learning process:

- Non-formal education is a planned, structured and guided process with clearly defined goals and tasks. It takes place in an open and supportive environment and is led by a youth worker, mentor, volunteer or another person of support.
- The participation in non-formal education for each individual is completely voluntary. Whether to gain new knowledge, skills and experience, or to draw conclusions and participate depends on each individual's motivation.
- Learning takes place in different environments, making sure a variety of methods is applied.

- As opinions, interpretations and solutions vary from situation to situation, It is crucial to note that there is no one correct answer.

- Each participant is involved in the learning process fully, assuming co-responsibility for its progress and results.

- There is no strict hierarchy between the participants and the leader of the process.

- There needs to be a balance between individual learning and learning within the context of a group

- There are no grades in non-formal education. Instead, the participants are learning to evaluate their own learning experience, because it is a conscious process.

- The learning process is effective because the participant learns through their own personal experience and emotions.

- The process of learning is just as important as the result [5].

The methodical training material "Your River of Learning" offers non-formal education methods for work in formal education, based on the fact that non-formal education represents active learning approaches that are centered around the real needs of the group or the individual in the development of career management skills, responding to the current problem or situation.

3. Career Development Support in Vocational Education in the Project's Partner Countries.

In the partner countries of the Project, the main role in the career support of students is played by the educational institution. However, organizations from the non-governmental, as well as private sector are also known to be involved in the career support of young people. Schools provide a set of various career guidance measures, which are supervised by various levels of state or local government institutions. Career support at all levels of education is provided by career counselors and teachers, in cooperation with different institutions and companies. However, the approach to qualification requirements for career counselors vary. Only in Latvia and Finland, a professional working in the field of career support is required to have an appropriate additional qualification, i.e. in addition to the teacher's qualification, a certificate or a master's degree in the field of career guidance must be obtained. The impact of this, in the Author's view, is positive, creating a common understanding among career counselors about the implementation of career guidance in educational institutions at all levels of education, inc. also the professional education. In contrast, in all the other member countries of the Project - Portugal, Turkey, Romania and Spain - there is no requirement for an additional qualification in the career guidance field in order to work as a career counselor in schools. Career guidance in schools is provided by career counselors with education in psychology

and, in some countries, those with a qualification in social sciences or a master's degree in pedagogy qualify.   In Italy, in most cases the career guidance counselors are professionals with higher education, extensive professional experience and a completion of additional courses in pedagogy, psychology, sociology etc. In Portugal, many of the professional schools are owned by companies that provide a broad spectrum of career guidance measures for their students. Students, therefore, receive a lot of care and attention around determining their strengths and weaknesses and evaluating their readiness for vocational education as part of the selection process prior to entry in the school. They also receive a lot of guidance and support throughout their studies. In Spain, business and career guidance modules are part of the vocational education curriculum.

Since career guidance counselors and policy makers are supported by the Euroguidance Network, which unites the career development support systems of all European Community Lifelong Learning Program member states, the Author invites you to familiarize yourself with a more detailed review of **the career support systems of each of the Project's partner countries** on the network's website https://www.euroguidance.eu/.

During the Project's training in Latvia, on 10 - 14 October, 2022 the participants learned about the questions concerning career guidance in vocational education of the Project's partner countries in a self-directed learning process using the "Library of Learning" method. The method is based on freely accessible learning spaces of various topics, along with related resources for individual self-exploration and group discussion prompts. The learning spaces don't have to be set in separate rooms - they can be arranged as separate learning areas in a classroom. During the Project's training, there were 6 learning spaces in the "Library of Learning", with each space dedicated to a different career guidance topic. The participants could choose the sequence of visiting each "learning space", the amount of time they wanted to spend in each space, and their preferred way of recording the results. There were two options during the learning process that the participants had to choose between - to work individually or seek opportunities to have conversations with other participants and exchange experiences. This type of learning process is designed to serve each participant's individual needs, allowing them to explore the topic at their own pace and in their own time, and to record the results in a way that suits them best. This is a method that fosters the exchange and sharing of experiences among the participants. This method is also applicable in a research setting, where a group of educators is studying a pedagogical situation or if they are in the process of preparing information for an educational material.

The following is an example from the Project's training - the 6 learning spaces and the career guidance topics at the "Library of Learning":

Space 1: How many vocational education students are there? Find the data of your country and compare it to the data of other countries. Find conversation partners from other countries and discuss the following: Do young people choose their vocational education willingly? What are the reasons young people choose/do not choose (their) vocational education?

Space 2: What are the professions that young people choose? Find the data of your country and compare it to the data of other countries. Find conversation partners from other countries and discuss the following: What professions do young people find more appealing? What professions are unpopular? How do young people choose their profession?

Space 3: What are the myths and misconceptions about those involved in vocational education (young people who choose to study, teachers, career counselors, etc.). Use association cards to formulate your answer and share the myths with other participants.

Space 4: How does career counseling work in your country? What is the role of a career guidance counselor? Please share and exchange experiences with other participants.

Space 5: What are the challenges career counselors face in your country? How would you describe the ideal career counselor? How do young people view career counselors?

Space 6: What useful career support methods and tools do you have in your country? What are some interesting career counseling events that you have in your country? Find conversation partners from other countries and discuss.

The Author will take a closer look at **the Latvian career management skills formation model and the indicators for determining career management skills** in professional education in subsections 4.1. and 4.2. of chapter 4.

4. Career Management Skills in Professional Education.

In Latvia, the State Education Development Agency, an administration institution that is subordinated to the Ministry of Education and Science, is the primary institution developing recommendations and tools for career counseling improvement in schools. The Agency has developed "Guidelines for the Implementation of Career Development Support" and a methodical material "A Sample Plan for Career Development Support Measures" for general, special and professional education institutions. The materials have been developed based on the experience gained during the Latvian ESF National Project "Career Support in General and Vocational Education Institutions" and can be used in accordance with the current Latvian regulations. The aim of the guidelines is to provide a common understanding of the career development support system, its components and the implementation in general, professional and special educational institutions. The guidelines contain a description of the roles and responsibility of those involved within this system for an effective implementation of career development support. In most schools in Latvia, both during and after the ESF National project, in order to provide effective career development support, a qualified educator - career counselor is hired in each institution (one educator - career counselor for every 600 students on average). Such a professional has appropriate education in the career support field, e.g., a degree in pedagogy and an educator - career counselor certificate or a degree in pedagogy and a master's degree in career counseling.

The career development support system comprises three components: career information, **career education** and counseling. The Latvian Education Law stipulates that **career education** is an integrated measure in the educational process to ensure the learning and development of students' **career management skills**, which includes awareness of their interests, abilities and opportunities for choosing the direction of further education and professional career.

4.1. The Career Management Skills Formation Model

At the center of career education is an individual and their ability of self-awareness. Knowing oneself gives one the capacity to independently make decisions about one's career choice, make and realize one's career plans, managing and self-directing the activities we define as career management skills. Figure 5 illustrates the model of career management skills development in Latvian schools with the individual and their knowledge skills, attitudes, age characteristics, needs, learning style and perception at the center. The result reflected in the model - the development of three main career management skills - is achievable when all members of the educational staff (the guidance/career counselor, the group educator, teachers, the librarian, the psychologist, the social pedagogue, the nurse etc.) and other collaborators (alumni, parents, entrepreneurs, employers, universities etc) are involved and collaborate with one another.
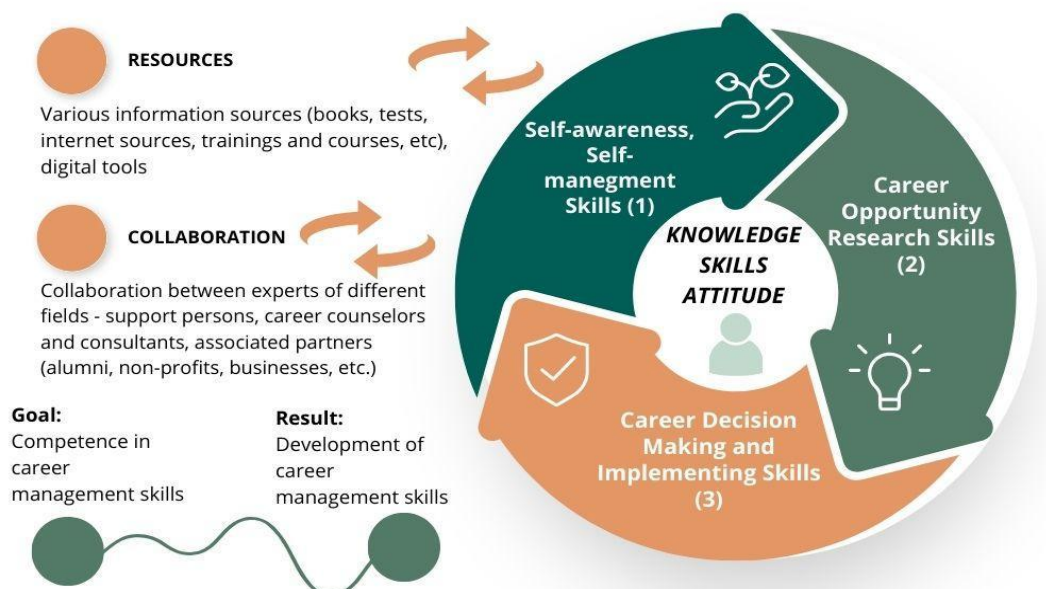

Figure 5: The career management skills formation model (Latvia), adapted from [7]

4.2. Indicators for Determining Career Management Skills

In the sample plan of Latvian career development support measures for professional education institutions [8], it is recommended to implement the learning principles of the competency-based approach in career education:

- learning is personally meaningful to the student;

- the teacher is a friendly support, adviser, expert and an initiator of learning situations for the student;

- a wide variety of information resources are used in the learning process;

- information communication technologies (ICT) are used in the learning process;

- student's digital literacy is continuously improved in the learning process;

- learning takes place in different environments, including outside of the classroom setting [8]

In chapter 2, the Author has spoken of the fact that formal education has its weaknesses, such as an excessive focus on performance, the risk of subjective rating systems and the fact that previously prepared practical tasks do not always reflect real life situations and solutions [3]. It is evident in Latvia as well, that, in order to solve these formal education restrictions, the professionals in career development support recommend relying on the competency-based approach to address these limitations of formal education.

If we take a careful look at the learning principles of the competency-based approach listed in the first paragraph, we see that everyday learning and non-formal education methods can help improve career management skills in formal education. In chapter 2 the Author has presented the basic elements of a self-directed learning process, supported by non-formal education methods. Non-formal education is characterized by several features that promote a self-directed learning process and thus resonate with the competency-based learning process in formal education. **The author uses these unmistakable similarities in the learning process to "build a bridge" between formal and non-formal education for the development of career management skills, using non-formal education methods.**

The content of career education at different levels of education should be aligned with the development of students. Throughout life, each person successively goes through certain age stages (stages of physical and mental development), during which, along with the physiological changes of the body, the working abilities, competence, the levels of ambition and motivation also change. These changes are tightly related to the development of career and career management skills.

For the young people of professional schools, the sense of identity is still developing, they are in a process of maturing physically, emotionally and sexually, while also

becoming increasingly independent. At this stage the interest in social developments grows. Their own career prospects become more and more relevant. Since students develop a deeper understanding of the interconnectivity between career goals, character, personality, skills and interests, the visions and goals for their career development also become more and more aligned with reality at this stage. There is an increased awareness and clarity of opportunities in secondary professional education in the job market and its connection to further education. During this time, learners are able to purposefully use a wide range of formal and non-formal career information sources. Decision-making at this stage of development is characterized by more careful evaluation of alternatives and a more responsible way of making choices and plans [8].

The level of career management skills achievable in career education - assessment indicators in professional education are reflected in Table 1. **The indicators** will further serve the Author and the Authors of the Career Training Program **as a tool for finding non-formal education methods for the development of career management skills** in learners of professional education institutions in the 4.3. subsection of chapter 4.

Table 1: Indicators for determining career management skills in professional education, adapted from [8]

Self-awareness, self-direction skills (1)	Ability to maintain a positive self image	● Recognizing and integrating: - interests and values, - talents, abilities, knowledge - personality and character traits - strengths and weaknesses ● Recognizing the link between performance, character and behavior in different aspects of one's career
	Ability to evaluate and improve one's performance	● Choosing appropriate activities for self-growth. ● Exploring and evaluating one's career situation from different angles, discovering new possibilities and options. ● Intentionally and flexibly using experiences of others or developing idea generating strategies in order to arrive at helpful solutions ● Intentionally using one's digital skills to create a digital portfolio ● Evaluating and establishing one's advantages of work or business within a particular field. ● Independently making decisions regarding one's future career.

	Ability to offer information about oneself and one's career experience	• Creating and presenting of one's achievements, developing successful public speech skills • Using a foreign language on international or virtual platforms • Independently and proficiently writing resumes, application letters, etc. • Proficiently using digital technology to present one's career experience, etc.

	Ability to find information about career opportunities	• Researching of the job market and its development, exploring educational opportunities within Latvia and abroad. • Skillfully using digital technologies for researching and processing of information
Career opportunity research skills (2)	Ability to evaluate one's career possibilities	• Researching different educational and job opportunities in Latvia and the World. • Researching of the preferable knowledge, skills and personality traits in each profession, as well as the relevant work legislation. • Describing the connection between one's hobbies, study subject and professional interests. • Describing opportunities of implementing values within one's professional activity. • Having awareness of educational and occupational interconnection on both the local and global scale. • Comparing the requirements of employers and clients throughout different time periods and across different countries in order to draw conclusions about the job market (and business) development tendencies. • Critically analyzing one's career options. • Applying digital skills in researching and evaluating career information

Career decision making and implementing skills (3)	Ability to create a vision for one's career	- Interested in new discoveries and innovations, actively searching for and creating new career development opportunities - Participating in discussions about one's career plans, sharing one's opinions as well as receiving others' input
	Ability to set a career development goal	- Distinguishing current career development needs, formulating a career development challenge, providing a valid solution. - Regularly setting career development goals; offering various solutions. Evaluating the best approach and finding the most appropriate solution. Planning the steps accordingly. - In the process of formulating one's life (career) goals, taking into account information on changes in the job market, as well as honoring one's own needs and personal growth potential.
	Ability to create and carry out a career development plan	- Creating and improving a career development plan. Having awareness of the potential difficulties and challenges; searching for and finding solutions. - Responsibly using the available resources, applying other people's ideas and solutions to further one's career goal.
	Ability to collaborate in order to reach a career goal	- Planning and carrying out respectful verbal, non-verbal and digital communication to reach career development goals. - Intentionally offering valid suggestions to inspire and motivate others in the pursuit of their career goals

4.3. Non-Formal Education Methods for the Development of Career Management Skills in the Context of Formal Education.

In the process of developing the Career Training Program for career management skills, the Project's Latvian team felt it was crucial to find effective non-formal education methods that:

- would encourage a self-directed learning process,
- would be appropriate for its target group - career guidance counselors and other education professionals,
- could be effectively used in the formal education learning environment.

To fulfill all three of the prerequisites, the authors drew from their own experience in formal and non-formal education, as well as pilot-tested the efficacy of the selected methods during the Project's training in Latvia, on October 10-14, 2022, gathering 25 participants - career development counselors, vocational education teachers and other career guidance professionals from the Project's partner countries: Romania, Italy, Turkey, Portugal, Spain, Finland and Latvia. The feedback materials are summarized above in subsection 3.2. of chapter 3. It should be noted that the authors have, for many years, and continue to, still, regularly apply all of the proposed methods in their own daily professional activities, working with educators and counseling youth in Latvia, as well as other European countries. Therefore, it gives an additional guarantee of reliability to these methods.

The material contains descriptions of non-formal education methods in three parts, arranged according to the **three career management skills:**

1. Self-awareness, self-direction skills,
2. Career opportunity research skills,
3. Career decision making and implementing skills.

For the development of each of the career management skills, a description of corresponding non-formal education methods as well as a description of the procedure itself are provided. Each description includes the aim, the list of materials, the sequence or the steps of the activity, suggestions and worksheets.

The methods included in the material are:

- easily adjustable for working in different age groups or with individuals,

- applicable in formal and non-formal education environments, during topical career workshops, career week events, career immersion programs or trainings with the goal of developing career management skills.

However, in the context of formal education, the career counselor or the educator will have to objectively assess the available resource of time, the individual's learning skills and other circumstances, to be able to adapt the methods to each individual situation.

Table 2: non-formal education methods for the career skill #1

CAREER MANAGEMENT SKILL #1
Self-awareness, Self-direction Skills
In daily, as well as professional life, self-awareness and self - direction skills help one to maintain a positive self-image, assess and improve one's performance and provide comprehensive information about oneself and one's career experience. To develop these skills, there are several training tasks that can be helpful in fostering the abilities to listen, accept and analyze another person's opinion, which reflects their specific talents, skills, personality and character traits. The ability to recognize the potential of one's future career and to imagine a self-directed path towards the realization of one's idea is fostered by techniques that "guide" them on a journey into the vision of their future dreams within a defined timeframe. This is a way a person can place themselves in a specific moment in the future, visually embodying their own idea's step-by-step coming to life. Techniques like these boost a person's confidence, stimulate motivation and increase their faith in their own abilities.
Duration and Structure: 1, 5 hours, performed in a group, 5 learning stations
Aim: ● To raise self-confidence about one's strengths, abilities, skills, interests and talents ("Circle of Strength", "Walk and Talk"). ● To encourage the participants to find their own inner resources for reaching the goal of their desired career or any other type of a future development, by physically moving through the steps that they would need to take in order to succeed ("Audio Meditation", "A Walk to the Future", "A Letter to the Future").
Materials, Resources, Setting: Sheets of paper, pens, markers, colored pens, post-it notes (sticky notes), a computer or a smart-phone with a headphone set. The room/-s should have chairs, tables, comfortable places for sitting and for alone time. An outdoor space for walking.
Procedure/Process: The Leader briefly introduces the participants to the contents of each learning station and its associated tasks, and invites them to independently decide, whether they want to participate in all of the five learning stations or just some of them, employing the principle of free will and applying the approach of self-directed learning, as well as taking into account the participants' multiple intelligence (spatial - visual, intrapersonal, communication, etc.) types (Howard Gardner). The participants can plan their own

activities using the allotted time at one of the stations or divide it among all or some of them. The Leader informs the participants that each station is equipped with a full description of the activity and with all the necessary materials for a group or individual learning process. There is no appointed learning station guide, however, the Leader is always present and ready to support anyone who may need it.

Learning Station 1 - CIRCLE OF STRENGTH [9]

- The participants are instructed to find at least three peers within the group that want to take part in this activity and receive feedback from others in order to acknowledge and become aware of their own positive qualities and strengths.

- Each participant takes a sheet of paper and draws a "Circle of Strength" - a circle within a circle (2 circles).

- For the next 5-7 minutes, the participants write down in the inner circle their positive qualities, interests, hobbies, achievements, successes, abilities, skills and what they are passionate about. They could write down something that others don't know about them and/or anything that they are proud of in themselves.

- The participants divide themselves into small groups of 3-4, with groups spreading out in a way that doesn't disturb the other groups. The participants of each group stay close within their respective group.

- One of the participants within each of the small groups turns their back to the rest of the peers, keeping a close enough distance to be able to hear them. Their task is to carefully listen. They're not allowed to talk, make any comments or interact with the others in any way.

- The other two members discuss the strengths, talents, skills and positive qualities that they have observed in the person in front of them. If they don't know one another, they share their observations, e.g., "I've noticed that he has a planner where writes down his future plans. He seems to be punctual and like someone who is mindful of his time. It seems like it is important for him/her if/to…"

- After 2 minutes both participants finish the sharing and the listener turns back to face them and only says "Thank you!", writing down the comments they heard during the listening task in the outer or the big circle.

- The participants then swap roles, each one taking a turn to listen and receive feedback about their strengths and positive qualities.

- When all of the participants have finished sharing, for the following 5-7 minutes they reflect on their experience by answering these questions:
    - ✓ What surprised you when you received or gave feedback?

- ✓ What did you already know about yourself?

- ✓ Did you learn anything new about yourself from the feedback you received? What was it?

- ✓ What did you like about this activity/workshop?

- ✓ What did you like about giving feedback to others?

- ✓ How did you feel when you received positive feedback from others?/What was it like to receive positive feedback from others?

- ✓ What did you learn about yourself during this workshop?

- ✓ What did you learn about yourself during this workshop?

Learning Station 2: WALK AND TALK

- The participant independently finds a conversation partner in the group for a walk outdoors.

- Before beginning, agree on the length of each conversation. Watch the time.

- Agree on who will ask the questions first and who will answer. Then switch.

- As this is a conversation, in which questions are used as a tool, try to stick to the ones provided in the task. However, if you feel called to add new ones, use open-ended and leading questions.

- Questions:
    - ✓ What is your current priority in your career?
    - ✓ If you had to share the biggest lesson you've experienced on your career path, what would it be?
    - ✓ How did you arrive at this point in your career?
    - ✓ If you could do anything, what would it be?
    - ✓ If you tried something new this week, what would that be?
    - ✓ How can you help others?
    - ✓ What are your positive qualities?
    - ✓ What are your talents?
    - ✓ What do you intend to do over the course of the next year?
    - ✓ What do you do to improve yourself?
    - ✓ What are your interests?
    - ✓ What would you like to invent?
    - ✓ How do you see yourself in fifteen years?

In preparation for the workshop, the Leader may choose specific questions that are more appropriate for the participant age group. The Leader may also add extra questions, using the conversation games/cards. [10] [11]

Additional Questions from Insight Cards "Stāstu stāstiem izstāstīju" (LV, ENG)

Additional Questions from "Insight Cards on Personal Development" (ENG)

Learning Station 3: "A VISION WALK - MEET YOUR FUTURE" AUDIO MEDITATION

- The participant finds a comfortable sitting position or lies down to set themselves for the meditation (laptop/smartphone, headphones). If using a smartphone, the participant may also go outdoors.

- The meditation is a guided visualization in which you meet your Future - 9 minutes to spend with yourself and your Future. What does it want to tell you?/What is her message to you? What advice does it want to give you? What do you look like in your Future?

- This may serve well as an introduction to answer meaningful questions, set your goals and create a clear plan of action to reach them. The meditation could also be used as an additional tool for the "Goal Setting Game" (see Career Management Skill #3).

Audio Meditation file [13]:

ENG

Learning Station 4: A WALK TO THE FUTURE [9]

- The participant independently finds a conversation partner within the group, who wants to partner up and visualize their future in a step by step process using structured questions.

- Decide together which one of you will be the leader and which one will visualize. Switch your roles later. Time: 15 minutes x 2 = 30 minutes.

- "A Walk to the Future" steps (based on which the leader guides their conversation partner - the visualizer - by asking questions and giving instructions):

    ✓ Step 1: The leader invites the participant to define a dream/a goal for the future walk. Draw or use post-it notes to outline your walk in the future on the floor on a scale of 1-10. Where on the scale (1-10) would you like to be when you reach your dream/goal? What are you like there? What do you do differently? What do others notice in you?

    ✓ Step 2: Look at your scale objectively - where do you think you are at right now (1-10)? Step on it. When you look at the distance from point 1 to where you are now, which have been the main turning points? What have you learned already? What have you achieved? What are you proud of in yourself? How did you achieve it?

    ✓ Step 3: Do you want to take a step towards your dream/goal? Step onto the next number! What changes can you observe in yourself now that you are closer to your dream/goal? What do you have now that you didn't before? What's changed?

    ✓ Step 4: Invite your partner to step onto the next number. Repeat the questions from the previous step and add a few more: What are you doing differently? What are others noticing about you? What have you learned about yourself on this walk to your future up to this point?

    ✓ Step 5: Encourage your partner to take as many steps as they need to reach their dream/goal - the number at which the visualizer wants to arrive. In each of the steps, repeat the questions from the previous steps.

    ✓ Step 6: When the visualizer has reached the number on the scale symbolizing their dream/goal, reflect on the walk by asking them: How are you feeling now that you have reached your dream/goal? What have you learned about yourself? What are you especially proud of? How did you reach your dream/goal and what helped you succeed ? What changes have you noticed in yourself?

Learning Station 5: "WRITE A LETTER TO YOUR FUTURE SELF"

- Using the platform https://www.futureme.org/, write and send a letter to your future self about your dreams, goals and feelings. Send a message from your future to yourself. Take a moment to dream about your life after a certain amount of time. What will you be like? What will you be doing, What people will you have near and around you? Wish yourself something positive, bless yourself etc.

- Before you start the letter, you can pick a time (after 6 months, one, three, five or ten years) when you'd like to receive your letter. There is a separate box to add your email address. Upon sending the letter, you will receive a confirmation link in your inbox from the FutureMe platform.
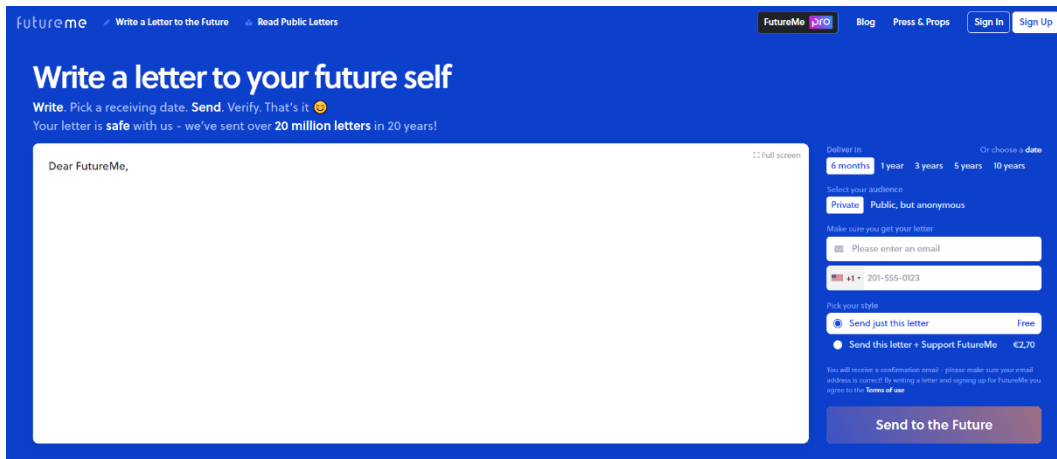

Table 2: Non-formal education methods for the career skill #2

CAREER MANAGEMENT SKILL #2 *Career Opportunity Research Skills*
Career opportunity research skills in daily, as well as in professional life help one to find and evaluate information about career possibilities. These skills combine a person's ability to recognize nearby resources, both in the form of career counseling at school and in the family, as well as, career opportunities here in Latvia or abroad, and how it measures against in the grand scheme in relation to the individual themselves. In the overall career development support system of this situation, it is possible to visualize and place oneself in the context of the outside world, using the systemic approach. The systemic approach is a process, through which a person creates a three-dimensional map that reflects the relationship systems within the context of their personal or professional lives. It develops a sense of belonging to larger systems: family, school, social groups, workplace, etc., and improves one's understanding of how impactful everything is on each of us or on a specific situation **[9]**. Likewise, in order to recognize opportunities that are near and around us, a certain amount of creative approach to idea seeking is required, as well as the ability to view things from an unusual or unique angle and to "think outside the box".
Duration and Structure: 2 hours

Aim:

- To promote the ability to recognize creative potential in oneself and to develop creative thinking, improving the skill of noticing new possibilities ("Creativity and Opportunities").

- To aid in the development of the ability to analyze career support opportunities ("Find Opportunities in Nature").

Materials, Resources, Setting:

The picture "A Cat and a Fridge" (Appendix 2), a whiteboard, markers, a computer, a projector, speakers. An outdoor area for walks in nature.

Procedure/Process:

In the introduction part the Leader invites the participants to contemplate the fact that all humans, though some more than others, are creative by nature. The participants are invited to evaluate their own creativity on the scale of 1-10. The Leader explains that there will be an opportunity to do some tasks that develop creative thinking and help recognize support systems and opportunities around us - both in the form of people that are near us and in the form of real resources. The Leader explains that the participants will create their own three-dimensional support maps in an unusual manner - using materials sourced in nature.

Activity 1: CREATIVITY AND THE OPPORTUNITIES AROUND

What Do A CAT & A FRIDGE Have In Common?

- The Leader places a color image (Appendix 2) of a cat and a fridge somewhere visible to the participants.

- The participants are asked: "What do A CAT & A FRIDGE have in common?". Generate as many original ideas as possible about the common threads between a cat and a fridge, about the potential opportunities that the two create, etc.

- The Leader writes down the generated ideas on the whiteboard.

- In conclusion the participants discuss the process of generating ideas - how easy or difficult it was to recognize the common threads/similarities between two unrelated things? What helped to recognize them?

An Inspiration Video of a Bird - "OPPORTUNITIES ARE ALL AROUND US"

- The Leader invites the participants to watch a 6 minute video.

- Afterwards, the Leader asks questions that prompt the participants to think about what they saw. What helps us to see and recognize things and opportunities around us? What helps us be more attentive and vigilant? When and in what settings are we able to recognize opportunities that are around us? What needs to happen for us to notice and recognize opportunities?

- The Leader creates a summary of the participants' answers on the whiteboard.

Video file of the bird [14]

Video
File of the Bird

Activity 2: FIND OPPORTUNITIES IN NATURE (Nature Objects, the Constellation or Systemic Approach)

CAREER OPPORTUNITIES IN NATURE

- The method is based on the Constellation or Systemic approach. It is helpful for spending time with yourself and seeing yourself within the whole of a system, and for building trust.

- During the introduction the Leader explains that in this part of the world people love nature. The traditions of the ancient Latvians are deeply intertwined with the rhythms of nature. People here observe the processes in nature and know when to sow seeds and when to harvest the fruit. They know when to do laundry or when to gather herbs. They notice and recognize the opportunities in nature.

- The Leader invites the participants to feel and sense into the world around them, using nature as a learning environment for researching career opportunities.

- The Leader invites the participants to go outside and take a moment to be with themselves, shifting their attention from their thoughts and their minds to the environment outside.

- Take a solo walk for at least 20 minutes, paying attention to the following:

  ✓ What is nature trying to tell you about career opportunities? What can you observe/see?

✓ Pick a tree, sit down next to it or hug it and find your connection. What does it want to tell you?

✓ Find and take with you 10 or more objects of nature that would symbolize the elements of your career support system (teachers, career counselors, studies, work, colleagues, students, peers, parents, family, children, etc.)

● After the walk the participants come back in and spend 30 minutes creating career support maps from the objects they found in nature. In addition, paper, color markers or pencils and glue are used. The Leader emphasizes that on our career path we encounter many different support agents (people) and many different opportunities. The Leader shares a personal story from their own life, describing a career support example and a career opportunity that they encountered. The Leader then explains to the participants the steps of creating their maps [9]:

✓ Prepare a surface with defined boundaries, which you will use to create your map (e.g., a sheet of paper). Encourage the participants to pick out an object, from the items they found in nature, that they feel would best represent themselves in the map, saying: trust your intuition, trust what you sense in your body. There is no right or wrong way to create your "map". Place the object anywhere on the map where it feels like the right spot. Write the word "Me" next to the object. Don't analyze, don't use your mind, trust your intuition and your body and let your hand guide you.

✓ Next, the participants pick a few items from the nature objects that represent the elements of their career support. Encourage the participants to place each item on the map trusting their intuition. What is the distance between the object representing you and the rest of the items? Next to each of them, write a keyword for each of your support elements (parents, friend, teacher, work, school, idols, etc.). Encourage the participants to add any visual elements that would bring the picture to life and would reflect the interaction between the elements.

● Finish by creating a career support map exhibition. The participants can "visit" the exhibition and hear each artist's map story - all the possible ways their career is supported, their doubts, fears, decisions etc. It is imperative that the participation in the exhibition is completely voluntary. The exhibition begins with the first participant, who expresses their desire to show their map and share whatever they feel called to reveal about their experience. It is important to keep the focus on the speaker and their story and refrain from asking questions or making comments.

● When the exhibition is over, the participants gather in a circle and end the activity with a conversation, asking questions and sharing insights:

✓ What surprised you the most?

✓ What did you find the most useful?

✓ Who would be the most important point of support for you, if you looked at your career map?

Career support maps of the participants from the Project training in Latvia on October 10-14, 2022

Table 4: Non-formal education methods for the career skill #3

CAREER MANAGEMENT SKILL #3
Career Decision-making and Implementing Skills

Career decision-making and implementing skills in everyday and professional life help one to create a vision for their career, while looking for new career development opportunities. With these skills, a person is able to express an opinion about their intentions, as well as, welcome the opinions of others. This career management skill affords a person the ability to set a career development goal and create a plan of action, by assessing the real situation, the available resources and the potential collaboration opportunities.

Duration and Structure: 2,5 hours

Aim:

● To develop the skill of creating a vision for your career, seeking career development opportunities ("The River of Personality Development").

● To learn skills for formulating goals and to create a plan of action ("The Goal Setting Game").

Materials, Resources, Setting:
Colored paper, markers, pencils.

Process/Procedure:
The Leader informs the participants that they will have two tasks that complement each other. The first task is based on a person's imagination and feelings, while the second task is designed in the form of structured questions. The participants are told that these tasks would help them formulate their career vision and goal, and create a workable plan of action.

THE RIVER OF PERSONAL DEVELOPMENT

- The Leader invites the participants to think about the times in their life when they gained meaningful knowledge and experience. What was learned and how did they learn it?

- The Leader begins the activity by saying: "Imagine your life was a winding river. Take a piece of paper and some markers or colored pencils and in the next 30 minutes draw it - if your life was a river, what would it look like and where would it take you? As you're drawing, look back at the bends and turns of your past and think about the events that taught you something. When you reach the present, continue drawing your river, but now imagine how it might flow and meander, taking you into your future.

- While drawing, the participant asks themselves a few meaningful questions, marking the answers in their drawing in the form of keywords:

    ✔ What is my goal?

    ✔ How do I want to advance?

    ✔ Why do I want to walk this path?

    ✔ How many different ways are there to reach my goals?

- At the end, create an exhibition of the "River of Personal Development" drawings. The participants can "visit" the exhibition and hear each artist's river story - the meaning of their river, their goals and their plans for reaching them. It is imperative that the participation in the exhibition is completely voluntary. The exhibition begins with the first participant, who expresses their desire to show their river and share whatever they feel called to reveal about their journey. It is important to keep the focus on the speaker and their story. When the speaker has finished their story, the participants may ask questions.

The "River of Personal Development" drawings from the Project training in Latvia on October 10-14, 2022

THE GOAL SETTING GAME [15]

- The method is based on the GROW model of coaching, which uses a series of open-ended questions to guide the participants through a conscious step-by-step process of creating a solid plan of action for reaching their goals.

- At the beginning the participants decide whether they would work with the questions in pairs or individually. If they decide to work in pairs, then they start with one participant asking questions and the other - answering. Then they switch. They also have to agree on the amount of questions they will ask each other.

- The participants divide a piece of paper into 4 parts according to the principle of the GROW model: 1) Goal; 2) Reality; 3) Options; 4) Will (Action)

- At the top of the page the participants write down an inspiring goal they would like to reach. It's best to formulate the goal in a precise and measurable manner, with a specific timeframe.

- The participant answers 1-3 questions from the "Goal" section, then writes down their conclusions:

  - ✓ How will you know that you've reached your goal? What in your life will reflect it?

  - ✓ Who might benefit from your success? Is there anyone or anything that might suffer or lose in any way as a result of it?

  - ✓ Why is this goal worth working towards? In what way will it be a gift to the world? How will it be a gift to you?

- The participant answers 1-3 questions from the "Reality" section, then writes down their conclusions:

  - ✓ What do you avoid thinking about, when you think about your goal?

  - ✓ What are the resources you already have? (i.e., skills, time, inspiration, money, support…)?

  - ✓ How much is this goal on your mind? How often do you think about it?

- The participant answers 1-3 questions from the "Options" section, then writes down their conclusions:

  - ✓ What are the resources that you need? Who might have them? Where might you be able to find them?

  - ✓ What possibilities would open up for you if you had more money, more time, more…?

  - ✓ What could speed up the process of reaching your goal? What could get you there faster?

- The participant answers 1-3 questions from the "Will" section, then writes down their conclusions.

  - ✓ Can you identify the main stages of your goal? What are they? What should be the deadline for each of them?

  - ✓ What is the most important task for this goal? What is the first step that you'll take to follow through?

  - ✓ What action will you take in order to get the resources and/or support you need?

- The participant creates a plan of action with concrete tasks and a deadline. The participant makes an agreement with themselves on following through with the plan.

4.4. Non-Formal Education Methods for Eliciting Feedback.

In formal education feedback usually comes in the form of a grade or an evaluation from a teacher. In non-formal education, on the other hand, the focus is on the individual learning process that eventually helps the learner arrive at a result. Feedback may be given about the course of the learning process itself, a specific activity, the leader's work or the mutual evaluation among the participants. Various non-formal education methods are used to elicit feedback, which give the participants a chance to express their emotions and feelings. Therefore, the leader must be able to flexibly assess the maturity of the participants, as well as the general atmosphere in the group. During a feedback activity, any opinions should be considered valuable and it's important to refrain from the desire to finish or assist the participant in the expression of their thoughts. It is recommended to ask open-ended questions (e.g., What would happen if…? How might I be able to do it? What did I learn today? What did I know already? etc.), instead of commenting or drawing any conclusions. The participant should be given time to contemplate the question - sometimes silence means thinking.

Non-formal education methods for eliciting feedback help to:

- formulate the opinion of the group;
- release tension after the activities;
- (for leaders/trainers/teachers) - understand the opinion of the group;
- create trust within the group;
- close the activity;
- identify mutual relationships within the group.

THE CONVERSATION CIRCLE

- The participants create a circle, in which everyone can see each other well and it is comfortable to sit or stand. The Leader **uses different additional tools** for eliciting feedback:

Associative cards

✓ The cards are set facing up at the center of the circle.

✓ Each participant picks out a card that reflects their insights or feelings after the lesson/activity. The participants share their insights or feelings in connection to the chosen card.

Question cards

✓ A deck of question cards is placed facing down at the center of the circle.

✓ Option one: each participant draws a question card and gives their answer in relation to what they experienced during the lesson/activity. Option two: one of the participants draws one or more question cards and all the participants give their answers.

✓ Questions: What did I learn today? What did I know already? What was a challenge for me today? What surprised me? How might today's benefits help me change or improve my studies or work? How am I feeling today?

THE HANDPRINT

● To elicit feedback from participants after a lesson/activity, the "Handprint Reflection Questions" may be used, selecting the questions randomly. Before beginning, the participant draws the outline of their hand on a piece of paper. The participant then writes their answers inside of the shape of their hand.

Figure 6: Reflection questions

THE BUTTERFLY

● On a white or colored piece of paper each participant draws a butterfly of the emotions that have come up after the training. The participants also write down their name.

● Each participant then writes a blessing/words of gratitude dedicated to another participant on the respective participant's butterfly page, thus creating positive memories of the time spent together in the training.

Figure 7: The participants' Butterfly drawings from the Project training in Latvia on October 10-14, 2022

THE 1-10 SCALE

● The participants create a circle, in which everyone can see each other well and it is comfortable to sit or stand. On the floor at the center of the circle a scale of 1-10 is drawn or set up using post-it notes. Using different colored post-it notes, the participants mark the spot on the scale they were at before the training and where they are at now.

● When the scale is done, the participants express their opinion and share their insights.

MY SHIELD

- On a piece of paper draw a shield and divide it into seven parts.

- Write a keyword, relevant to the question asked in each part of the shield. The questions may be replaced with other topic-related questions:

  - ✔ Question 1: What do I do well?
  - ✔ Question 2: What would I like to do?
  - ✔ Question 3: What is my strongest quality?
  - ✔ Question 4: What is my weakest quality?
  - ✔ Question 5: What is the best compliment I've ever received?
  - ✔ Question 6: What is the worst comment I've ever received?
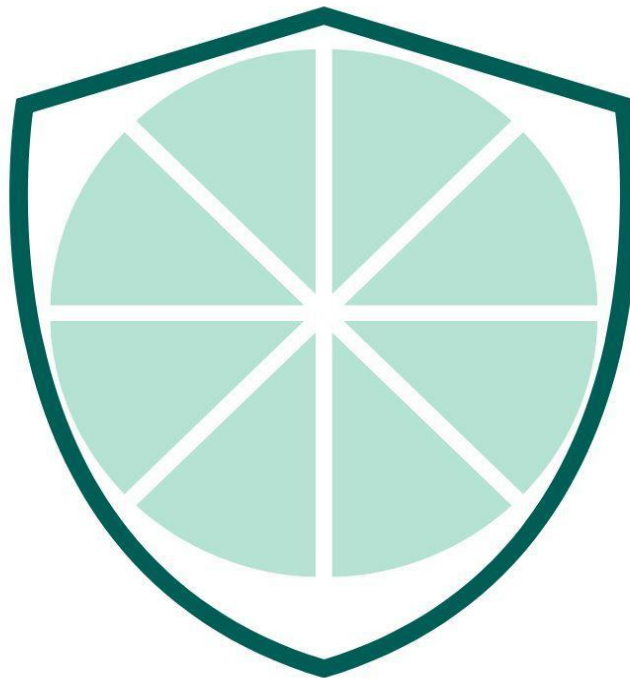 - ✔ Question 7: What is my favorite place?

Figure 8: An example of the Shield

THE DIGITAL DIARY

- The Digital Diary is an IT tool on the https://global.cityoflearning.eu platform that helps learners develop skills of documenting their experiences, as well as, evaluating and sharing their skills with other learners.

- The Leader must register the activity on the platform in advance, set up descriptions of the practical tasks the participants perform in person and add "digital badges" accordingly. The training participants will be able to receive a certificate of learning in the form of a "Digital badge" virtually after completing the task and documenting the feedback on the platform.

- The platform provides an opportunity to get feedback after each learning activity, simultaneously developing participants' digital competences.
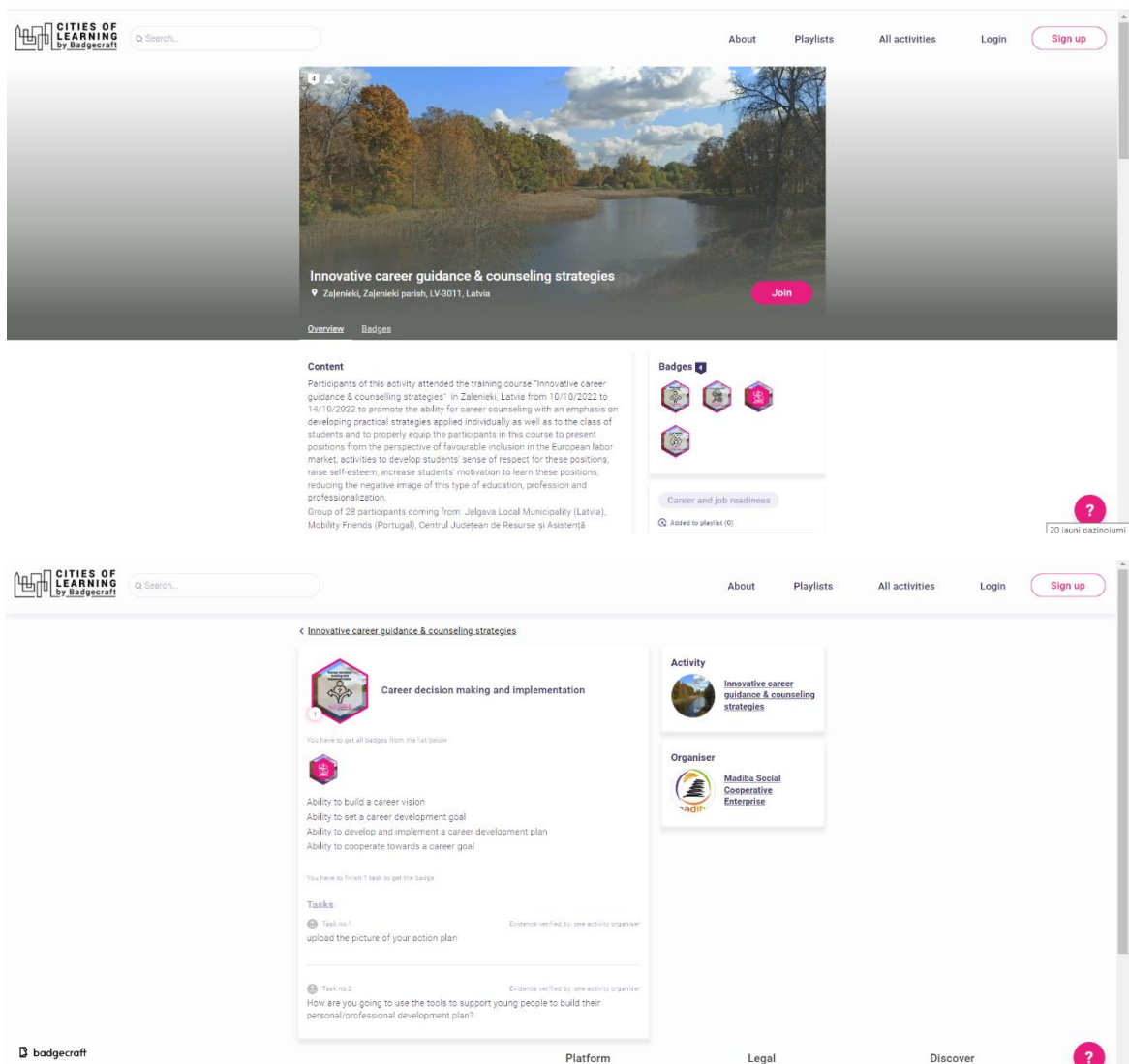

Figure 9: An example of a digital diary on the https://global.cityoflearning.eu/ platform from the Project training in Latvia on October 10-14, 2022

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Appendix

For the "Your River of Learning" Non-formal Education Methodical Material

Program Title
"Innovative Strategies in Guidance and Counseling for Career Success" *Erasmus+ project No. 2021-1-RO01-KA220-VET-000033307 „S.O.S. a Career for Success"*

Scope *(hours)*
24 hours

Programmas Implementation Objectives
To provide methodical support for career counselors, vocational education teachers (VET) and other career guidance professionals in their work with individuals as they develop career management skills in a self-directed learning process in formal education.

Program Implementation Tasks
1. To introduce participants to the theoretical basis of the principles of non-formal education and learning. 2. To offer practical workshops of non-formal education methods for building individual career management skills and researching the career support system. 3. To involve participants in the implementation of feedback during and at the end of the program.

Program Target Audience
Career counselors, vocational education teachers (VET) and other career guidance professionals. The material may be used in, both, formal and non-formal learning settings. To be able to apply the non-formal education methods of this material more effectively, it is recommended that the participants have former practical experience in the application of the self-directed learning process, using the non-formal learning approach.

Program Manager/-s
Non-formal education trainer, career counselor with work experience in an education institution.

Thematic Outline of Implementation		
No.	Topic	Hours
1.	Introduction. The participant's are getting to know one another. Career development system of support in Latvia.	1,5
2.	Self-directed learning. Non-formal education in the space of Lifelong learning.	1,5

3.	The career development support/guidance in vocational education in the Project's member countries (the non-formal education method "The Library of Learning").	3
4.	The career management skills model of development in Latvian schools. The indicators of career management skills. Feedback.	3
5.	Career management skills (1). The development of self-awareness and self-direction skills in formal education. A practical workshop (the non-formal education methods "Circle of Strength", "Walk and Talk", "A Vision Walk - Meet Your Future" audio meditation, "A Walk To The Future", "Write a Letter to Your Future Self"). Feedback.	3
6.	Career management skills (2). The development of career opportunity research skills in formal education. A practical workshop (the non-formal education methods "Creativity and the Opportunities Around", "Find Opportunities in Nature"). Feedback.	3
7.	Career management skills (3). The development of career decision making and implementation skills in formal education. A practical workshop (the non-formal methods "The River of Personal Development", "The Goal Setting Game"). Feedback.	4
8.	An experience trip to one of the professional schools in Latvia.	3
9.	The end of the program. Feedback.	2

Expected Results of the Implementation

The participants gain, both theoretical knowledge and practical work experience in using non-formal education methods in formal education to promote the formation of career management skills in an individual.

Material Support Required for the Implementation of the Program

The required materials:

Stationery articles (white and colored paper, color pencils or markers, glue, sticky notes, etc.), a whiteboard/blackboard, a projector, speakers, 6-8 laptops (depending on the number of participants), classrooms and an outdoor area for activities in nature.

Figure [16] "A Cat and a Fridge" for the non-formal education method "Creativity and Opportunities Around Us", see table 3

Gratitude

The Authors express their gratitude to two professional education institutions for their support and the opportunity for the participants of the Project to get practically acquainted with and immersed in the learning process, the workshops and the process of providing career development support to the students of the school during the training in Latvia on October 10-14, 2022.

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- Donele Crafts and General Secondary School http://davv.lv/ (Dobele Local Municipality, Latvia)